Zoom Application: An Educational Platform for Teaching EFL Students

Wayan Satria Jaya[1], Tommy Hastomo[2], Natasia Lia Putri[3]

[1,2,3,] STKIP PGRI Bandar Lampung

[1]wayansatriajaya@stkippgribl.ac.id, [2]*tommy.hastomo@stkippgribl.ac.id,
[3]natasialiaputri@gmail.com

Abstrak: *Penelitian ini bertujuan untuk mengetahui pengaruh pemahaman membaca siswa menggunakan aplikasi Zoom. Peneliti menerapkan metode kuantitatif dengan desain quasi-experimental sebagai metodologi penelitian. Penelitian memiliki dua kelas sebagai sampel penelitian, yakni kelas kontrol dan kelas eksperimen. Siswa di kelas eksperimen diajar menggunakan aplikasi Zoom dan siswa di kelas kontrol diajar menggunakan aplikasi WhatsApp. Untuk memperoleh data penelitan, penelitii menggunakan tes pilihan ganda yang terdiri dari 40 soal. Dengan mempertimbangkan hasil analisis data dan uji hipotesis, peneliti menemukan bahwa Ha diterima. Diperoleh bahwa t-test lebih tinggi dari t-tabel pada taraf signifikansi 5% dan 1% (5,29 > 1,67 < 2,39). Terdapat pengaruh penggunaan aplikasi Zoom untuk pemahaman bacaan. Selain itu, temuan tersebut juga menggambarkan bahwa hasil rerata skor pada kelas eksperimen lebih tinggi dari pada kelas kontrol (67,66 > 58,13).*
Kata kunci: : Aplikasi Zoom, Kemampuan Membaca, Penelitian Eksperimen

Abstract: The research aimed to determine the effect of students' reading comprehension using the Zoom application. The researchers applied quantitative methods with a quasi-experimental design as the research methodology. The study included two classes; control class and experimental class. The students in the experimental class were taught using the Zoom application, and those in the control class were taught using the WhatsApp application. For data collection techniques, researchers used multiple-choice tests consisting of 40 questions. Considering the data analysis findings and the hypothesis test, the researcher found that Ha was received. It is obtained that the t-test was higher than the t-table at significance levels of 5% and 1% (5.29 > 1.67 < 2.39). There was an effect from using the Zoom application for reading comprehension. Moreover, the findings also illustrated that the result of the means score in the experiment class was higher than the control class (67.66 > 58.13).
Keywords: Zoom Application, Reading Comprehension, Experimental Research

INTRODUCTION

A billionaire, Eric Yuan, created the Zoom app founded in April 2011. The Zoom application is accessible through any website. Laili & Nashir (2020) declared the Zoom application can be used to facilitate students' acquisition of cognitive semantics and syntax about sentences. The students' acquisition could be conducted through writing and rewriting. These sentences were delivered by their classmates and teachers, who encouraged them to make factual statements.

Reading is one of the most crucial abilities in learning and teaching foreign languages. Alexander (2018) defined reading comprehension as a specific activity that was a special kind of thinking process. The reader could understand the text by activating the ability to construct meaning internally from interactions with the material being read. It indicated that reading comprehension offered a specialized task that required the thought and creativity of readers. Moreover, the reader needed to think creatively and appropriately in creating meaning and delivering it to the oral language.

In reality, most students face some problems in reading comprehension, such as difficulty in discovering the main thought of the text. The students did not know the word's meaning and pronounced the English words correctly. Therefore, the teacher should replace the conventional teaching technique with a modern one that could solve complicated issues for them to understand the content and answer the questions. Based on the problems above, it was important for the teacher to be a facilitator to find the solutions. For example, teachers can use educational media to improve student's learning outcomes (Khusniyah, 2020).

Rahayu (2021) stated that this learning activity impacted students' motivation to learn because it could easily make them bored. Learning that was less engaging was not like learning in a classroom. Another study also stated a positive and significant correlation between metacognitive skills and interest in student learning outcomes in the English language material (Yunita et al., 2021). On the other hand, the novelty of this research was the researchers employed the Zoom application to assess students' reading comprehension. These learning media were used in the learning process to improve student's English learning outcomes during the Covid 19 Pandemic.

