

**STUDENTS' PERCEPTION TOWARD THE USE OF VMEET  
UIN MALANG AS AN EFFECTIVE LEARNING TOOL IN EFL  
CLASSROOM**

**THESIS**



By:

**Anggi Yusuf Mustofa**

**NIM 17180007**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC  
UNIVERSITY MALANG  
JUNE, 2021**

**TITLE PAGE**

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**THESIS**

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment  
of the Requirement for the Bachelor Degree of English Language Teaching  
(*S.Pd.*) in the English Education Department

By:

**Anggi Yusuf Mustofa**

NIM. 17180007



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC  
UNIVERSITY MALANG  
JUNE, 2021**

## STATEMENT OF AUTHORSHIP

*Bismillahirrahmanirrahim,*

Herewith, 1:

Name : Anggi Yusuf Mustofa

NIM : 17180007

Department : English Education

Address : Flamboyan st. RT 03 RW 02, Sambiroto, Sooko,  
Mojokerto, 61361.

Declare that:

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Malang, June 08<sup>th</sup>, 2021

The Researcher,



**Anggi Yusuf Mustofa**

NIM. 17180007

## **APPROVAL SHEET**

### **STUDENTS' PERCEPTION TOWARD THE USE OF VMEET UIN MALANG AS AN EFFECTIVE LEARNING TOOL IN EFL CLASSROOM**

#### **THESIS**

by:

**Anggi Yusuf Mustofa**  
NIM. 17180007

Has been approved by the advisor for further approval by the Board of Examiners

Advisor,



**Ima Mutholliatil Badriyah, M.Pd**  
NIP. 19831217201802012155

Acknowledged by  
Head of English Education Department,



**Dr. H. Langgeng Budianto, M.Pd**  
NIP. 19711014 200312 1 001

## LEGITIMATION SHEET

### STUDENTS' PERCEPTION TOWARD THE USE OF VMEET UIN MALANG AS AN EFFECTIVE LEARNING TOOL IN EFL CLASSROOM

#### THESIS

By:

Anggi Yusuf Mustofa (17180007)

Has been defended in front of the board of examiners at the date of June, 22nd, 2021  
and declared **PASS**

Accepted as the requirement for the Degree of English Language Teaching (*S.Pd.*)  
in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners

1. **Basori, M.S.Ed.** (Chairman)  
NIP. 198604112019031008
2. **Ima Mutholiatil Badriyah, M.Pd.** (Advisor/Secretary)  
NIP. 19831217201802012155
3. **Dr. H. Lenggeng Budianto, M.Pd.** (Main Examiner)  
NIP. 197110142003121001

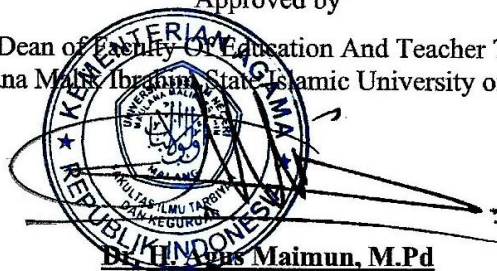
Signature  
B

Signature

Signature

Approved by

The Dean of Faculty Of Education And Teacher Training  
Maulana Maimun Ibrahim, State Islamic University of Malang,



**Dr. H. Agus Maimun, M.Pd**

NIP. 19650817 199803 1 003

Ima Mutholliatil Badriyah, M.Pd.

Lecturer of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University, Malang

---

## THE OFFICIAL ADVISORS' NOTE

Page : Thesis of Anggi Yusuf Mustofa Malang, June 07<sup>th</sup>, 2021

Appendix : 3 (Four) Copies

The Honorable,  
To the Dean of Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University of Malang  
In  
Malang

*Assalamu'alaikum Wr. Wb.*

After conducting several times of guidance in terms of content, language, writing techniques, and after reading the students' thesis as follow: :

Name : Anggi Yusuf Mustofa  
Student ID Number : 17180007  
Department : English Education  
Thesis : Students' Perception Toward the Use of Vmeet  
UIN Malang as an Effective Learning Tool in EFL  
Classroom

therefore, we believe that the thesis of Anggi Yusuf Mustofa has been approved by the advisor for further approval by the board of examiners.

*Wassalamualaikum Wr. Wb.*

Advisor,



**Ima Mutholliatil Badriyah, M.Pd.**

NIP. 19831217201802012155

**MOTTO**

*“The goal is not to be better than other man, but your  
previous self.” -Yusuf*

## **DEDICATION**

This thesis is dedicated to **my beloved parents, Hudi Mustofa and Parliati** who have supported, accompanied, gave me a lot of motivation, love, meaningful life and so much more. Also thank to my friends especially who always support me in finishing this thesis. The last, I would like to say thanks to myself who still survive through all of this. Because, I believe everything is not become easier, but we become stronger.



## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the Name of Allah SWT, The Beneficent, The Merciful*

All praise belongs to Allah SWT, who has been giving the writer His mercies, blessings, guidance, and everything, so the writer has the knowledge and willingness to write this thesis to meet the bachelor's degree requirement. *Shalawat* and Salam may be upon our Prophet Muhammad SAW, who has guided us into the bright era and better humankind.

This thesis entitled "Students' Perception Toward the Use of Vmeet UIN Malang as an Effective Learning Aid in EFL Classroom" will not be successful without any support in the form of continuous pray, love, and motivation from other people. Then, the writer would like to express his thanks and gratitude, especially to Mrs. Ima Mutholliatil Badriyah, M.Pd., for her advice, suggestion, motivation, and Her time until the writer finished and complete this thesis.

Besides, the writer also wants to show his greatest appreciation, gratitude, and thanks to:

1. To the Rector of Maulana Malik Ibrahim State Islamic University, Malang, Prof. Dr. H. Abd. Haris, M.Ag., The Dean of Faculty of Education and Teacher Training, Dr. H. Agus Maimun, M.Pd., The Head of English Education Department, Dr. H. Langgeng Budianto, M.Pd., and all the beloved lecturers in English Education Department.
2. To the writer's Advisor, Mrs. Ima Mutholliatil Badriyah, M.Pd.
3. To the writer instrument's Validator, Mr. Basori, M.S.Ed.
4. To the writer's life. His beloved father, Hudi Mustofa, and beloved mother, Parliati.
5. To PKPT IPNU IPPNU UIN Malang, the place where the writer obtains so much knowledge that was not taught in the class, a place to get a lot of relations, a place to express the writer's thoughts, and so much more.

6. To the writer's special partners, Tsania Fitra M, Alfian Andreanto, Dicky Fajar, Ilham Ersanto, Yusril Maulana S, Rizaldi Asrif R, Rizky Muhammad F, Isti Puji R, Yulianti R, for their contributions.
7. To Kontrakan Squad (Agoeng, Kurama, Sting, Dee, Neutron) for their gameplay in Valorant.
8. To all of the writer's friends.
9. And everyone whose name cannot be mentioned one by one.

Malang, June 24<sup>th</sup>, 2021

**Anggi Yusuf Mustofa**

**NIM. 17180007**

## LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	’
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

### B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

### C. Dipthong Vocal

أَوْ = aw

أَيَّ = ay

أُوْ = ŭ

إِي = î

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## LIST OF ABBREVIATIONS

Abbreviation	Meaning
EFL	English as Foreign Language
ESL	English as Second Language
ELT	English Language Teaching
TAM	Technology Acceptance Model
PU	Perceived of Usefulness
PEOU	Perceived Ease of Use
UA	User Attitude
IU	Intention of Use
ICT	Information and Communication Technologies
LMS	Learning Management Systems
PTIPD	<i>Pusat Teknologi Informasi dan Pangkalan Data</i>
GUI	Graphical User Interface
MP3	MPEG-1 Audio Layer 3
IR	Interviewer
M1	Male 1 (correspondent)
M2	Male 2 (correspondent)
M3	Male 3 (correspondent)
F1	Female 1 (correspondent)
F2	Female 2 (correspondent)
F3	Female 3 (correspondent)
SA	Strongly Agree
A	Agree
N	Neutral
D	Disagree
SD	Strongly Disagree

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## ABSTRAK

Mustofa, Anggi Yusuf. 2021. Persepsi Mahasiswa Terhadap Penggunaan Vmeet UIN Malang Sebagai Alat Pembelajaran yang Efektif Pada Kelas EFL. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ima Mutholliatil Badriyah, M.Pd.

**Kata Kunci:** Persepsi Mahasiswa, Video Konferensi, Alat Pembelajaran Efektif

Perkembangan teknologi terjadi begitu cepat dan massif, terutama dalam sektor pendidikan. Penggunaan teknologi merupakan sebuah persyaratan yang harus di adaptasi oleh semua pihak. Baik dosen maupun mahasiswa harus beradaptasi dengan menerapkan penggunaan teknologi dalam proses pembelajaran di kelas. Konferensi video merupakan salah satu alat pembelajaran dari hasil inovasi teknologi yang menggunakan sistem pembelajaran sinkronus dan digunakan dalam pembelajaran daring. Vmeet UIN Malang merupakan salah satu dari konferensi video yang dikembangkan oleh PTIPD UIN Malang (Pusat Teknologi Informasi dan Pangkalan Data) pada tahun 2020 dengan menggunakan server utama dari Jitsi Meet.

Studi ini diadakan dengan tujuan untuk: (1) Bagaimana persepsi siswa terhadap penggunaan Vmeet sebagai sarana pembelajaran yang efektif? (2) Apa efek penggunaan Vmeet sebagai alat pembelajaran yang efektif bagi siswa EFL?

Dalam studi ini, peneliti menggunakan metode kualitatif dan teori TAM (Technology Acceptance Model) oleh Davis (1989) sebagai kerangka teori untuk mencari penerimaan dan persepsi siswa terhadap Vmeet UIN Malang sebagai alat pembelajaran yang efektif. Studi ini melibatkan 3 instrument yang mana peneliti sebagai instrument utama dan didukung oleh dua instrument lainnya berupa kuisioner online dan wawancara. Data yang diperoleh diolah dalam beberapa tahapan berupa reduksi data, penyajian data dalam bentuk tabel, persentase dan transkrip. Langkah terakhir yakni menulis kesimpulan.

Hasil studi ini menunjukkan bahwa siswa memiliki persepsi positif terhadap penggunaan Vmeet sebagai alat pembelajaran di kelas EFL khususnya dalam pembelajaran daring. Vmeet menjadi alat yang tepat dalam pertemuan atau diskusi di dalam maupun luar kelas. Studi ini juga mengungkapkan bahwa beberapa mahasiswa tertarik untuk menggunakan Vmeet di masa mendatang karena fleksibilitas waktu, tempat, kuota internet yang dibutuhkan rendah dan bisa multitasking. Namun ada beberapa hal yang perlu dipertimbangkan seperti stabilitas internet dan penambahan fitur lain yang membantu dalam proses pembelajaran.

## ABSTRACT

Mustofa, Anggi Yusuf. 2021. Students' Perception Toward the Use of Vmeet UIN Malang as an Effective Learning Tool in EFL Classroom. Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Ima Mutholliatil Badriyah, M.Pd.

