STUDENTS' PERCEPTION IN ENGLISH LEARNING USING ZOOM FOR THE EIGHTH GRADERS IN MTS MUHAMMADIYAH KARANGKAJEN YOGYAKARTA

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Article Info

Abstract

Zoom is a learning media for students and teachers in learning during Covid-19 pandemic. By using Zoom as alternative media in Covid-19, students try to adapt to the newest regulation in learning and the students must be have different opinion of Zoom. This study aims to determine: (1) students’ perception in English learning using Zoom (2) the advantages and the disadvantages of Zoom as learning media. The method in this research is mixed-method. The subjects in this research are eighth graders of MTSMuhammadiyah Karangkajen Yogyakarta consisting of 78 students. The sampling in this research is random sampling. Data are collected by questionnaire and interview which are analyzed using quantitative and qualitative methods. The results of this research shows that of a total 78 students, four students (5%) have a very positive perception, twenty-seven students (35%) have a positive perception, eighteen students (23%) have a neutral perception, twenty-two students (28%) have a negative perception, and seven students (9%) have a very negative perception. The advantages of Zoom are a share screen/presentation, board, screen record, raises hand, microphone, adjustable virtual background, and schedule meetings which simplifying the virtual learning. The disadvantages of Zoom are related to the signal, the application takes a lot of device memories and internet data.

Keywords: Zoom
Online learning
Students’ perception

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1. INTRODUCTION

English is often considered a monotonous and difficult subject which in this modern era English has very important role. English is never separated from technological developments. For example, many people are able to meet other people from various countries only through online platforms and use English as a communication tool to convey a message. Meanwhile in education, learning English can improve language skills and communication skills that make it easier for someone to get a scholarship, and mastery in

English can be a plus point to get a job. Practicing English at school, in courses, and even at home makes the English learner more common with the vocabulary in English and even how to pronounce it. As technology develops, practicing English can be done anywhere and anytime when there is a device and internet connection that supports it. Especially during a current pandemic. The current pandemic is caused by the Coronavirus (covid-19) which has spread since 2020 and affects all activities. To reduce the spread of COVID-19 cases, all schools and universities
conduct distance learning. Covid-19 gives many lessons for many people, including maintaining cleanliness by living a healthy life, teaching to live with new virtual routines at school or work and even people can adapt to online learning. Online learning is a learning activity that is carried out virtually using an internet connection.

Online learning utilizes information technology in an electronic-based learning process so that in the process teachers and students do not have to meet face to face (Rosni: 2020). To carry out online learning, teachers and students need to suffice devices such as mobile phones, laptops, and computers that can be connected to an internet signal to access the platform used. Many applications are used to carry out online learning activities, namely, WhatsApp, google meet, google classroom, Zoom, and others. The selection of applications used for learning is according to the needs of teachers and students. Applications that are often used in general are Zoom. Ismail (2020) stated that Zoom is a platform that provides online video conferencing that can be reached by all participants, including students and teachers. Zoom provides a chat room feature so you can listen to video conferences and talk via chat. Zoom also provides a whiteboard feature so that material explanations can be delivered in more detail. MTS Muhammadiyah Karangkajen Yogyakarta applies online learning due to the current pandemic. The needs of teachers and students affect to the selection of applications used. In delivering the material, Zoom was used as a learning media by conducting video conferences, while other materials and information can be delivered through other platforms. This is evidenced by the researcher making observations along with internship activities carried out at the related school. In the implementation of online learning, challenges and obstacles exist between teachers and students. The challenge that is usually encountered by teachers is to get students' attention so that students follow the lesson carefully, while the challenge for students is to stay focused during learning when there are lots of distractors in the activity. Meanwhile, the obstacles that are often experienced by teachers and students are signals that are inconsistently good, so in the online learning process using Zoom is sometimes disconnected or even out of the virtual room by itself. Based on the explanations given above, the researcher is interested in conducting research entitled “Students’ Perception in Learning English Using Zoom as Learning Media for Eighth Graders in MTS Muhammadiyah Karangkajen Yogyakarta”. Despite the fact that Zoom has been the subject of numerous studies, no study has examined how students at this school feel about using Zoom for English online learning. Since COVID-19 arrived in Indonesia, Zoom has been a tool that is commonly used in this school. This makes the research extremely valuable. The goals of this study are to find out students’ perceptions of Zoom as learning media and to know the advantages and disadvantages of Zoom as learning media. This research can be beneficial for the teachers because the teachers know about students’ perception and the strength and the weakness of zoom, so the teachers can decide whether zoom can be continued to conduct the learning activity. According to Wisma and Ira (2020) perception is a process from within a person to give a response that occurs environment based on experience and knowledge possessed by a person, it can be a positive response or a negative response.

