



# EFL learners' perception and attitude in synchronous meetings through Zoom Videoconferencing

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Recently, incorporating technology in English as a foreign language (EFL) course has been the topic of much debate. Technology can facilitate student interaction in the learning process and create an interactive and communicative classroom environment. Zoom is a solution for faculty members to engage and motivate students in virtual courses as it provides real interaction and direct feedback. This present study aimed to explore EFL students' perceptions as well as attitudes toward synchronous learning through Zoom Videoconferencing. The participants were 72 undergraduate students in the Intensive Reading course. The data was collected through questionnaires, observations, and interviews. The contents of the instrument were validated using expert judgment. The quantitative data were analyzed by using descriptive statistics while qualitative data were analyzed using thematic coding. The findings demonstrated that students had positive perceptions of Zoom videoconferencing in terms of actual use, perceived ease of use, intrinsic motivation, behavioral intention, and attitude. Further research into using Zoom videoconferencing to develop innovations in an online course is strongly recommended.

**Keywords:** attitude, perception, technology acceptance model, Videoconferencing, Zoom

## OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 24th November 2022

Accepted: 23th March 2023

Published: 6th April 2023

Citation:

Rojabi, A. R., & Praptika Septi Femilia. (2023). EFL learners' perception and attitude in synchronous meetings through Zoom videoconferencing. *JEES (Journal of English Educators Society)*, 8(1).  
<https://doi.org/10.21070/jees.v8i1.1722>

## INTRODUCTION

The COVID-19 pandemic has altered the educational landscape. Many problems emerged in the learning experience during a pandemic, particularly in language courses. Dilemmas occur as a consequence of the transition from face-to-face classes to online classes where instructors find it difficult to maintain educational quality by focusing on the emotional connection and real interaction that occurs in the offline class mode. As academic institutions worldwide struggle with the global health crisis, there is an urgent need to provide diverse instructional approaches such as online, hybrid, and blended learning methods ([Singh et al., 2021](#)). Those diverse approaches have been a new norm in teaching and learning instruction in the post-pandemic ([Triyason et al., 2020](#); [Viswanathan, 2021](#)). Online learning mode is as just as important as an offline learning mode in the teaching and learning process. To achieve online learning goals, synchronous and asynchronous technologies such as email, LMS, video conferencing, and social media have been used. These technologies provide flexibility, effectiveness, and cost efficiency ([Junco, et al., 2013](#)). Thus, faculty can design an engaging classroom to meet learning objectives and to encourage students' motivation in online instructions by accommodating student needs.

Recently, incorporating technology in English as a foreign language (EFL) course has been the topic of much debate. Technology can facilitate student interaction in the learning process and create an interactive and communicative classroom environment.

Using synchronous computer-mediated communication, students participate in virtual real-time courses and video conferencing via computers, mobile phones, or tablets at any time or place (Healey, 2016). This technology provides students with opportunities for collaboration (Reinders & White, 2016) and opportunities for real-time online interactions (Rassaei, 2017). In online courses, faculty need to exploit diverse learning platforms and provide students with engaging and user-friendly learning platforms based on students' needs. In addition, the faculty should create positive interactions as well as effective learning environments in online courses (Rojabi, 2020), providing fun activities that boost learners' engagement and motivation (Rojabi, et al., 2022). One of the engaging online learning environments is videoconferencing meetings. Videoconferencing equipped with video, voice, and text messaging capabilities enables instructors and students to interact more directly and intimately (Lo Iacono, et al., 2016). Thus, learners from various zones of time can interact in real-time from their respective homes using a synchronous online method.

Zoom as one of the videoconferencing platforms offers a variety of simple, appealing, and efficient features. Zoom offers online meetings, group messaging, recording of meetings, and breakout rooms for small group collaboration. Similar to other synchronous learning platforms, Zoom can be installed on desktops, tablets, and mobile devices (Zoom Video Communications Inc, 2016). Zoom is a solution for instructors who find it challenging to design engaging instructions, therefore students are motivated to participate in virtual learning. Instructors can also distribute polls and surveys to explore participants' perceptions and answers during virtual classes. This is a formative assessment to monitor and offer instant feedback on their comprehension of the course material. In addition, instructors and students can easily use Zoom to share browser screens such as Mentimeter and GoSoapBox, make learning active and interactive, and share files and audio/video content (Kohnke, 2021; Moorhouse & Kohnke, 2020).

Why is Zoom an appealing option for synchronous online courses and videoconferencing? Zoom is already well-known in schools and institutions. It is employed for audiovisual conference meetings, online classroom instruction, office meetings, and student presentations. Zoom is a synchronous platform with a rather comprehensive set of teaching-related features, including audio, video, text chat, whiteboards, polls, and breakout rooms (Hong, 2020). The potential of Zoom as one of the video conferencing platforms that provides some beneficial activities, for example, "raise a hand" and "breakout room" features for small group discussions has been discussed by empirical studies. Thus, this study attempts to capture EFL students' perceptions as well as attitudes in exploiting Zoom videoconferencing as a synchronous online meeting.