There is some previous research on using zoom applications for teaching English. Putri (2021) stated that the Zoom application could positively impact students' learning outcomes. Moreover, Kim (2020) said that using Zoom for learning activities positively affected students' English reading achievement. Natsir et al. (2021) defined the use of Zoom application as educational technology as one of the ways that could be utilized to

communicate with the students, therefore they could learn and comprehend the learning material effectively.

Moreover, implementing the Zoom program could be used as educational media in online education. The Zoom application allowed all teachers to have a direct voice, picture, or video conversations with the learners (Priyatna, 2020). This statement was supported by Fitria (2020), who said that the effect of Zoom as educational media could promote the students learning outcome because it facilitated the students to explore their English ability through all the features in this application. Therefore, the features that could be used in this application include a break-out room, video recording, virtual whiteboard, closed-caption, chat, virtual background, live voting, and so on.

In this study, the researchers employed the Zoom conference as educational media because it could affect the English learning process, especially in the reading aspect. Moreover, there were some research goals in conducting this research. First, it aimed to investigate the significant influence of implementing the Zoom application for teaching English at SMKN 1 Kalianda. Second, this study aimed to identify the mean scores of students' reading ability in implementing the Zoom application for teaching English at SMKN 1 Kalianda.

METHOD
Research Design
The researchers applied quantitative methodology in this study based on the experimental class. Cresswell (2009) stated that quasi-experimental design involves both a control and an experimental group in quantitative research. The researchers conducted research by applying a quasi-experimental design.

A variable could be the object of research to get information on everything about it (Treiman, 2014). It means that variables were everything that could be a source or object from which the researchers could obtain information and determine its effect after giving treatment to the research target. There were two variables in this research: Independent Variable (X) is the Zoom application, and the dependent Variable (Y) is the students' Reading Comprehension.

Population and Sample
Treiman (2014) stated population refers to a set of items or objects that could be generalized from research findings. In this research, the population was taken from class X students of SMKN 1 Kalianda. The total number of students was 114 students in 3 classes. Yunita et al. (2021) stated that the

sample was a part of representative of the population that will be studied. This research employed a cluster random sampling technique. According to Setiyadi (2006), random cluster sampling is a method of surveying populations from different clusters. The researchers employed random cluster sampling because the class was homogeneous and the population was more than two classes. Therefore, the sample of this study was taken from two classes to collect the data.

Data Collection Technique

The researchers employed a multiple-choice test with 40 questions as a data collection method with five choices to gather the students' reading comprehension. Test data analysis in this research was the Pearson Product Moment formula to check the test's validity. This test was valid if $t_{count} \geq t_{table}$. Based on the calculation of the validity of the tryout, the instrument was declared valid because $t_{count} \geq t_{table}$ or $0.522 \geq 0.444$ and $0.962 \geq 0.444$,. The result above showed the validity of the test was declared valid. There were 40 items to try out. The calculation of reliability indicated if 40 items were reliable and could be used as research instruments because count > t_{table} or $0.762 > 0.444$. The results above showed high reliability or $0.60 < r\,11 < 0.80$.

RESULTS AND DISCUSSION
Results

This research was conducted on 8th March – 9th April at SMK Negeri 1 Kalianda in the academic year 2021/2022 with a population of class X students. The researcher used data from two different classes for this study**.** In conducting, the researchers had two hypotheses: 1) There was a significant influence on students' reading comprehension through the implementation of Zoom application 2) The mean score of students' reading comprehension which was taught using Zoom application higher was higher than those who learn through WhatsApp application.

Table 1. The result of the Validity Test

No	t_{count}	t_{table}	Result
1	0.522	0.444	Valid
2	0.962	0.444	Valid
3	0.861	0.444	Valid
4	0.948	0.444	Valid
5	0.927	0.444	Valid

Before conducting the research, the researchers employed validity and reliability test for the research instrument. First, test data were analyzed using Pearson's Product Moment formula to assess the test's validity. This test was valid because $t_{count} \geq t_{table}$. The table above displayed some results from

calculating the validity of the tryout, which $t_{count} \geq t_{table}$ or 0,522 ≥ 0,444, 0,962 ≥ 0,44. It shows that t_{count} was higher than t_{table}. Therefore, the instrument was declared valid.

