

Teaching Reading Using Zoom: Students' Perception of Reading Class through Zoom

Rengganis Siwi Amumpuni^{1,2*}, Rudi Hartono¹, Dwi Rukmini¹, Rahayu Puji Haryanti¹

¹Universitas Negeri Semarang, Indonesia

²Universitas PGRI Madiun, Indonesia

*Corresponding Author: rengganissiwi@students.unnes.ac.id

Abstract. The pandemic has transformed instructional practices from face-to-face to online learning paradigms. Reading is one crucial skill for students. However, many students perceive reading as challenging to be learned. Teachers need to adapt to this transformation and investigate numerous online learning platforms. One of the famous and valuable platforms is Zoom. It includes features such as a chat box, breakout rooms, and shared documents. In data collection, the researcher uses observation, documentation, and interview techniques. This descriptive qualitative research explores the students' views of zoom in teaching reading. The result revealed that the advantages of zoom in teaching reading are the students become enthusiastic in the learning process, more excited and enjoy learning. Several good answers were gained from the learners as zoom facilitated live-online interaction and boosted their interest in an online course. The disadvantages are the problem with the internet quota and signal; some students don't understand the material in detail and cheat when doing the assignment.

Key words: Zoom; Teaching; Reading

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INTRODUCTION

Reading is an activity to get information or verify existing knowledge (Dean, 2016), recognized not only in the cognition process but also in affective and psychological aspects (Baker et al., 2019), and is text-centered, which means that students focus on the author's aim and argument rather than their own (Katan & Baarts, 2021). Readers can get information or enhance their knowledge of the language being read through reading (Amumpuni R, 2021). It can help students to increase their knowledge and vocabulary, and they become fluently in reading English (Alharbi, 2021; Astuti, 2014; Haerazi & Irawan, 2020; Meniado, 2016). The teaching of reading in the context of the pandemic was impacted in every way and emerged as one of the most essential aspects to consider while arranging the educational system and transitioning from traditional learning to online learning. This transfer procedure takes a long time because there are a lot of different things that might have an affect and generate a lot of different problems. It was impossible for there to be a seamless transition from the atmosphere of traditional education to that of remote and virtual learning overnight.

The transition from traditional classroom instruction to online learning may be highly challenging for educators due to the myriad of

challenges they must navigate while searching for effective methods to impart their knowledge to students via virtual classrooms. These days, one of the most debated topics relates to whether or not students should utilize technology in their first or second language studies. Technology can make it easier for students to collaborate with one another during the educational process while also fostering an environment in the classroom that is communicative and participatory (Balaman & Sert, 2017). Students were able to experience real-time virtual classes and video conferencing via computers, mobile phones, or tablets anywhere. Students have more options for group work thanks to this piece of technology (Reinders, H., & White, 2016) and the opportunity to participate in live encounters over the internet.

The instructor plays a very significant part in determining the quality of the student-instructor interaction, the quality of the learning environment, and the quality of the learning process overall in an online class. As a result of this, educators are required to adjust to the technological literacies and provide students with learning platforms that are appealing and simple to use, all based on the characteristics of the learners and the requirements of the learners. When the government, education units, teachers, students, and parents all work together to support the success of the online learning process, then

online learning will be successfully implemented. Online learning will also be effective when it is implemented. Teachers need to have a decent approach to their students while they are participating in online learning, as well as an understanding of the students' unique personalities and the challenges they face. Students could have diverse preferences when it comes to the kind of online platforms they use; for example, some students might appreciate synchronous learning while others favour asynchronous learning. In addition, some students are unable to participate in online learning owing to poor signal quality, an inability to use online media, or a lack of interest in participating in online learning. Those pupils who struggle academically need to receive individualized attention from their teachers as a result of this fact.

The word "online learning" is common throughout the world, yet it can refer to a number of distinct concepts. There are many authors, each of whom gives their own unique interpretation of this phrase by describing it and offering their thoughts based on the research field or their own experiences. Learning that takes place primarily through the use of the internet to transmit both teaching and content is known as online learning (Watson & Kalmon, 2005). Instructions, content, and material may all be efficiently given to students participating in online learning because it is conducted through the internet. Distance learning, which is what online learning is, gives students the opportunity to obtain an education without physically being present in a classroom setting. However, limited private schools or colleges and government institutions find it difficult to acquire online learning solutions, which is why many of them have completely shut down. This has been one of the problems, as private colleges can easily manage up with online teaching techniques. Restricted private colleges or schools and institutions find it difficult to manage up with online teaching techniques. Digital learning has several advantages, including being more cost-effective and allowing students to study in an environment that is most conducive to their learning. However, digital learning comes with its own set of difficulties and restrictions, and face-to-face connection is the most effective method of communication.

