Students' Perception of Synchronous Learning of Writing Through Zoom Chat Respond

Wahyunengsih
UIN Jakarta, Indonesia
wahyu.nengsih@uinjkt.ac.id

Abstract. Zoom Cloud is one of the significant tools of distance learning since 2019. Writing is a course that needs direct feedback on the students' work. The study's objectives are to determine students' perceptions of the writing course 2 learning experience through Zoom chat responses. Zoom Chat is a feature the application provides, but it has mainly not been used for more valuable learning tools. This present study uses qualitative research to describe data from the questionnaire and interviews. The participants were 25 students from the Class 4B English Education Department of UIN Syarif Hidayatullah Jakarta. The result of the study shows that using Zoom chat responses can stimulate students to get motivated to answer the questions because their writings are directly read by lecturers and other friends.

Keywords: Synchronous writing, Zoom chat tool

1. INTRODUCTION

Video conferences or meetings in zoom application replace conventional classroom activities (Soen et al, 2022). This learning media helps teachers and students make the class more interactive. A study by Erna et al. (2022) states three crucial features in Zoom Cloud: One-on-one meetings, Group Video conferences, and screen sharing. The feature of Zoom, which is called chatbox, still seems to be ignored. The developer has already created many features to make the interaction effective, such as "whiteboard" and "chatbox". This tool was designed to facilitate two-way communication between the speaker and the audience, not only from the camera but also in a written way. In language class, especially writing class, giving feedback to the students' work is crucial. Direct and corrective feedback are two leading roles of teachers in a writing class. Students tend to ignore their mistakes without feedback from their peers and teachers.

When it comes to an English writing course, students may face different challenges as they work on linguistic, stylistic, and discourse-related elements to make their work functionally meaningful (Meinawati et al., 2021). Like speaking, writing requires someone to produce language (Friatin, 2018). Moreover, during online learning, teaching writing becomes one of the subjects that needs more creativity to provide direct feedback to the students' compositions. Meanwhile, the literary review points out that synchronous online instruction can give some of the challenges that often arise with this mode of delivery (Gordon, 2020).

Synchronous corrective feedback (SCF) occurs during online learning while students are actively composing their texts, as both the students and the teacher are

online at the same time. Consequently, during this process, the teacher is able to observe the students' writing process and provide immediate corrections for their linguistic errors (Shintani, 2015). Prior research has indicated that various students have demonstrated positive improvements through the integration of social media in writing classes. There are notable benefits, particularly for students, stemming from this reliance on social media platforms (Rusli et al., 2019). Students are capable of adapting to online learning and enhancing their writing performance by utilizing the visual images provided (Sariani et al., 2021). During this pandemic, numerous universities, educators, and students have begun utilizing Zoom as an educational tool to share and receive information, as well as to maintain educational dialogue and discussions after in-person teaching was halted on campus (Alfadda & Mahdi, 2021). Sixty percent of participants concurred that accessing the internet and learning materials was less challenging in the traditional face-to-face format compared to synchronous learning (Rahayu, 2020). Distance teacher education programs may not succeed in achieving certain targeted objectives (Niyibizi et al., 2019). The aforementioned explanations collectively address the gap identified in this current study.

Moreover, students' perception is still regarded as one of the important aspects of successful learning. Perception, according to Qiong (2017), is made from the following classifications: a) perception diversity in viewing the same physical object or event; b) perception diversity in verbal behaviours; c) perception diversity in nonverbal behaviours. Perception is related to the understanding of problems. This is the psychological ability to use or implement information from the sense organs. Perception can be a cognitive impression that is formed of "reality". Another reason to study perception is that it can help us be more aware of the nature of our perceptual experiences. This perception refers to students' perception of synchronous learning of the Writing Course through Zoom Chat Respond.

Writing is recognized as one of the most cognitively challenging skills, necessitating that students convert intricate internal thoughts into organized, comprehensible text (Niyibizi et al., 2019). The traditional obstacles associated with writing instruction have been exacerbated by the global transition to digital education. Although visual media have historically been employed to ignite student creativity (Iranada & Suhartono, 2016), the contemporary educational landscape is characterized by synchronous online learning. In contrast to asynchronous approaches, synchronous learning employs tools such as webcams, live boards, and real-time chat to emulate the Regarding the review above, this study investigates the students' perceptions of synchronous media through Zoom Chat in an English writing course. Based on the students' point of view, the strengths and weaknesses of this media, primarily its chat tool, are expected to be figured out.

2. METHOD

This article uses qualitative research methodology. The data were taken for this research because they refer to and focus on collecting and analysing words using an online observation. The observation contains students' perceptions of understanding in an online writing course based on synchronous learning taught by a lecturer using Zoom through chat responses as the application for learning for the students.

Subjects and Objects

This research was conducted to determine students' perceptions of learning Writing II through Zoom Chat Respond. As mentioned above, this feature in Zoom Claude should be explored more to give better feedback for students in writing. The participants, the focus of this research, are the 25 Class 4B English Education students. The researchers conducted this online observation by asking them from class 4B to fill out an online Questionnaire created through a Google form where they had attended the distance learning of Writing II for 1 semester.