### **The Technology Acceptance Model (TAM)**

The technology acceptance model (TAM) model offers a position on current technology acceptance from the user's point of view (Davis, 1989). This model describes how

individuals accept and use the latest technology, and experts have diverse beliefs on the theory's presumptions and actual usage (Lala, 2014). TAM represents one of the most dominant theories of technology acceptance. TAM is comprised of five constructs: perceived usefulness, ease of use, attitudes toward new technologies, behavioral intentions, and actual use (Alfadda & Mahdi, 2021; Davis, 1989; Scherer et al., 2019). Technology acceptance research (TAM) is used to foresee technology adoption (Teo & Zhou, 2016). Lai also investigated technological innovation user acceptance by contrasting TAM with other adoption models (Lai, 2017). Several studies has adopted TAM to explain user behavior across a variety of technologies, including e-government, e-tourism, web-based applications, and others (Akar, 2019). TAM is being used in an increasing number of studies to determine technology adoption in educational research. TAM is widely regarded as the dominant paradigm for comprehending organizational information technology adoption. TAM is the most widely accepted model for investigating the factors that determine user acceptance of new technologies (Legris et al., 2003). Through the lense of TAM theory, this study depicted the learners' perceptions as well as their attitude in adopting Zoom as a synchronous platform in English language learning course, particularly in a Reading virtual course.

### **Student Perception and attitude in Online Learning**

Perception is described as a person's viewpoint on his own experiences, regardless of whether he agrees or disagrees based on his experience, observations, or external personality factors (Hong et al., 2003). Perception can be defined as how individuals perceive experiences to provide meaning to their surroundings (Robbins, 2005). Perception is defined as a concept or presumption that you possess as a direct consequence of how you experience things in life (Hornby, 2005). Furthermore, perception is indeed an individual expression of how a person perceives things, which is influenced by a variety of social and cultural factors. People from various cultures have distinctive perceptions of themselves and others. It is never definitive. It is a distinct method of observing an occurrence which includes the computation of sensory input and integrates experiences and personal memories throughout the phase of cognition (McDonald, 2012).

Attitude is a relatively persistent belief about an object or situation that causes individual responds in a specific manner. When someone is determined to learn something, whether he wants to or not, he has a persistent attitude. If a student learns something in a language class with a positive attitude, they are more likely to succeed, they are more receptive and willing to accept and respond. The circumstances will have a significant impact on his desire to learn a language. A student who dislikes studying, attending school, seeing his teacher, and completing his homework is quick to generalize his dislike. Therefore, positive attitudes and emotions are required to motivate language learners (Oroujlou & Vahedi, 2011). Attitudes are frequently formed as a consequence of experience or socialization and those can have a strong influence on one's behavior and how

humans behave in diverse circumstances. Experience, learning, social aspects, training, and observation can all have an impact on attitudes (Cherry, 2022). In this study, participants provided their perceptions regarding Zoom online learning environment. Their perceptions pertain to the advantages, difficulties, and interactions in Zoom videoconferencing sessions. Meanwhile, attitudes reflect the learners' behaviors to participate in Zoom videoconferencing sessions and to collaborate with their peers.

### Teaching Reading by Utilizing Technology

Technology has facilitated both faculty members' and learners' access to more dynamic learning materials and assistances flexibly. Technology also made it easier for students with special needs and conditions to gain access. Teachers noticed that having access to more current and diverse resources allowed their students to increase a deeper comprehension of the topic, as well as autonomy in materials selection (McKnight et al., 2016). Technology has also improved communication by allowing students to collaborate online, and provide progress monitoring (Cahill, 2014; Cilliers, 2016; McKnight et al., 2016).

Reading instruction incorporating technology can boost students' engagement and motivation (Connor, 2019; Dreyer & Nel, 2003). Additionally, technology assists learners in reading practices on their interests and needs by achieving diverse reading objectives (Haymon & Wilson, 2020; Butler-Pascoe & Wiburg, 2003). Instead of emphasizing students' needs both within and beyond the classroom, a significant proportion of EFL classrooms is typically classroom-based and/or teacher-centered. Nonetheless, there is a considerable trend in adjusting theoretical assumptions and developing new theories of instructional approaches that promote effective classroom instruction, especially in collaborative, authentic, and meaningful scenarios (Hu, 2002). Thus, technological innovations and mobile devices have the potential to improve comprehension ability as well as experience and learning opportunities.

### The Benefits of Synchronous Online Learning

The main factors influencing student satisfaction in online learning are student-student interaction, student-teacher interaction, as well as student-content interaction (Landrum et al., 2020). Learners prefer either synchronous or asynchronous learning models. Their preferences may differ because they each have different needs and levels of satisfaction with the platform's features and facilities. Furthermore, online platforms should facilitate students to participate and engage in online courses.