In addition, Normadewi in Wisma Ira stated that perception is an idea by someone’s cognition to understand the current situation of an object, symbol, or even a sign. Jayanti and Arista (2019) stated that perception is one of the important psychological aspects that influence the response produced by a person to the surrounding phenomena. Jayanti and Arista also stated that the perception produced by each person will be different which is influenced by feelings, thinking abilities, experiences and, knowledge of a person who are not the same, so the perception to describe a stimulus will be different. According to the definition above, perception is a view, a vision produced by stimulation and received by the sensory organs of a human. The surroundings and the person provide stimulation. Then, the stimulus is processed by the neurological system that received it, leading to the development of perception. As Jayanti and Arista stated, everyone has a unique set of views that may be either good or negative as perceptions are impacted by feelings, thinking abilities, experience, and knowledge. In Guspa and Rahmi (2014), Walgito stated that there
are three components of perception, namely: In this aspect, cognitive is related to the knowledge, thinking ability, expectations, views and past experiences which is a part of mental process in processing an object or stimulus to be perceived. After cognitive, there is affective that related to someone’s point of view of an object or stimulus that is perceived. It is affecting by someone's feeling and emotions of the object or stimulus. In conative aspect, it is related to the attitude, motivation, and behavior toward in someone's point of view of the object as the stimulus that is perceived. In the explanation above, perception involves three aspects. In the cognitive aspect, someone will begin to digest an object or stimulus and observe and think about the object.

Furthermore, in the aspect of affection, someone will begin to digest the stimulus obtained from the cognitive aspect and become a stereotype, whether good or bad. In the conation aspect, a person will behave according to the perception, which is affected by motivation and behavior. According to Harmi & Body (2019) there are two factors affecting perception, namely: Internal factor is a factor that comes from within a person such as feelings, attitudes, students’ characteristics, willingness, attention, psychological, interest and motivation. An external factor is a factor that comes from outside of a person such as the background of a person, knowledge, experience, and familiarity of an object around the person. According to Walgito (2003) there are several aspects of perception, namely: The object acts as a stimulus that hits the senses. The stimulus comes from inside or outside a person who gives a signal to the receptors or senses that are in charge of receiving the stimulus. The sense organs in this aspect act as receptors that receive stimuli. The sense organs or receptors continue the signal given from the stimulus to the brain which will produce a response. Attention is a form of concentration of all activities carried out by someone who is shown to an object. In this study, the indicators to show the presence of perception are object, sense, and attention. Zoom is an object that stimulated the students, the stimulus is received by the senses and this causes the students’ attention to focus on Zoom which is the object being perceived, resulting in positive perceptions or negative perceptions.

According to Sitorus and Sipayung (2022) Zoom is an application that can be used to support online learning using the internet. Zoom is not only used for educational purposes, but Zoom can also be used for office purposes, seminars, and so on. According to Junita and Dini (2020) as a distance communication tool or virtual room, it has video conferencing features, chatting, online meetings, presentations, raising hands, virtual background, and scheduled meetings. According to Dwiyansaputra et al (2021) free meetings on Zoom can be held for 40 minutes with 100 participants, while for premium Zoom or paid Zoom it can be held more than 40 minutes to 24 hours with 500 participants in a virtual room. In addition, Munasiah in (2021) states Zoom is a virtual room that provide video conference, chatting, presentation by share screen which very useful for educational because it can be recorded so students can repeat the explanation of a material that has been delivered by the teacher.

Based on the explanation above, there are several similarities regarding the meaning of Zoom. Zoom is an online platform that provides online meetings, chats, and presentations, and even supports online learning. In addition, Zoom is an alternative learning media during the pandemic. Zoom's features, such as a share screen, microphone, raise your hand, and scheduled meetings can help the online learning process. Learning activity directly at school is changed to online learning because of the pandemic Covid-19. Zoom is an online platform is often used to conduct the online learning. Features of zoom support the online learning process and simplify the process itself.