**Keyword:** Students' Perception, Videoconference, Effective Learning Tool

Technological advancements are both rapid and massive, especially in the education sector. The usage of technology is a necessity that must be met. Both lecturers and students must respond the technological advancements by integrating technologies into the classroom learning process. Video conferencing is one of the learning tools which emerged from technological innovation that uses a synchronous learning system and usually tools used in distance learning. Vmeet UIN Malang is one of the video conferencing developed by PTIPD UIN Malang (*Pusat Teknologi Informasi dan Pangkalan Data*) in 2020 using the main server of Jitsi Meet.

This study was conducted with aims to: (1) Explore students' perception toward the use of Vmeet as an effective learning tool; (2) Explore the effects for EFL learners toward the use of Vmeet as an effective learning tool.

In this study, the researcher used qualitative method and TAM (Technology Acceptance Model) by Davis (1989) as the theoretical framework to seek student's acceptance and perception of Vmeet UIN Malang as an effective learning aid. This study involves three instruments in which the researcher is the main instrument and supported by two other instruments in the form of an online questionnaire and interviews. The data obtained is processed in several stages in the form of data reduction, displaying data and drawing conclusions.

The results of this study showed that students have positive perception of the use of Vmeet as a learning aid during the learning process in the EFL classroom especially for distance learning. Vmeet is the right solution to become tool for meeting or discussion for both inside or outside the classroom. This study also revealed that some students are interested in using Vmeet in the future because of its time and place flexibility, low needed internet quota and the ability to do multitasking. However, there are other issues that need to considered such as internet stability and adding other features that aid learning process.

## التلخيص

مصطفى, أنجي يوسف. ٢٠٢١. ملاحظة الطلاب في استخدام " VMEET " لجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج للوسائل التعليمية المنفصلة في الفصل الانجليزي لغير الناطقين به. البحث العلمي. قسم تعليم اللغة الانجليزية. كلية التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة : إيما مطلعة البدرية, الماجستير.

**الكلمات المرشدة :** ملاحظة الطلاب, الفيديو الاجتماعي, وسائل التعليم المنفصلة

وقع تطور التكنولوجيا سريعا, خاصة في مجل التربية أو التعليم. و استخدام التكنولوجيا من الشروط التي لا بد له من القبول عند الجميع, إمّا من جهة المحاضر أو الطلاب, خاصة عند التعليم في الفصل. الفيديو الاجتماعي هو من إحدى الوسائل التعليمية التي حصلها الإيجاد التكنولوجيا وهو يستخدم طريقة التعليم التواصل في التعليم الشبكي. و وسيلة " VMEET " هي من الفيديو الاجتماعي الذي أنشأها مركز التكنولوجيا و المعلومات و الحقائق لجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج سنة ٢٠٢٠ بإستخدام السائق الرئيسي من وسيلة " jitsi meet".

أما الهدف من هذا البحث : ( ١ ) كيف ملاحظة الطلاب في استخدام " VMEET " لجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج للوسائل التعليمية المنفصلة ؟ ( ٢ ) ما الأثر الانفعالي في استخدام " VMEET " لجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج للوسائل التعليمية المنفصلة في الفصل الانجليزي لغير الناطقين به ؟.

استخدم هذا البحث طريقة البحث النوعي و نظرية " Technology Acceptance Model " عند دافيس (١٩٨٩) للبناء النظري في البحث و الملاحظة عند الطلاب حول " VMEET " لجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج للوسائل التعليمية المنفصلة. و في البحث ثلاثة أدوات. الباحث كجهاز الأول و الآخر علي شكل السؤال و المقابلة. و الحقائق محصوللة من تختيار الحقائق و تقديمها على شكل جدول و نسبة مئوية و النشر. و الأخير الاستنباط.

و النتيجة من هذا البحث : أنّ للطلاب ملاحظة في استخدام " VMEET " لجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج للوسائل التعليمية المنفصلة في الفصل الانجليزي لغير الناطقين به, خاصة في التعليم الشبكي. و وسيلة " VMEET " كالوسائل الموافقة للاجتماع و الحوار داخل الفصل أو خارجه. و من هذا البحث تظهر أنّ بعض الطلاب مجذوبون إلى استخدام هذا الجهاز في المستقبل لقصير الوقت في استخدامه و في مكانه و في الرصيد الشبكي. و لكن هناك أمور التي لا بد من الحوار فيه كمثل وقّة الشبكية و زيادة الوسيلة فيه التي تساعد إلى عوائد التعليم.

## CHAPTER I

### INTRODUCTION

This chapter addresses the background of the study, research questions, the objective of the study, significance of the study, the scope of the study, and definitions of the key terms.

#### 1.1 Background of the Study

Recently, technology has received prominence at all levels of the education sector, therefore educators should use and take advantage of many available technological resources to suit their classroom needs better. It is in concordance with Al-Qur'an surah Ar-Rahman (55); 33:

يَمْعَشِرَ الْجِنَّ وَالْإِنْسَ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمُوتِ وَالْأَرْضِ فَانْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ

33. *O company of jinn and mankind, if you are able to pass beyond the regions of the heavens and the earth, then pass. You will not pass except by authority [from Allah].*

Based on that verse, the mankind are recommended for developing their knowledge on science and technology beyond the boundaries (as far as they can) in order to ease human life in several sectors, especially in the education sector.

Nowadays, the development of technology in the EFL classroom is important. The use of proper technology that is implemented well in the media for teaching in the classroom milieu leads the students to get involved and motivated easily (Genc Ilter, 2009). In the field of online education and training, teachers are

starting to search for media or tools for teaching effectively. In concordance with hadith from Sahih Al-Bukhari (Vol.8); 6417:

حَدَّثَنَا صَدَقَةُ بْنُ الْفَضْلِ أَخْبَرَنَا يَحْيَى بْنُ سَعِيدٍ عَنْ سُفْيَانَ قَالَ حَدَّثَنِي أَبِي عَنْ مُنْذِرٍ عَنْ رَبِيعِ بْنِ خُنَيْمٍ عَنْ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ خَطَّ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ خَطًّا مُرَبَّعًا وَخَطَّ خَطًّا فِي الْوَسْطِ خَارِجًا مِنْهُ وَخَطَّ خُطَطًا صِغَارًا إِلَى هَذَا الَّذِي فِي الْوَسْطِ مِنْ جَانِبِهِ الَّذِي فِي الْوَسْطِ وَقَالَ هَذَا الْإِنْسَانُ وَهَذَا أَجَلُهُ مُحِيطٌ بِهِ أَوْ قَدْ أَحَاطَ بِهِ وَهَذَا الَّذِي هُوَ خَارِجٌ أَمَلُهُ وَهَذِهِ الْخُطَطُ الصِّغَارُ الْأَعْرَاضُ فَإِنْ أَخْطَأَهُ هَذَا نَهَشَهُ هَذَا وَإِنْ أَخْطَأَهُ هَذَا نَهَشَهُ هَذَا

*The Prophet (ﷺ) drew a square and then drew a line in the middle of it and let it extend outside the square and then drew several small lines attached to that centerline, and said, "This is the human being, and this, (the square) in his lease of life, encircles him from all sides (or has encircled him), and this (line), which is outside (the square), is his hope, and these small lines are the calamities and troubles (which may befall him), and if one misses him, another will snap (i.e. overtake) him, and if the other misses him, a third will snap (i.e. overtake) him." (Sunnah.com, 2019).*

In the hadith above, the Prophet drew geometrical shapes and lines as media for explaining *al-ilm* ' (knowledge) to his followers. In this case, the use of media is to bridge the explanation of knowledge from the teacher to students. That reason underlies the development of media used in the learning process through rapid technological development, especially in the system used in learning media.

There are two kinds of learning systems that are implemented in media for technological uses, synchronous and asynchronous. Karal (2011) stated the clear distinction between synchronous and asynchronous frameworks in the learning system. The synchronous framework allows both lecturers and students to interact

in a real-time, even in different areas. The asynchronous framework is presented by e-learning models, where students and teachers are not obliged to communicate in real-time and offers the learner the chance to achieve their knowledge acquisition at his or her own time, each of them has certain characteristics.

Furthermore, teachers are looking for opportunities to communicate with students in a synchronous manner because of its benefit of real-time learning. Karal (2011) also added that synchronous learning is an effective option to stimulate brainstorming and active class participation in the virtual classroom, and teachers also benefit from direct measurement and feedback. Whereas, asynchronous learning could reduce mutual interaction and lessen student engagement.

There are many tools which support synchronous learning such as video conferences, web seminar which widely known as webinar, etc (Basko & Hartman, 2017). A video conference is part of synchronous learning which is most frequently utilized as synchronous teaching aid in virtual learning. Video conferencing enables students to interact in a real-time, closely related to the communications that would take place in traditional classrooms since students get an opportunity to have face-to-face interaction with teachers, recognize facial expressions, hear speech intonations distinctly, collaborative learning and also get direct feedback (Basko & Hartman, 2017).

While the video-conferencing is effectively integrated into the learning environment, teachers and learners can establish a mutual understanding in the class with whom they communicate with (Cifuentes & Murphy, 2000). One of the studies



conducted by Martin (2005) revealed that the quality of video conferences itself affected by some factors such as bandwidth or internet connection speed, devices, and teaching technique, the role of a creative teacher who can make these limitations become an easy issue.

One of the current video-conferencing platform is Vmeet UIN Malang. It is a new platform developed by the PTIPD (*Pusat Teknologi Informasi dan Pangkalan Data*) team at Maulana Malik Ibrahim State Islamic University Malang in 2020. This platform provides and allows users to communicate and interact synchronously using a video conferencing system. It can be accessed through *vmeet.uin-malang.ac.id* using an internet browser. Vmeet provides a platform for video conferencing without having to create an account first. The connection is also secured by using end to end encryption. This platform is based on an open-source provided by the main site and server, Jitsi Meet. Changing the design of the homepage GUI (Graphical User Interface) while still using the Jitsi meet feature of the video conferencing framework.

However, the users of the Vmeet platform are still very few based on preliminary study that conducted by the researcher in form of interview with one lecturer who used Vmeet in her teaching process. She stated that some students showed their interest in using Vmeet during the learning because it requires less quota of internet, so the students can save their money. Meanwhile, she reported that she want to support online video confencing platform created by this university.

As two sides of coins, Vmeet UIN Malang as a media also has strengths and weaknesses. Based on the preliminary study, the researcher found that the users, they can directly join the virtual meeting without any sign in or login needed. Some features in Vmeet UIN Malang help them to interact with the lecturer or other students, such as a chatroom, raising a hand, and low bandwidth mode to decrease the use of internet connection.

However, some problems are emerging to the use of Vmeet UIN Malang as effective learning aids, such as low video-audio quality, can't be accessed well by low internet connection, and it cost. As stated by Hubbard (2010) that this technology (video conferences) has not yet been completely implemented for educational purposes, then you can encounter technical or technological difficulties on occasion. Other study revealed that video conference which is assisted by PowerPoint slides are becoming less efficient because it is difficult to maintain students' motivation and concentration during the learning process (Altiner, 2015).

