STUDENTS' EAGERNESS TO HAVE ONLINE CLASSES ON ZOOM APP

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Abstract

Covid 19 has changed many things, including the world of education. Lessons that used to be face-to-face in class should be turned into face-to-face in conference apps. Initially, many students had difficulty attending online classes. Gradually, their participation in online classes decreased. This research was intended to find out if students of STBA LIA Yogyakarta still had eagerness to take online Zoom classes in the third semester of their online learning. Data were collected by distributing a survey of which the results were analyzed descriptively using cross tabulation between the questions in the survey. The results indicate that a third of the respondents were still eager about attending online classes using Zoom app. Their eagerness was shown by staying present and participating in online lectures. Students who were less eager about online classes mainly have been facing network, internet data, work, and personal problems. Still, all wanted to be able to attend face-to-face lectures in class.

Key words: eagerness, online classes, Zoom

INTRODUCTION

The Covid-19 pandemic has made changes in the learning system. Classes usually conducted face-to-face must be suddenly switched to online. The pandemic has brought about the digital revolution that pushes the higher education system to digital learning through online lectures, online exams, and even online defenses (Strielkowski). Learning through online media to minimize face-to-face meetings has been considered to be the best solution in education to avoid the spread of this contagious disease.

Various platforms have been adopted for online classes during the pandemic. Google meet, Zoom app, Microsoft teams, WebEx, and YouTube live are some popular modes of online classes. As for material sharing, Learning Management System (LMS), WhatsApp group, YouTube link, and university website/email have been used since learning from home started in early 2020 as a result of the worldwide pandemic. Video conferencing is a way to virtually connect with students over video. It allows the instructor and students to have real-time video chats, screen sharing, and online engagement. Turning the web

camera on in video conferencing platforms, such Zoom app, Google meet, WebEx enable the instructor and students' faces visible during virtual learning.

After 1 year of online lectures, there have been adjustments to the lectures. Several universities have tried hybrid lectures which combine online and face-to-face lectures in class. At STBA LIA Yogyakarta, lectures have been conducted using a dual-mode method, i.e. online and face-to-face lectures in classes which are carried out simultaneously. In this dual mode implementation, students can choose to continue studying online or to be present on campus (offline).

STBA LIA Yogyakarta also has made a policy requiring the lecturers to record their synchronous lectures on Zoom and to upload them on YouTube. This policy has been taken to facilitate students who cannot attend in person either in class or on Zoom meetings so that they can continue attending postponed lectures.

At the beginning of the implementation of this dual mode (the second semester of online learning in September 2020), many students chose to attend the course at campus because they felt when they were taking lectures online, it made them less familiar with the material provided. They were also motivated by the new learning methods applied and they wanted to see their friends. Yet, students attending a class were limited to 50% of class capacity, and they must register in advance before attending in person in class.

With dual-mode method, the students who joined Zoom meeting could see their friends who were at campus. It was found out that the students who attended Zoom meeting often turned their camera on because their friend at campus asked them to do so. However, this condition did not last long because the number of students attending the offline class was decreasing. At the end of the semester, there were no students present on campus to attend lectures.

Once there were no students attending lectures on campus, they chose to attend lectures on Zoom meetings. Yet, the number of participants in Zoom meetings was also decreasing. In addition to the reduced number, their participation in online lectures also decreased. Students did not turn the camera on during lectures and did not immediately respond when the lecturer asked them questions. They even remained silent when the lecturers demanded them to respond to their statements.

After two semesters having online classes, some lecturers felt unappreciated and felt that teaching on Zoom was useless because there was no interaction with students. They felt like talking to themselves in front of a screen. They assumed that students were no longer motivated to attend lectures on Zoom meetings. This has become a concern for the lecturers at the school.

