Student Response on Reading Comprehension Learning Through the Zoom Cloud Meetings Application

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ABSTRACT

The implementation of distance learning that is currently being carried out is a challenge for teachers. In implementing distance learning, teachers can use various online applications. One application that can be used is Zoom Cloud Meetings. However, in learning through Zoom Cloud Meetings, it is unknown how students respond to reading comprehension learning. This study aims to determine student responses to reading comprehension learning through the Zoom Cloud Meetings application. This study uses a descriptive method with a qualitative approach. The data collection technique used is a questionnaire. The results showed that the student's response to reading comprehension learning through the Zoom Cloud Meetings application is very well because the learning method is not dull. There are many features in the Zoom Cloud Meetings application that can be used for learning reading comprehension. Thus the use of the Zoom Cloud Meetings application can be used for reading comprehension learning.

Keywords: Student response, reading comprehension learning, Zoom Cloud Meetings.

1. INTRODUCTION

Student response in learning is essential for teacher success. Student's responses to learning can be observed in the learning process that takes place. Student response is an acceptance and other responses towards activities given to students during teaching and learning. The response will appear if there is an object being observed, which involves the five senses of learning (Aisyah, Panjaitan, & Marlina, 2016). In reading comprehension through online learning, teachers provide reading subject matter through several applications such as Google classroom, Google form, and other social media. The use of these applications will give a different response from students of the learning being conducted.

Student responses about online learning are things that teachers need to know to comprehend students' thinking processes towards education (Hasan, 2017). Creative, innovative, and fun learning will attract student responses after participating in the learning activities (Zainuddin, 2020). Student responses are useful for teacher's evaluation to improve further teaching. The lack of students' responses in online learning considered will hinder the learning process.

The teacher can also use student responses to find out the shortcomings and types of errors made both by the teacher and students. Knowing students' errors in the learning process can be a source of information and improve understanding between teacher and students (Hasan, 2017). The typical students' response can stem from the teacher's ability to convey inadequate material so that learning is less exciting and tends to be boring. The limited quota and the number of assignments given can also affect student responses on learning, and one-way learning methods and applications used by teachers in online learning can also affect student responses (Padli & Rusdi, 2020).

Based on a preliminary study conducted through interviews with primary school teachers, it was found that students have difficulty accepting the material taught through online learning. It can be seen from the lack of student responses in making comments and asking questions online. Several factors caused this condition, and one of them is because the learning is rather a one-way method or teacher-centered and weighed more on giving assignments so that students become passive. Therefore, there is a need for changes that can activate student responses during online learning.

One of the learning processes that require an active response from students during online learning is reading comprehension learning. Reading comprehension is one of the basic skills in language learning. Students who have good reading comprehension skills are considered able to achieve more and succeed in gathering various information and knowledge to increase their scientific insight (Suhendra, Rahman, & Nazillah, 2020; Rahman, 2020; Gumono, 2014; Susilo & Garnisya, 2018; Hadianti & Rahman, 2020). Reading comprehension is also said to play a significant role in students' continuous self-development (Purwanti & Musthafa, 2018; Humairoh & Rahman, 2016).

Activities in reading comprehension learning are not easy and involve all visual, thinking, psycholinguistic, and metacognitive activities (Susilo & Garnisya, 2018). Reading comprehension activities require high concentration to understand the meaning of the texts they read (Rahayu, Riyadi, & Hartati, 2018; Khasanah & Cahyani, 2016). In learning reading comprehension, there is an interaction between the perception of graphic symbols and the knowledge possessed by students (Rahman, 2018; Hidayah & Hermansyah, 2016). Reading comprehension learning provides an excellent experience for students' language skills, so it needs to be done with various appropriate online learning models. However, in implementing online reading comprehension learning, there are many problems, including internet network constraints and inadequate facilities (Hutauruk & Sidabutar, 2020).

One of the most used applications in online learning is the Zoom Cloud Meetings application. Teachers use the Zoom Cloud Meetings application to communicate directly with students through voice, image, or video (Priyatna, 2021). The teacher can now explain complex material through this application that enables two-way interaction (Anugrahana, 2020). Some of the learning problems in using this application including the need for internet quotas and strong signals (Setiani, 2020). This research was conducted to explore how students respond to reading comprehension learning carried out through the Zoom Cloud Meetings application.

2. METHOD

The research method used is the descriptive method with a qualitative approach. The primary purpose of qualitative research is to understand and describe a phenomenon (Sugiyono, 2020). The descriptive method is a research method to describe the object or subject that is being studied objectively and aims to systematically describe the facts that occur in the field and the characteristics of the object and frequency appropriately (Zellatifanny & Mudjiyanto, 2018).

