English Education Students' Satisfaction with the Use of Google Meeting and Zoom: Study of Listening Ability

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ABSTRACT   Published Online: July 06, 2023

Background: The Covid 19 pandemic has disrupted many systems, from health, business, and education to severely restricted religious services. The current solution is to do online learning or online learning from home.

Purpose: This research aims to explore data related to student satisfaction with listening learning media facilities using the Zoom and Google Meet applications used during study-from-home activities.

Method: The descriptive quantitative method is used to capture student satisfaction. The population of this study was English undergraduate students in semesters 3, 5, and 7 of IAIN Syekh Nurjati Cirebon, Indonesia. Data was obtained from a questionnaire. There were 30 responses to a survey distributed through the Google Forms application regarding student satisfaction with listening via Zoom and Google Meet learning media

Results: The research study results show that most students are satisfied with distance learning via Zoom and google meet, 70% of respondents are satisfied, and 30% are unsatisfied. the majority of students prefer the listening learning model in class compared to listening learning using Zoom and google meet, with a percentage of 73.3%.

Conclusion: Distance learning via Zoom and Google Meet is effective and positively impacts lecturer and student communication. Besides that, it encourages them to participate more in listening classes. Urgent distance learning via Zoom and google meet makes English listening courses more engaging. Distance learning via Zoom and Google Meet helps them feel more confident when communicating with classmates and lecturers.

KEYWORDS:
Students' Satisfaction, English Education, Google Meeting, Zoom, Listening Ability

1. INTRODUCTION

The COVID-19 has spread worldwide and affected daily human activities (Gumiandari et al., 2022; Rosmalina et al., 2023). The Covid 19 has disrupted many systems, ranging from health, business, and education to religious services, which were severely restricted to prevent the spread of Covid 19 (Putra & Kasmiarno, 2020). Implementing the social distancing system from the local government has had a significant influence on learning from the university situation (Wajdi et al., 2020). Learning at the university must continue to meet the needs of students. The solution offered at this time is to do online learning or online learning from home, as well

as learning listening courses (Nurkhamidah, 2021; Purwanto, 2020; Susilowati, 2020). As a higher education component, lecturers must be able to facilitate students to continue their research, provide material, and even provide an assessment system.

Indonesia is a country that has been affected by a global disaster, the outbreak of Corona Virus Disease (COVID-19) (Kosim, 2022), quoting exclusive wisdom regarding the implementation of a teaching and learning system at all stages of learning (Fatimah et al., 2022; T. Supriatin et al., 2022). The solutions available today are online or distance learning (Efriana, 2021; Nguyen, 2021). This is done instead of direct learning on campus. However, all levels of Indonesian society in various regions still need an adequate internet connection and online learning tools such as mobile phones, laptops, etc. This is the biggest challenge for students and authorities on campus, and how to manage it.

Indonesia has several applications recommended by the government to support learning activities at home

(Nartiningrum & Nugroho, 2020; Sirait et al., 2022). In addition, lecturers can meet students directly through applications accessed via the Internet. However, some barriers to online upgrades make students less interested in online learning.

Online learning applications suggested by the government to support distance learning in university environments (Ali, 2020), especially IAIN Syekh Nurjati Cirebon in the English Language Education Department, have not been fully utilized and used by lecturers and students due to the use of applications which are considered quite challenging to operate and takes up more quota like zoom meetings and other online meeting applications.

In the IAIN Syekh Nurjati Cirebon campus environment, online learning still has many obstacles. Poor equipment and the signal strength in each student's area. Many students still complain about the limited internet quota and the confusing news on campus regarding providing assistance and subsidies to students.

Much knowledge is difficult to obtain through online learning because it requires practice and direct assessment by teaching lecturers so they can understand the material conveyed, which is challenging to do online, especially in the Listening learning system (Hijazi & AlNatour, 2021; Jaelani & Umam, 2021; Nashir & Laili, 2021). However, the right solutions and media can help this online teaching and learning process, temporarily replacing face-to-face systems.

Technology may accelerate and enhance the educational process to help students' cognitive abilities (Ismana et al., 2023). Satisfaction is a significant problem in implementing the online learning process, which measures the quality and effectiveness of learning (Elshami et al., 2021). Effectiveness measures the extent to which a goal is achieved (quantity, quality, and time). The higher the percentage of goals achieved, the more effective (S. Supriatin et al., 2022).

The use of learning media in English needs to be considered by several factors in order to get maximum results, one of which needs to be considered is student satisfaction (Huriyah & Hidayat, 2022). This research aims to explore data related to student satisfaction with listening learning media facilities using the Zoom and Google Meet applications used during study-from-home activities.

II. METHOD

This research is descriptive research with a quantitative approach (Ratnaningsih & Gumiandari, 2022; Sumarna et al., 2021). Data was obtained from a questionnaire with 17 questions. Questionnaires were distributed to students via Google Forms. Simple statistical analysis was used to process the collected data. Respondents' responses to the questionnaire are tabulated and presented as graphs and tables. Then, the data is described according to the research question.

