The Effectiveness on the use of Zoom Application in Learning Discourse Analysis at 6th Semester of English Education Department Universitas Muhammadiyah Sidenreng Rappang

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This study aims to determine the effectiveness of using the Zoom application in learning Discourse Analysis during the Covid-19 pandemic in the sixth semester of the English Education Department at Muhammadiyah University of Sidenreng Rappang. The data was collected through questionnaires and interviews. This research includes qualitative research with descriptive qualitative. The subject of this research are 30 students. Sampling in this study using purposive sampling, where's the sampling technique is to take 15 students. The results showed that the effectiveness on the use of zoom application in learning discourse analysis during the covid-19 pandemic carried out by students was less effective. Because of the many obstacles experienced during the learning process, such as being constrained by the lack of a network that makes it difficult for students to understand the material presented by the lecturer. As conclusion, zoom application is less able to help in learning, especially online discourse analysis learning.

Keyword : Effectiveness, Zoom Application, Learning English

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Introduction

The World Health Organization (WHO) declared Covid-19 a global pandemic in early 2020. WHO has determined a Pandemic disease outbreak which is caused by a type of corona virus called Covid-19 (Corona Virus Disease 2019) It was detected that the emergence of this outbreak began in the Chinese City of Wuhan. Until a period of less than a month, it was confirmed that infected humans had spread to several countries. The COVID-19 pandemic is the current global health crisis and the biggest challenge we have faced since the Second World War. Since the emergence of COVID-19 in Asia late last year, the virus has spread to every continent except Antarctica. Cases are increasing every day in Africa, America, and Europe. Countries are working to slow the spread of the disease by testing and treating patients, conducting contact tracing, restricting travel, quarantining citizens, and canceling large gatherings such as sporting events, concerts and schools. (UNDP 2020)

The Covid-19 pandemic that hit almost all countries in the world, including Indonesia, caused tremendous panic for the entire community, as well as devastating all sectors of life. The Indonesian government also adopted a policy that aims to break the chain of transmission of the Covid-19 pandemic. One of them is the application of social distancing policies, where people must carry out all activities at home, such as working, studying, including performing worship.

All activities have shifted to computerized techniques by utilizing the internet network. Work From Home (WFH), Study from Home (SFH), Online Seminars, and several others are online based. In the case of internet-based learning or online learning, the Minister of Education and Culture Nadiem Makarim stipulates that in Circular Number 4 of 2020. Then all schools, including tertiary institutions, were also closed. It is right that we have entered the era of revolution 4.0. where all must take full advantage of technology to increase the target quantity of work and the quality of time used. The implementation of this social distancing policy has an impact on all sectors of life, one of which is the education sector. Teaching and learning activities must be carried out over a distance.

According to Allan J. Henderson (2003), e-Learning is defined as distance learning using computer technology or usually called the internet. William Horton in Robby Agung Wahyudi (2016) explains that e-Learning is a WEB-based learning that can be accessed from the internet. Jaya Kumar in Hefliza Berti (2020) defines e-Learning as any learning that uses electronic circuits (LAN, WAN, or the internet) to convey learning content, interaction or guidance.

In the last few months, Indonesia has experienced the COVID-19 pandemic which has a major impact on education. Even though educational institutions are currently closed temporarily, teachers and students are required to remain professional in work and study, they must continue to run it in any situation. students continue to learn, and teachers also continue to teach. The temporary closure of educational institutions is an effort made to reduce the spread of COVID-19. The teaching and learning process that is usually carried out in

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the classroom becomes distance learning.

Effectiveness

According to Ravianto (in Masruri, 2014:11), effectiveness is a measure of how well a job is done. This means that a job is considered effective if it is completed in accordance with the plan, in terms of time, cost, and quality.

Effectiveness is an effort to achieve the targets that have been set in accordance with the needs, plans, using available data, facilities, and time to obtain maximum results both quantitatively and qualitatively. Effectiveness is the relationship between the stated goals and results, by showing the degree of conformity between the stated goals and the results achieved.