Online education has the potential to provide flexibility and convenience while also meeting the particular needs of students (Croxtton, 2014). Online educational contexts are categorized into three types: synchronous, asynchronous, and hybrid. This study concentrates on a synchronous online learning environment, it happens when learner-learner and learner-instructor interact in real-time, and directly collaborate on electronic activities as well as participate in live question-and-answer sessions (Salmon, 2013).

Bedenlier et al. (2021) suggested that videoconferencing environments make digital communication as natural as possible. In addition, to establish engaging activities, faculty must employ teaching strategies that encourage participation during synchronous online courses (Castelli & Sarvary, 2021). Enacting social media and online learning platforms in language courses has been discussed by empirical studies. Diverse synchronous applications have been utilized to assist students in language courses and to directly involve, interact, and communicate in synchronous online learning.

### Zoom as a Videoconferencing

Online learning can be incorporated using diverse learning media, and the choice of instructional media should be considered carefully to achieve a positive impact on student achievement (Putrawangsa & Hasanah, 2018). One type of innovation that can be enacted in virtual courses is video conferencing. Traditional in-person lectures can be replaced or supplemented by virtual lectures via a variety of digital platforms. This virtual lecture allows lecturers and students to have engaging activities, direct interaction, and communication although they are not on the same site. Since the material is delivered in real-time, videoconferencing is invaluable for facilitating distance learning and assisting students in conveniently understanding course material through real-time interaction (Ismawati & Prasetyo, 2020).

Zoom is one of the apps that enable real-time virtual interaction and communication through a variety of devices (Archibald et al., 2019; Cheung, 2021a; Kohnke & Moorhouse, 2020). This application allows users to easily timetable videos, websites, as well as available video conferences with a capacity of 100 attendees and a time limit of 40 minutes, or without a time limit with a paid Zoom account. The Zoom application is simple to use and has a variety of fascinating features that lecturers and students can use in classrooms or virtual meetings.

Zoom's breakout rooms help faculty divide students into groups for small group discussions (Sutterlin, 2018). If students have issues in the breakout room, they can contact the instructor. The instructor can also end the session by sending a message to all participants. These features have made Zoom mainstream for live classes and meetings. These advantages can help students stay focused and receive more detailed instructions. Group sessions encourage students to interact and communicate with their peers (Lee, 2021).

### Previous studies related Zoom videoconferencing as synchronous online sessions

A study investigating Zoom was investigated by Archibald et al. (2019) Collecting qualitative interview data for Health research purposes. Participants were 16 practice nurses who engaged in online interviews regarding their Zoom experience. The results indicate that Zoom is deemed satisfactory due to its user-friendliness, affordability, data management features, and security alternatives. In addition, Zoom offers new and engaging features, including face-to-face, phone, and video conferencing services.

Another study was examined by Knipe and Lee (2002) that recruit research participants from UK University

Master's degree Computer-Based Learning programs given remotely via videoconferencing. 66 students pursuing a Master's degree; 45 local students and 21 students from remote areas were recruited. A method of data collection using a research diary. Research diaries on classroom activities revealed that local students received detailed explanations from lecturers and were also more responsive to reading, revising materials, working in groups, and presenting than students from remote places. [Candarli and Yuksel \(2012\)](#) also investigated the perceptions of students of second and third years in a 30-minute videoconferencing-based English class. However, the results demonstrated that video conferencing did not have a positive effect on students, as they tended to exhibit negative attitudes and a lack of participation.

[Cheung \(2021a\)](#) looked into the occurrence of an English teacher who delivers her instruction in synchronous online mode, as well as the factors that affect her level of digital implementation. A case study with an exploratory and descriptive qualitative approach was used in this study. Semi-structured interviews and observations were distributed to one ESL teacher over a 12-year experience. As per the findings, for most situations, Zoom was simply used as a platform for the faculty to deliver materials that would have previously been provided in a face-to-face setting, with few opportunities for interaction with students and checking their comprehension.

[Bawanti and Arifani \(2021\)](#) examined students' perceptions of speaking skills and their attitudes regarding online learning by exploiting Zoom videoconferencing. The students have been using Zoom for four months. A survey design was used in this study with primary school students as participants. The results demonstrated that the existence of Zoom as a synchronous instruction impacts students' performance in autonomous learning, time management, and their English ability, particularly in the area of speaking. Another qualitative research with a post-positivism paradigm was also investigated. Interviews were utilized as the data collection method.