A number of studies have investigated the impacts of online learning on students' attitudes, performance, and mental health during the Covid-19 pandemic. Satisfaction with online learning was studied among students of developing and under developing countries (Qazi et.al; Aristovnik et.al; Bali & Liu; Subhadarshini et.al). Challenges, such as poor internet connectivity and accessibility and unsupported study environment at home have become the common issues faced by students from remote areas (Alsoud&Harasis; Kapasia et.al; Hussen et.al, Subhadarshini et.al, Qazi et.al). Stress and anxiety are major mental health problems as a result of confinement and heavy workload (Husky et.al; Kapasia et.al; Cao et.al; Subhadarshini et.al).

Some studies have explored the motives that lead students keep their web cameras off during online meetings. Some common reasons they found out are shyness (Gherhes, Simon, & Para), anxiety (Gherhes, Simon, & Para, Reed), privacy of their personal spaces and home (Bedenlier et.al; Gherhes, Simon, & Para; Castelli&Sarvary), limited bandwidth coverage (Castelli&Sarvary), and fatigue of online video meetings (Toney et.al).

The present research aimed to identify the eagerness of students at School of Foreign Languages (STBA LIA) Yogyakarta regarding the use of Zoom app for online meetings in the third semester of online learning. This research was designed to collect feedback from the students who would have their third semester of online learning.

METHOD

A survey was distributed to undergraduate and diploma students enrolled in the even semester of 2021 in the English Department of STBA LIA Yogyakarta. The questions asked were to find out their enthusiasm to join and participate in Zoom meetings. Eight(8) Yes/No questions (Q1-7 and Q10) were designed using Google form with a short answer space below each question for students to provide a rational reason for choosing Yes or No. Those eight questions were to find out students' eagerness towards Zoom classes. Two (2) questions (Q8 & 9) were open-ended questions to identify courses need to and do not need to always be delivered using Zoom. Students could type more than one course for those two questions. The survey was anonymous and students could not skip any of the ten questions. Yet, taking it was voluntarily. A link to the survey was sent to the students through student WhatsApp groups. The data were collected in the beginning of their third semester of online learning, i.e. in the even semester of 2021.

The data analyses were carried out using SPSS 23. Simple percentage distribution was presented in different categories to assess the students' participation in Zoom meetings, their opinion on courses necessary and not necessary to always be delivered using Zoom, and their opinion on the effectiveness of Zoom meetings for online learning. To obtain more detailed

analysis, the data were also analyzed using cross-tabulation analysis. In this crosstabs, two variables were brought together to get more detailed data. The answers to the open-ended questions were used to support the analyses.

RESULTS AND DISCUSSION

Results

Respondents

The online survey was responded by 65students.Class of 2020 were those never attending face-to-face classes since educational institutions were all closed due the Covid-19 pandemic as of March 2020. They started their first semester of full online learning in September 2020. Class of 2019 experienced one semester of full of face-to-face learning and had to switch to online learning in the second month of their second semester studying at the school. As for class of 2018 and the rest (< 2018), they already had face-to-face learning experience for more than 1 year. Table 1 lists the number of respondents form each class.

Table 1
Respondents

Class	Frequency	Percentage
2020	33	50.8%
2019	16	24.6%
2018	10	15.4%
Others	6	9.2%

The majority of the respondents were from class of 2020 (50.8%), followed by class of 2019 (24.6%), class of 2018 (15.4%) and other classes (9.2%).

Students' participation in Zoom meetings

Table 2 below presents the results of Yes/No questions (Q1 – Q7) assessing the students involvement on Zoom classes. The questions were to seek their eagerness in the online learning using Zoom App.