The object in this study is students' response to reading comprehension learning and its' thematic material using the Zoom Cloud Meetings application. The subjects of this study were fifteen third-grade students in one of the integrated Islamic schools in Cimahi City.

According to Sugiyono (2020), purposive sampling is a sampling technique from data sources with specific criteria. The data in this study was collected through a questionnaire distributed to students who took online reading comprehension lessons using the Polls feature found in the Zoom Cloud Meetings application. The student responses in this study are about learning reading comprehension through applications used by teachers.

The components assessed in this study were the subject matter, student worksheets (*Lembar Kerja Peserta Didik*/LKPD), the application used, and the way the teacher teaches using the application. Student responses were measured using a questionnaire that shows positive or negative responses for each given component. If the response is positive, it means that the students feel happy and interested in learning reading comprehension through the Zoom Cloud Meetings application. On the other hand, if the response is negative, it means that the students are unhappy and uninterested in learning reading comprehension carried out through the Zoom Cloud Meetings application. Learning objectives are stated to be achieved if the average positive response of students is equal to or greater than 80%.

3. FINDINGS AND DISCUSSION

The results of this study showed that the students' response to reading comprehension learning through the Zoom Cloud Meetings application was positive overall. It can be seen from the enthusiasm of students during the learning process. The following are student responses in terms of two aspects, namely 'happy' or 'unhappy' and 'interested' or 'uninterested'.

3.1. Students' response on the 'Happy' or 'Unhappy'-ness Aspect

The result from the happy or unhappy aspect of the four components of reading comprehension learning through the Zoom application is shown in Figure 1. Based on the chart below, it was found that in learning reading comprehension through the Zoom Cloud Meetings application, 87% of students were 'happy' and 13 percent of students said they were 'unhappy'. After exploring the reason for the students who answered unhappy, it is found out that their reason was that they do not like reading activities. In addition, they said that their eyes get tired quickly, and the students were unable to focus on the learning process in a long span.
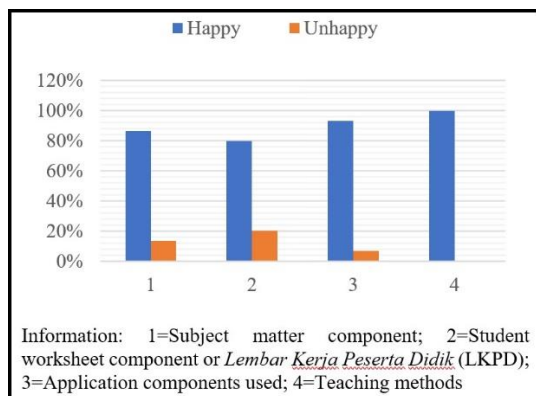
Figure 1 Student response diagram aspects of happy or unhappy.

For the Student Worksheet or *Lembar Kerja Peserta Didik* (LKPD) component, 80% of students are happy, and 20% of students are unhappy. After being traced, it turned out that students were unhappy during the pandemic. Students felt quite many workloads, so they were not eager to do assignments. Besides that, reading and writing assignments required perseverance and thoroughness. Giving these worksheets is one thing that is not liked because, in online learning that is being carried out at this time, the teacher provides more assignments than provides meaningful learning.

For the third component, namely, the application use in reading comprehension learning, 93% of the students are happy, and 7% of students are unhappy. The reason students are unhappy is that the Zoom application requires a strong network connection so that when students experience network problems, they often go in and out of the Zoom Meeting rooms. It makes their enthusiasm decrease, and they become lazy to take part in learning. For the aspect of teaching methods, it shows that 100% of students were happy. It can be seen from how the teacher teaches more enthusiastically and involve students in reading comprehension learning. The features in Zooms, such as breakout rooms, chat rooms, emoticons, and other features, are used by teachers to deliver the subject matter.