Numerous publications have investigated the potential of Zoom Videoconferencing in the context of education or English as a second language (ESL); however, few studies attempted to investigate learners' attitudes, motivation, and satisfaction through Zoom Videoconferencing in the context of English as a Foreign Language (EFL), particularly on students at Islamic higher education. As a result, it is critical to conduct a thorough investigation into how learners are motivated and satisfied with language learning via Zoom videoconferencing. Furthermore, the learners' experiences with Zoom Videoconferencing for language learning sessions must be revisited in order to determine the extent to which Zoom videoconferencing influences their attitude, motivation, and satisfaction in online learning. By doing so, the researchers attempted to answer the following research questions:

1. What are students' perceptions of the use of Zoom Videoconferencing in the Reading class?
2. What are the students' attitudes toward the use of

Zoom Videoconferencing in the Reading class?

3. How do learners voice their experience through Zoom videoconferencing in the Reading class?

## METHODS

### Research Design

The current study aims to investigate EFL students' perceptions and attitudes toward synchronous learning via Zoom Videoconferencing. Thus, in this study, a mixed-method design was used, supplemented by participant observations and semi-structured interviews for qualitative data, to capture and explore their perceptions and attitudes in Zoom as a synchronous session. In addition, closed-ended questionnaires were distributed as quantitative data. The switchover from face-to-face to online learning provides each student with a new perspective and experience. Google Forms was also used to collect demographic information such as gender, participant backgrounds, as well as academic experience.

### Context and Participant

During the 2021/2022 academic year, 72 students enrolled in the Intensive Reading Course in the third semester of the English Language Study Program at one of Jember's public universities. The Intensive Reading course (2 credits) was delivered in 16 meetings (60 minutes), with 8 videoconferences via Zoom. The faculty introduced Zoom at the commencement of the semester to ensure that all participants were aware of the academic rules for the course. In this study, purposeful sampling was used to select participants who could provide the necessary information. The goal of using a purposive technique is to recruit a large number of participants who are relevant to the issues under investigation. The researchers will use the homogeneity strategy to portray a specific subgroup in depth in order to minimize variation and optimize analysis. The age range of 16-25 and a similar background of English ability was used to select participants. The researchers recruited participants who can provide detailed information regarding Zoom videoconferencing and reach the aim of this current study.

### Instrumen

Instruments were carefully constructed based on the theoretical framework of TAM to describe the learners' perceptions as well as their attitude in adopting Zoom as a synchronous platform in an English language learning course, particularly in a Reading virtual course. The instruments used five constructs of TAM theory: perceived usefulness, ease of use, attitudes toward new technologies, behavioral intentions, and actual use.

Questionnaires and interviews were used as research instruments in this study. Students' perceptions as well as the benefits and challenges of synchronous learning in the Reading class via Zoom Videoconferencing were determined using questionnaires and interviews. Meanwhile, both verbal and nonverbal observations were made to identify student attitudes in online classes using Zoom Videoconferencing.



First, questionnaires were used by researchers to collect data. The questionnaire's items were adapted from journal articles that discussed the theory of synchronous online learning. This current study employed both closed-ended and open-ended questionnaires. The closed-ended questionnaire used the Likert Scale. The Likert scale is used to determine how strongly each item is agreed upon by the participant. The questionnaire employs a five-point Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree. There are four sections to the questionnaire. Open-ended questionnaires allow participants to respond more freely. The first section of the questionnaire asked participants for demographic information such as their age, gender, and level of language proficiency. The second section asks about perceived ease of use, specifically the effectiveness or ease of use of Zoom Videoconferencing in synchronous online learning. In the third section, students' attitudes toward Zoom Videoconferencing in synchronous online learning are explored through a series of questions. The fourth section includes several questions about the challenges students have confronted when using Zoom Videoconferencing in synchronous online learning.

Second, at this point, the researchers conducted participant observations, observing the attitudes of students in the Reading class who were participating in synchronous online learning via Zoom Videoconferencing. The researchers observed and interpreted various aspects of student attitudes and participation in online classes, both verbally and nonverbally. The researchers verbally observed the students' attitudes toward participation, communication, and engagement in Zoom videoconferencing sessions. The researchers attempted to capture the learners' attitudes that reflect their body language, such as eye contact, postures, clothing, and gestures, for nonverbal observation. During online sessions, their body language reflects their positive or negative behavior. Third, semi-structured interviews were used by the researchers. This type of interview aimed to determine the problem more openly and transparently, and participants were asked about their perceptions regarding synchronous learning with Zoom Videoconferencing. When conducting in-depth interviews, researchers carefully listened to and recorded the information provided by participants. The researchers used stratified sampling. The criteria for selection were based on critical demographic data as well as performance. Researchers conducted interviews with ten students in class: four active students, three moderate students, and three passive students. They were asked to discuss their perspectives on the advantages and disadvantages of synchronous online learning using Zoom Videoconferencing, and the data from the interviews were analyzed qualitatively.