Meanwhile, Gillies in his study, argued that the video-conferencing system has several benefits and opportunities to deal with a variety of higher education problems, such as access, direct interaction, which allowing widely recognized perception, enhanced awareness, and responsiveness (2008). Several drawbacks can be acquired, such as to record the material given by the teacher and review it later on. Because Vmeet UIN Malang is a new platform for video conferencing and user acceptance of this application has not been measured, so this study focused to reveal students' acceptance of Vmeet UIN Malang as an effective learning tool based on their experiences in using it.

## **1.2 Research Questions**

Several problems above lead and prompt the researcher to seek acceptance among students in order to investigate the effectiveness of this new learning aid in the educational environment. The appropriate use of technology is one of the major challenges for instructors and learners to create an attractive and effective class. The researcher is going to observe:

1. What are the students' perception toward the use of Vmeet as a learning tool?
2. What factors influence students' acceptance of Vmeet as a learning tool?

## **1.3 Objective of the Study**

In concordance with the research questions above, the objectives of this study are:

1. To seek students' perception toward the use of Vmeet UIN Malang
2. To seek factors that influence students' acceptance of Vmeet UIN Malang

## **1.4 Significance of the Study**

This study is proposed to provide benefits in several areas:

1. For practical users, especially for lecturers and students. For the lecturers, this research provides guidance to use Vmeet as an optional choice for effectively teaching students through a video conference platform. For the students, Vmeet can be the best option for acquiring teacher explanation synchronously.

2. For the developer, this research can give insight based on students' perception about features in this platform in order to encourage the developer to build up better update or features on this platform to enhance its effectiveness.
3. For other researchers, the results of this research can be used to be a reference for conducting further research.

### **1.5 The Scope of the Study**

This research focuses on seeking users' perception of the use of Vmeet video conference platform as an effective teaching and learning aid, especially in EFL classrooms, 27 of Sixth-semester students of the English Literature Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University, Malang.

### **1.6 Definitions of Key Terms**

To avoid misconception of terms used in the study, the following definitions are provided below:

1. Vmeet UIN Malang refers to the new platform of video conference which developed by PTIPD (*Pusat Teknologi Informasi dan Pangkalan Data*) Maulana Malik Ibrahim State Islamic University, Malang.
2. EFL Classroom term is defined as a non-English speaking country that uses English as their third, fourth, or their foreign language in their daily communication.

3. TAM (Technology Acceptance Model) is the theory stated by Davis (1989) in order to seek valid measurement of Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) in the technological platform.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher will review some of the literature associated to the variables and topic of this research in order to give a full framework for thinking and avoid misunderstanding information. The discussion regarding previous studies and this research gap will be discussed in this chapter.

#### **2.1 EFL Classroom**

The word “foreign language” in the EFL term distinguishes the differences between EFL and ESL in the teaching and learning context. In ESL, the audience uses English as their daily communication besides their mother tongue. Therefore, the students of EFL classroom are learners from a non-English speaking country or use English as their foreign languages (Si, 2019) such as Indonesian with their local language as their mother language, Bahasa Indonesia as their second language and English as their foreign language.

Even though there are several differences between them, both EFL and ESL are focused on teaching English. In EFL Classroom, the lecturer should play a significant role in building a supportive learning environment, proper content, and methodology in order to engage students’ interest and enhance their motivation in learning English. Peng Si (2019) stated that learning English is not only about psychological context, such as building internal motivation and students’ cognition but also is determined by the environment. Some students in his research show that they only learning English but not acquiring English.

## **2.2 EFL Classroom in Tertiary Level**

A claim that English is the international language plays a significant role in the industrial revolution era. It can be the standard of success in facing massive incoming information through media. English also becomes a bridge for some countries to have diplomacy, educational purposes, etc. Without mastering communication well, it will be burdensome to do those things.

For educational purposes, English becomes really important as the main gate for students to master, understand, and assist other aspects such as technology and science. As we know, several books that discuss technology and science are written using English, and most of the information about science on the internet or journals also presented in English. In this case, English mastery becomes the main concern for EFL countries nowadays.

A foreign language may be used as the language of teaching in higher education (Peraturan Pemerintah Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi, 2012). Therefore, students are required to master English as one of the most frequently used foreign languages in international journals. College students must acquire the abilities of reading, writing, listening, and speaking in English. As a result, students will be able to obtain new insights more quickly from literature written in English, such as papers or international journals.

EFL countries often face several challenges related to languages, especially in the educational sector, when teaching English as a subject. One of the studies

shows that Indonesia, as an EFL country, has problems with a lack of motivation from both tertiary level students and the lecturers (Kassing, 2011). In Indonesia, the graduate students see English as just an extra and incapable to see it as a necessity to have communication with others (Madya, 2002). These reasons hinder Indonesian EFL students from acquiring English rather than understand it.

### **2.3 Online Learning System**

With massive technological developments in all sectors, the pattern of human life is changing. Technology has become a basic need because it can ease daily activities. Humans who initially used conventional tools are required to adapt to technological developments, included in the education sector. Nowadays, the education system tends to use an online learning model which support distance learning. In higher education, this rapid development was implemented in the form of methods and techniques during the learning process.

In the EFL classroom, the teacher start to blend English learning system with information and communication technologies (ICT). It enables major improvements in the educational practice through a lot of applications or platforms provided, such as learning management systems (LMS), video conferencing, and etc. Besides its beneficial, there are some issues that teacher needs consider during implementing online learning system. Bad internet connection, capable devices, and proper technique can hinder the effectiveness of the learning process. Students' motivation and satisfaction to reach the goals of the online learning system can be affected by those factors (Harsasi & Sutawijaya, 2018)



## **2.4 Synchronous and Asynchronous Learning Systems**

There are two kinds of learning systems that are implemented in media for technological uses, synchronous and asynchronous. Karal (2011) stated the clear distinction between synchronous and asynchronous frameworks in the learning system. The synchronous framework allows both the lecturers and students to interact in real-time, even in different areas. The asynchronous framework is presented by e-learning models where students and teachers are not obliged to communicate in real-time and offers the learner the chance to achieve their knowledge acquisition at his or her own time.

Differences among synchronous and asynchronous learning systems deal with the availability of time needed for response. In synchronous learning, several requirements are needed, such as high engagement and response time. Feedback can be delivered directly throughout the learning process in synchronous class. Synchronous learning provides the nature of the online learning process because students and teachers can interact directly at the same time via online from their home or place.

While, in asynchronous class, response from colleagues and teachers must be delayed for some times, even have to wait for the next class. On the other hand, asynchronous learning involves proper planning in the virtual classroom to engage students' interest because asynchronous learning has a low interaction level between teachers and students (Cleveland-Innes & Ally, 2013). Despite their differences, they can both be employed depending on the content to be conveyed.

## **2.5 The Benefit of Synchronous Learning in EFL Classroom**

As the nature of the online learning process, synchronous should provide significant real-time interaction which purposeful and meaningful (Stewart et al., 2011). The quality of communication and interaction between the teacher and students is important, because it serves as the foundation for course satisfaction. Other research shows that synchronous interaction can promote more stable and successful communication, students can hear each other's expressions, conversational tones, emotional responses and reduce misconception (Park & Bonk, 2007).

Park (2007) also stated that synchronous learning ease students and teacher in conducting the class from several different areas in the same time. They do not need to travel in certain area or location for having a class. Synchronous learning also promotes real time interaction, direct feedback, and mutual interaction between teacher and students. In his study, He stated that students' engagement in the class get reduced when their questions are unanswered and need a huge time to give them feedback.

Some teachers indicated that using synchronous strategies during distance courses will overcome this problem by providing students with instant feedback, mutual interaction, and intense interaction (Park & Bonk, 2007). Overall, the usage of the synchronous learning approach provides benefits both students and teachers in terms flexibility of time and place. Especially for delivering material that need the same comprehension.

## **2.6 Technology Innovation in ELT**

The development of technology in this era is rapidly growing. The use of computer, gadget and internet increasing significantly. This development also pumps up the innovation in educational sector, especially in English language teaching, which is widely categorized as synchronous and asynchronous learning system. Teacher should overcome the rapid changes and development of technology (Venkata, 2016). During the Covid-19 pandemic, all teaching techniques were converted to the online learning model and applied from various locations at the same time. Both teachers and students adapt their learning using appropriate and enjoyable online media or strategies. Teachers should formulate new approach to engage students' interest and motivation during the distance learning, so the students will be involved during the learning to think and analyze the learning material. Some of the most recent technological innovations in the field of learning include website-based online learning, game-based online learning, virtual reality learning, and videoconferencing.

Some teachers decided to use videoconferencing platform in their classes. This platform provides synchronous system which allow students and teachers have mutual interaction and instant feedback during the learning. Videoconferencing is one example of innovation in technology in the field of education which give a huge impact during distance learning. Both teachers and students do not need to attend the class in the campus building, they just join the virtual classroom managed by their teacher. So far, various videoconferencing platform have been established and used by the larger community, particularly in the field of education, such as Zoom,

BigBlue Button, Gmeet, and the most recent, Vmeet UIN Malang. In this study, the videoconferencing platform used is Vmeet UIN Malang.

## **2.7 Vmeet UIN Malang**

In the age of the technological revolution, we as human beings cannot escape the involvement of technology in everyday lives. Technology has become our need, and we can feel the benefit of it in numerous sectors, particularly in the education sector (Raja & Nagasubramani, 2018). The objective of integrating technology in education is to provide a variety of teaching techniques, tools, and environments. Vmeet UIN Malang is one of innovation in learning aid in the form of video conferencing platform which developed and innovated by PTIPD (*Pusat Teknologi Informasi dan Pangkalan Data*) team at Maulana Malik Ibrahim State Islamic University, Malang in 2020. This platform allows us to establish virtual meetings synchronously, which has several beneficial factors such as direct real-time feedback and much closer to the conventional learning design (Karal et al., 2011).