Student perceptions of emergency distance learning during the Covid-19 pandemic are reflected in the questionnaire they filled out. The population of this study was English undergraduate students in semesters 3, 5, and 7 of IAIN Syekh Nurjati Cirebon. There were 30 responses to a survey distributed through the Google Forms application regarding student satisfaction with listening via Zoom and the effectiveness of Google Meet learning media in learning at home.

III. RESULTS

This Emergency Distance Education Questionnaire begins with general questions about student satisfaction with listening lessons via Zoom and google meet. The result is as follows:

Question 1: How satisfied are you with distance learning using Zoom/Google Meet?
Answer 1:
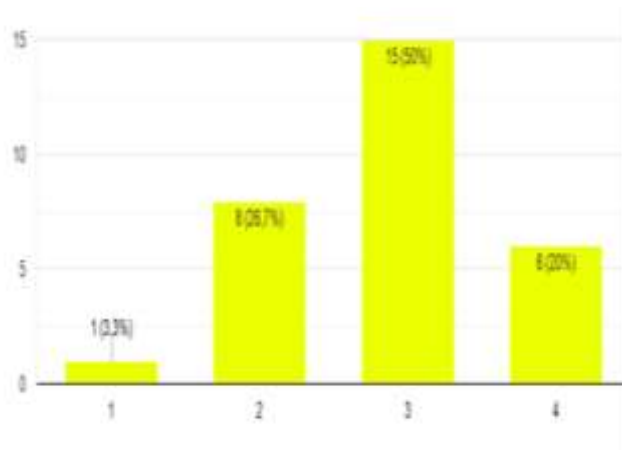
Fig. 1 Answer 1

Information:
1 = Very Dissatisfied
2 = Dissatisfied
3 = Satisfied
4 = Very Satisfied

Based on the answers in the graph above, the 30 student respondents mostly answered satisfied. This can be seen from the distribution of their answers, 3.3% felt very dissatisfied, 26.7% felt dissatisfied (30% are unsatisfied), 50% felt satisfied, and 20% answered very satisfied (70% of respondents are satisfied)

Question 2: Which do you prefer, learning in class or via Zoom/Google Meet?
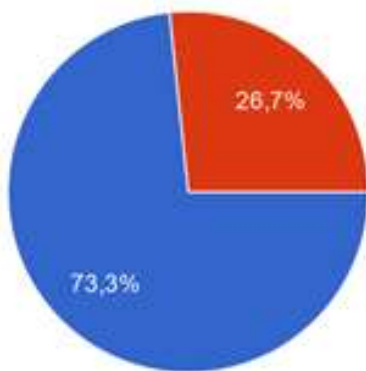
Answer 2:

Fig. 2 Answer 2

As for questions regarding students' preferences about their preferred learning model, the results of this questionnaire show that the majority of students prefer the listening learning model in class compared to listening learning using Zoom and google meet, with a percentage of 73.3%.

The results of this survey are similar to a survey conducted by Ningsih (2020), and found that students (93.5%) are generally more interested in learning face-to-face in class than studying online at home. Most students prefer to study face-to-face, but they still feel the positive benefits of online learning. Online learning: 1) is comfortable studying anytime, anywhere, 2) tends to be sensitive to learning technology, 3) can adjust their learning style, 4) time efficiency, 5) students. They feel they can learn to be calmer and more focused. A survey conducted by Riadi et al. (2020) found the same thing and found that 94% of students chose face-to-face classes due to various obstacles to online lectures. These obstacles were mainly difficulties in understanding the material (66%), followed by a lack of internet ratings (16%), difficulties in accessing the internet (16%), and a lack of understanding of online lecture applications (2%).

Question 3: How do you understand the listening material taught during distance learning using Zoom/Google Meet?
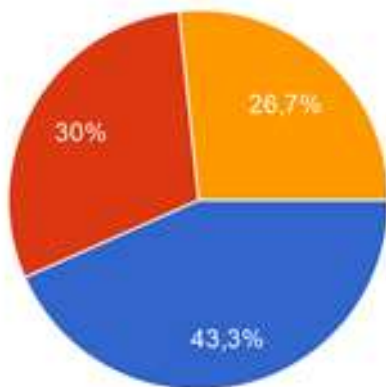
Answer 3:

Fig. 3 Answer 3

Based on Figure 3, listening comprehension in English student perspective through distance learning. They considered that their understanding of English listening had remained the same after learning, namely 43.3%. Those who assess listening comprehension are improving or increasing, namely 30%. However, there were 26.7% responding worse. This shows that the communication used in remote classes on listening material to convey ideas and messages must be further improved.