Discourse Analysis

Discourse Van Dijk (1988) states discourse analysis is an ambiguous concept. Discourse analysis is used to denote a new scientific discipline, one of which is studying text and conversation or use of language from all possible perspectives. In addition, discourse analysis refers to the method and theoretical approach to language and usage language. In that sense it can also be defined as an analysis of objects, discourse, text, messages, talks, dialogues, or conversations. In general, linguistics, especially grammar, usually only focuses on abstract sentence structures and considers discourse as an aspect of actual language use.

Discourse is not only unit of language that is larger than sentence and conversation or discourse. but the breadth of meaning is due to differences and disciplines that use the term discourse by studying texts and talking or using language from all field that relation like social cognition and social context, in discourse also not only about structure text but in text always has the meaning that should be analyze.

Definition of Learning Media

Rahardjo said the media is a means of channeling messages or learning information to be conveyed by the message source to the target or recipient of the message. Media is a tool that explains learning programs that are difficult to explain verbally. The media used in learning can be in the form of learning materials, assignments, videos, games, and others. In general, some of the teaching staff have difficulty explaining the learning material, because of that, especially the educational media functions as a tool that is used by both the teaching staff, speakers in seminars, and others.

Learning media is a channel of learning materials that can stimulate interest, so that the selection of the right media can generate interest in learning for students and provide success in the teaching and learning process.

Smartphone

Backer (2010), states that smarthphone/gadget is a telephone that combine advanced capabilities. This is a variety of capability of the Wireless Mobile Device (WMD) that can function like computer by providing features such as Personal Digital Assistant (PDA), internet access, electronic mail, and the Global Positioning System (GPS). Smarthphone/gadget also have other features such as camera, video, MP3 players, as well as phone functions. Gadgets are a type of technology that is easy to find. Gadgets can also be called as a small computer that has many functions and users can use it anywhere and anytime.

From among the portable technological tools, mobile phone/smartphone are

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the most used devices for learning. it can be said that almost every student always use smartphone in every activity. Currently smartphone is not only used as a medium of communication or social media, but also can be used as a learning medium such as English learning.

Zoom Apps

The Zoom application was founded by Eric Yuan in 2011 and it was released in 2013. Zoom is a cloud computing-based video conference service. The zoom application is considered to have good quality, because this application shows how someone can meet face to face virtually, both in video, voice, and both calls. Some of the advantages of Zoom application are allows meeting up to 100 participants, users can send texts while the meeting is in progress, users can schedule meetings via the Schedule feature (schedule), while the disadvantage of Zoom is that online activities can only last 40 minutes. The Zoom application can also be accessed via the website, both for Mac OS, Windows, Linux, iOS, and Android.

2. Method

Research Design

This research uses a qualitative approach. According to Trianto Qualitative research is research that intends to understand the phenomena experienced by research subjects, for example: behaviour, perception, motivation, action, and others, by means of descriptions in the form of words and language, in a special natural context and with make use of various natural methods. Qualitative research methods in this research use descriptive research methods. Descriptive research is a research method that describes and interprets objects according to what they are. (Sugiyono,2016).

Qualitative research is aimed at understanding social phenomena from participant of view. Thus, the meaning or understanding of qualitative research is a study that is used to examine the conditions of natural objects where researchers are key instrument. Qualitative research produces descriptive data in the form of written or spoken words from people and observable behavior.

2.2. Research Participant

Participants in this study is Semester 6th students of English Education Department Universitas Muhammadiyah Sidenreng Rappang who had carried out online learning through the zoom application. This study involved 15 students. The data is in the form of interview transcriptions and written questionnaire responses According to Sugiyono (2016) The selection of data sources in qualitative research was carried out purposive and snowball sampling. The determination of sample data sources is still temporary and will develop after the researcher in the field. In this research the researcher will use purposive sampling with snowball sampling technique.

Snowball Sampling technique is a technique that uses the first sample as information to get the next sample that meets the criteria. The criteria determined by the researcher are students who play an active role and always follow the online learning process so that students can be selected because they meet these criteria.

2.3. The Technique of Collecting Data

Questionnaire

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The questionnaire is a data collection technique that is done by giving a series of questions or written statements to respondents to be answered. The questionnaire is an efficient data collection technique if the researcher knows exactly what variables to measure and what is expected from the respondent.

