



Students' Perception of Using Zoom Meeting for English Microteaching Class

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Abstract

The process of changing learning produces a variety of different views. This study aims to reveal students' perceptions of using the zoom meeting application for online microteaching classes through pedagogical, socio-cultural, and technical aspects. The population in this study were twenty (20) 3rd-year students of the English education study program who had attended microteaching classes and of course were able to provide their views and opinions. It can be concluded that students have a relatively positive perception of using the zoom meeting application for online microteaching class. The results of the study represent the positive result in carrying out microteaching lectures online. Even though the lectures are conducted online, they lecture still runs according to the standard. For interactive learning applications that are used, students seem happy to use the Zoom Meeting application as a learning medium because apart from being practical and simple, zoom meetings also rarely cause problems that are difficult to handle.

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INTRODUCTION

Today's education manner is different compared to the last decades. It has significantly altered learning practices and transformed students' independence in the use of information and communication technology. Then, by integrating the use of technology into education, the education is conducted not only in the offline mode but also online in substitution. It completely the educational experiences to be online teaching and learning process (Atmojo & Nugroho, 2020). This phenomenon, in some cases, needs to be further adjusted into a beneficial contribution to the current education model. In general, online learning is considered to be a better option for the kinds of circumstances that make regular classroom learning unfeasible

(Wargadinata et al., 2020). Because of that condition, online learning (e-learning) with internet access is fully operational (Sipayung & Wibawa, 2020). The application of online learning may be facilitated by the usage of various sources. For instance, online classrooms via Edmodo, Google Classroom, and Coursera, instant messaging programs such as Telegram, Line, and also Whatsapp, as well as video conferences for learning purposes such as Google meet and Zoom meeting.

Furthermore, higher education is one of the educational levels that fit to incorporate online classes as part of the learning process. Students in this level who learn via online mode have more convenience in their lesson schedules and can study whenever and wherever they choose. The ability of learners and educators to communicate online is a key factor in online learning. Thus, online learning is now a teaching and learning innovation that solves the problem of a lack of diverse learning sources. Supposedly, the practice of microteaching needs to be done directly in the class. However, considering the rules for limiting activities, some learning activities must be held online. During lectures, students were assigned to record videos while teaching and then presented them during the course hours. Students who take microteaching courses are required to understand some of the learning outcomes in the lesson plans, such as teaching skills, designing lesson plans, conducting classes, as well as teaching various materials according to the curriculum, but this is deemed inappropriate so it is considered a problem that must be found a solution.

One of the platforms or applications that are very often used to help the learning process is the Zoom meeting. This application is an application that is used as a medium of long-distance communication with combine video conferencing, chat, meeting online, and mobile collaboration. The use of this application can accommodate quite a several participants together in one virtual meeting. Through Zoom, teachers can directly communicate visually by providing various subject matter with direct instructions to their students.

In negative views, (Helda & Zaim, 2021) mentioned that the Zoom application is less able to practice teaching properly because it is tied to a network, just as microteaching lectures are teaching exercises on a small scale. Meanwhile, (Pham, 2022) conducted research at the University of Social Science & Humanities (USSH), Vietnam National University, Ho Chi Minh City (VNUHCM) on microteaching learning through a zoom application. It is stated there that the zoom meeting created feelings of shame and discomfort so that it quite affects its effectiveness. In addition (Mankar et al., 2022) said that microteaching learning should be able to hone students' abilities and awareness to face the real class, but students did not have the opportunity to experience this because the sessions were conducted using online applications.

Based on the current situation and preliminary observation, it can still be said that students have not been able to carry out microteaching practice courses as usual. If previously this course was practiced directly, now it is carried out with a slightly different process. It is possible that the implementation of lectures through the Zoom Meeting application can train and explore the students by the objectives of the microteaching lecture itself. This matter raises new problems such as how to teach, how to organize classes and various other things that are different from before.

This problem makes the students have different views and opinions. Some of them also feel less confident because they will practice teaching offline later. In short, an in-depth evaluation is needed. Evaluation is not only for the current method but also for the positive and negative values it creates. (Gunawardena, 1995) Three things will determine the effectiveness of distance learning. The first thing is technology. In this case, students must have easy access to the network with minimal time. The second is the characteristics of the teacher. Teachers play an important role in the effectiveness of online learning. The third is the characteristics of the students themselves. According to (Puspaningtyas & Dewi, 2020) the success of a model or learning media depends on the characteristics of the students. Inevitably, various perceptions arise from various parties.