Table 2
Summary of responses for students' participation in Zoom meetings

No.	Questions	Frequency & Percentage		
		Yes	No	Sometimes
Q1	Do you always attend Zoom classes?	22 (33.8%)	5 (7.7%)	38 (58.5 %)
Q2	Are you still eager to join online classes on Zoom?	40 (61.5%)	25 (38.5%)	
Q3	Do you keep your webcam on during online classes on Zoom?	1 (1.5%)	64 (98.5%)	
Q4	Do you keep your audio on during online classes on Zoom?	18 (27.7%)	47 (72.3%)	
Q5	Do you join a Zoom meeting from the beginning till the end of the meeting?	61 (93.8%)	4 (6.2%)	
Q6	Are you interested in getting involved in Zoom session?	48 (73.8%)	17 (26.2%)	
Q7	Are you carrying out other activities during Zoom classes?	43 (66.2%)	22 (33.8%)	

It can be seen that only 33.8% of the respondents always joined Zoom classes; the majority answered 'sometimes' to the question asking if they always attend Zoom classes. Nevertheless, over half the respondents (61.5%) still showed their eagerness to have online Zoom classes. Although they were eager to join Zoom, almost all chose to keep their webcam off (98.5%); only 1 said they turned it on. In addition, most of them (72.3%) turned their microphone off during the online meetings. Their eagerness can be seen in their willingness to follow the online classes from the beginning to the end. More than half of respondents (93.8%) answered 'Yes' to question number 5. Also, a large number of them (73.8%) had interest to get involved in Zoom meetings. Yet, 66.2% of them admitted that they were doing other activities while having their Zoom classes.

Courses that should always and should not always be delivered using Zoom

Table 3 summarizes the answers to the open-ended questions asking about courses that need to always be delivered on Zoom (Q8) and courses that do not need to always be delivered on Zoom (Q9).

Table 3
Courses should and should not always be delivered using Zoom

No.	Name of courses	Frequency	
		Should always on Zoom (Q8)	Should not always on Zoom (Q9)
1	Speaking	25	7
2	Vocabulary	10	10
3	Grammar	10	-
4	Listening	3	13
5	Writing	17	12
6	Reading	9	12
7	CAT (Computer Assisted Translation)	3	-
8	Research Methodology	1	2
9	Linguistics	5	2
10	Morphology	4	-
11	Syntax	-	1
12	French	15	1
13	Korean	10	1
14	Poetry	2	-
15	Prose	2	-
16	Translation	1	-
17	Ethics& Esthetics	5	2
18	Civics	3	6
19	Pancasila	-	2
20	Indonesian Language	5	5
21	Communication theories	3	5
22	Computer Application	4	2
23	British community studies	1	6
24	Teaching practice	1	-
25	New courses	1	-
26	Intro to Student Employment Project	1	4
27	Creative Writing	-	1
28	Evaluation & Testing	-	1
29	Courses relating to thesis/theories	1	-
30	All courses	9	-

The most frequent courses necessary to always be taught on Zoom mentioned by the respondents were Speaking (25), Writing (17), and French (15). Vocabulary, Grammar, and Korean were mentioned 10 times respectively. Courses in linguistics, English literature, and general courses like Indonesia language, Ethics and Esthetics, Civics, Communication Theories were mentioned below 10 times. Yet, all courses were considered to be always taught on Zoom by

9 respondents. As for courses not necessary to always be delivered on Zoom meetings, Listening (13), Reading (12), Writing (12), and Vocabulary (10) were the most frequent mentioned. Courses with less practical activities like Civics, British Community Studies, Indonesian Language, and Communication Theories were stated by 5 to 6 respondents. French and Korean were only mentioned once.

Students' opinion on the effectiveness of Zoom meetings for online learning

Table 4 shows the result of question number 10 asking if online classes on Zoom are effective to deliver course materials.

Table 4
Summary of responses for students' opinion on the effectiveness of Zoom meetings

No.	Questions	Frequency & Percentage	
		Yes	No
Q10	Do you think online classes on Zoom are effective to present course materials?	34 (52.3%)	31 (47.7%)

It was found out that more than half of the respondents (52.3%) considered Zoom app effective to learn course materials presented by the instructors. The rest (47.7%) thought that online Zoom classes were not effective to deliver course materials.