Instruments

Online observation as a complementary tool in the form of a questionnaire filled out by the students of grade 4B English education, which contains students' perceptions of Online Learning through Zoom Chat Respond, where fifteen questions must be answered by the participants in this study. The lecturer taught the materials in Writing II using the following procedures. First, the lecturer explains about writing materials such as text map, mind mapping, concluding sentence, supporting sentence, punctuation, and paragraphs in order to meet the needs of students in supporting the success of understanding in Writing II through the Synchronous Learning method using Zoom Application to interact directly with the students. Second, the lecturer also asks students to respond directly to what has been explained by the lecturer through a Zoom chat with a time limit. Then the lecturer corrects and provides evaluation feedback to the students. So, this study which using the online observation is the important thing as the tool to find out the extent of students' understanding and how they perceive in learning Writing II using this Synchronous Learning because the results of this study can determine students' perceptions and understanding of the subject materials that has been taught by the lecturer in Writing II to decide whether synchronous Learning through Zoom Chat Respond can improve the quality of student learning or not. The questionnaire was given after mid-semester. Students have plenty of time to practice and work on the class for almost eight meetings before the researcher distributed the questionnaire.

A Google Form application was used to distribute the questionnaire to all students, giving them a certain amount of time to complete the form. Students were asked to express their opinion on using the chatbox features in the Zoom Cloud Meeting application honestly and independently, without any risk or pressure to their subject score. Each statement given was calculated to reveal the students' perception more accurately. Therefore, the result can be generalised.

3. RESULT

After collecting data through questionnaires, these are the results of the answers to the 15 statements in the questionnaire, which were filled out by 25 students of class 4B in the Writing II subject. All the students were actively involved and used the chatbox feature on Zoom Claud to get responses, feedback, and corrections from the lecturers or their classmates. The results are presented as a percentage of the answers chosen for each number.

Based on Table 1, the column "not at all" is the least chosen, only in 5 statements, and the percentage is small, at least only 4%. The column is selected at

most in the 3rd statement, with the result 16%, about "Learning writing through Zoom Chat response helps to get more explanation about how to form my title". Through this chat, students can study by seeing all the text written in every chat. Therefore, one student can spontaneously write as they read and receptively write their response without hesitation, since there is also feedback from the teacher who joined the chat. The subjects, approximately four students, do not understand or lack an explanation of how to make the title of their writing, and learn to write via Zoom Chat responses.

The second most voted is the sometimes and most of the time column. It has the most voters designated by the highest percentage compared to each of the same statements. There are five statements in Table 1 below: statements 1, 2, 3, 10, and 13, which are statements about learning writing through Zoom Chat, responding, helping in determining the idea, making a title, making text mapping, and motivation to have faster and more precise revision of the paragraph. Since every chat is read by other members of the students within this chat room, it can be seen that words written can help them in practising or enriching their ideas, as well as helping them to produce their own words to respond to other students' ideas, words mapping through the chat. This means that even if the subjects were less helpful in writing structure, they could still be motivated to revise their paragraphs.

The first most voted is always and almost always the column. Many positive responses were given. The results of the highest percentage numbers are always in the column and almost always in the questionnaire, which is compared to each statement. There are 11 statements such as at statement 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, and 15, which are statements about learning writing through Zoom Chat respond help find out the best main idea, concluding ideas, and supporting sentence; direct feedback; and motivation to write correctly because publish to zoom chat. It can be concluded that the subjects agree that learning writing through Zoom chat responses can help them find the best main idea and proper writing based on direct feedback from the teacher after answering the questions. Direct feedback also helps the subjects to compare themselves with the answers of others who discuss with the teacher and create awareness in writing that is right for them. This feedback can be appreciatively helpful since it provides positive messages and can appreciate student efforts. Not only does it tell them that they have completed a challenge, but they also have to feel like a winner. Sentences are important, but intonation is no less important in conveying appreciation. For example, the feedback "You answered all the questions correctly" does not sound very appreciative. Giving the correct answer and delivering good results on a challenge is usually more connected with high engagement than luck. Hence, this can help motivate students by appreciating even the slightest student success.

Table 1. The results of the answers to the questionnaire

No	Statements	1	2	3	4	5
1.	Learning writing through zoom chat respond helps to arrange the text map	12%	24%	36%	20%	8%
2.	Learning writing through Zoom Chat Respond helps to confirm the arrangement of the ideas in the text mind mapping to the teachers directly	4%	8%	36%	20%	8%
3.	Learning writing through Zoom Chat Respond helps to get more explanation about how to form	16%	32%	12%	28%	12%