According to Lawiah (2020), learning media are tools used to support the learning process used by teachers to help stimulate students’ thoughts, feelings, abilities, and attention in learning. Kharisma et al (2021) stated that learning media helps teachers in delivering material and students become easier to understand the material so that learning activities can meet the goals that are made and run effectively.

According to Puspitarini & Hanif (2019) learning media makes the learning process more interesting, so the students’ interest and students’ motivation in learning will increase.
In Puspitarini & Hanif (2019), Yusup, Aini and Pertiwi also stated that learning media can be audio media, visual media, or video so the learning process is more variable. Based on the experts’ explanation above, the researcher concludes that learning media is a tool to support the learning process. Understanding the material needs students’ imagination which will be easier to be understood by using learning media. Online learning is a learning system that used to conduct distance learning process by teachers and students in pandemic (Suadi, 2021). Referring to Jomana, Muhammad (2021) online learning is a learning activity that can be done asynchronous and synchronous. Jomana dan Muhammad also state that online learning used variety of technologies to conduct the learning activity supported by internet access. Online learning can be flexible alternative learning media that can be done everywhere to communicate between teachers and students.

According to Dhawan (2020) in Indang (2021) stated that the characteristics of online learning is learning activity which conducted using variety of technologies, such as mobile phone, laptop, pc, etc. Learning activity is focused on the students’ capability to comprehend the material that delivered virtually which makes students more imaginative. Online learning can be the alternative learning media in pandemic covid-19. In online learning activity is needed a platform that can contain many participants in the virtual room.

Pandemic covid-19 makes everyone include teachers and students to do their usual activity at home. With online learning, teachers and students can conduct learning activity and communicate virtually. Online learning is flexible which simplifying the teachers and students to conduct the learning everywhere, and accessible using supporting device and internet connection. In general, platform that is used to conduct online learning can be recorded, so the students can re-call the material that has been delivered by online learning and the teachers can evaluate the learning process that has been done.

There are two research questions in this study, namely:

1. What is students’ perception in English using Zoom as learning media for eighth graders in MTS Muhammadiyah Karangkajen Yogyakarta?

2. What are the advantages and disadvantages of using zoom as learning media?

2. METHOD

The method used in this study was mixed method. This study is conducted in MTS Muhammadiyah Karangkajen, Yogyakarta, Indonesia. To find out students’ perceptions of using Zoom in English online learning, and the advantages and the disadvantages of Zoom which can be affected to the students’ perceptions. The research instruments used in this research were questionnaire and interview guide. The questionnaire consists of 14 questions related to students’ perceptions with 4 choices answer namely strongly agree, agree, disagree, and strongly disagree. The statements in the questionnaire based on the indicators of perception by Walgito. The researcher printed out the questionnaire to the eighth-grade students in MTS Muhammadiyah Karangkajen. The sample used in this research were 78 students of eight grade in MTS Muhammadiyah Karangkajen in academic year of 2022/2023. The samples used consist of 31 female students and 47 male students. The data obtained from the questionnaire were analyzed statistically using Statistical Package for Social Science (SPSS) to determine the mean of the data. After that, the researcher made a summary from the questionnaire and choose 7 students to be interviewed. The interviewees consisted from each category of perceptions namely positive, neutral, and negative. After interviewing the students, the researcher transcribed and coded the data of the interview

3. RESULTS AND DISCUSSION

The questionnaires contained research indicators in the form of questions on object, sense, and attention. The questionnaire consists of 14 questions in total and has 5 items for object, 5 items for sense, and 4 items for attention.