Figure 2.1 Vmeet UIN Malang Flyer

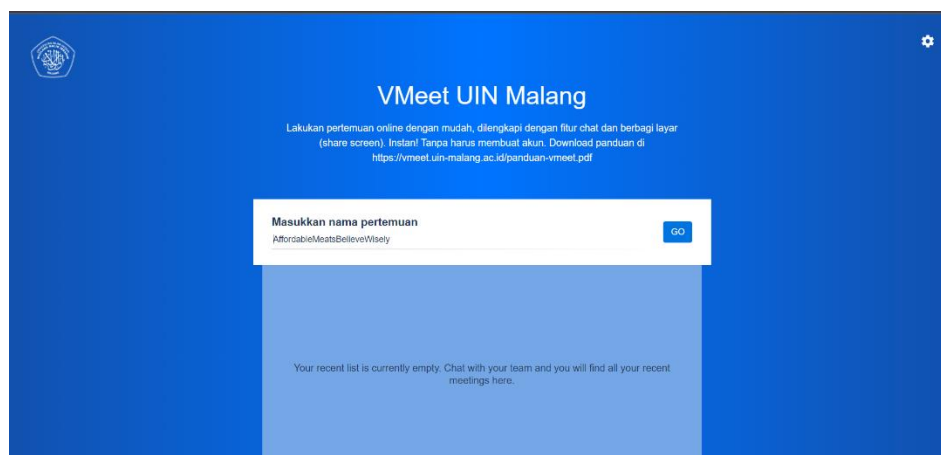
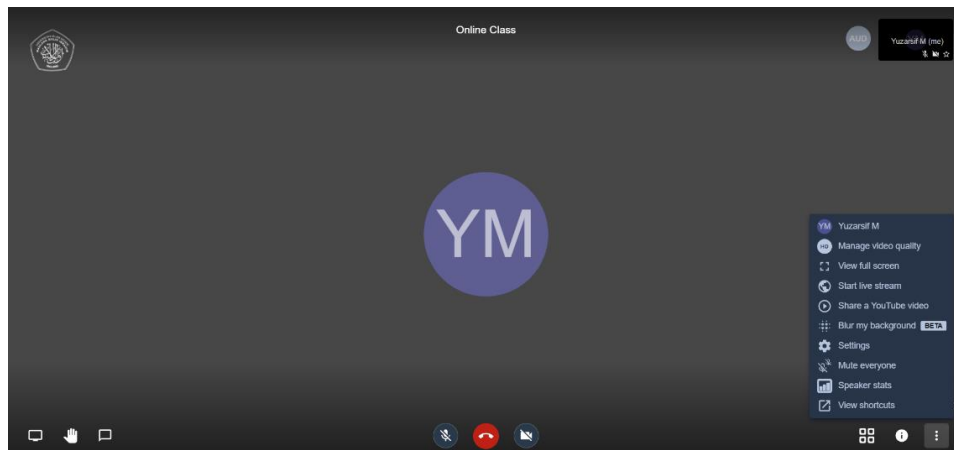


Figure 2.2 Vmeet UIN Malang landing page



*Figure 2.3 Vmeet UIN Malang user interface*

Furthermore, video conferencing is known to be one of the best important and validated distance learning tools to stimulate cooperation between teachers and students in different locations, to facilitate and strengthen the interaction between students and teachers (Koceski & Koceska, 2013). This system also reduces the cost needed for conducting distance learning by gathering teachers and students who are in different places into the virtual classroom (Gillies, 2008). Besides that, the limitation of videoconferencing needs to be maintained with appropriate methodology to foster students in distance settings can perform well.

## **2.8 An Effective Learning Aid**

Media in an educational perspective is a very powerful strategic instrument in determining the success of the teaching and learning process. Because its existence can provide its own dynamics to students. Media is a platform or tool that enables the teachers to convey the learning materials to students. By using appropriate media and techniques in the learning process, it will be easy for students to acquire the lesson material from the teacher. In a larger context, learning media

is not only the complex one, but also the simple aids such as PowerPoint slides, pictures, and printed papers, also called as media (Hanum, 2013).

Learning media can be considered as an effective learning aid as long as that media can enhance students' engagement both in traditional class settings or virtual class settings (Akrim, 2018). Students frequently feel bored while learning process using the same method or tools. Learning media is one of the essential factors to assist teachers while teaching students. Besides that, the teacher should maintain how to use the media is suitable with students' needs. To summarize, an effective media is a tool that helps teachers convey materials to students and meet the needs of students during the learning process.

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

TAM (Technology Acceptance Model) theory is widely known as the theory originally employed by Davis (1989) in his article. His theory based on TRA theory (Theory of Reasoned Action) which explain the factors that affect users want to use one of the technological system (Fishbein et al., 1977). This theory is used to explore an individual's perception towards an information system. He assumes that some factors might affect individual perception to reject or accept the new technology used. He stated in his article that an individual's perception is determined by two key terms; Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Those key terms are used to predict and measure users' perceptions in order to give guidance for the better development of information technology systems.

Perceived Usefulness (PU) refers to the level to which an individual assumes that the use of a specific system will increase the efficiency of his or her work (Davis, 1989). This key term is used to know how an individual believes that the platform gives advantages such as useful and applicable. While, Perceived Ease of Use (PEOU) concerns how an individual has less effort while using a specific system, such as feasibility and easy to operate. In the development of TAM, those factors affect User Attitude (UA) and Intention to Use (IU) towards the use of technology itself (Masrom, 2007). TAM theory which proposed by Davis is used as a theoretical framework in this study to measure student acceptability of Vmeet UIN Malang as a new innovation in the field of education.

## **2.10 Previous Study**

First, a study by Al-Marroof & Al-Emran (2018) examines the factors that affected students' acceptance towards the use of Google Classroom in their learning process using the Technology Acceptance Model as the theoretical framework and PLS-SEM approach. The research participants were 337 college students at Al Buraimi University College (BUC) in Oman. This study was conducted by questionnaire for collecting the data. The results of the study that both two major key terms in TAM (PU and PEOU) positively affect the actual use of Google Classroom among university students.

Second, Sefrika & Alawiah (2020) studied students' acceptance of Video conferences as distance learning media using TAM theory combined with quantitative research as their methodology. The research participants were 200



students who used Vicon (Videoconferencing) during their lesson. The results show that 69.80% of the participants were agree with the ease of use of electronic learning aid, and inline with usefulness, the participants 97.45% agreed that this application is quite satisfactory with the advantages they get. Overall, the participants 72.69% agreed that video conference can be accepted by students as their e-learning tool during distance learning.

Third, Blasco & Virto (2020) studied factors that affect students' perceivedness towards Google Meet performance as their e-learning videoconferencing tool using TAM theory, PLS-SEM, to examine pre-test results. Their study involved 66 participants and used a questionnaire as the instrument to collect the data. The results of their study where each factor has a relationship and affect each other. The most significant factor was between intention to use and its playfulness. This study also showed that students interested with the contents and enjoy the playfulness and meaningful material.

Regarding to previous study, the researcher found several similarities to determine students' perceptions of the use of video conferencing in their learning by using TAM theory as a theoretical framework. However, there are several aspects that distinguish this study from previous research. The first difference is the video conferencing application under study. Previous research examines video conferencing applications that have been used frequently and have been around for a long time, while this study examines Vmeet UIN Malang application as a video conferencing application that has just been developed by the PTIPD UIN Malang team. The second difference is related to the methods and instruments employed.

In previous studies, quantitative and questionnaires were utilized to obtain data, while this study utilized qualitative methods with questionnaires and interviews as instruments. Despite all the differences, the researcher still uses all previous studies as a reference in carrying out this study.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Design**

This study focused on examining students' perception toward the use of Vmeet UIN Malang as an effective learning aid in the EFL classroom. Regarding the research objective, this study applied qualitative methodology. In-depth, the researcher used a case study to get focuses on the investigation of the phenomenon appeared. A case study is part of qualitative methodology, which focuses on exploring several factors that affect the progress or development of the object (Creswell, 2013). This study is also supported by the TAM theory stated by Davis (1989) as the theoretical framework to analyzed students' perception and acceptance based on Perceived of Usefulness (PU) and Perceived Ease of Use (PEOU) which in the development of TAM, those factors affect User Attitude (UA) and Intention to Use (IU) towards Vmeet UIN Malang (Masrom, 2007).

By combining that research approach and TAM theory, the researcher hoped that this study could give a clear explanation about students' perception of the strength and the weakness of Vmeet UIN Malang in the EFL classroom.

#### **3.2 Subject of The Study**

The researcher has chosen twenty seven of sixth-semester students who enrolled in tourism class from the English Literature Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University, Malang, to participate in this research as correspondents in questionnaire. The researcher has

chosen this subject since they were the most rapid user of Vmeet UIN Malang during the distance learning and based on the preliminary study which revealed that they were interested in using Vmeet and want to support it. They used it to held synchronous learning in the form of video conferences with their lecturer. Six students were chosen as interviewees from the total number of participants to convey their perspectives and beliefs toward the use of Vmeet UIN Malang in their learning process. They were chosen because of the uniqueness of the answers given when filling out the questionnaire. Among other correspondents, they expressed a more complete and in-depth opinion to support the data needed for this research.

### **3.3 Research Instrument**

The use of proper instruments will affect the research goals to meet the results of students' acceptance and perception towards the use of Vmeet UIN Malang as a learning aid while conducting the learning process in the EFL classroom. In qualitative research, the researcher became the key instrument for the data collection process during this research. The researcher also decided to used two instruments to support the key instrument in the form of a questionnaire, continued with a depth-interview to collect unique data appeared.

### **3.4 Data Collection Technique**

Collecting data is a very crucial stage during the research. The researcher must choose the best research methodology for collecting the data. Therefore, the data collection stage should use proper instruments. In this study, the researcher used two techniques of data collection, and those were online questionnaires and

interviews. Those techniques were used by the researcher to collect the data about students' acceptance and perception toward Vmeet UIN Malang. Further description of those techniques is as follows.

### **3.4.1 Online Questionnaire**

At the first stage of collecting the data, the researcher employed a questionnaire in 3 days, from March 22<sup>nd</sup> to March 25<sup>th</sup>. Through a questionnaire, the researcher can obtain information, point of view, and perceptions of research participants (Creswell, 2013). The 21 questions in this questionnaire based on the blueprint and questionnaire guide which previously the questions in it have been validated first to the expert. The kind of questionnaire in this study was an online questionnaire using Google form. There were several advantages provided by using Google form as the data collection platform. This platform allows the researcher to make their online questionnaire form replacing pencils and papers. Besides no cost needed, this platform also gives easiness through its features. Some of them were the researcher can make direct quotations from the answer and exporting the data directly from Google form into Google sheets (Scheef & Johnson, 2017).

### **3.4.2 Interview**

After the researcher employed a questionnaire to understand the research participants' perception and acceptance of Vmeet UIN Malang, there was an in-depth interview as the follow-up to explore more towards

unique data appeared in 20 days, during March 25<sup>th</sup> until April 15<sup>th</sup>. There were 21 questions which previously have been validated by the expert. The researcher tended to conduct an online interview through WhatsApp call and recorded the conversation during the interview in form of Mp3 file. This media has been chosen by considering its easiness and features. The interview will be conducted is based on a list of questions to obtain the interviewee's answer.

### **3.5 Data Analysis**

After collecting the data through an online questionnaire and interview, then the data were analyzed using several techniques. This research used three techniques stated by Miles and Huberman (1994), those were data reduction, data display, and conclusion drawing/verifying. After collecting data from the questionnaire and interviewing the correspondents, both data need to be examined in several steps. Further explanation about each term is provided below:

#### **3.5.1 Data Reduction**

This step consists of choosing, concentrating, simplifying, abstracting, and converting data that has emerged in the interview transcript which gathered an online questionnaire, interview, and documentation. In this step, the data analyzed deeply to discard irrelevant data and include relevant data. After the data from the questionnaires and interviews were collected, the researcher reduced the data by separating important and unnecessary data in the form of tables and transcripts of interview results.

Its purpose is to make easier for the researcher to collect valuable data and draw conclusions.

### **3.5.2 Data Display**

Data display refers to the process of displaying compressed information from the data reduction process. Looking at data display allows us to know what is going on and become aware when we are going to do further research. The researcher tends to use the narrative form in the data display. The narrative text is the most frequent method of displaying data in the qualitative method. The data in this study are also displayed in the form of transcription, percentage and tables.