Table 2. The Reliability of the Test

Items	r_{11}	r_{table}
40	0.762	0.444

Based on the table above, the reliability calculation showed that 40 test items were reliable and could be used as research instruments because tcount > ttable or 0.762 > 0.444. The results above showed high reliability or 0.60 < r 11 < 0.80. Therefore, the test was reliable, and the reading instrument could be used for the research.

Furthermore, the normality test was conducted by the researchers to test whether the test was normally distributed or not. The researcher used the graphical method to measure the data. Figure 1 shows experimental class normality results.
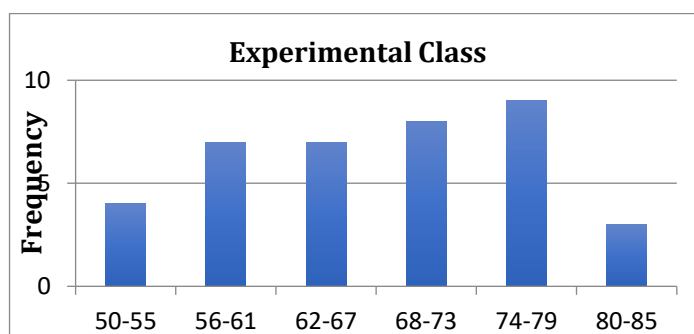
Figure 1.
Normality of Experimental Class
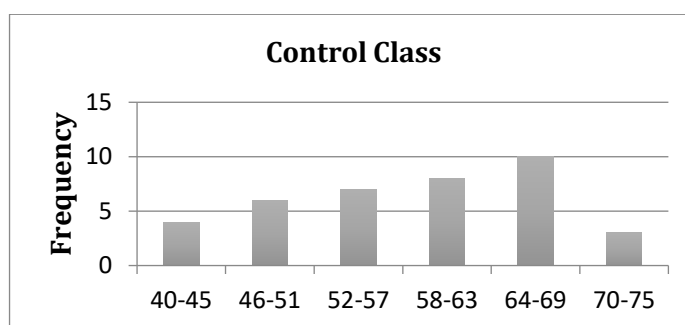
Figure 2.
Normality of Experimental Class

Based on figure 1 and figure 2, the post-test and experimental, and control class was normally distributed.

Table 3. The result of the Homogeneity Test

Group	F_{ratio}	F_{table} (0.05)	F_{table} (0.01)
Experiment and Control	1.00	1.71	2.14

There were some criteria for homogeneity tests in this research. First, F_{ratio}> F_{table} ½ α (ν1.ν2) level 0.05 and 0.01. Therefore, it indicated that the data was not homogenous. If F_{ratio}< F_{table} ½ α (ν1.ν2) level 0.05 and 0.01 indicated the data was homogenous. Table 3 above shows that Fratio is 1.00. Ftable was significant criteria from 0.05 is 1.71 then 0.01 is 2.14. Because Fratio<Ftable, then Ho is received (1.00 < 1.71 < 2.14). Therefore, the experimental class and control class data groups were both homogeneous.

Moreover, the researchers conducted ttest or tratio to demonstrate the first hypothesis that the Zoom Application affected students' reading comprehension of SMKN 1 Kalianda in 2021/2022. The finding was obtained that ttest 5.29 >1.67<2.39. The criteria showed that Ha is received when ttest > ttable. Therefore, Ha was received, and there was a significant influence of the implementation of the Zoom application on students' reading comprehension. The Zoom application had a significant effect on the student's ability to collect information from the above findings. The implementation Zoom application as learning media was very effective because this educational technology could be used to improve the student's reading ability.

Table 4. The Mean Post-Test Score Only

Class	Post-test
Experiment	67.66
Control	58.13

To prove the hypothesis that the means score of students' reading comprehension in Zoom class was higher than that of students' reading comprehension in WhatsApp class, the researchers applied t*test* or t*ratio* to analyze the data. Based on the calculation results, the mean score in the experiment class was higher than the control class (67.66 > 58.13). Therefore, Ha is accepted because the mean score of students' reading comprehension in the Zoom class was higher than the mean score in the WhatsApp class.

Discussion
The Impact of the Zoom Application on Students' Reading Comprehension

The research aimed to investigate the influence on students' reading comprehension using Zoom application in the tenth grade of SMK Negeri 1 Kalianda. This research was conducted using a quasi-experimental design involving two classes as the research samples, namely the control and

experimental classes. For research statistics, the researchers utilized the Zoom application as an educational technology for teaching learning activities. From the results of the data collected and analyzed through reading tests, the researchers found a good impact on students' reading comprehension in a learning activity through the Zoom application. The Zoom application had made learning activities easier for many users that were carried out virtually, or "video conferencing," as people commonly referred to it.