### Data Collection

To collect data, the researchers used questionnaires, observations, interviews, and document reviews. Researchers employ the following procedures: 1) Researchers developed instruments questionnaires and interviews. 2) The questionnaires are regarding students'

perceptions of online learning and were validated by two experts. 3) To test the validity, the Pearson Correlation Method was used, while Cronbach's Alpha Method was used to test the reliability. 4) The questionnaires were distributed to the participants by the researchers. 5) The researchers obtained the data, quantitatively analyzed it, and descriptively explained it by providing conclusions. 6) During Zoom Videoconferencing, researchers conducted non-participant observations to observe students' attitudes in the reading class. 7) Participants were interviewed, and the information ascertained from the interviews was analyzed qualitatively using thematic coding.

### Data Analysis

The contents of the instrument were validated using expert judgment before being distributed to students. Each Likert Scale questionnaire item is worth 5 points on one of six dimensions: general use (3 items), ease of use (3 items), course satisfaction (2 items), intrinsic motivation (2 items), user intentions (2 items), and student attitudes (5 items). A student gets 5 points for responding "strongly agree," 4 points for responding "agree," 3 points for responding "neutral," 2 points for responding "disagree," and 1 point for responding "strongly disagree." The questionnaires for general use (3 items) and ease of use (3 items) are adapted from [Alfadda and Mahdi \(2021\)](#). The user attitudes questionnaire was adapted from [Bailey et al. \(2022\)](#). The course satisfaction questionnaire (2 items), intrinsic motivation (2 items), and user intentions (2 items) were adapted from [Bailey et al., 2020](#). The above-mentioned questionnaire was found to be valid and reliable. Experts from various academic institutions were contacted to assess the questionnaires' reliability and validity. Written feedback as experts' contribution that could improve or modify to meet the research objectives. Cronbach's alpha was also used to assess the reliability of the questionnaire. As per Cronbach's alpha ratings for internal consistency, the questionnaire is valid and reliable. Furthermore, 72 students completed closed and open-ended questionnaires via Google form, and N=10 completed semi-structured interviews via WhatsApp about the benefits and challenges of using Zoom videoconferencing, and this qualitative data were analyzed using thematic coding. To decode what participants were talking about and uncover students' perspectives and experiences, thematic methods were used. After reviewing interview transcripts several times to capture the meaning and discourse of the narrative, transcripts were coded according to themes, subthemes, and potential themes. Meanwhile, quantitative data were presented as mean and standard deviation (SD), and qualitative data as excerpts. Thus, based on students' perceptions and experiences in the reading class, the learning impact of videoconferencing via Zoom can be investigated. Thus, to validate the data, the researchers used triangulation of methods and data sources to validate the data in this study. As a result, after gathering data from observations, researchers compared it to the results of interviews and questionnaires.

## RESULTS AND DISCUSSION

Q1 What are the students' perceptions of Zoom videoconferencing in the Reading course?

**TABLE 1** | Statistics of actual use of Zoom videoconferencing

No	Items	Mean	SD	Order	Description
1	Zoom, in my opinion, enables me to collaborate with my colleagues.	3.54	.95	3	High
2	I believe that group tasks enhance my reading performance.	4.01	.94	2	High
3	I believe that participating in a group discussion will improve my reading performance.	4.10	.79	1	High
Total		3.88	.93		High

Table 1 displays that item 3 (I believe that participating in a group discussion will improve my reading performance) was ranked first with a mean value (4.10 ± .79) and item 2 (I believe that group tasks enhance my reading performance) was ranked as the second (4.01 ± .94) However, the mean score of item 1 (Zoom, in my opinion, enables me to collaborate with my colleagues) was ranked as the least (3.54 ± .95). These results point out the overall mean score of the students' responses (3.88 ± .93). All in all, the overall perceptions of the students were positive toward actual use of Zoom videoconferencing.

Responses on a Likert scale are categorized as very little (1.00-1.80), little (1.81-2.60), moderate (2.61-3.40), high (3.41-4.20), and very high (4.21-5.0) (Eltahir et al., 2021).

**TABLE 2** | Statistics of perceived ease of use

No	Items	Mean	SD	Order	Description
1	Zoom is simple for me to learn.	3.82	1.07	2	High
2	Sign-in and sign-out processes on Zoom are both quick and clear.	3.94	.94	1	High
3	Zoom makes it simple to access the required resources.	3.63	.86	3	High
Total		3.80	.97		High

Table 2 displays that item 2 (Sign-in and sign-out processes on Zoom are both quick and clear) was ranked first based on the mean value (3.94 ± .94) and item 1 (Zoom

is simple for me to learn) was ranked second (3.82 ± 1.07) However, the mean score of item 3 (Zoom makes it simple to access the required resources) was ranked as the least (3.63 ± .86). Following these results, the total mean score for the students' responses was 3.80 ± .97. All in all, the overall perceptions of the students were positive toward perceived ease of use of Zoom videoconferencing.