Discussion

In this research, most of the students said that they did not always attend synchronous online meetings. Work shifts, family matters, taking care of parents/children/younger siblings, lack of internet data were the common reasons stated by the respondents. During this pandemic, many are experiencing economic difficulties, so more and more students are working part-time jobs to help their parents. Because their work shifts coincided with lecture hours, they chose not to attend lectures. They took this choice because the lecturer also provided online lecture recordings published on YouTube or Google Classroom. Therefore, they felt they did not have to take the online lectures. They could take postponed lectures by following lecture recordings.

Thirty-three point eight percent (33.8%) of the students (stated that they took online lectures because it was their obligation to study and to attend online lectures. Some said that attending Zoom meetings made them better understand

the course materials because they could ask questions if they did not understand the materials. In addition, interaction with friends also kept them present on online lectures. They felt unable to understand the materials presented through video recordings.

Regarding their enthusiasm, 61.5% of the students said that they were still enthusiastic about studying online because it has become their obligation to study. Most students who lived outside the city chose to continue studying online because with this mode, they could save more on living, transportation, and boarding rent. In addition to these reasons, several students said that lectures through Zoom meetings made them able to save time, energy, and money. Most of the students also stated that they realized that this mode of learning was indeed the best method during this pandemic as it was not possible to have face-to-face lectures. For students who work and study, this method is ideal for them because when they cannot attend online lectures, they still can watch lectures through lecture recordings and videos posted by the lecturer. Another reason they put forward was that Zoom meetings were better than studying through LMS since they could interact directly with the lecturers and friends. Also, they could be more flexible in attending online classes while doing other activities. However, 38.5% of respondents said that their enthusiasm for participating in online lectures decreased because they felt bored, they did not understand the material presented, the classes were passive so that they lacked interaction with lecturers and friends, they could not focus, and they had problems with the network or internet data. A bad network connection made them unable to attend lectures optimally. Apart from not being able to attend lectures directly via Zoom, they also said that they sometimes couldn't see lecture videos, study material, or uploaded assignments from the lecturers as a result of the bad internet connection. Moreover, if they studied online and followed a lecture from home, there would be many distractions such as having to help their parents and doing other household chores. They felt that at home their mind setting was not studying as for them learning was only carried out on campus. Apart from those reasons, some of them also began to complain of having eye problem. The intensity of staring at the computer/laptop or cell phone screens has become greater which causes eye pressure to become higher, resulting in dizziness and eye pain. In addition to eye health problems, several students said they also experienced mental health problems such as stress and anxiety. Similar studies have indicated that online lectures can cause mental health (Husky et.al; Kapasia et.al; Cao et.al; Subhadarshini et.al.).

As seen in Table 5, of 40 respondents who were still eager to join online classes, only 17 of them who always joined Zoom meetings, 2 of them said no, and 21 said sometimes.

Table 5
Cross Tabulation between Question 1 and Question 2

		Are you still eager to join online classes on Zoom? (Q2)		
		Yes	No	Total
Do you always attend Zoom classes? (Q1)	Yes	17	5	22
	No	2	3	5
	Sometimes	21	17	38
Total		40	25	65

These 17 respondents said that they felt they had to be responsible for their choice of attending college and did not want to miss the explanation of materials from the lecturers. In addition, they were more comfortable following Zoom than LMS because they could ask the lecturer if there was something they didn't understand. Meanwhile, 21 respondents who stated that they sometimes attended Zoom said that they always tried to attend because they also felt they had the responsibility for their choices. The reason for their absence was due to network problems, family needs, work schedules, and an unsupportive environment. Two (2) students said they did not attend Zoom because they had to work but they claimed that they watched the recorded videos on YouTube.

Of 25 people who were not too enthusiastic about attending online lectures, 5 people said they were always present. Even though they were not enthusiastic, these five students were always present because they felt they were responsible for their choice to study. Seventeen (17) stated that they sometimes attended lectures as long as there were no connection and work schedule problems. Meanwhile, 3 students who never attended courses stated that they lacked internet data.