The students should be ready and master all things related to the science of teaching practice. On the contrary, due to circumstances, it is not possible to carry out lecture activities, as usual, using the traditional mode. This problematic issue has given rise to various views and opinions among the students, especially those who are currently and have carried out micro-teaching lectures. In conclusion, if they say they do not master the knowledge and are not confident in the abilities they get during online lectures, then they will feel less confident in their abilities.

METHOD

This type of research method is descriptive qualitative using an instrument in the form of a questionnaire in the form of Google form which is given to students who are selected to be the research sample, and Focus Discussion Group (FDG) interview. The number of samples who filled out the questionnaire was 20 students of 3rd-year students in the education program who had taken microteaching class and certainly could provide their views and opinions. It was a close-ended questionnaire rated using the Likert scale that was employed as an indicator of the participants' agreement with each item in the questionnaire. (Hertanto, 2017) said that the use of the 5-point Likert scale is to make it easier for respondents to distinguish answers and receive information. The 5-point Likert scale can also accommodate respondents' neutral or hesitant responses. The closed-ended questionnaire consisted of 25 statements using scales; 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4, Agree), and 5 (Strongly Agree).

RESULT AND DISCUSSION

The questionnaire is divided into three, Statements 1-10 were related to pedagogical indicators in online microteaching class, 11- 18 were related to socio-cultural indicators in online microteaching class, and 19-25 were related to technical indicators in online microteaching class.

a) Students' Perceptions of Using Zoom Meeting in Pedagogical Criteria.

The first indicator for students' perception of using zoom meeting for English microteaching class. As seen in the table below, 10 statements or items on this indicator answered the research questions about students' perception of pedagogical criteria.

No	Statement	N%					Mean	Category
		SD	D	N	A	SA		
1	Saya memahami materi perkuliahan microteaching meskipun dilakukan secara online.	0%	3%	23%	42%	32%	3,89	positive
2	Saya mampu membuat RPP, mengembangkan materi ajar, membuat media pembelajaran, serta assessment untuk siswa SMP/SMA meskipun perkuliahan dilakukan secara online.	0%	3%	24%	47%	26%	3,79	positive
3	Saya mampu mempraktekkan teori mengajar yang sesuai dengan langkah-langkah pembelajaran yang terdiri dari pembuka, inti, hingga penutup pembelajaran meskipun perkuliahan dilakukan secara online.	0%	5%	11%	46%	38%	4,05	positive
4	Saya menguasai keterampilan dasar mengajar yang diajarkan di sesi perkuliahan microteaching online meskipun perkuliahan dilaksanakan secara online.	0%	3%	12%	73%	13%	3,89	positive
5	Saya mampu mengembangkan perangkat pembelajaran (RPP, materi ajar, media ajar, assessment) meskipun perkuliahan dilaksanakan secara online	0%	0%	31%	36%	32%	3,84	positive
6	Saya bisa berlatih keterampilan dasar mengajar meskipun perkuliahan dilaksanakan secara online.	0%	5%	20%	54%	20%	3,79	positive
7	Meskipun perkuliahan dilakukan secara online, saya mampu menggunakan media pembelajaran sebagai alat untuk mempresentasikan pelajaran	0%	0%	14%	43%	42%	4,21	positive
8	Meskipun dilaksanakan secara online, kegiatan perkuliahan berjalan sesuai standar perkuliahan, meliputi review pembelajaran, penjelasan materi, mempelajari keterampilan dasar mengajar, mempraktekkan cara mengajar yang benar	0%	3%	15%	45%	38%	4,00	positive
9	Walaupun perkuliahan dilakukan secara online, saya tetap dapat menerima evaluasi dari dosen dan saran dari teman-teman berkaitan dengan praktik mengajar saya.	0%	2%	3%	37%	57%	4,32	positive
10	Saya mampu mengatur dan mengelola kegiatan pembelajaran sesuai dengan standar yang diajarkan di perkuliahan microteaching.	0%	0%	15%	60%	25%	3,95	positive
Total mean							3,97	positive

Table 1 shows that 32% of the participants strongly agreed, and 42% agreed that they still understand the microteaching class material even though it is done online. 26% of the participants strongly agreed, 47% agreed, and only 3% disagreed that they can make lesson plans, develop teaching materials, and make learning media, as well as assessments for junior high school /high school students even though the class conducted online. Participants who disagreed with the statement were confused since they were given the assignment without first receiving instruction from the lecture. 38% of the participants strongly agreed that they can practice teaching theory by the learning steps consisting of the opening, the core of the teaching process, to the closing of the lesson even though the class is conducted online.