3.1. Data Presentation of The Questionnaire.

a. Object
The chart above is the questionnaire result according to object as indicator. In the first statement there are 38 students (47.7%) choose “agree” that Zoom and its features is a learning media that easy to use. In the second statement there are 44 students (56.4%) choose “agree” that variety of Zoom feature is easy to use in English learning process. In the third statement, there are 45 students (57.7%) choose “agree” that Zoom as learning media is easily accessible by phone, laptop, and computer. In the fourth statement, there are 28 students (35.9%) choose “agree” that the material that has been delivered by Zoom can be implemented in their daily activity. In the fifth statement there are 34 students (43.6%) that choose “agree” that Zoom is a good learning media virtually.

b Sense

The chart above is the questionnaire result of sense as indicator. In the sixth statement there are 18 students (23.1%) that quickly determine the point of learning using Zoom as learning media. In the seventh statement there are 29 students (37.2%) choose “agree” that Zoom is not boring learning media. In the eighth statement, there are 32 students (41%) that can do the exercise using Zoom as learning media. In the ninth statement, there are 23 students (29.5%) that easily remember the material that has been delivered by Zoom. In the tenth statement there are 28 students (35.9%) that feel their enthusiastic increased by using Zoom as learning media.

c Attention

According to the chart above, in the eleventh statement there are 32 students (41%) that choose “agree” that learning using Zoom make the students feel enjoy. In the twelfth statement, there are 29 students (37.2%) choose “agree” that Zoom is not boring learning media. In the thirteenth statement, there are 25 students (32.1%) choose “agree” that using Zoom in learning process is more effective. In the last statement, there are 29 students (37.2%) that feel their motivation increase when learning English using Zoom.

3.1.2 Recapitulation of Students’ Perception

The table below is a recapitulation of perception of object, sense and attention as the indicator in this research which show the descriptive statistics of students’ perceptions in English learning using Zoom as learning media.
Table 3.1. Descriptive Statistic of Students’ Perception

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Object</td>
<td>8</td>
<td>19</td>
<td>14.04</td>
<td>2.675</td>
</tr>
<tr>
<td>2</td>
<td>Sense</td>
<td>6</td>
<td>18</td>
<td>12.36</td>
<td>2.604</td>
</tr>
<tr>
<td>3</td>
<td>Attention</td>
<td>6</td>
<td>16</td>
<td>10.95</td>
<td>2.618</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>53</td>
<td>37.35</td>
<td>7.897</td>
</tr>
</tbody>
</table>

Table 3.2. Classification of Student’s Perception

<table>
<thead>
<tr>
<th>Scale Number</th>
<th>Category Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>X &lt; 28</td>
<td>Very negative</td>
</tr>
<tr>
<td>28 &lt; X ≤ 34</td>
<td>Negative</td>
</tr>
<tr>
<td>34 &lt; X ≤ 40</td>
<td>Neutral</td>
</tr>
<tr>
<td>40 &lt; X ≤ 45</td>
<td>Positive</td>
</tr>
<tr>
<td>X &gt; 45</td>
<td>Very positive</td>
</tr>
</tbody>
</table>

Based on the table above can be summarized that students who had score more than 45 were categorized to very positive perception. Students who had score between 40 to 45 were categorized to positive perception. Students who had score between 34 to 40 were categorized to neutral perception. Meanwhile, students who had score between 28 to 34 were categorized to negative perception. Then, students who had score below 28 were categorized to very negative perceptions.

Table 3.3. Classification of Student’s Perception

<table>
<thead>
<tr>
<th>Scale Number</th>
<th>Category Score</th>
<th>Number of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 28</td>
<td>Very negative</td>
<td>7</td>
</tr>
<tr>
<td>29 - 34</td>
<td>Negative</td>
<td>22</td>
</tr>
<tr>
<td>35 - 40</td>
<td>Neutral</td>
<td>18</td>
</tr>
<tr>
<td>41 - 45</td>
<td>Positive</td>
<td>27</td>
</tr>
<tr>
<td>&gt; 45</td>
<td>Very positive</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>78</td>
</tr>
</tbody>
</table>

Based on the table above, there are 7 students (9%) that include to the very negative perception, 22 students (28%) include to the negative perception, 18 students (23%) include to the neutral perception, 27 students (35%) include to the positive perception, and 4 students (5%) include to the very positive perception.

After doing the questionnaire, the researcher does interview to the students. The researcher takes 7 students which is 3 students are taken by positive perceptions. Then, 2 neutral
perceptions, and 2 students are taken by negative perceptions.