There are some measure of success with online education all over the world; nevertheless, there is still a very long way to go before digital learning can be considered the norm in the field

of education. This is due to the fact that students who live in rural regions do not have access to sufficient internet services where they reside, nor do they have the financial means necessary to buy the cellphones and computers that are required for online education. Further, students living in urban regions have an easier time adopting online education because these locations already have the necessary infrastructure in place. Because there is insufficient funding, it is exceedingly difficult for the government to construct the necessary infrastructure for digital education. Social isolation is the only way to halt the COVID-19 outbreak from spreading further. This is the most effective method. Therefore, educational institutions such as schools and universities are making use of online collaboration platforms such as Zoom.

In 2011, Zoom was formed, and the company's software was released in 2013. Zoom is a technology that was developed in the United States. The Zoom software is used for a variety of purposes, including, teleconferencing, maintaining relationships, conducting distance learning. During the COVID-19, the number of people using the Zoom app increased significantly. We can connect from any location on different device using the Zoom app. It provides added capabilities like as join to webinars or class. Zoom enables users to meet securely based on their roles and responsibilities. It provides chat for groups. The role that technology plays in the educational process is expanding all the time. Online classes are becoming increasingly common, but rather than serving only as a replacement for in-person instruction, they can be supplemented with instruction delivered in traditional classroom settings. In many cases, this provides students with an experience that is more interesting and encouraging. The online educational resource Zoom has been instrumental in the development of a variety of ground-breaking approaches to the teaching of second languages.

The characteristics of Zoom make it possible for English teachers to investigate and evaluate each of the four competencies through in-depth conversations with their pupils. In addition to screen sharing, Zoom encourages English teachers to comment their students' screens, resulting in more engaging classroom discussions. Recording their classes can be done either locally or on the cloud for English teachers. Both instructors and students can self-evaluate their knowledge and abilities by watching

previously recorded lectures and watching their own lectures to evaluate medical students' strengths and weaknesses. The recorded classes can be viewed in order by the students, allowing them to see their growth over the course of the year.

In addition, English teachers can evaluate the growth of their students by demonstrating the recorded lecture to a reliable colleague in the same field and soliciting critical commentary on the content of the video. The content of English classes can be presented in a variety of ways thanks to the flexibility provided by Zoom. Sharing interesting content with students, such as movies, articles, and presentations, through screen sharing provides an excellent chance for English teachers to increase their students' international competence. However, as reported from the previous research, the quality of online learning with the zoom is not similar to face-to-face learning (Knipe, D., & Lee, 2002). Research on students' perceptions of video conferencing in higher education was also explored by Candarli & Yuksel (2012). Findings related to the effectiveness of zoom have been explored in numerous publications, however, since several studies reported that zoom did not contribute to the learner interest in zoom courses, it is crucial to conduct an in-depth investigation on the learners' lack of interest in a live-online course.

METHODS

This descriptive qualitative research was intended to explore the students' perceptions of using zoom in teaching learning process. The participants in this study were 15 students at the Universitas PGRI Madiun by using purposive sampling. Participants were recruited and given a questionnaire in the form of a survey and interview through Google form. In order to provide answers to these research questions, they were constructed on the basis of the literature review and the study objectives. The research questions are: 1) how is the implementation of reading class through Zoom 2) what are the advantages of learning reading by using Zoom., and 3) what are the disadvantages of learning reading by using Zoom.

RESULTS AND DISCUSSION

The first thing the teacher needed to do was inquire whether the students were prepared to participate in an online class. They started by requesting that all pupils download the zoom app.

They were provided with an password to use in order to gain access to the conference once they had successfully downloaded it.

In conclusion, they had the option to join the meeting. In a class that was held online through Zoom, the instructors instructed the students that they needed to have their cameras turned on, that they needed to be on time for class, that they needed to grasp the academic rules, and that they needed to participate in a forum discussion actively. In addition, Zoom is available for free download for up to 100 people for a period of forty minutes.