Table 6
Cross Tabulation between Question 1 and Question 6

		Are you interested in getting involved in Zoom session? (Q6)		
		Yes	No	Total
Do you always attend Zoom classes? (Q1)	Yes	22	0	22
	No	2	3	5
	Sometimes	24	14	38
Total		48	17	65

Table 6 shows that students who were always present on Zoom meetings were students who tried to be active in class. They said that class

participation was important to create more lively and useful class activities. Besides, it is proven that students were present not only for the sake of attendance but also because they got involved in class. By participating in online classes, students wanted to confirm that what they understood was correct. It was also an opportunity for them to learn more if there was lecturer's explanation they did not understand. Interaction during lectures for them was to show that they appreciated the lecturers who taught and made themselves more enthusiastic about attending lectures. Two (2) students who never attended were those having the opinion that they could still participate in lectures through doing assignments and filling in attendance.

The 17 students who never participated stated the reason that they were shy and preferred to be silent while listening to lectures. If they do not understand the material, they prefer to repeat the lecturer's explanation by playing a video recording sent by the lecturer. One student said that not participating did not mean that they did not listen to the lecturer's explanation, but that the student did not dare to express his/her opinion through online meetings.

Table 7
Cross Tabulation between Question 2 and Question 6

		Are you interested in getting involved in Zoom session? (Q6)		
		Yes	No	Total
Are you still eager to join online	Yes	35	5	40
classes on Zoom? (Q2)	No	13	12	25
Total		48	17	65

In Table 7, it can be seen that 13 out of 25 students who were no longer enthusiastic about studying online were still willing to participate when studying online. Their reason was to respect the lecturers, especially when the lecturers greeted at the beginning of the lecture and asked them questions. They also said that there were several lecturers who gave additional points for students who wanted to actively participate in lectures. This made them willing to participate even though they are not enthusiastic about taking online lectures.

In addition to student participation in lectures, their enthusiasm for taking online classes is also shown by their willingness to attend lectures from beginning to end. Focusing on attending lectures without doing other activities can also be a measure of their interest to continue taking online lectures.

Table 8
Cross Tabulation between Question 2 and Question Q5

		Do you join a Zoom meeting from the beginning till the end of the meeting? (Q5)		
		Yes	No	Total
Are you still eager to join online classes on Zoom? (Q2)	Yes	39	1	40
	No	22	3	25
Total		61	4	65

As shown in Table 8, of 40 students who were still enthusiastic, 39 of them always followed a lecture from beginning to end. Only 1 student stated that he/she did not attend the lecture from the opening to closing because he/she was working so that he was sometimes late to join the Zoom meetings. Table 8 also shows that there were 22 students who were no longer interested in online learning, but were still willing to attend lectures from beginning to end since they did not want to miss the material and they realized that they were required to attend lectures until the end. Meanwhile, 3 students who did not attend the lecture from beginning to end stated that they worked and did not have adequate internet data.

Table 9
Cross Tabulation between Question 2 and Question 7

		Are you carrying out other activities during Zoom classes? (Q7)		
		Yes	No	Total
Are you still eager to join online classes on Zoom? (Q2)	Yes	22	18	40
	No	21	4	25
Total		43	22	65

Table 9 indicates that 18 out of 40 students who were still enthusiastic about studying online, doing nothing during lectures. They said that they really focused on following lectures. Twenty-two (22) students stated that they attended lectures while doing other activities. The other activities were actually not big activities that could make them lose focus on the lectures. These activities included lying down, replying to chats, eating, and drinking. They did these activities to get rid of fatigue because they stared at the screen for too long, especially if they took several courses in one day. For students who were no

longer enthusiastic about studying online, 21 students stated that they attended Zoom meetings while doing other things, including working, completing household chores, and helping or caring for sick parents.