Interview

Structured Interview (Structured Interview)

Structured interviews are used as a data collection technique when the researcher or data collector knows with certainty about the information to be obtained. Therefore, in conducting interviews, data collectors have prepared a research instrument in the form of written questions for which alternative answers have been prepared. With this structured interview each respondent was asked the same questions, and the data collector recorded them.

Semistructured Interview (Semistructure Interview)

This type of interview is included in the category of in-depth interviews, because in its implementation it is freer when compared to structured interviews. The purpose of this interview is to find problems more openly, in a way that the interviewee is asked for their opinions and ideas.

Unstructured Interview (Unstructured Interview)

Unstructured interviews are independent interviews in which the researcher does not use interview guidelines that have been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems to be asked.

In this study, researchers used structured interviews which are very important to exchange information between researchers and informants. This needs to be done in order to collect data from observations, especially those related to this research.

Documentation

The next technique in data collection is documentation. All activities will be recorded using audio to ensure that nothing is missed when data collection. Documentation is the process of obtaining information about a matter in the form of notes, transcripts, books, agendas, and so on. Through the documentation, the writer can analyze the validity of the questions and observations that have been filled in by the respondent with the existing documents. So that the results of this study have an accountable truth.

2.4. Data Analysis

This research the researcher will conduct the Miles and Huberman data analysis. Data analysis steps used in this study are Interactive Model Analysis from Miles and Huberman, which divides the steps in data analysis activities

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with several parts, namely data collection, data reduction, data presentation (data display), and conclusion or verification.

Data Validity

The validity of the data is done to prove that the research carried out is truly scientific research as well as to test the data that has been obtained. To obtain the validity of the data in this study, researchers used triangulation techniques. Triangulation technique is a technique of examining data for checking purposes or as a comparison to the data that has been obtained. According to Moleong (2014: 330), triangulation is a technique of checking the validity of data that utilizes something else, outside the data for checking purposes as a comparison against the data. Triangulation is credibility testing is defined as checking data from various sources and various times. Triangulation consist of three parts, namely triangulation source, triangulation techniques and time triangulation (Sugiyono, 2016).

Findings and Discussion

Findings

There are 10 questions in the questionnaire, 15 students gave responses to this questionnaire. Students are allowed to give responses in the Indonesian language, so in this presentation of data, the researcher also translated students' responses into English.

In the first question, the researcher wanted to know the students' view about zoom apps.

Q1   : Apa yang anda ketahui tentang aplikasi zoom? (What do you think about zoom?)

From the questions above, most students tended to answer that zoom is a communication conference application that makes it easy for users to carry out virtual activities. Both learning or other meetings that can be accessed via mobile devices and desktops.

AQ1   NS   : Menurut saya, aplikasi zoom itu adalah sebuah aplikasi yang diluncurkan, diciptakan untuk mempermudah kegiatan sehari hari kita. Memudahkan menyelesaikan pekerjaan kantor. kita bisa melakukan meeting dengan jarak jauh dan yang paling penting dapat digunakan untuk pembelajaran daring (In my opinion, the zoom app is an app which was launched, was created to simplify our daily activities. Make it easier to complete office work. we can conduct meetings remotely and most importantly can be used for online learning)

NRA   : Setahu saya zoom merupakan sebuah aplikasi dengan menggunakan video. Aplikasi tersebut dapat digunakan dalam berbagai perangkat seluler dan juga desktop (As far as I know zoom is an application using video. The application can be used on various mobile devices as well as desktops)

 The second question is still about students' view about the material presented by the lecturer during online class.

Q2   : Apakah anda memahami materi Discourse Analysis yang disampaikan dosen melalui aplikasi zoom (Do you understand the Discourse Analysis material delivered by the lecturer through the zoom application?)

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Most students answered that they do not really understand the material delivered by lecturer through the zoom application during online class, due to several influencing factors. One of them is an unstable network which makes the learning process through zoom less than optimal because the lecturer's voice is sometimes not heard.