### **3.5.3 Conclusion Drawing**

The last step of data analysis was drawing the conclusion about the data obtained in the field during the research. Drawing a conclusion refers to make a good statement based on the data. The results of qualitative research may be able to answer the research problems that have been formulated which are students' perception and acceptance toward Vmeet as an effective learning aid.

### **3.5.4 Triangulation**

In this study, the researcher used methodology triangulation. This is done by verifying the answers of the correspondents on the questionnaire using interviews. This step is crucial to avoid misunderstanding the data and also to provide additional supporting data for this study.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

The research was conducted to figure out students' perception toward the use of Vmeet UIN Malang as an effective learning aid in the EFL classroom. In this chapter, the researcher explains about the data gathered from questionnaire and interview. Tables and percentages are used to present questionnaire data. Whereas the interview data is displayed as transcription.

#### 4.1 Research Findings

This part presents research findings and data presentation based on the data that were collected from the results of interviews and questionnaires with 27 correspondents which consist of Male (M) and Female (F) students who used Vmeet UIN Malang during their distance learning. The researcher used Technology Acceptance Model (TAM) theory stated by Davis (1989) as the theoretical framework in this study. His theory consist of two keyframe; perceived of usefulness (PU) and perceived ease of use (PEOU). Masrom (2007) added in his study that PU dan PEOU affect the intention of use (IU) and user attitude (UA). Further research results discussed below. The data of correspondents showed in the table below.

*Table 4.1 Research Participants on Questionnaire*

Correspondent	Frequency	Percentage (%)
Male	14	48%
Female	13	52%



<b>Total</b>	27	100%
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*Table 4.2 Research Participants on Interview*

<b>Variable</b>	<b>Correspondent</b>	<b>Transcription Code</b>
Male	Male 1	M1
	Male 2	M2
	Male 3	M3
Female	Female 1	F1
	Female 2	F2
	Female 3	F3
<b>Total</b>	6	

For the research findings, data presentation, and discussion to answer the research questions discussed below.

#### **4.1.1 Perceived of Usefulness (PU)**

One of the keyframe stated by Davis (1989) to measure user acceptance toward the technological uses. Perceived of usefulness (PU) refers to the level to which an individual assumes that the use of a specific system will increase the efficiency of his or her work. The researcher used 4 questions to seek the users perception toward the use of Vmeet UIN Malang as their learning aid. The results of questionnaire showed in the table below.

*Table 4.3 Perceived of Usefulness Toward the Use of Vmeet UIN Malang*

<b>Aspects</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>N (%)</b>	<b>D (%)</b>	<b>SD (%)</b>
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Vmeet UIN Malang allows the students engage with peers and lecturers at the same time.	22.2%	48.1%	25.9%	3.7%	0%
Vmeet UIN Malang helps the students accomplish their learning.	14.8%	48.1%	33.3%	3.7%	0%
Vmeet UIN Malang enhances learning effectiveness for the students.	3.7%	37%	55.6%	3.7%	0%
The students' can improve their performance in the learning process by using Vmeet UIN Malang.	0%	29.6%	55.6%	11.1%	3.7%

The results showed that out of 27 correspondents when they were asked about the usefulness of Vmeet UIN Malang to help students to engage with their peers and lecturers at the same time synchronously, more than a third (48.1%) of the correspondents stated agree and 22.2% were strongly agree with that. No one (0%) being strongly disagree, but there is 1 answer (3.7%) stated disagree with this statement. The rest of it (25.9%) were being neutral.

More than half of the correspondents said agree with the statement. Students were able to have mutual interaction synchronously through this platform. It seemed as F2 statement in the interview section:

*“It is advantageous because we can interact directly with the lecturer and peers to understand the learning material clearly. it is very helpful so that there is no miscommunication. This application is effective to use.”*  
(Translated)

In line with F2 statement, there were other statements from F3 and M2 that Vmeet is useful in the class, especially in the online learning process.

*“I think, it is useful especially on the online learning process, because we need some explanation from the lecturer synchronously.” (Translated)*

Same as above statement, M2 added that using Vmeet during their learning process can facilitate the students who usually do not dare to convey their ideas during the offline class.

*“It is useful, especially there are features that help to chat with other friends in the application. So that students who usually don't dare to speak when class are offline, finally dare to have an opinion when the class is online. I also can get intense interaction and direct feedback from the lecturers.” (Translated)*

But, there was different statement from M1, he said that online learning has less flexible of QnA section than the offline class.

*“I think, this tool is helpful for learning process especially in this pandemic era. Unfortunately, QnA section during the online learning process become less flexible than offline one.” (Translated)*

In summary, the use of Vmeet in the class is depends on how the lecturer manages the class and time to have meaningful learning and meet students' need. The appropriate strategy and method have a big impact in the online class.

Because it feasibility as a media to help students conduct mutual interaction with others, Vmeet is also expected to fulfill students need

during their learning or doing their tasks. From questionnaire results above we can know that 48.1% of the correspondents agree and 14.8% were strongly agree that Vmeet helps students in accomplish their learning. The rest of it (33.3%) chose to be neutral, disagree (3.7%), and (0%) strongly disagree. When the researcher was asking about the enhancement and improvement during the learning by using Vmeet, more than a half (55,6%) chose to be neutral and it is only a third who believe that Vmeet UIN Malang helps them to improve their performance in learning process. Only a few of the rest (3,7%) voted disagree with it . The researcher sought the reasons behind it by using interview. The reasons of it as stated by F2, F3 and M2

*“It is helpful, because it can help us to communicate with other friends intensely and directly rather than only through the WA group. It is effective because its features ease us, especially in the internet quota used; it is lower than the zoom meeting application. And Vmeet is also easy to use because there is no need to download the application and click the link provided by the lecturer” (Translated)*

In line with that, F1 clearly stated her reasons about the usefulness of Vmeet to help her enhance her performance during the distance learning.

*“It is beneficial. Because by using Vmeet, it is easy to communicate with a group in the form of a discussion. If you have a task in the form of a presentation, this Vmeet is quite helpful with the share screen and can be recorded.” (Translated)*

In contrast with previous statements, M1 stated that this application is less effective when conducting QnA section compared with offline class.

*“I don't think so, because there are some points that I feel are lacking when studying with this online system. One of them is that the question-and-answer session and discussion with friends and lecturers are limited, not as flexible as in offline classes. Some of us need adaptation with the online system like this.” (Translated)*

To sum up, some students stated that Vmeet is beneficial as a media during the distance learning. It is because its features which ease students to meet their needs. In the other hand, as we can see the results in the table that more than a half were chose being neutral. This means that they must adapt with something different, such as the change from offline to online learning as an impact of the pandemic. The use of innovative and appropriate methods is playing a significant role to build up students motivation during the distance learning.

As an implication, the use of Vmeet can provide intense interaction, feedback and direct reinforcement between students and lecturers during distance learning through its features. Which, those factors can affect students' learning results. Using this tool can also encourage students who are less engaged to express themselves in the virtual classroom.

#### **4.1.2 Perceived Ease of Use (PEOU)**

The second keyframe of TAM stated by Davis (1989) is perceived Ease of use, it concerns how a user expends less effort by using a particular device, such as feasibility and ease of use. The researcher has broken it down into 4 questions to find the students' perceptions based on their experiences

using Vmeet UIN Malang during their distance learning. The results showed in the table below.

*Table 4.4 Perceived Ease of Use Toward the Use of Vmeet UIN Malang*

<b>Aspects</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>N (%)</b>	<b>D (%)</b>	<b>SD (%)</b>
The students find easiness to operate Vmeet UIN Malang during their learning.	14.8%	51.9%	29.6%	3.7%	0%
Vmeet UIN Malang helps the students meet their needs in their learning process.	11.1%	33.3%	44.4%	11.1%	0%
Doing interaction through Vmeet UIN Malang is clear and feasible.	14.8%	25.9%	44.4%	11.1%	3.7%
It is easy to have a class of more than 50 students on one platform by using Vmeet UIN Malang.	11.1%	51.9%	25.9%	7.4%	3.7%

The results of the first question about the easiness in operating Vmeet during their learning showed that 14.8% students chose strongly agree, more than a half (51.9%) chose agree, while the rest of it (29.6%) decided to be neutral, only one correspondent stated disagree (3.7%), and no one chose strongly disagree. It proved that Vmeet is easy enough to operate, even for a new user. This statement is supported by the results of interview. F2 gave her answer:

*“It's pretty easy to use, but there were problems related to devices, internet connections, and other technical issues such as share screen delay when the presentation took place. But fortunately, there is a microphone and chat feature so that we can remind lecturers when there is an unclear*

*explanation due to technical problems experienced.”*  
(Translated)

While, F1 and M2 stated that they had problem with the sound setting in Vmeet during their first attempt of it.

*“It is easy to operate, but at first, we found some problems with the sound setting. But, as time goes on, we can operate it well.”* (Translated)

M1 also stated that using and operating Vmeet is easy because of it simplicity to support the learning and teaching needs. Students get less effort to join the class, they only need to visit the link provided by the teacher.

*“It's easy, just click the link provided by the lecturer, then we can join. With this Vmeet, we as students feel helped by this ease of taking part in lessons even though we are at home or in other places.”* (Translated)

Due to difficulties appeared while operating Vmeet at the first, M3 hoped that there is any tutorial video to ease both students and lecturers.

*“I hope there is training or at least a video tutorial on how to use Vmeet for students.”* (Translated)

In the second statement, the researcher asked the correspondents about how Vmeet UIN Malang helps them meet their needs in the learning process. In this statement 11.1% of the correspondents strongly agree and 33.3% of them chose agree. Over 11.1% were disagree and no one (0%) stated strongly disagree, while the rest of them (44.4%) were being neutral. As the results of interview, this statement is strengthened by F1 in her answer:

*“My needs in learning have been met, especially in a pandemic era like this. We don’t need to come to the class for the learning process. We use video conference platforms such as Vmeet and others.” (Translated)*

Furthermore, F2, F3, and M1 stated the same reason why Vmeet UIN Malang is needed and useful enough for students. It meets students’ need during the distance learning. Vmeet becomes the option for conducting synchronous class through video conferencing system.

*“For the current condition, it is very necessary and also useful, so this is the most appropriate solution to become a media in a meeting or discussion. When learning, this application is also very helpful when there are explanations and discussions related to the material. it is very helpful so that there is no miscommunication.” (Translated)*

The third statement is about clarity and feasibility for having interaction through Vmeet UIN Malang. There were 14.8% of respondents that strongly agree with this statement and 25.9% were agree with it. Over 11.1% disagree, 3.7% strongly disagree and the rest of it (44.4%) were being neutral toward this statement. The clarity and feasibility during the communication are very important because this is the main aspect that makes video conferencing becomes the effective synchronous learning method. Students and lecturers can have mutual interaction during the class which encourage them to be active in the class. Because Videoconference in the form of direct audio and video chat between users is planned to replace the face-to-face offline class (Sefrika & Alawiah, 2020). In his statement, M3 underlined the intensity of interaction through Vmeet:



*“It's quite intense, and students can have their opinion via chat in the chatroom feature. And not only lecturers able to add answers but students are able too.” (Translated)*

In line with M3, M1 stated that Vmeet is one of the right choice during the distance learning because the students and lecturers are able to have direct feedback for each other.