In teaching reading, the teacher should engage the students more in the learning activity. To increase classroom activity and student engagement come true, the researchers suggested trying the implementation of educational media in teaching reading, such as Zoom Application. Dewi (2020) stated that Zoom was a video-based communication tool. This application was compatible with many mobile devices, desktop computers, cell phones, and space systems.

Moreover, Abdillah (2020) stated Zoom was a two-way or face-to-face broadcasting platform that enabled direct communication, just like in a face-to-face conference. It offered everyone the unique capability to join a meeting by clicking a link or room number. This platform offered various benefits, including time savings, cheap costs, and favorable environmental effects. Writing and discussion in class would be as natural for students and lecturers as in a regular classroom.

Moreover, Pratiwi & Wahyuni (2019) defined Zoom meetings as an alternative application for virtual meetings that were very useful for facilitating the interaction of many people without direct interaction and helped to learn needs in today's digital era. Based on the ttest analysis of the data hypothesis, the researchers found that Ho is rejected. This statement was supported by the findings that if ttest was higher than ttable at significance levels of 5%, then 1% (5.29 > 1.67 < 2.39). Therefore, there was a significant influence on students' reading comprehension through the Zoom application.

The Mean Score of Students' Reading Ability in the Zoom Class was Higher than The Mean Score of Students' Reading Ability in WhatsApp Class

The mean score of students' reading comprehension taught using the Zoom application was higher than the mean score of students' reading comprehension taught using the WhatsApp application for class X SMKN 1 Kalianda in 2021/2022. The mean score of students' reading comprehension in the experimental class was 67.66, and the mean score in the control class was 58.13. Based on this finding, Zoom could affect students' reading comprehension.

Atmojo & Nugroho (2020) stated that it was possible to learn and discuss the learning material through the Zoom application. This educational

media could improve students' ability to understand texts and make students enthusiastic when involved in teaching and learning. Numerous elements in the Zoom Meetings could be used to improve reading comprehension. Therefore, students' reading comprehension would benefit significantly from using the Zoom Cloud Meetings tool.

According to Nurhasanah et al. (2020), the Zoom application could help students practice English, especially reading comprehension. This educational platform was also believed to make interactions and communication between teachers and students more productive. Zoom features also facilitated English instruction online. These advantages positively impacted the outcomes of students' English learning. Moreover, the Zoom application was easy to apply to students because it used today's technology so that students could adapt to fun and modern learning.

Therefore, the two research hypotheses were accepted based on the abovementioned results. The research hypotheses consisted that there was a significant influence on students' reading comprehension through the implementation of the Zoom application in the tenth grade SMKN 1 Kalianda in 2021/2022. The second hypothesis was the means score of students' reading comprehension in Zoom class was higher than the means score of students' reading comprehension in WhatsApp class of the tenth grade at SMKN 1 Kalianda in 2021/2022.

CONCLUSION

In this research, the researcher concluded that there was a significant influence on students' reading comprehension through the implementation of the Zoom application in the tenth grade SMKN 1 Kalianda in 2021/2022. This statement was supported by the result of t_{test} = 5.29 for α = 0.05 was 1.67 and for α = 0.01 was 2.39 (5.29 > 2.39 > 1.67). Based on the findings of the data through a reading assessment, the researchers found the effect of Zoom application as educational media was very effective in influencing students' reading ability. Furthermore, the researchers also found that the means score of students' reading comprehension in Zoom class was higher than the means score of students' reading comprehension in WhatsApp class of the tenth grade at SMKN 1 Kalianda in 2021/2022. The result supported this statement that the mean score in the experimental class was 67.66, and the mean score in the control class was 58.13 (67.66 > 58.13). Therefore, the Zoom application can be used as a medium to teach reading comprehension for the tenth-grade students at SMKN 1 Kalianda.

Moreover, this study was conducted with a relatively small research sample and lacked an assessment of students' perceptions of the Zoom application. Future research could be conducted with more extensive research

samples and different dependent variables, such as students' engagement and students' creativity in the teaching-learning activity for EFL students.