Q1. Students become enthusiastic in the learning process, more excited and enjoy learning Teaching reading by using zoom is interested and make them happy to study and the students become enthusiastic in the learning process, more excited and enjoy learning

The students say , *"in my opinion, using the zoom application is interesting and effective for learning .it's fun , but a little less understanding of the material"* *"It's fun, mam, and I also have more time to study "*. It means that teaching reading by using zoom is interested and make them happy. The second question is *"Do you feel enthusiastic and motivated to learn reading using the zoom? "*. All of the students said *"yes, I am enthusiastic and motivated"*. It means that the use of zoom to teach reading makes students enthusiastic and motivated to learn.

Q2. Facilitated live online interaction and boosted their interested in online course

Zoom makes it easier for students to interact with one another online and engage in communicative activities in the classroom. In addition, Zoom allows students and teacher to hold face-to-face meetings in a digital setting, allowing them to keep the intimacy that previously existed between them. Some students find that they are able to raise questions and voice their ideas more freely in online discussion groups by Zoom, and they also favor receiving direct feedback from their instructors. Zoom also provides a breakout room for small group discussion. Teachers can schedule courses and students can also schedule their group presentations in the schedule feature. They can also record and save videos during virtual classes.

The fact that we are able to immediately listen to the teacher's explanation and that we are able to directly ask questions to the teacher is what makes Zoom intriguing. Because we are able to communicate with the lecturer and also because we are able to discuss topics with our friends, we

believe that we are able to learn just as well as we would in a traditional classroom setting.

Another response from the students like that

When the teacher in my reading class ordered the class to split up into smaller groups for a discussion, I followed her request and went to one of the breakout rooms. There were a total of 4 attendees in each of the breakout rooms. The students have the option of choose the room for themselves

Q3. The disadvantages of zoom are internet service availability, students finding it hard to understand the material, and cheating when doing the assignment.

The findings also demonstrated that there are a number of challenges associated with taking an online course through Zoom. A few of the students had trouble joining the meeting and were left feeling dissatisfied after trying for an extended period of time. The difficulties stem from the lack of availability of broadband internet access, as well as poor internet signal quality, a restricted quota, and challenging connectivity.

Our problem is related with our internet quota and also internet accessibility. Because our home is rural, it is hard for me to get the internet sinyal. Another students say that the advantages are I can adjust learning hours at any time, it is different if I am in school related to learning time, while the disadvantages are the internet network is slow and has difficulty signal

Discussion

During the teaching and learning process, the students look enthusiasm and enjoy following the lesson such as answering the teacher greeting, asking some questions and following the teacher's instruction. Based on the interview, the students say they feel enthusiastic and motivated in using Zoom in reading class. Students are given the opportunity to participate and engage in student-student interactions in small group discussions or role-playing, and to explore their language and ideas to communicate with each other. As a result, the learning objectives can be accomplished using this facility. However, the instructor is responsible for providing engaging learning materials and ensuring that each student has a positive experience in order for them to actively participate and contribute to the discussions taking place in the breakout room. (Moorhouse & Kohnke, 2020; Nation, 2007).

Learners said that they were exposed to difficult tasks in a virtual classroom while taking the Zoom video conferencing course. Learners

with low levels of self-confidence claimed that the live contact created either a joyous or stressful learning experience for them. Video conferencing software like Zoom makes it possible for students of a second language to interact and engage in real-time dialogues. Not only does it make live online student-to-student connection easier for them, but it also makes it possible for them to talk about their own experiences in relation to the subjects covered in their classes (Lenkaitis, 2019).

Students who reside in more remote places or whose internet connections are unreliable frequently voice their frustration that they are unable to participate in their Zoom classes. After they have been admitted to the Zoom conference, they are confronted with additional difficulties, such as a low-quality sound experience or an inability to turn their video on. It is consistent with a number of investigations that have verified the aforementioned technical concerns with Zoom. The students had trouble accessing Zoom because of connectivity issues, problems with the sound and video quality, and problems connecting to calls. (Archibald et al., 2019).

CONCLUSION

This study gives the perspective of students who have used online learning opportunities provided by Zoom and discusses the advantages and difficulties of doing so. This current study illustrates both the success of zoom in an online classroom as well as some of the benefits of implementing zoom in a reading class. The study's findings showed that the advantages of using Zoom for videoconferencing include the fact that students become more engaged about learning, enthusiastic about learning, and enjoy learning more. As a result of Zoom's ability to allow live-online interaction and increase the learners' level of engagement in an online course, a number of favourable replies were collected from the students. The downsides are the problems with the internet quota and signal, as well as the fact that some students don't grasp the content well enough to complete their assignments without plagiarizing. It is recommended that researchers in the future investigate the influence of student-student experiences as well as teacher-student experiences in the Zoom application on how students interact and participate in an online classroom setting

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