AQ2   A   : Kalau menurut saya kurang, karena materi dijelaskan secara virtual memiliki beberapa gangguan dan penyampaian kurang jelas. Apakah misalnya karena jaringan dosen yang tidak stabil ataupun jaringan kita sendiri (In my opinion, it is lacking, because the material is explained in virtual has some glitches and delivery is less clear. Because of the unstable lecturer network or student's network)

NA   : Materi yang disampaikan dosen dalam pembelajaran sudah baik, namun karena jaringannya kurang stabil maka yang disampaikan dosen itu terkadang tidak terdengar atau istilahnya putus putus (The material delivered by the lecturer in learning is good, but because the network is less stable, what the lecturer conveys is sometimes not heard or the terms are broken)

NS   : Menurut saya lumayan bagus. Meskipun kita sedang tidak disebuah ruangan yang sama, kita drumah masing masing. Kita masih tetap bisa bertatap muka dan melakukan proses pembelajaran (I think it's pretty good. Even though we're not in the same room, we're each at home. We can still meet face to face and carry out the learning process)

In the third question, the researcher wanted to know students' view about the lecture's gesture when explaining through zoom during online class.

Q3   : Apakah dengan adanya gestur/gerakan dosen dalam menerangkan materi dalam pembelajaran Discourse Analysis melalui Zoom Apps membuat anda lebih paham? (When the teacher explains with gestures during Discourse Analysis learning through Zoom Apps, you better understand the material?)

From the questions above, most students tended to answer yes, most student answered that gesture made by the lecturer when explaining the material was very helpful in the learning process.

AQ3   MY   : Ya, dengan adanya gerakan dosen saat menjelaskan materi pembelajaran lebih membantu saya dalam memahami pembelajaran (Yes, with the lecturer's gestures when explaining the material learning helps me more in understanding learning.)

In the fourth question, the researcher asked the students whether the use of zoom application facilitated the learning process.

Q4   : Menurut anda apakah penggunaan zoom memudahkan proses pembelajaran Discourse Analysis dimasa pandemi sekarang ini? (Do you think that using zoom facilitates the Discourse Analysis learning process during the current pandemic?)

Based on students' answers, with this zoom application, it is an option or alternative, rather, learning activities are still carried out even in the middle of a pandemic where all work is done from home.

AQ4   A   : Untuk masa pandemic seperti seskarang ini peggunaan zoom menjadi salah satu pilihan alternatif agar proses pembelajaran tetap berlangsung. Saya rasa zoom ini cukup memudahkan kegiatan pembelajaran (in the middle of pandemic like now using zoom can be an alternative choice so that the learning process still continues. I think this zoom is quite easy for

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learning activities)

SRS   : Ya, lumayan memudahkan sector Pendidikan apalagi sedang pandemi, dimana seluruh aktifitas dilakukan dirumah (Yes, it's quite easy for the education sector, especially during a pandemic, where all activities are carried out at home)

In the fifth question, the researcher wanted to know what difficulties experienced by students when doing online learning through zoom application.

Q5   : Apakah ada kendala/kesulitan saat anda mengikuti pembelajaran analisis wacana melalui aplikasi zoom? (Are there any problems/difficulties when you take Discourse Analysis lessons through zoom apps?)

From the students' answers, there are some difficulties that students experienced when using the zoom application. The most common are network problem that are not optimal, the use of internet data is quite a lot, and the space capacity is large enough.

AQ5   MY   : Iya, cukup sulit. Apalagi kadang kadang yang paling umum kita rasakan adalah jaringan. Karena kadang kita harus pergi cari wifi dulu. Kadang kadang juga kuotakan habis. Apalagi pemerintah gak sediain kuota gratis seperti kemarin kemarin jadi kita juga masih sulit gitu untuk melakukan daring (Yes, quite difficult. Moreover, sometimes the most common problem is the network. Because sometimes we have to go find wi-fi first. Sometimes the quota runs out too. Moreover, the government does not provide free quota like yesterday, so it is still difficult for us to do it online)

NA   : Kesulitannya itu ada pada jaringan, berhubung karena di tempat saya jaringannya kurang baik. Jadi pada saat mengakses aplikasi zoom itu terkadang terkendala (The difficulty is in the network, because it's in place my network is not good. So, when accessing the zoom application is sometimes constrained)

SRS   : Kesulitan yang saya alami saat saat menggunakan aplikasi zoom yaitu penggunaan data yang banyak dan kapasitas penyimpanan yang harus cukup besar (The difficulty when using the zoom app is the use of a lot of data and storage capacity that must be large enough)

In the sixth question, the researcher wanted to know what tools that students usually use to accsess the zoom application.