**TABLE 3** | Statistics of course satisfaction

No	Items	Mean	SD	Order	Description
1	This semester's online reading class has met my expectations.	3.64	.99	2	High
2	This semester, I am delighted with my engagement in online reading classes.	3.79	.90	1	High
Total		3.72	.95		High

Table 3 displays that item 2 (This semester, I am delighted with my engagement in online reading classes) was ranked first based on the mean value (3.79 ± .90) and item 1 (This semester's online reading class has met my expectations) was ranked as the second (3.64 ± .99). These results indicate that the overall mean score of the students' responses was 3.72 ± .95. All in all, the overall perceptions of the students were positive toward course satisfaction of Zoom videoconferencing.

**TABLE 4** | Statistics of intrinsic motivation for online reading practice

No	Items	Mean	SD	Order	Description
1	Through discussion forum activities in my online reading class this semester, I enjoy discussing what I have read with my classmates.	3.94	.85	1	High
2	During this semester's online reading class, I believe that practicing English through discussion forum activities is an effective way to study English.	3.93	.86	2	High
Total		3.94	.85		High

Table 4 displays that item 1 (Through discussion forum activities in my online reading class this semester, I enjoy discussing what I have read with my classmates) was ranked first based on the mean value (3.94 ± .85) and item 2 (During this semester's online reading class, I believe that

practicing English through discussion forum activities is an effective way to study English) was ranked as the second ( $3.93 \pm .86$ ). Following these results, the total mean score for the students' responses was  $3.94 \pm .85$ . All in all, the overall perceptions of the students were positive toward intrinsic motivation for online reading practice through Zoom videoconferencing.

**TABLE 5** | Statistics of behavioral intention to use language learning technology

No	Items	Mean	SD	Order	Description
1	When studying English, I intend to make frequent use of language-learning tools.	3.99	.85	1	High
2	In the future, I plan to make extensive use of language-learning apps.	3.92	.88	2	High
	Total	3.95	.86		High

[Table 5](#) displays that item 1 (When studying English, I intend to make frequent use of language-learning tools) was ranked first based on the mean value ( $3.99 \pm .85$ ) and item 2 (In the future, I plan to make extensive use of language-learning apps) was ranked as the second ( $3.92 \pm .88$ ). Following these results, the total mean score for the students' responses was  $3.95 \pm .86$ . All in all, the overall perceptions of the students were positive toward behavioral intention to use language learning technology through Zoom videoconferencing.

**Q2. What are the students' attitudes through Zoom videoconferencing in the Reading course?**

**TABLE 6** | Statistics of attitude with video conference tools in Reading class

No	Items	Mean	SD	Order	Description
	Courses in video conferencing provide me with a pleasant experience.	3.93	.89	4	High
2	I enjoy attending my class via videoconference class.	3.97	.80	3	High
3	I enjoy collaborating with peers in our Zoom videoconference class.	3.65	1.12	5	High

4	I enjoy small-group videoconference activities.	4.03	.79	1	High
5	I believe that doing partner activities in our video conference class is a good idea.	3.97	.86	2	High
	Total	3.91	.90		High

[Table 6](#) displays that item 4 (I enjoy small-group videoconferencing activities) was ranked first based on the mean value ( $4.03 \pm .79$ ) and item 5 (I believe that doing partner activities in our video conference class is a good idea) was ranked as the second ( $3.97 \pm .86$ ). However, the mean score of item 3 (I enjoy doing partner activities in our video conference class) was ranked as the least ( $3.65 \pm 1.12$ ). In accordance with these results, the total mean score for the students' responses was  $3.91 \pm .90$ . All in all, the overall perceptions of the students were positive toward attitude with video conference tools in class.

**Q3. How do learners voice their experience through Zoom videoconferencing in the Reading class?**

**TABLE 7** | Statistics of learners' voice regarding video conference in Reading class

No	Items	Mean	SD	Order	Description
1	Zoom videoconferencing session facilitates peer group discussions through breakout rooms	3.58	.87	High	2
2	Zoom videoconferencing builds dynamic interaction among peers	3.53	.93	High	3
3	Zoom videoconferencing promotes comfort and builds self-confidence	3.64	.88	High	1
4	It motivates learners with new experiences during synchronous sessions	3.51	.80	High	4
	Total	3.57	.87		

**Table 7** displays that item 3 (Zoom videoconferencing promotes comfort and builds self-confidence) was ranked first based on the mean value ( $3.64 \pm .88$ ) and item 1 (Zoom videoconferencing session facilitates peer group discussions through breakout rooms) was ranked second ( $3.58 \pm .87$ ). However, the mean score of item 4 (It motivates learners with new experiences during synchronous sessions) was ranked as the least ( $3.51 \pm .80$ ). In accordance with these results, the total mean score for the students' responses was  $3.57 \pm .87$ . Overall, the students voice their experiences positively during Zoom videoconferencing sessions.

To support data from questionnaires, semi-structured interviews were also designed and distributed to the participants to capture their voices during Zoom videoconferencing sessions. Students reported the positive aspects of Zoom videoconferencing during online courses. This videoconferencing session facilitates peer group discussions through breakout rooms and encourages dynamic interaction among the participants.