Moreover, 73% of the participants agreed with the statement that they master the basic teaching skills taught in online microteaching class sessions even though the class was conducted online. The participants said that although carrying out the practice of teaching assignments in the microteaching with an online process, they were quite good at practicing it, for example how they opened the class, arranged the class, managed the class, reviewed lessons, and ended the class. Also, 36% of the participants strongly agreed that they have been able to develop learning tools (lesson plan, teaching materials, teaching media, and assessment) even though the class was conducted online, and 54% of the students who learned online microteaching class said that they are also able to practice basic teaching skills even though the class conducted online. Even though the class was conducted online, they said that they can use learning media as a tool to present lessons which indicates that 43% agreed with the result. 45% of the students said that although carried out online, class activities run according to class standards, including learning reviews, material explanations, learning basic teaching skills, and practicing correct teaching methods.

In addition, 57% of the participants strongly agreed and 37% agreed that even though the class is conducted online, they can still receive evaluations from lecturers and suggestions from friends regarding their teaching practices. It was supported by the interview participants who agreed that they claimed that feedback from teachers and friends was very useful in evaluating their talents, and as a result, they also became more aware of where their previous mistakes. 60% of the participants agreed, and 25% strongly agreed that they can organize and manage learning activities according to the standards taught in microteaching lectures.

In conclusion, it was revealed that the students had positive perceptions of using zoom-in pedagogical criteria. When responding to how their online microteaching class went, a large majority of respondents agreed, and many strongly agreed, that even if it was done through an online procedure, most were still able to comprehend and put what they had learned into practice. They can also effectively build learning tools and understand teaching techniques. Running online microteaching classes is made more efficient by evaluation in the form of comments and suggestions from lecturers who teach and friends.

b) Students' Perception of Using Zoom Meeting in Socio-cultural Criteria.

There were 8 statements to see students' perception of using zoom meeting for English microteaching class in socio-cultural criteria.

No	Statement	N%					Mean	Category
		SD	D	N	A	SA		
11	Meski perkuliahan dilakukan secara online, interaksi dan komunikasi mengenai perkuliahan diantara saya dan dosen berjalan lancar, nyaman dan menyenangkan.	0%	2%	7%	33%	58%	4,32	positive
12	Interaksi social antara dosen, saya dan teman-teman berjalan dengan efektif.	0%	2%	7%	33%	58%	4,32	positive
13	Pelaksanaan perkuliahan microteaching online memberi saya kesempatan untuk bisa memahami dan bersosialisasi dengan teman dan guru (toleransi, solidaritas, empati)	1%	0%	20%	59%	20%	3,79	positive
14	Perkuliahan microteaching secara online membuat saya lebih percaya diri dan mampu meningkatkan kemampuan saya untuk mengeksplorasi diri saya.	0%	11%	8%	60%	21%	3,79	positive
15	Selama perkuliahan microteaching online, didalam prosesnya transparansi, contohnya proses dalam perkuliahan sangat terbuka dan tidak ada yang ditutup- tutupi.	0%	0%	19%	50%	31%	4,00	positive

16	Selama perkuliahan microteaching online, didalam prosesnya tidak pernah terjadi kecurangan yang merugikan saya	0%	2%	14%	29%	54%	4,11	positive
17	Perkuliahan microteaching online mendukung saya untuk lebih inovatif dan kreatif dalam menyajikan tugas-tugas praktek mengajar.	0%	5%	19%	25%	51%	3,95	positive
18	Aplikasi interaktif pembelajaran online yang digunakan untuk perkuliahan microteaching cukup simple dan praktis.	0%	0%	11%	48%	42%	4,26	positive
Total mean							4,06	positive