![Diagram Students' Perception of Using Google Meet in English Online Learning](image)

**Fig. 3.4 Diagram Students' Perception of Using Google Meet in English Online Learning**

### 3.1.1 Data Presentation of Interview

After analyzing the quantitative data, it can be concluded that the majority of eighth graders have positive perception on the use of Zoom in English learning. It means, the students get lot of benefits than the disadvantages from the learning media. In this part, the researcher used WhatsApp Voice Call to interview 7 participants for more detail of the advantages and disadvantages of using Zoom as a learning media.

#### a. The advantages of Zoom as learning media

In this section, the researcher asked about the advantages of Zoom as a learning media. Most of them stated that Zoom is easy to use and its feature support the learning English process virtually.

*Learning is easy using Zoom. It is more understandable, and I can do several things at the same time. The features of Zoom also support the learning process, and I don’t feel ashamed to ask the teacher.* (R1)

*Varied features and is easy to use one of them is raising the hand. We can only click a link to enter the virtual room. Zoom also provides a board. So, the teacher explains the material more clearly. If the signal is not strong enough, we can still follow the material because there is a screen record feature.* (R2)

*Zoom provides a share screen and raises a hand. So, we can ask the teacher one by one. The chatting feature also supports the uncommunicative person.* (R3)

*It is just the same as video call in usual.* (R5)

*One of the advantages is the chat feature, but it depends on the signal. If the signal is weak, so learning using Zoom will be complicated.* (R6)

*One of the advantages is screen record. It is really helpful. We can recall the lesson that has been uploaded by the teacher in Google Drive.* (R7)

Based on the information above, the advantages of Zoom are easy to access, varied features, and simplifying the learning process. It means Zoom is suitable for alternative learning media. Some students also stated that learning using Zoom made it easier for students to understand the material presented.

1) The use of Zoom is simplifying the English learning process virtually.

During the interview process, the researcher asked about the use of Zoom in learning English. Three out of seven participants state that Zoom is simplify the learning English process virtually.

*Yes, it makes it easier. Because during the pandemic I can’t go to school so I used Zoom.* (R1)

*Yes. Zoom makes it easier, even though the pandemic, with Zoom I can still learn English so I do not miss the material.* (R2)
The application is easy to use, so it simplifies the learning process even though I do not go to school. (R3)

Two out of seven participants stated that learning with Zoom was the same as face-to-face learning.

The use of Zoom is easy, it is also free downloaded. But the signal must be strong, that is the challenge. (R4)

Just normal, it is easy. (R5)

Two out of seven participants have the same opinion that Zoom is difficult to use which is it can be the obstacle in learning process.

It is difficult and complicated. (R6)

I don’t think so, I don’t like Zoom. (R7)

Based on the information above, the researcher concluded that some students stated that Zoom was the same as face-to-face learning. Meanwhile, the majority of students who were participants stated that Zoom was an easy-to-use learning media during the pandemic.

2) Zoom increases students’ enthusiasm in learning English virtually

During the interview process, researcher questioned about students’ enthusiasm in learning English using Zoom as learning media. There are three participants that have the same opinion that Zoom increases their enthusiasm in learning English.

Yes, enthusiastic, because using Zoom for English learning is more enjoyable and comfortable. (R1)

Yes, still enthusiastic. It is more enjoyable using Zoom because a bad signal is also rare. (R2)

Yes, it is. Zoom is fun. I can’t understand the material if only by chat, but Zoom is the same as face-to-face. (R3)

There are two participants that have same idea that Zoom does not affect their enthusiasm in learning English.

Just normal, there is no difference between face to face and Zoom. (R4)

Just normal. (R5)

Meanwhile, there are two participants that stated that Zoom does not increase their enthusiasm in learning English.

I don’t think so. I prefer to go to school to meet my friends. It is tiring looking at the screen all the time. (R6)

I don’t think so, explaining the material is more understandable at school. (R7)

According to the interview data, some participants were enthusiastic about studying with Zoom and found it easier to comprehend the lesson. Meanwhile, some participants lost enthusiasm for learning English using Zoom.

3.1.1 Students’ Perception in English Learning Using Zoom

The researcher uses questionnaire to find out students’ perceptions in learning English using Zoom. There are two types of perceptions that is positive perception and negative perceptions. Positive perception is a positive vision, a good impression to the object perceived. Negative perception is a bad impression or bad vision to the object perceived. According to the questionnaire given to the students, the researcher finds out that majority of students have a positive perception during English learning using Zoom. This is in line with the research conducted by Nuraziza et al (2021) which states that majority of students have a positive perception or good perception of online learning classes using Zoom.