*“It's quite intense, and students can have their opinion via chat in the chatroom feature. And not only lecturers able to add answers but students are able too.” (Translated)*

F3 added her experience while using Vmeet in her class

*“Clear enough, and it's useful for me because I can get direct feedback when I'm asking a question to the lecturer.” (Translated)*

In the other side, F1 also stated her argument. She was agree but criticize the problem that usually appear and hinder the lesson process.

*“It is clear enough, but it still depends on a stable internet connection. if I have to choose, then I will choose offline class.” (Translated)*

The last statement is about, the easiness to have a class more than 50 students in one platform by using Vmeet UIN Malang. Regarding to this statement, over a half of the correspondents were answering agree (51.9%) and (11.1%) were choosing strongly agree. While, (7.4%) correspondents stated disagree, (3.7%) strongly disagree, and (25.9%) correspondents that being neutral in this case. In the results of interview, the researcher found that Vmeet UIN Malang sometimes lagging due to the internet connection and server error as stated by F2 in her statement:

*“The problem is related to the device used and the delay due to an unstable internet connection. Sometimes, it is a bit annoying in the learning process. This is happened especially when the participants is more than 50 students.”*  
(Translated)

In Summary, Vmeet is easy to use even by the new user. Students do not need to have an account in Vmeet to join the class, they just need the class' link provided by lecturer and directly join the class using their browser through mobilephone or computer. It is help the students meet their need in the learning process such as clear communication, replacement of face-to-face interaction in offline class, direct feedback from peers and lecturers.

But, there was a fact that so many factors, both internal and external which affected the use of Vmeet regarding to its easiness or usefulness for both students and lecturers. Unstable internet connection, low specification of device used, and server lagging become calamity for the distance learning. Hence, the lecturer should have another options to anticipate things like this happened. This is really important regarding the ease of use will affect intense of use and user's attitude. Some problems appeared can decrease students' motivation on learning.

As an implication, the use of Vmeet provides convenience in the form of no need to create an account first to join the class. Both students and lecturers do not need to come to a certain place to hold classes. However, the success of classes using Vmeet is also influenced by several factors such

as the the reliability of the internet connection and the availability of suitable devices.

#### 4.1.3 User Attitude (UA)

In the development of TAM theory, Masrom (2007) added that perceived of usefulness and perceived of ease of use affect user attitude toward the use of technology. The level of usefulness and easiness can be measured by a technology influences towards user behavior and believe in it. Hence, the researcher formulated questions to explore users' perception and believe. There are five statements below which focused to seek users' attitude toward the use of Vmeet UIN Malang as an effective learning aid in the EFL classroom. The data showed below in the table.

*Table 4.5 User Attitude Toward the Use of Vmeet UIN Malang*

<b>Aspects</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>N (%)</b>	<b>D (%)</b>	<b>SD (%)</b>
The students believe that using Vmeet UIN Malang is beneficial.	7.4%	40.7%	37%	11.1%	3.7%
The students believe that Vmeet UIN Malang is a good idea to ease their works.	18.5%	44.4%	25.9%	11.1%	0%
The students feel satisfied by using Vmeet UIN Malang during their learning process.	7.4%	33.3%	40.7%	18.5%	0%
The students feel satisfied while operating Vmeet UIN Malang.	3.7%	40.7%	44.4%	11.1%	0%
The students feel fun while using Vmeet UIN Malang on daily needs.	0%	25.9%	44.4%	29.6%	0%

The questionnaire results showed the correspondents responses on the first statement about the beneficial that students get by using Vmeet UIN Malang. There were 40,7% correspondents agree that Vmeet is beneficial and 7.4% of them stated strongly agree. Over 11.1% of correspondents were disagree and 3.7% strongly disagree. The rest of them (37%) were being neutral.

According to F2, Vmeet helps both students and lecturer to get a clear communication eventhough they were separated by distance and time. Clear communication is really important during learning process because it is maximizing the delivery of information from teachers to students.

*“Yes, it is very helpful so that there is no miscommunication. This application is effective to use.” (Translated)*

In line with F2 statement, F3 added her argument about the benefit she can get from Vmeet.

*“There are more benefits by using this app, especially related to communication, which is important during a pandemic and distance learning.” (Translated)*

In the other side, M1 believe that Vmeet is just like two sides of coin which gives the students advantages and also disadvantages.

*“Actually, there are two sides which provide benefits such as no need to go to class to hold lessons and reduced transportation costs. But this does not suit completely because there is still one problem about the price of internet package which is not cheap.” (Translated).*

The second statement is about students believe of Vmeet UIN Malang as a good idea to ease their works. Regarding to this statement,

18.5% correspondents were chose strongly agree and 44.4% chose agree with this statement. While 11.1% chose disagree and no one stated strongly disagree. The rest of the correspondents (25.9%) were being neutral. To support the results below, the researcher also conduct depth-interview to the correspondents to collect their perception toward that statement. M3 stated that it is a good idea to use Vmeet during the distance learning because it features really help the students.

*“The existence of chat discussions and also share screens which are quite helpful in delivering material or for group presentations.” (Translated)*

Unexpectedly, F1 admitted that some of his friends finally had the courage to speak through voice messages during the online class, whereas previously they were not brave when they were in offline class.

*“When we have online classes through Vmeet (online), many students in my class finally dare to convey their opinions via chat or voice.” (Translated)*

In the next statement, the researcher asked the correspondents regarding their satisfaction with the use of Vmeet UIN Malang during their learning process. Only 7.4% were strongly agree with that and 33.3% of them were satisfied. No one chose strongly disagree, but there were 18.5% chose disagree and 40.7% neutral. The fourth statement is about correspondents satisfaction while operating Vmeet UIN Malang. This statement actually in line with perceived ease of use (PEOU), in easiness that students get while they were operating Vmeet during their class. Regarding to this statement, (3.7%) of correspondents stated strongly agree

and (40.7%) were chose agree. No one strongly disagree with that, but there are (11.1%) of the correspondents disagree with the satisfaction in operating Vmeet. The rest of the correspondents (44.4%) were being neutral.

After conducting interview, the researcher found that user satisfaction on operating and using Vmeet is affected by other factors. One of the most influencing factor is internet connection. Stable internet connection would give the class better experience during the distance learning by using media such as Vmeet UIN Malang. This argument in line with M1 statement when asked about how influential the internet connection was during distance learning.

*“Yes, because not all of the students have a stable network based on their location and geographical conditions. Each person has different obstacles during the online learning process.” (Translated)*

Furthermore, when the researcher and the correspondents discuss about features provided by Vmeet, there are things that make users find satisfaction while using this application. In concordance with that, F2 proposed that she was satisfied with Vmeet because its easiness and convenience offered.

*“It’s accessibility, ease of communication, and no need to open other applications for communication or presentation with the class. Just one application covers all of them during the learning process.” (Translated)*

The last statements discuss about user enjoyment while using Vmeet in their daily needs. Affected by ease of use factors which lead to influence

users' attitude, this statement is still related to the previous statement. Based on the results of questionnaire, no one from the correspondents chose both strongly agree and strongly disagree. Some of them (25.9%) chose agree and 29.6% disagree, while the highest score (44.4%) is in neutral side. While, the results of interview showed that user enjoyment depends on how the learning method used in the learning process. The right method will help the teacher provide a stimulus so that students become active in the learning process. F2 stated that right method will lead class into active discussion.

*“Fun or not depends on the learning method used to participate in the discussion actively.” (Translated)*

In line with F2 statement, F1 conveyed that person with introvert personality dare to express his opinion during the distance class.

*“This application allows people who have an introverted personality to participate actively and express themselves more freely in the forum.” (Translated)*

In summary, user attitude (UA) significantly affected by perceived ease of use (PEOU). Most of the correspondents believe that Vmeet UIN Malang is beneficial. It is supported by its features such as share screen, microphone which allows participants to convey their mind in form of verbal communication, also chat box which allows users to communicate in form of text. The presence of face-to-face video also provides an advantage in understanding the other person's gesture, especially the speaker. This is an effective way of performing distance learning during a pandemic. However, there are many issues to consider when using Vmeet as a learning

tool such as unstable internet connection and unsupported device. As we know that not all students have the same internet connection or device.

As an implication, the lecturer can use Vmeet UIN Malang can be an alternative among many existing video conferences to conduct the class synchronously during the distance learning. Some students also showed a positive perception toward this application. Things that need to be considered by lecturers when using Vmeet is that this application is only a medium in conducting learning, the techniques used in delivering material and approaches to students are the main keys to creating effectiveness in the learning process.

#### 4.1.4 Intention of Use (IU)

As we all know, the degree at which people use an application is heavily determined by their level of satisfaction. What they got and felt when they first use a platform, has a big impact on their future decisions on using it. At this part, the researcher were seeking for future intense of use based on user satisfaction. There were 2 statements to dig deeper about user perception and their intense of use.

*Table 4.6 Intention of Use Toward the Use of Vmeet UIN Malang*

Aspects	SA (%)	A (%)	N (%)	D (%)	SD (%)
Students tend to use Vmeet UIN Malang for their future class.	3.7%	14.8%	40.7%	37%	3.7%
It is recommended to use Vmeet UIN Malang for future needs.	0%	40.7%	33.3%	25.9%	0%



At the first statement, only 3.7% of correspondents who voted strongly agree when they are asked about their tendency to use Vmeet UIN Malang for their future classes, and 14.8% stated agree with that. Meanwhile, with a large number, about 37% of correspondents chose disagree and only 1 chose strongly disagree with that statement. The rest of it (40.7%) were being neutral. The second relates to the possibility that users will use vmeet for their future needs such as study group meetings, webinar, etc. Regarding with this statement, no one chose both strongly agree and disagree, 40.7% were agree with it and 25.9% disagree. While 33.3% of correspondent chose to be neutral.

After conducting interview section, the researcher discovered reasons from the correspondents in their plans to use this application in the future. In this case, M3 chose the neutral side

*“I am flexible and depend on what lecturers/teachers want to use for learning. But if I can choose, I will indeed choose Vmeet because low of internet quota needed, as I said before.” (Translated)*

Others, F1, F2, M1, and M2 agreed that Vmeet is acceptable and useable for their future needs. Not only in the learning process, but they can also maximize the use of Vmeet in another chances such as webinar, meeting, study group, or just communicate with colleagues.

*“I usually use it when I have an organizational meeting, and I think it is quite helpful (F2).” (Translated)*

In addition, F1 also noted in her statement that the use of this application was used only as needed when learning, such as to explain information / material only.

*“Yes, it might be helpful for a class meeting, but only for the material that needs more explanation (F1).” (Translated)*

She also has suggestion and hope for the developer to improve Vmeet in several aspects.

*“In the future, please improve the quality, especially regarding connection stability, so that it can be more effective.” (Translated)*

To sum up, some users who have used this app tend to use this app again in the future. Some of them stated that they will use this tool again for both in-class and out-of-class purposes such as webinars, organizational meetings, study group, or just to communicate with colleagues.