Table 2 shows the students' perception of using zoom meeting for English microteaching class in socio-cultural criteria. 58% of participants strongly agreed that although the class is conducted online, interaction and communication between students and lecturers run smoothly, comfortably, and pleasantly, and also 33% of the participants agreed that social interaction between students and lecturers runs effectively. As many as 59% of participants who took the questionnaire agreed that the implementation of an online microteaching class allowed them to understand and socialize with friends and teachers (tolerance, solidarity, empathy). 60% of the participants said that online microteaching class makes them more confident and able to increase their ability to explore their abilities. While 11% and 8% of them said different responses. 50% agreed and 31% strongly agreed that there is transparency in the process during online microteaching class. For instance, there are no secrets and the lecturing process is completely transparent. Moreover, 54% strongly agreed and 29% agreed that during the class of the online micro-teaching, there has never been a fraud that has hurt them.

In addition, 48.8% of participants agreed and strongly disagreed that online microteaching courses support them to be more innovative and creative in presenting practical teaching assignments. 42% strongly agreed and 48% agreed that the online learning interactive application used for microteaching lectures is quite simple and practical. Some of them also said that the zoom application is the only application used in online microteaching classes because, in addition to its simple use, this application also has many features that are very helpful to support the lecture process.

Based on the data obtained above, it can be concluded that students' perception of using zoom meeting for microteaching class in socio-cultural criteria was positive. Several factors indicate a positive result, such as how the zoom meeting application facilitates easy social interactions to ensure that courses run smoothly. This program also offers several features that are highly beneficial for students. These functions play a critical role in ensuring that the online microteaching class runs properly.

c) Students' Perception of Using Zoom Meeting in Technical Criteria.

The next indicator is technical criteria. It consisted of 7 statements, as shown in Table 3 below.

No	Statement	N%					Mean	Category
		SD	D	N	A	SA		
19	Saya memahami materi perkuliahan microteaching meskipun dilakukan secara online.	0%	3%	19%	41%	38%	4.00	positive
20	Meski dilakukan secara online menggunakan aplikasi interaktif pembelajaran online, perkuliahan microteaching tetap dapat mencapai target pencapaian perkuliahan.	0%	3%	19%	46%	32%	3,84	positive
21	Saya mampu dengan mudah untuk beradaptasi dengan aplikasi interaktif pembelajaran online yang digunakan untuk proses perkuliahan.	0%	0%	11%	53%	36%	4,16	positive
22	Menurut pengalaman saya, aplikasi interaktif pembelajaran online yang digunakan adalah aplikasi yang cukup efektif untuk melaksanakan perkuliahan microteaching (karena bisa berbagi video, dokumen, foto, papan tulis, mengatur tanggal pembelajaran)	0%	0%	18%	29%	54%	4,21	positive

23	Aplikasi interaktif untuk pembelajaran online perkuliahan yang digunakan untuk perkuliahan microteaching online terbilang cukup efisien digunakan.	0%	3%	19%	46%	32%	4.00	positive
24	Aplikasi interaktif pembelajaran online yang digunakan mampu untuk mendukung proses perkuliahan microteaching online.	0%	0%	15%	49%	37%	4,11	positive
25	Saya merasa aman melaksanakan perkuliahan micro teaching online melalui aplikasi interaktif untuk pembelajaran (seperti: Whatsapp, Google classroom, Zoom meeting, dll) karena tingkat keamanan aplikasinya terupdate dan berkualitas tinggi.	0%	0%	15%	60%	25%	4,16	positive
Total mean							4.06	positive

Table 3 above shows that 41% agreed and 38% of the participants strongly agreed that the interactive online learning tools that are used during online microteaching lectures rarely present issues that are problematic for the students to resolve, during the interview session, participants explained the problems that usually occur, such as devices that do not connect, unstable internet network and delays in sharing screens, but they can deal with these problems. As much as 46% agreed and 32% of the participants strongly agreed that even though it was carried out online using interactive online learning applications, the microteaching class could still achieve the target of achieving lectures. As much as 53% agreed and 36% of the participants strongly agreed that they easily adapt to interactive online learning applications such as zoom meetings used for the lecture process, none of them disagreed with this statement.