Q6   : Sarana apa yang biasanya anda gunakan untuk mengakses aplikasi zoom untuk mengikuti pembelajaran Analisis Wacana? (What tools do you usually use to access the Zoom application to take Discourse Analysis lessons?)

From the students' answers, most of them prefer to use mobile device to accsses zoom application because it simple and easy to use. However, some students choose to use laptop.

AQ6   NS   : Biasanya saya menggunakan perangkat seluler untuk mengakses aplikasi zoom karena lebih mudah untuk dibawa kemanapun kita pergi. Jadi kita bisa mengikuti pembelajaran dimanapun kita berada (Usually I use a mobile device to access zoom application because it is easier to carry wherever we go. So, we can follow the learning wherever we are)

NIN   : Saya biasanya menggunakan laptop untuk mengikuti pembelajaran di aplikasi zoom karena layarnya lebih besar dan lebih nyaman ditatap (I

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usually use a laptop to take lessons in the zoom application because the screen is bigger and more comfortable to look at)

 In the seventh question, the researcher wanted to know whether the use of zoom application is effective as a learning media.

Q7   : Menurut anda apakah penggunaan aplikasi zoom efektif sebagai media pembelajaran analisis wacana? (In your opinion, is the use of the zoom application effective as a medium for learning Discourse Analysis?)

From the students' answers, almost all students who were participated in this study stated that the use of zoom application as a learning medium was still ineffective due to several reasons. First reason is the bad internet network made the delivery of material less clear, it makes the audiences lose their concertration.

AQ7   MI   : Tidak terlalu efektif. Apabila host berbicara kurang jelas atau bergumam ditambah koneksi jaringan internet yang buruk, mahasiswa atau penden gar akan dengan mudah kehilangan konsentrasi belajar (Not very effective. If the host speaks unclearly or mumbling plus a bad internet connection, students or listeners will easily lose concentration in studying)

M   : Menurut saya kurang efektif karena banyak dari teman teman yang kurang aktif dan hanya sekedar mengisi absen saja. Untuk aplikasinya sendiri boros kuota (In my opinion it is less effective because many of my friends are less active and just fill in the absences. For the application itself, it is wasteful of mobile data)

Discussion

Zoom is an application that is used to help students in the learning process during a pandemic. However, during these activity students experienced many obstacles such as limited quotas making it difficult to follow lessons, less stable internet networks, and also other difficulties that made them consider the use of the zoom application as a medium in Discourse Analysis learning to be less effective and the teaching and learning process less than optimal.

In this case, researchers have conducted research through questionnaires and interviews to find out whether the use of the Zoom application as a learning media for Discourse Analysis during the pandemic is effective.

Based on the results of research conducted by researchers, it shows that the use of the zoom application as a learning medium is less effective and is one of the learning media that students are less interested in. Although this application offers quite an interesting feature, it is less helpful in teaching and learning activities.

Conclusions

Based on the results of the research in chapter IV, researchers can take conclusions on the effectiveness of using Zoom application in Discourse Analysis learning for sixth semester students majoring in English Education at the University of Muhammadiyah Sidenreng Rappang. Research findings from interviews, most of the respondents stated that the use of the zoom application as a learning medium was less effective. Almost every student said that learning through the zoom application did not give maximum results,

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because the network that was less stable made learning activities through the zoom application not optimal so that students had difficulty understanding the teaching material given by the lecturer. Although there are also those who say that the zoom application is quite useful even though it is not so effective as a learning medium.

Suggestions

Based on the results of the study, the researchers gave some suggestions as follows:

For students Suggestions for students
The results of this study are expected that students can interact more
with teachers so that they do not experience difficulties in teaching and learning activities.

For Teachers Suggestions for teachers
Hopefully the research conducted by teachers can provide more motivation so that students can be more active in learning. Teachers should also reconsider the online teaching and learning process because it is difficult for students to understand the subject matter.

For further researchers
 I hope this research can be useful for anyone.
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