But there are things that must be considered related to the level of boredom of students in distance learning. Students' boredom is the most challenging issue during videoconferencing. This application is only a medium in conducting learning, the techniques used in delivering material and approaches to students are the main keys to creating effectiveness in the learning process. The more varied the techniques and approaches employed, the less students' boredom will be. In accordance with that, it is critical to improve the features and quality of Vmeet UIN Malang.

As an implication, Vmeet UIN Malang can be used as an alternative media in conducting classes or meeting both inside and outside the

classroom. It is possible to elaborate Vmeet with other application to enhance efficiency.

#### 4.1.5 The Advantages Toward the Use of Vmeet UIN Malang

In this study, the researcher also tried to figure out the advantages as the significant effect toward the use of Vmeet UIN Malang. The five points in the table below are based on recent studies on video conferencing system. Several factors are classified as the advantages of video conferencing system including time flexibility, flexibility of place, low cost, useful features that increase student interest, and intense interaction (Gray et al., 2020; Kasman et al., 2021).

*Table 4.7 The Advantages Toward the Use of Vmeet UIN Malang*

<b>Aspects</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>N (%)</b>	<b>D (%)</b>	<b>SD (%)</b>
The students have more flexible time to schedule their class.	25.9%	14.8%	40.7%	18.5%	0%
The students do not need to travel to a particular location to have a class.	0%	25.9%	44.4%	29.6%	0%
The students can save their money during the distance learning because Vmeet UIN Malang is low-cost.	7.4%	22.2%	44.4%	25.9%	0%
The students are interested to learn using Vmeet UIN Malang as their media.	3.7%	29.6%	51.9%	14.8%	0%
The students get intense interaction and direct feedback during the learning process.	7.4%	55.6%	33.3%	3.7%	0%

The questionnaire results showed the correspondents responses on the first statement about time flexibility that students get by using Vmeet UIN Malang. There were 25.9% correspondents strongly agree that Vmeet gave them time flexibility and 14,6% of them stated agree. Over 18.5% of correspondents were disagree and 0% strongly disagree. The rest of them (40.7%) were being neutral. The second statement is about benefit that students get in form of flexibility of place. Regarding to this statement, 0% correspondents were chose strongly agree and 25.9% chose agree with this statement. While 18.5% chose disagree and no one stated strongly disagree. And the rest of the correspondents (44.4%) were being neutral.

According to the two statements above, the researcher tried to figure out users' perception toward the flexibility of time and place they acquired during the distance learning. Most of the correspondents agreed with the flexibility of time and place they get when using Vmeet as a media for videoconferencing during distance learning. F1, F2, F3, M2 and M3 said the same context about it.

*“What I got is the flexibility of time and low cost for conducting a class.” (Translated)*

*“Yes, we can discuss with our friends from different provinces or cities without having to meet in particular place.” (Translated)*

While, M1 provides a contrast statements about this. Not all users are in their house when carrying out learning due to an unstable signal in there. Some of them had to find a higher place to get a better signal. so it is

not uncommon thing for them to travel to a certain place in order to get a stable signal.

*“Yes, because not all of the students have a stable network based on their location and geographical conditions. Each person has different obstacles during the online learning process.” (Translated)*

In the next statement, the researcher asked the correspondents regarding their financial expenses with the use of Vmeet UIN Malang during their learning process. Only 7.4% were strongly agree that Vmeet requires low cost and 22.2% of them were agree. No one chose strongly disagree, but there were 25.9% chose disagree and 44.4% neutral. Regarding this statement, F2 said that using Vmeet gave her the advantage of the minimum cost to buy internet quota.

*“Yes, because it's low-cost needed, flexible in terms of time and space, I find it easier to learn using this Vmeet.” (Translated)*

Unexpectedly, M2 stated that using Vmeet requires less internet quota than using zoom.

*“It was quite helpful, especially because previously there were friends who complained about the meeting using zoom consuming a lot of internet data, while Vmeet was less.” (Translated)*

It is supported by M3 explanation related to the low internet quota required by Vmeet when it is compared to zoom.

*“Yes, yesterday in class when using the zoom meeting application which has similar features for 40-50 minutes, it used up around 400-450-megabytes while with this Vmeet*

*for 120 minutes it only used up about 150-megabytes of data. With advantages like this it would be a shame if not used and utilized in the classroom.” (Translated)*

The fourth statement is about user interest in using Vmeet as their learning aid. Actually, this aspect influences the user's intense of use in using Vmeet. Regarding to this statement, 3.7% of correspondents stated strongly agree and 29.6% were chose agree. No one strongly disagree with that, but there are 14.8% of the correspondents disagree with the statement. More than half (51.9%) of the correspondents were being neutral. Regarding to this statement, F2 stated her ideas about elaborating Vmeet with other learning apps using fun learning method.

*“Of course, as necessary, and also consider the situation and conditions as well. It is possible to collaborate this application with other fun learning methods.” (Translated)*

In line with that, M1 also argued that videoconferencing through Vmeet is a good idea because he can do other work while listening to explanations from the lecturer, especially for the students who work part time.

*“Multitasking, because we don't have to sit in class, listen and take notes, but we can also do other work for those who might be working part time, and so on.” (Translated)*

Furthermore, when the researcher asked M2 about what feature that should be added on Vmeet, he said that recording feature is really needed. Students can use it to record meetings and presentations, to be understood and studied again.

*“Maybe it is more equipped with a recording feature so that we can use this feature to record lessons and use it to review the lessons independently.” (Translated)*

Another fact found by researchers was the lack of promotion and information regarding the Vmeet application from the campus, there were still few lecturers and students who knew and used it. This fact stated by M3 when the researcher conducted interview

*“I don't think it's because of its features, but because of the lack of information or promotion to internal and external campus.” (Translated)*

The last statement discusses about user interaction while using Vmeet UIN Malang. A clear and intense communication among Vmeet users in distance learning is crucial. Over twenty seven correspondents in this study, 7.8% of them stated strongly disagree. More than a half (55.6%) expressed agree, while 3.7% stated disagree and no one strongly disagree. The rest (33.3%) of the correspondents were being neutral. In the interview section, M3 stated his experiences when using Vmeet UIN Malang as his learning tool.

*“It is easy to discuss, ask questions or get immediate feedback even though it is hindered by distance. that was the convenience that I got and felt during this learning.” (Translated)*

He also added that the class was helped with chatroom feature in Vmeet.

*“It's quite intense, and students can have their opinion via chat in the chatroom feature. And not only lecturers able to add answers but students are able too.” (Translated)*

In Summary, Vmeet offers the flexibility of time and place, allowing users to conduct classes and communicate synchronously during distance learning using the videoconferencing system. However, difficulties are still found related to signal stability due to the fact that the distribution of a stable signal in Indonesia is not evenly well-distributed depending on the geographical conditions of each area. some of the users had to go to a higher place to get a better signal. Vmeet also provides the advantage in form of low internet quota needed during the meeting. This is an advantage that should be maintained as a selling point of Vmeet compared to other videoconferencing applications.

When the researcher asked about users' interest in Vmeet during their learning, there were one correspondent suggested for collaborating Vmeet with other applications and using fun methods to increase student engagement during the distance learning. By using Vmeet as their learning tool based videoconference system, students can do multitasking while listening to the explanations from the lecturer.

Furthermore, there were suggestions related to adding a recording feature to make it easier for students to record all lessons/presentations during the class, so that students could review the learning again when they have free time. By using Vmeet, students find it easy to carry out discussions, questions and answers, direct feedback either through verbal or text-based through its feature.



As an implication, the use of Vmeet brings a lot of advantages into learning process. That can be the selling point if we compare Vmeet with other existing videoconference. But how to maximize Vmeet as media in learning is depend on the technique

## **4.2 Discussion**

This study attempted to figure out students' perception toward the use of Vmeet UIN Malang as an effective learning aid in EFL Classroom. During distance learning due to the pandemic, learning is required to switch from offline to online using technology which has variety of models, methods and media. According to Hasan in (Karal et al., 2011), distinguishes distance learning models into two types, synchronous and asynchronous.

Technological developments enable the developers to compete in creating applications that ease human life. In education sector, both lecturer and students should overcome the rapid changing and development of technology in everyday lives (Raja & Nagasubramani, 2018; Venkata, 2016). Vmeet is a product of the rapid development of technology based on videoconferencing system which offers real-time interaction among the users (Basko & Hartman, 2017). This application is relatively new because it was created and developed in 2020 by PTIPD UIN Malang and there have been similar applications before such as Zoom, Gmeet, BigBlue Button, etc.

Regarding to the research objective, this study used the TAM theory stated by Davis (1989) as the main theoretical framework in this study. He categorized

user acceptance of a technology into two keyterms, perceived of usefulness (PU) and perceived ease of use (PEOU) which later in its development, Masrom added two other keyterms, those are user attitude (UA) and intention of use (IU) (Masrom, 2007).

#### **4.2.1 Students Perception Toward the Use of Vmeet UIN Malang**

According to the findings of the study, Vmeet UIN Malang was successful and useful as a learning medium, particularly for distance learning. More than half of the correspondents agreed that Vmeet could ease them to have a class, learn and also get direct interaction with their peers or lecturer. Clear and intense communication is really needed in distance learning, especially in understanding the material during the learning as the corespondents said, a tone of speech which is very helpful in preventing miscommunication (Park & Bonk, 2007; Stewart et al., 2011). This is what greatly influences student learning outcomes.

Furthermore, through interview section, the researcher found correspondents thought that Vmeet was the right solution to become a medium in meetings or discussions in class or outside the classroom during a distance learning. During the use of Vmeet in their learning, students get the benefit of convenience due to the features available on the vmeet such as share screens, microphones, and chatrooms. It was discovered that students who are quiet and inactive when learning offline showed the

opposite behavior when learning online. They get more engaged in class discussions.

Because this platform involves the use of technology in the form of internet connections and devices, various issues are often encountered such as unstable connections, lagging and other technical issues with devices (Harsasi & Sutawijaya, 2018). Surprisingly, the researcher found that some students had to find higher place to get a better signal because the internet connection near their home was bad due to the geographical conditions.

In the future, some of the correspondents stated that they would not have a problem if Vmeet was used as a learning medium and was used more frequently in both in and outside the classroom. Actually, the effective class depends on the methods and approach that use by the teacher to engage students' enthusiasm and meet students need even in distance learning condition.

According to the findings of the interview, only few people knew of Vmeet UIN Malang. This is related to the developer's lack of information and promotion activities. As a result, even on campus (UIN Malang) itself, there are still very few people who utilize this program. Hopes that in the next opportunity, there will be update regarding to connection stability in applications and promotions as an important point that must be done to attract user interest.

In the end, Vmeet is part of video conference system that can be an option and alternative during the distance learning. What we need to consider is Vmeet merely a tool that can assist the learning process, its need creative teacher roles to unlock its potential (Martin, 2005).