In the statement asking about their experience, the interactive application for online learning zoom meeting is an application that is quite effective for carrying out online microteaching class (because it can share videos, documents, photos, whiteboards, and set learning dates) no one answered disagree because 29% students answered agree 54% answered strongly agree while the rest were neutral. 46% agree 32% of the participants strongly agree that interactive applications used for online microteaching lectures are quite efficient to use.

Still with many who choose the percentage to agree and strongly agree, the statement that the online learning interactive application used can support the online microteaching class process also shows a lot of positive responses, in total 49% of students agree and 37% strongly agree with this statement. Also, the last question still shows a positive response. In their statement, they feel safe carrying out online microteaching classes through interactive applications for learning (such as WhatsApp, Google classroom, Zoom meeting, etc.) because the security level of the application is updated and of high quality, 60% agree and 25% of the participants strongly agree with this statement.

To sum it up, students' perception of using zoom meeting technical criteria was positive. Students rarely experience serious problems that are difficult for them to handle. They are also easy to adapt to interactive learning applications used such as zoom meetings, with innovation and novelty they have, making students comfortable using the zoom meeting application.

In Focus Discussion Group (FDG Interview), the result represented that the first criteria in students' perception of using zoom meeting for English microteaching in pedagogical, was good. According to Suryani & Rismiyanto (2021), teachers are agents of change, so a prospective teacher needs to have the right self-confidence to become better. Similarly, Suryani & Rismiyanto (2021), Thomas (2017) also stated that the quality of a teacher is measured by how many students there are understand his teachings. In microteaching lectures, students will be provided with various kinds of knowledge and rules. Of course, all students must be able to understand and master the lesson. After the researcher got the data from the participants, the students had relatively positive perceptions of using Zoom meetings for English microteaching classes. However, some of the participants had quite negative perceptions of using Zoom meetings for English microteaching class.

Nomor Item	Statement
1	Apakah anda memahami materi yang diajarkan dosen ketika perkuliahan berlangsung/ anda lebih memahami ketika melihat langsung presentasi teman? Jelaskan!
2	Bagaimana proses anda mempraktekkan materi dan teknik mengajar yang telah diajarkan diperkuliahan?
3	Selama perkuliahan microteaching online, media dan teknik mengajar apa saja yang anda kuasai?
4	Selama perkuliahan microteaching online, bagaimana dosen anda mengemas pembelajaran? Apakah prosesnya menyenangkan?
5	Berbicara mengenai feedback yang didapatkan, dapatkah anda menjelaskannya? Apakah menurut anda ini efektif untuk mengevaluasi kemampuan diri anda?
6	Menurut anda, kegiatan mengajar apa saja yang dapat diasah melalui proses online ini?
7	Selama perkuliahan microteaching online, permasalahan teknis apa saja yang anda temukan? Bagaimana cara anda menyiasatinya?

The first criteria in students' perception of using zoom meeting in pedagogical. Based on the analyzed data from the questionnaires and interviews, most of them understand better if the lecturer explains the learning. To illustrate the case, there were some quotes from the participants:

Maybe the reason is more about the lecturer's comments, so when the lecturer makes comments, sometimes some explanations or additions were not done by friends before. – R3

In my opinion, when the online microteaching class is more understandable, it is when the lecturer explains it – R1

However, some of them also understand the purpose of learning better when they see presentations from their friends. To illustrate the case, there were some quotes from the participants:

For me, it is more clear and more understandable than a friend presenting; a friend displays a video of him instructing students or other students before explaining it in a Zoom meeting so that afterward see what friends say.– R1

I agree with the previous response that I would get the subject matter more fully if I had seen a presentation friend. This is because the lecturer comments on each of these portions to indicate which fit, and which do not fit. After my friends appear and comment on them, I will understand more clearly and ultimately retain more useful information. – R2

Almost all participants said that they were able to practice teaching therewith the learning steps consisting of the opening, the core, to the closing of the lesson even though the lectures were conducted online, some of them said that:

It feels like how to start the class, end the class activities, repeating the lesson is good enough. – R2

In contrast to the findings of Helda & Zaim (2021) Zoom meeting application has been successful in online learning media and can be utilized as a learning tool. However, it is less effective when used for microteaching courses. At the time the interview was held, the respondents said that to master basic teaching skills, developing learning tools was quite optimal. It is also because when they have practiced it for teaching assignments, they will be given comments and suggestions by the lecturers and friends so that through these comments they can correct their previous mistakes, and over time the correct methods and techniques will be formed.