Question 4: Does learning English listening using Zoom/Google Meet encourage you to participate more in learning?
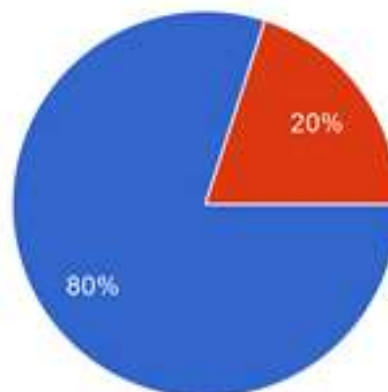
Answer 4:

Fig. 4 Answer 4

Based on Figure 4, most students feel that distance learning encourages them to participate more, with 80% of respondents saying "yes". This positively impacts learning, and the more students participate, the better the quality of learning that takes place. However, only 20% of respondents answered "no". Those who say that distance learning is an emergency encourage them to be more involved in discovering new and exciting things while learning about listening, especially using the Zoom and Google Meet media applications closer to their world. Lecturers, like it or not, have to adapt and get out of their comfort zone to create innovations that can encourage participation.

The next analysis is regarding students' perceptions of communication in emergency distance learning. The results are described in Table 1.

Table 1. Student Perceptions of Communication in English Listening through Zoom / Google Meet

Question	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Distance classes using media Zoom/Google	10	60	23.33	6.67

meet have a positive impact on learning about listening.				
Interacting with lecturers becomes easier in listening courses using Zoom/Google Meet media.	20	53.33	13.33	13.33
Students are encouraged to participate more when learning Listening courses while distance learning using Zoom/Google Meet media.	10	73.33	10	6.67
Distance learning makes it easier for .me to ask for lecturers' help via zoom/google meet media	33.33	50	16.67	0
Distance learning makes it easier for me to ask for help or support from classmates through Zoom/Google Meet media	26.67	46.67	23.33	3.33
Emergency distance learning using Zoom/Google Meet media makes it easier for me to discuss with my lecturers	40	40	16.67	3.33
Distance learning using Zoom/Google Meet media makes listening and learning	16.67	50	30	3.33

more interesting				
I feel confident and more effective in communicating with lecturers through Zoom/Google Meet media	20	50	23.33	6.67
Distance learning makes listening learning more interesting	16.67	46.67	26.67	10
I feel confident and more effective in communicating with lecturers through zoom/google meet media	20	60	13.33	6.67
I feel confident and more effective in communicating with classmates through zoom/google meet media	16.67	70	10	3.33
I feel confident in asking questions via zoom/google meet media	13.33	56.67	23.33	6.67

To overcome the problems that arise from this urgent distance learning process, (Octaberlina & Muslimin, 2020) offers several solutions, including:

1. Offer a fast response or feedback.

Every student needs some form of feedback and guidance. If they complete homework or online exams, give them immediate feedback and let them know about their mistakes in completing assignments or exams. Lecturers must provide learning analyses they have made as quickly as possible not to store wrong information. Teachers should also seek direct criticism from their students in exchange for instructions that have been made in line with the process and to ensure that each student receives support from each student, his or her lecturer.

2. Keep more interactions

Students need more interaction in this distance learning, which can be done by using different platforms such as Google Class Room, WhatsApp/Line/Telegram to keep in touch with their students. Zoom meetings can also be used to see students in person.

According to (Misra & Mazelfi, 2021), there are three essential meanings in emergency remote training. First, even though it is done online, the communication factor between lecturers and students remains a determining factor for the success of the learning process. The openness of lecturers to communicate with students outside their "working hours" is essential for the learning process results, which strengthens student confidence. Second, students' ability to study independently. As a result, the lack of direct direction and supervision from lecturers, different study hours, and workloads that vary in time require students to be able to research independently and find their learning resources. Third, motivation and awareness of group learning must be continuously developed. The lack of student confidence in the group learning process may be because students need to manage their study groups more effectively. Instructors should be involved in helping students create a supportive and collaborative group learning environment.

This emergency distance education certainly has some positive aspects. Most students find that these online courses save them time because they do not have to attend class. Learning can be done from the comfort of your home. In addition, online learning can be recorded and reviewed if the material needs to be clearly understood. Classes can also be taken anywhere, anytime, and offer flexibility. Moreover, students said they were less "bothered" than their classmates and felt less nervous about voicing opinions or questions (Nambiar, 2020).

V. CONCLUSION

Most students are satisfied with distance learning through Zoom and Google Meet. Regarding communication effectiveness, students agree that emergency remote listening teaching through the Zoom and Google Meet applications positively impacts lecturer and student communication. Regarding participation, students agreed that the urgency of distance learning encouraged them to participate more in listening classes. Regarding students' ability to use English fluently, students agree to take listening courses; most opinions agree that urgent distance learning via Zoom and google meet makes English listening courses more engaging. In terms of confidence, students agreed that teaching emergency hearing remotely through the Zoom and Google Meet applications helped them feel more confident when communicating in class with their classmates and lecturers.

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