The total number of students who stated that they did other activities during the Zoom meeting was 43 students. For this reason, many students chose to turn off the camera during lectures. The data in Table 2 shows that 64 students always turned off the video and 1 student always turned on the video when asked. Actually, all respondents stated that they turned off the video and only turned it on when asked.

The most common reasons why they turned off the video were saving the internet data (18 students) and no internet connection (11 students). If in one day they had to take online classes several times, then they had to buy a large amount of internet data. In addition, connection instability was also a major obstacle because many students lived in poor signal areas. When all students turned on their webcams, the internet data they had to spend would be bigger. Switching the webcams on and off also may disrupt the stability of the network. Similar studies have also shown that there are some problems on connectivity and accessibility during lectures especially in remote areas (Alsoud&Harasis; Kapasia et.al; Hussen et.al, Subhadarshini et.al, Qazi et.al). Turning on the webcams might also disrupt the concentration of students during lectures. They said that they were paying attention to their friends' videos and not paying attention to the explanation from the lecturer. In addition, students, especially the females, preferred not to turn on videos to hide their appearance.

Taking online classes from home, made students choose not to dress up and made the female Muslim students not to use hijabs (10 students). If they turned the webcams on, their friends would see their appearance without hijabs or without makeup. In addition, students often attended lectures while lying down or doing other activities. For reasons of decency and privacy, they chose to turn off the web cameras. Previous studies have found out that students turn their camera off because they want to keep their privacy (Bedenlier et.al; Gherhes, Simon, & Para; Castelli&Sarvary).

Working students (10 students) turned their webcams off as they did not want their working environment to be seen by other students. Another reason that is quite a lot mentioned was because the lecturers did not require the students to turn the web cameras. Students also depended on others. When their friends did not turn the webcams on, they would found it strange if they were the only ones who turned them on. Some studies have indicated motives that lead students keep their web cameras off during online meetings. Some common reasons they found out were shyness (Gherhes, Simon, & Para), anxiety (Gherhes, Simon, & Para, Reed), limited bandwidth coverage (Castelli&Sarvary), and fatigue of online video meetings (Toney et.al).

As for audios, even though 72.3% stated that they did not turn the microphones on, all of them were aware that they turned them on only when

asked by the lecturers to answer greetings, to respond to questions or to ask questions. They stated that if turning the audios on might interfere the lectures since they would not be able to focus on the lecturer's explanation with other voices heard.

When asked if Zoom meetings were effective for explaining materials, they agreed. Zoom helped them directly interact with the lecturers when they taught the course materials. Even though some said they preferred offline classes as they could see each other face-to-face, online Zoom meetings were considered adequate to complement the asynchronous online learning during the pandemic. As for the rest of the respondents (47.7%) who thought that online Zoom classes were not effective to deliver course materials, internet connection or data was one of the reasons commonly stated. Lack of student participation and inability to focus when facing a screen for a long time were other answers mentioned to the short answer question number 10.

Students also provide opinions about courses that should have Zoom meetings or not. The courses that should have online meetings were language skills courses such as Speaking, Writing, and French. These courses are productive courses so that they require direct practices with the lecturers or friends. Subjects that were not necessary to always use Zoom were receptive courses, such as Vocabulary, Listening, and Reading. These courses are and students can practice by themselves as long as adequate materials are provided.

Conclusion

The third semester of online learning has made some students experience fatigue both physically and mentally. The results of this study indicated that a large number of students were still eager about taking online classes because the pandemic made the condition still not possible to hold 100% offline classes. Their eagerness was shown by attending synchronous online lectures through Zoom meetings even though while doing other activities, participating in lectures by turning on audios and web cameras when needed, and listening to lectures from beginning to end. They argued that synchronous lectures through Zoom meetings were still better in terms of interaction than just asynchronous lectures. They were still craving face-to-face lectures in class as soon as possible in order to maintain their sanity.

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