In certain parts, suggestions/comments will be given, for example, if that part fits, this part does not fit – R2

The second criteria is socio-cultural. The media or platform used by the students and teachers in online microteaching class was Zoom meeting. The students did not have experience learning on other platforms since Zoom meeting is an application that is quite effective and simple to use to support the lecture process. All information and communication between lecturers and students also run comfortably and efficiently. Based on the findings of Roza (2021), they discovered that this Zoom webinar may assist them in learning how to improve their communication and social skills. Moreover, 60% agreed and 21% of the participants strongly agreed to believe that online microteaching lectures make them more confident and able to increase their ability to explore themselves. Similar to the results of this study, research from

Dixon, et al (2019) also showed the same results, such as the effect of using technology on microteaching classes was able to increase their confidence and provide a safe and non-threatening environment for them to reflect on their practice. In contrast, 11% of the participants said the opposite. Even so, 5% of the participants did not agree that online microteaching lectures supported them to be more innovative and creative in presenting practical teaching assignments, not a few agreed and strongly agreed with this statement, in total there were 25% agreed and 51% strongly agreed. As evident in the following statements:

We had junior high school and high school content for microteaching class, and we taught it on our own, so it will be shown on zoom later. – R1, R2

For the material, there are 2, for the junior high school material it is recorded, for the high school, it is offline in class. – R4, R5.

The last criteria is technical. Learning applications also assist students by making it much easier to learn certain subjects (Abdullah et al., 2021). In line with it, According to Rismiyanto & Suryani (2021), using online teaching platforms has several advantages, including being useful for professional growth and being successful for educating students, and also in their research results, they said that Zoom meeting is the best application for conducting online microteaching lectures. Based on the facts from the research data, as much as 41% agree and 38% strongly agree with the statement during online microteaching learning, interactive online learning applications that are used rarely cause problems that are difficult for them to handle. Still with Roza (2021), the results of her research demonstrate that students have a favorable opinion of the technical aspect, believing that it is simple to use the program and that they rarely experience severe issues. While 3% of them said there were a few problems that sometimes occurred when the lecture was in progress, some of the problems that often occurred were:

Sometimes during lectures usually the video can't be played, then to work around this by uploading it to YouTube and playing it immediately. However, if we play videos that haven't been uploaded to YouTube, it will be difficult for the video to play and display in zoom. – R4, R5.

The most frequent problem with the application being disconnected, and to get around this, we search for good spots so as not to miss the lecturers – R1

Maybe when we share the screen, on our laptop the video is already open, but on others, hasn't, so it's a bit delayed. – R1

DISCUSSION

Based on the data analyzed, it can conclude that all of the indicators in the questionnaire and discussed in more detail in the Focus Discussion Group interview, all indicators show very good and very positive results. Most of the students understand better if the lecturer explain the content of learning. However, some of them also understand better the purpose of learning when they see presentation from their friends. Almost the students said they were able to do the teaching practice therewith the learning steps, consist of how to open, conduct, and end the class. All information and communication between lecturers and students also run comfortably

and efficiently. Then, almost the students agree that the use of zoom meeting as a media rarely cause problem that are difficult to handle.

CONCLUSION

According to the study and data presented, students generally view the use of zoom meetings for English microteaching in class. Even though lectures are delivered online, students are still able to comprehend the subject matter, acquire teaching techniques, put them to practice, and create learning tools. Students can also practice basic teaching skills while being evaluated for their skills and motivating evaluations for their abilities and self-development.

There was also a quite high number of students who agreed that social interaction, even though the class was conducted online, it was quite effective as long as information and communication lectures ran smoothly and comfortably. According to the students, the selection of the zoom meeting application as a media that assists in the implementation of the study is the right choice because the application is quite simple and practical, and is filled with features that support the learning process so that the target of the lecture is still achieved. Even so, technical problems that are often experienced by students such as disconnects also often occur, and other problems such as delays when the application is used, but these problems can always be overcome by students who carry out online microteaching class.

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