*I enjoy it, one of the positive aspects is we can learn online, and all students can join this online class, even if they have another meeting (S 3)*

*Yes, I enjoy it because I can use the features of Zoom, such as a breakout room to participate in a group discussion or do assignments (S 13)*

*I do, one of the positive aspects of using Zoom comes from direct interaction. Moreover, the feature of the breakout room helps teachers to divide students into groups, it facilitates students with group discussions, and the student's progress is controlled by the lecturer. (S 52)*

Some noted that they can record the virtual courses via zoom so that they can review the materials presented by the faculty.

*Yes, I enjoy it, because in zoom we can directly screen record our video (S 64)*

The challenges that students encountered during online sessions through Zoom videoconferencing are related to internet connection and the quality of sound and video.

*One of the challenges when using zoom is when the internet is not unstable, it makes unclear voices. (S 13)*

*The most common obstacle I encounter when using videoconferencing is bad internet access. Zoom is an application that requires users to have a good internet connection, while at home I often experience poor internet access problems. These obstacles create difficulty in accessing Zoom videoconferencing, such as blurry video, unclear sound, etc. (S 18)*

*The challenge when I used zoom is unstable internet access so the quality of audio and video on Zoom was bad. (S 23)*

Students voice their positive perceptions and their experiences regarding the easiness and benefits of Zoom

videoconferencing for studying English. Some students noted that it provides a new experience for them.

*From Zoom videoconferencing I gain new experiences from others on how to learn English more efficiently, I also get new strategies to improve my English skill from the experience that I received in Zoom videoconferencing, so I'm trying to motivate myself in learning English and use those strategies for learning. (S 15)*

While others reported that it promotes comfort and helps their self-confidence to express their opinions. *Yes, the question-and-answer session, in that case, the teacher allows students to ask and answer each other using English. (S 17)*

*Yes, I am one of those people who have self-confidence problems. By using this videoconferencing, I can express my opinion or thoughts more freely. (S 18)*

*Yes, because it is a good thing for the students who do not have the confidence to interact in real life, the students have more confidence to deliver their thoughts through Zoom. (S 21)*

*Yes, Zoom videoconferencing provides convenience and benefits for me to learn English and when I use this platform I can explain the material well and it is easy to understand. (S 38)*

Students gave their recommendations for improving instruction delivery using Zoom video conferencing. Some recommended holding more intensive group discussions in breakout rooms.

*Apply more group discussions in Zoom so that students are more active in class. (S 10)*

*I suggest making more use of the Zoom features such as, raise a hand, breakout room, chat, and whiteboard which can make it easier for a lecturer to deliver the material. (S 14)*

However, some students reported that Chat box is another option who are not confident to express themselves orally.

*I suggest writing instructions in the chat box as well when delivering instruction via videoconferencing because not all of our videoconferencing participants have good internet access during videoconferencing. So, writing instructions in the chat box can help participants who have problems with internet access to understand the instructions better. (S 15)*

Interestingly, the learners also voice their suggestions to optimize more interactions and to pay closer attention to all students.

*Maybe, the teacher needs to pay more attention to the audience so that they know who stays in the forum and engage in discussion. (S 36)*

*Build more interaction with the students, and do some minigames for example. (S 45)*



This present study aims to explore EFL students' perceptions as well as attitudes toward synchronous learning through Zoom Videoconferencing. Concerning the perceptions of Zoom videoconferencing as a synchronous online platform in the Reading course, the students provided positive perceptions regarding actual use and perceived ease of use. They reported that assignments and discussions on Zoom videoconferencing helped them to cooperate with peers and improve their communication in English. These results are supported by empirical studies. Zoom offers ease of use, cost-effectiveness, convenience, and interactivity. It is a collaborative, cloud-based videoconferencing system with features such as real-time online meetings ([Archibald et al., 2019](#)). Furthermore, Zoom offers numerous multimodal communication options in online settings, such as group and one-on-one chat, raising hands, and screen-share options. Zoom also has audio-only (no camera) meetings, a whiteboard, annotation tools, file sharing, and meeting recordings ([Bailey et al., 2022](#)).