During the pandemic, students and teachers are not allowed to conduct learning activities at school. So as an alternative, teachers and students use Zoom so that learning activities could continue. Learning is done online using Zoom, such as explanations made by the teacher with video conferences, practice questions, and collection of assignments for discussions that can be done at home, which is better than learning only by chat. Based on the results of the questionnaire that has been given, students have no problems understanding the learning that has been delivered via Zoom or even increasing the students’ comprehension. Similar to the research conducted by Suryawati et al (2022) which states that the use of Zoom in the pandemic era increases students’ skills to understand the material.

The use of Zoom can increase students’ motivation in learning English where this statement is in line with research conducted by Azhari (2021) which states that students are
motivated and have opportunities to participate in the learning process which students previously did not feel in face-to-face learning.

Meanwhile, some students have a negative perception of using Zoom in English learning. This statement is in line with the research conducted by Azhari (2021) which states that learning using Zoom is a new situation and makes students uncomfortable. This is can be the reason why students have a negative perception. In addition, students state that Zoom does not affect their motivation in learning, because English learning is done at home. So, there are many distractions so the students cannot fully focus on the learning process.

3.1.2 The Advantages and The Disadvantages of Zoom

An interview is done to find out the advantages and disadvantages of Zoom as a learning media in MTS Muhammadiyah Yogyakarta during the pandemic covid-19. The result of the interview is related to students’ perceptions. Students’ positive perceptions mean the students acquire the advantages more than the challenges in the learning process using Zoom. Based on the data obtained, the advantages of Zoom that support the learning process such as video conference, chatting, microphone, presentation, raising a hand, adjustable virtual background, and schedule meetings. The majority of the students state that Zoom is simplifying learning English during the pandemic covid-19. Based on the interview, student 1 states that learning English using Zoom is easy to understand and the features also simplify the learning process. Students do not feel ashamed to ask the teacher during the learning activity. The other students state that Zoom is an easy-to-use, accessible, and flexible. This statement is in line with the research conducted by Junita and Monica (2020) that learning using Zoom is flexible because, in the learning process, students can easily participate in the online class. Other students stated that Zoom has a feature that can record or save video conferences. If the signal is weak, students can still recall the lessons, so they are not abandoning the material. The statement is in line with the research that conducted by Munasiah (2021) that Zoom has helpful features in the learning process, which records a meeting during a video conference. In addition, the variety of Zoom features that simplify the learning process makes the students more enthusiastic about learning English using Zoom.

The next is from students who have neutral perceptions of learning English using Zoom. The students state that learning English using Zoom is just the same as face-to-face learning. It means Zoom does not affect students’ enthusiasm for learning English. In addition, the student has no problem with learning English online or face-to-face in school. Meanwhile, the students who have negative perceptions find that Zoom becomes an obstacle in the learning process. Some students state the first time they use Zoom is an obstacle because there is only an English option language. Some students also state that the disadvantage of Zoom is related to the signal and the usage of the internet package internet. If the signal is weak, it causes lagging video and delays voice in Zoom. Same as said by Junita and Monica (2020) in their research that Zoom needs extra signal during the video conference so there is no problem during the meeting. The advantages of Zoom can be affected students’ enthusiasm and students’ motivation in learning English. That it is also can be the reason why the students have a negative perception.

4. CONCLUSION

Based on the data obtained in this research, the majority of eighth graders in MTS Muhammadiyah Karangkajen Yogyakarta have a positive perception of learning English using Zoom as a learning media. There are the results of each category from eighth graders students, four students (5%) have a very positive perception, twenty-seven students (35%) have a positive perception, eighteen students (23%) have a neutral perception, twenty-two students (28%) have a negative perception, and seven students (9%) have a very negative perception. From the result, the researcher concluded that the majority eighth graders in MTS Muhammadiyah Karangkajen Yogyakarta have a positive perception of learning English using Zoom. The advantages and the disadvantages of zoom affected to the students’ perceptions. The result of the questionnaire is majority of the students have positive perception; it means students takes a lot advantages than the disadvantages of zoom as learning media.
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