		1	2	3	4	5
	my title					
4.	Learning writing through Zoom Chat Respond helps to find out the best main idea by having direct respond from the teacher	-	8%	20%	48%	24%
5.	Learning writing through Zoom Chat Respond helps to find out the appropriateness of the controlling ideas with supporting sentences by sending the paragraph through the chat column and get direct feedback from the teacher	-	12%	20%	36%	32%
6.	Learning writing through Zoom Chat Respond helps to get direct feedback of mistakes in using punctuation.	-	8%	28%	28%	36%
7.	Learning writing through Zoom Chat Respond helps to get direct feedback on my concluding sentence as the other form of the main idea	-	12%	32%	40%	16%
8.	Learning writing through Zoom Chat Respond helps to make peer awareness of choosing the wrong diction in the paragraph	-	4%	20%	56%	20%
	Learning writing through Zoom Chat Respond helps to have corrective feedback on redundant words	-	20%	20%	36%	24%
9.	Learning writing through Zoom Chat Respond helps to have corrective feedback on redundant words	-	16%	40%	28%	24%
10	Learning writing through Zoom Chat Respond helps to figure out the time to use pronoun, and ellipsis and substitution words by getting direct respond from the teacher	-	16%	40%	28%	16%
11	Learning writing through Zoom Chat Respond helps to increase my self-motivation to carefully write each sentences in paragraph because it is directly published through the chat column	-	4%	28%	32%	36%
12	Learning writing through Zoom Chat Respond helps to motivate me to have faster and more precise revision of the paragraph	4%	8%	24%	24%	40%%
13	Learning writing through Zoom Chat Respond helps to motivate me to have faster and more precise revision of the paragraph	4%	8%	36%	36%	16%
14	Learning writing through Zoom Chat Respond helps to see mistakes of using tenses by having direct respond from the teacher	-	8%	20%	32%	40%
15	Learning writing through Zoom Chat Respond helps to produce good quality of paragraph because it guides us with supervision of the teacher in a direct feedback	-	16%	20%	24%	40%
16	**Total Average**	**8%**	**11.4 %**	**22.8 %**	**28.6 %**	**21.7 %**

*Note:
1. Not at all
2. Sometimes
3. Most of the time
4. Almost Always
5. Always

This research aimed to determine whether learning to write through Zoom chat responses can help students make the best writing arrangement, and students' perception of synchronous learning of writing through Zoom chat responses. Through this activity, students can post their questions or comment on what others said during the writing class, and you can decide whether others may react to them immediately or after some time. Chat can give them choice and drive engagement by allowing more time or, even spontaneously, interacting with live activities rather than just reading others' written text.

During this session or presentation, participants can ask each other questions, which they can then answer either live or at the end of the presentation session. A Zoom host can respond with virtual presentations, monitor chats, and collect questions as they come in. Hence, teachers and students can also have the opportunity to comment on every comment in the chat.

Synchronous learning can be said as face-to-face online learning used in the class, along with chat, webcams, and boards for discussion of lessons in the learning process. Students and teachers can interact with this learning type, similar to traditional face-to-face classes. Students' assignments can also be online (Rahayu, 2020). Teachers must be creative and innovative so that students can easily get ideas in writing. The use of visual media can assist students in carrying out their ideas easily (Iranada & Suhartono, 2016). As mentioned in the previous chapter, a questionnaire was run to determine students' insight into learning writing through Zoom chat responses. The result is that out of 15 questions asked in the questionnaire, at least five questions have the answer 'Not At All'. The one that got the lowest answer was 'Learning writing through Zoom Chat Response helps to get more explanation about how to form my title'. This indicates that many students still struggle with writing through Zoom chat responses. This was also followed by the number of students who did not answer the questions on the largest scale or always. It can be concluded that many students involved in synchronous writing learning through Zoom chat still find it difficult to digest the materials by relying solely on Zoom chat responses.

However, not all students respond poorly to this method. This method provides many new perspectives on learning writing through Zoom chat responses. This method can stimulate students to get motivated for their writing materials, as they are more careful because their writings are directly read by lecturers and other friends. This is evidenced by the many 'Always' responses to the question 'Learning writing through Zoom Chat Response helps to increase my self-motivation to carefully write each sentence in a paragraph because it is directly published through the chat column'. The subsequent discovery is that with this method, students can independently realise tenses errors in their writing because their writing is directly corrected by the teacher. This statement can be seen in the table: ' Learning writing through Zoom Chat Response helps to see mistakes of using tenses by having a direct response from the teacher'. Therefore, with a good response from students in filling out the questionnaire to find out their opinion about learning writing through Zoom chat responses, it can spur them to make quality paragraphs, because the results of their writing are directly corrected by the teacher, so that students can quickly find out their mistakes and fix them directly.

4. CONCLUSION

Overall, the findings showed that synchronous learning of writing through Zoom Chat Respond is beneficial for students to improve their understanding. Based on the percentage of the total average, it can be seen that there are 22.8% answers that most of the time students think that using Zoom Cloud Respond helps them, 28.6% answer almost always, and 21.7% answer that it always helps. 73.7% of students taught by using Zoom Cloud respond that this feature helps them learn writing. Therefore, it concludes that students' perception of Synchronous Learning of writing by Zoom Chat Respond is excellent. Moreover, this method can motivate students to answer the questions in the column chat because their writings are directly read by lecturers and other friends. So, it made students think more.

The findings of this research make learning and teaching activities easier for teachers and students. Therefore, this method is recommended for teachers who want to implement effective learning.

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