REFERENCES

Abdillah, L. A. (2020). *Online learning menggunakan zoom teleconference*. 48.

Alexander, R. (2018). Developing dialogic teaching: genesis, process, trial. *Research Papers in Education*, *33*(5), 561–598. https://doi.org/10.1080/02671522.2018.1481140

Atmojo, A. E. P., & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, *13*(1), 49–76. https://doi.org/10.18326/rgt.v13i1.49-76

Cresswell. (2009). *English as a Foreign Language Volume 25 Issue 5 September 2021 (Special Issue)*. *25*(5).

Dewi, D. S. (2020). *The Implementation Of Cooperative Learning In Teaching Reading*.

Fitria, T. N. (2020). Teaching English through Online Learning System during Covid-19 Pandemic. *Pedagogy : Journal of English Language Teaching*, *8*(2), 138. https://doi.org/10.32332/pedagogy.v8i2.2266

Khusniyah, N. L. (2020). *Teacher' s Perception on SQ4R in English Reading Comprehension Learning Using Zoom Application*. *4*(2), 231–238. https://doi.org/10.29408/veles.v4i2.2554

Kim, H. (2020). The Efficacy of Zoom Technology as an Educational Tool for English Reading Comprehension Achievement in EFL Classroom. *International Journal of Advanced Culture Technology*, *8*(3), 198–205.

Laili, R. N., & Nashir, M. (2020). The Use of Zoom Meeting for Distance Learning in Teaching English to Nursing Students during Covid-19 Pandemic. *UHAMKA International Conference on ELT and CALL (UICELL)*, *December*, 17–18.

Natsir, I., Latifa, A., & Ammade, S. (2021). Implementing Zoom as Blended Learning Platform to Obtain Learning Process From Home During The Pandemic of Covid-19 at MTSN 3 Enrekang. *Pendidikan Bahasa Inggris*, *10*(May), 109–118.

Nurhasanah, N., Sulistyo, B., Agustiani, M., & Ulya, E. N. (2020). Students' Perceptions on the Use of Internet As Learning Media in Reading Classroom. *Jurnal Basis*, *7*(1), 111. https://doi.org/10.33884/basisupb.v7i1.1864

Pratiwi, A. D., & Wahyuni, E. S. (2019). Potensi Aplikasi Zoom Cloud Meetings Dalam. *Prosiding Seminar Nasional*, *October 2019*, 1747–1754.

Priyatna, E. (2020). *Pemanfaatan Aplikasi Zoom Cloud Meetings Sebagai Media Komunikasi Ditengah Pandemi Corona (Covid-19) Utilization of Zoom*

Cloud Meetings Aplications As a Communication Media in the Center of Corona Pandemies (Covid-19) Sebagai Media Komunikasi Ditengah. 1–81.

Putri, R. K. (2021). *THE EFFECT OF USING ZOOM APPLICATION ON DEVELOPING ENGLISH LEARNING (A Pre Experimental study at the 7*.

Rahayu, S. (2021). *Jurnal Kependidikan : Efek Media Zoom Cloud Meeting Terhadap Keaktifan dan Hasil Belajar Bahasa Indonesia Siswa di Masa Pandemi Covid-19 Sri Rahayu B .*, Sulastriningsih Djumingin , Munirah Program Pascasarjana Universitas Negeri Makassar * Corresponding*. *7*(3), 760–766.

Setiyadi. (2006). *STRATEGY TRAINING ON LEARNERS' ORAL COMMUNICATION*.

Treiman, D. J. (2014). *Quantitative Data Analysis: Doing Social Research to Test Ideas - Donald J. Treiman - Google Buku* (First). Jossey-Bass. https://books.google.co.id/books?hl=id&lr=&id=c-fOAgAAQBAJ&oi=fnd&pg=PR5&dq=quantitative+data+analysis&ots=gS4f4Bt3LG&sig=XeVoNT3uYaBwSMgdlGCo8ag4nws&redir_esc=y#v=onepage&q=quantitative%20data%20analysis&f=false

Yunita, S., Gailea, N., Evenddy, S. S., Training, T., Faculty, E., Sultan, U., & Tirtayasa, A. (2021). *the Influence of Using Wattpad Application Toward Students' Reading Comprehension in Narrative Text*. *9*(2), 72–77.