3.2. Students' interest in learning reading comprehension through Zoom meeting application

Students' interest is one of the most important parts of learning which plays a role in motivating students' learning and exploration so that it has an impact on the development of students' broad knowledge, skills, and experience (Silvia, 2008). In this study, students' interest including four components of learning, namely the subject matter, Student Worksheets (LKPD), applications used in learning, and the teaching methods. The students' responses about their interest about reading comprehension learning through the Zoom Cloud meetings application can be seen in Figure 2.
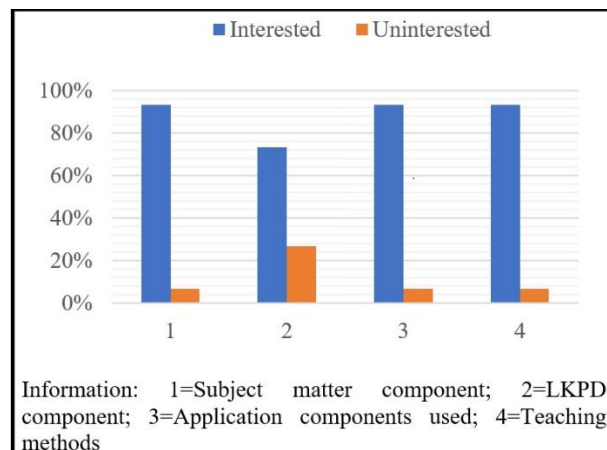

Figure 2 Student response diagram interested or uninterested.

From Figure 2, it is revealed that students' response on learning reading comprehension through the Zoom Cloud Meetings application according to the subject matter aspect showed that 93% are interested, especially on the theme of Technology Development. However, there are students that answered that they are not interested in reading, because the screen looks small and the text displayed is not clear enough, so they have difficulty in reading the text.

The second is the response of the worksheet (LKPD) given to the students. The data showed that 73% of students were interested, and 27% of the students were uninterested. The reason of students who are uninterested was that the tasks assigned are not in the interesting form like games. In addition, this implies the difficulty of making a worksheet that can meet the interests of elementary school students during distance learning. Even though the factors of interesting text are including complexity and novelty variables (material's novelty, clarity, complexity, and surprise) and a group of comprehension variables (coherence, concreteness, and ease of processing) (Silvia, 2008) have tried to be fulfilled in the design that the teacher made.

The third component is the application used in learning, which 93% of the students were interested, and 7% of the students were uninterested. The students were uninterested because some students had eye complaints and couldn't stand staring at the laptop screen for a long time.

The fourth component is how the teacher teaches, which 93% of the students were interested, and 7% of the students are uninterested. The reason that the students were uninterested because that the Zoom application used by the teacher often suddenly disappeared due to an unstable network connection.

Table 1. Presentation of aspects of students' responses to learning reading comprehension through applications

Aspect	Frequency		Percentage (%)	
	Happy	Unhappy	Happy	Unhappy
Subject matter	13	2	87	13
LKPD	12	3	80	20
Application	14	1	93	7
Teaching Methods	15	0	100	0
Average Score			90	10
Aspect	Frequency		Percentage (%)	
	Interested	Uninterested	Interested	Uninterested
Subject matter	14	1	93	7
LKPD	11	4	73	27
Application	14	1	93	7
Teaching Methods	14	1	93	7
Average Score			88	12

Based on Table 1, it was found that the percentage of students who were happy with learning reading comprehension through the Zoom Cloud Meetings application was averagely reached 90%, and the students who were unhappy with learning reading comprehension through the application were about 10%. Based on the results, it can be stated that students had a positive response to the learning that has been implemented. The students that gave a positive response to the learning was higher than 80%. Thus, it can be concluded that students were happy with reading comprehension learning conducted using the Zoom Cloud Meetings application. This is consistent with previous studies that schools need to create a culture of hope and happiness so that they can produce higher achievement and improve the quality of learning (Bullough, 2011).

Moreover, based on the data shown in Table 1, the percentage of students interested in reading comprehension learning through Zooms application reached 88% while 12% of the students were uninterested. Thus, the positive response of students is still above 80%, which shows that most of the students were interested in the subject matter given, the worksheets given, the applications used in learning, and how the teacher teaches. These findings could indicate that students' learning attitudes who can enjoy themselves in any learning situation can restructure their sensory input both knowledge and skills (Csikszentmihalyi, 2014) for instance in the state of distance learning.

From above analysis, it can be concluded that generally, the students' responses on reading comprehension learning being carried out were positive. Students are also interested in participating in reading comprehension lessons through the Zoom Cloud Meetings application. Furthermore, students who were

pleased and enthusiastic about participating in learning have high interest and motivation during the learning process, and considerably able to reach better achievement in learning.

4. CONCLUSION

The study results based on the experience of the learning process showed that students had a positive response to learning reading comprehension using Zoom Cloud Meetings. The responses generated by students are happy in learning reading comprehension and are interested in participating in reading comprehension learning using the Zoom Cloud Meetings application. For researchers in particular and teachers in general, they expected to help the students to improve their reading comprehension skills. However, there are still many limitation in this study such as the number of the subject and the depth of the analysis are still limited, so it requires a more in-depth analysis in further researches with the same research subject.

ACKNOWLEDGMENTS

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