The finding also showed that Zoom videoconferencing provides several benefits in terms of actual use, perceived ease of use, and satisfaction. Positive perceptions among students are related to their habits as digital natives and adjustments in post-pandemic classroom instruction which integrate technology in the educational setting. This is in line with prior studies confirming that synchronous online learning, such as Zoom, has become increasingly popular in language learning in current years ([Cheung, 2021b](#); [Kohnke & Moorhouse, 2020](#)). These forms of synchronous online learning mediated by computer were thought to be more advantageous in assisting students to deal with the challenges of real-life communication as it is similar to face-to-face interaction ([Li, 2017](#)). Furthermore, the results demonstrate learners' motivation to participate in Zoom videoconferencing because it boosts self-confidence and facilitates live interaction. These results agree with empirical studies focusing on synchronous online learning, which has consistently revealed enormous benefits for learners in terms of psychological aspects such as anxiety reduction. ([Abra, 2021](#); [Rini et al., 2021](#); [Satar & Özdener, 2008](#)) and an increase in intrinsic motivation ([Hampel, 2003](#); [Rojabi et al., 2022](#)). More interestingly, a study reported that less-able students' speaking skills had improved, and university students were more likely to use repair strategies during voice-based synchronous sessions. These strategies include self-corrections and politely attempting to correct their colleague's speech, both of which are prevalent in real dialogue ([Yamada, 2009](#)). Zoom videoconferencing shows how young EFL learners can benefit from synchronous online learning and teaching. Using nonverbal synchronous computer-mediated communication, primary students could

respond to synchronous online classes by typing in chatrooms ([Cheung, 2021b](#)).

However, the students' positive attitudes found in this current study contradicted a study carried out by [Serhan \(2020\)](#), who confirmed that students provided negative attitudes regarding Zoom videoconferencing. They were dissatisfied with their online learning experience by exploiting Zoom during the COVID-19 pandemic. Various factors could have affected the results of this research. Instructors were underprepared for this dramatic switch, necessitating the adoption of a digital platform and the emergence of different types of activities and delivery methods. Therefore, many teachers encountered unexpected issues while leveraging the digital platform, such as internet access issues, digital literacy, and anxiety. This current study demonstrated how the learners were satisfied with the course content, they felt comfortable participating in group discussions since the faculty designed interesting tasks and well-instructions and explanations. By doing so, this fun atmosphere in the teaching and learning process could promote peer interaction and build their social community. This finding is relevant to other prior studies. Zoom provides interesting educational activities. Greetings, lectures, Q&A, and breakout room discussions are all communication-related activities ([Rahayu, 2020](#)). Sharing slides or screens with students or teachers, downloading homework, and uploading answers are material-related activities. Answering poll questions, presenting lessons on slides or the whiteboard, practicing on the whiteboard or chat box, and doing group work in breakout rooms are study-related activities ([Rahayu, 2020](#)). Individual student-teacher meetings can be recorded ([McClendon et al., 2017](#)). Zoom, like other synchronous online tools, can reduce isolation and encourage community.

It is still critical to take a closer at the challenges encountered by learners in synchronous sessions, particularly in Zoom meetings. This current study found that internet connection during Zoom meetings becomes a major obstacle. In addition, struggling with internet connectivity also impacts students' anxiety. Similar to some discussions in prior studies. [Mamtani et al. \(2021\)](#) highlight that several technical and connectivity issues impact learner anxiety. [Oktaviani \(2021\)](#) reported that the Zoom application is sometimes unable to support online lectures due to an unstable network, so its access is automatically disconnected. Insufficient storage capacity on mobile phones to install Zoom, poor internet connectivity due to the student's home's remote area, and undesirable weather are supplemental barriers. Furthermore, during the four meetings of the course, there was an Internet disconnection during one of the twenty-four sessions, affecting the connectivity of a

few students. This meeting was rescheduled for the following day, thereby resolving the issue ([Guiter et al., 2021](#)).

## CONCLUSION

This paper represents the voice of the learners' perception regarding online courses through Zoom Videoconferencing in terms of actual use, perceived ease of use, motivation, behavioral intention, and satisfaction. This study also portrays the learners' attitudes as well as their experiences through Zoom videoconferencing, particularly in reading class. The significance of this study is that it highlights the success of video conferencing in an online course using Zoom in a foreign language course. Synchronous videoconferencing can create an accessible, flexible, and effective classroom environment, facilitate an engaging online learning environment, and increase interactive and communicative interaction between teachers and students. By doing so, faculty members can create virtual courses utilizing Zoom videoconferencing for live interaction and an engaging classroom environment

However, this current study does indeed have limitations: it only looked at one public university in Jember, Indonesia, specifically in Reading courses. As a result, it is advised that these findings be replicated at other institutions in different countries, with different levels of users, such as high school learners. Second, this current investigation is limited to obtaining learner perspectives using observations, questionnaires, as well as semi-structured interviews. Thus, it is suggested for future research provide a diverse collection of data, such as by including written reflection as qualitative data. Furthermore, taking a deeper look into the significance of student interaction, engagement, and satisfaction is critical, it helps readers to know the impact of Zoom videoconferencing for an engaging language learning synchronous meeting. In addition, further studies need to have closer look at the effectiveness of Zoom Videoconferencing in language learning synchronous mode, they need to explore how effective Zoom sessions are and how they can boost learners' participation and reading skills.

## ACKNOWLEDGEMENTS

The authors would like to thank all of the reviewers who provided us with valuable suggestions, as well as all of the participants who voluntarily participated in this research. This research was funded by LP2M Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember in 2022.

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**Conflict of Interest Statement:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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