#### **4.2.2 Advantages That Users Receive by Using Vmeet**

Some of the correspondents wish to use Vmeet in their future activities both in class and outside the classroom, as same as other video conferencing applications, such as webinars, meetings and group studies (Basko & Hartman, 2017). This is due to the time and place flexibility offered by Vmeet as a videoconferencing media that adopts synchronous system. Even if they live in a different place, province, or country, they may still attend lessons and connect with each other. Especially in learning, direct communication and feedback is really important.

Vmeet is also believed to help reducing expenses caused by wasteful internet quota during online learning. One of the correspondents shared his experience while using Vmeet and compared it with the Zoom Meeting application. Surprisingly, with almost the same features, Vmeet is significantly more efficient than Zoom in considerations of internet quota. This is a benefit of Vmeet that should be highlighted so that many users are interested in utilizing it.

Some students also stated that they could do multitasking while listening to lecturers' explanations during the class. This is in line with

Blasco study that revealed the usefulness of Videoconferencing system (Blasco & Virto, 2020). This also implies that it is possible to blend other application while using Vmeet with other applications and bring a new atmosphere in the learning process (Sefrika & Alawiah, 2020). There are various ideas from correspondents that might be useful for the growth of Vmeet, one of them is the addition of a recording option to help students who require two or more times to absorb the learning material.

Arsyad (2011) revealed that there are two important criteria to classify that the media can be said to be effective or not. The two criteria include practicality and feasibility. Further explanation will be discussed below.

#### **4.2.2.1 Practicality**

Practicality concerns on how learning tool can help to explain the delivery of information, so that it can facilitating and improving learning processes and outcomes (Azhar, 2011). Based on data from research results, it can be said that Vmeet can fulfill this principle through its features in form of share screen, microphone and chatroom which facilitate the users to deliver or exchange informations clearly. This application can also overcome the limitations of the senses, space and time during the distance learning to elaborate the platform with other application (Sefrika & Alawiah, 2020).

#### **4.2.2.2 Feasibility**

Feasibility concerns on how a media can assist students increase their learning motivation and students' achievement. This aspect also concerns on how proper and suitable media with the material. As we can see from the results, Vmeet as a synchronous learning platform can assist students during the learning and provide direct feedback between students and lecturer. This factor can help students' improve their learning experience when compared with asynchronous model. But, some issues related with delay because of unstable server and internet connection can be a dealbreaker.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher will draw conclusions from the data and findings that have been discussed in the previous chapter. The researcher also gives some suggestions that can be taken as a consideration.

#### **5.1 Conclusion**

According to the finding, students have positive perception of the use of Vmeet as a learning aid during the learning process in the EFL classroom. They argue that vmeet is an effective video conferencing tool, specifically for distance education. Vmeet is the right solution to become a tool in meeting or discussion for both inside or outside the classroom because its features such as share screen, microphone, and chatroom, make it easy to help students interact with colleagues and lecturers at the same time. Those factor is really helpful to prevent miscommunication. Another finding from implementing this tool is that some students who are inactive in offline classrooms express the opposite behavior in online classes.

Some students are interested in using Vmeet in the future. This is due to the convenience provided, which includes the flexibility of time and place. Vmeet also uses less internet quota, which allows it to save more budget. Some students also stated that they could do multitasking while listening to lecturers' explanations during the class. This implies that it is possible to elaborate Vmeet with other applications and bring a new atmosphere in the learning process.

However, there are a number of things that need to be improved regarding the stability of the internet signal and also the server from Vmeet UIN Malang. Also the addition of new feature is really needed by students such as the recording feature, so that students can review the explanation of course material from the lecturer. Another thing that must be underlined in this study is the lack of promotion and continuous information from the developer, so that there are still very few users of this application even though from the internal campus itself.

## **5.2 Suggestion**

Relying on the findings presented in the previous chapter about students' perception toward the use of Vmeet UIN Malang as an effective aid in EFL classroom, here are some suggestions that can be taken as a consideration for practical users, developers and other researchers.

1. For practical users, implementing an online-based tool, such as video conferencing system, in distance learning is an exciting idea. Vmeet can be the best option for conducting synchronous teaching and learning process. This app allows both students and lecturer to have mutual interaction and to prevent miscommunication even in the different location. It is possible to elaborate Vmeet with other teaching tools or techniques in order to have fun and insightful class.

2. For the developer, some of the features that already exist on Vmeet are helpful for its users, but the stability of the internet signal and also the application server can be further improved in future updates. Some suggestions also came from users such as adding a recording feature to ease them to review course material.



3. For other researchers, in further research, the researcher suggests exploring about elaborating Vmeet with other teaching applications or techniques and how to maximize this application to get more positive impacts.

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## APPENDICES

### *Appendix I Research Permission Letter*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id> email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

Nomor : 835/Un.03.1/TL.00.1/01/2021 16 Maret 2021  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada  
Yth. Kepala Jurusan Sastra Inggris UIN Maulana Malik Ibrahim Malang  
di  
Jalan Gajayana No 50 Kota Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

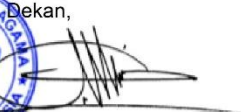
Nama : Anggi Yusuf Mustofa  
NIM : 17180007  
Jurusan : Tadris Bahasa Inggris - S1  
Semester - Tahun : Genap - 2020/2021  
Akademik  
Judul Skripsi : **STUDENTS' PERCEPTION TOWARD THE  
USE OF VMEET UIN MALANG AS AN  
EFFECTIVE LEARNING AID IN EFL  
CLASSROOM**

Lama Penelitian : **Maret 2021** sampai dengan **Mei 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

Dekan,  
  
Dr. H. Agus Maimun, M.Pd  
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip

## *Appendix II The Blueprint of Interview and Questionnaire Guidelines*

### **The Blueprint of Interview and Questionnaire Guide**

#### **A. Background**

This guide was formulated for seeking students' perceptions and attitudes towards the use of Vmeet UIN Malang as an effective learning aid in the EFL classroom. Based on a previous study conducted by other researchers, four dimensions affected user's perceptions and attitudes; Perceived of Usefulness (PU), Perceived Ease of Use (PEOU), Intention of Use (IU), and User Attitude (UA). Hopefully, by figuring out those dimensions toward the use of Vmeet UIN Malang, both developers can maximize some benefits for further development or practical users.

#### **B. Objective**

This blueprint design is constructed based on the theory and previous research that will help the researcher as the guideline while conducting the research using research instruments; Questionnaire and Interview. Also, this blueprint becomes the basic guideline for formulating an interview guide. Because Vmeet UIN Malang is the new platform of video conferencing system, the researcher tends to use the indicators from the previous study, which used Zoom Meeting, Google Meeting, Cisco Webex, and others according to the same usability as video conferencing system. The researcher also uses a specific rubric to assess the video conferencing.

### 1. Technology Acceptance Model (PU, PEOU, IU, and UA)

Construct Theory/Previous Study	Dimension	Variable	Sub-variable	Indicator	Questionnaire Number
(Davis, 1989) Perceived usefulness, perceived ease of use, and user acceptance of information technology	Perceived of Usefulness (PU)	Students	Usefulness	Using this aid is useful to students in this course	1,2,3,4
				Using Vmeet UIN Malang would help students accomplish their learning.	
			Effectiveness	Using Vmeet UIN Malang would enhance students' effectiveness in their learning	
				Using this aid improves students'	

				performance in the course	
	Perceived Ease of Use (PEOU)	Students	Easiness	This aid ease students to meet their need	5,6,7,8
				This tool is easy to operate	
				Doing interaction through this aid is clear and feasible.	
				This tool can support a large group of users	
<b>(Blasco &amp; Virto, 2020)</b> E-learning using Video Conferencing Applications: How is Google Meet perceived among students ? <b>(Margounakis et al., 2020)</b> A Rubric-Based Evaluation of	Intention of Use (IU)	Students	Behavior	Tend to use this aid during the class	9,10,11
				It is really recommended to use Vmeet UIN Malang for future needs	



Video Conferencing Services for Educational Use	User Attitude (UA)	Students	Believe	Believe that using this aid is beneficial	11,12,13,14,15
				Believe that this aid is a good idea to ease my works.	
			Satisfaction	I am satisfied in operating and using this aid	
				I am satisfied with using this aid	
				This aid is fun to use on a daily basis	

## 2. The Advantages toward the use of Vmeet UIN Malang

Previous Study	Object	Variable	Sub-variable	Indicator	Question Number
(Gray et al., 2020) Expanding qualitative	Vmeet UIN Malang	Advantage	Time-saving convenient	I have flexible time to schedule my class	15,16,17,18,19

research interviewing strategies: Zoom video communications			Cost-effectiveness	I don't need to travel to a particular location	
				I can save more money	
(Kasman et al., 2021)			Increase enthusiasm	I am interested to learn using Vmeet UIN Malang	
The effect of Zoom app towards students' interest in.			Mutual interaction	I get intense interaction and direct feedback during the learning process	

\*This table is based on the use of Zoom Meeting, which has similarities to the platform that provides a videoconferencing system.

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Kasman, K., Hamdani, Z., & Lampung, U. M. (2021). THE EFFECT OF ZOOM APP TOWARDS STUDENTS ' INTEREST IN.  
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Margounakis, D., Pachidis, T., & Politis, D. (2020). *A Rubric-Based Evaluation of Video Conferencing Services for Educational Use*.  
*September*, 18–20.

### *Appendix III Questionnaire Guideline*

#### **Questionnaire Guideline**

My name is Anggi Yusuf Mustofa. I am currently studying for a Bachelor Degree in English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. I am conducting research to meet the Bachelor's Degree requirement entitled "Students' perception toward the use of Vmeet UIN Malang as an effective learning aid in the EFL Classroom."

The questionnaire below consists of 21 questions and will no longer than 10 minutes to complete. All responses will be kept anonymous, and no one will be identifiable in the research. By fulfilling this questionnaire, you show your consent to be part of the research.

<b>Participant Name</b>	:	
<b>NIM</b>	:	
<b>Sex</b>	:	

**Please select to say how much you agree or disagree with these statements provided.**

<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

#### **A. Perceived of Usefulness (PU)**

1. Vmeet UIN Malang allows me to engage with lecturers and my peers at the same time

<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>

2. Using Vmeet UIN Malang would help you accomplish your learning.

SD	D	N	A	SA

3. Using Vmeet UIN Malang would enhance your effectiveness in your learning process.

SD	D	N	A	SA

4. Using Vmeet UIN Malang improves your performance in the learning process.

SD	D	N	A	SA

#### **B. Perceived Ease of Use (PEOU)**

5. Vmeet UIN Malang is easy to operate.

SD	D	N	A	SA

6. Vmeet UIN Malang helps students meet their needs in the learning process.

SD	D	N	A	SA

7. Doing interaction through Vmeet UIN Malang is clear and feasible.

SD	D	N	A	SA

8. It is easy to have a class of more than 50 students on one platform by using Vmeet UIN Malang.

SD	D	N	A	SA

### C. Intention of Use (IU)

9. Tend to use Vmeet UIN Malang for my class in the future.

SD	D	N	A	SA

10. It is recommended to use Vmeet UIN Malang for future needs.

SD	D	N	A	SA

### D. User Attitude (UA)

11. Believe that using Vmeet UIN Malang is beneficial.

SD	D	N	A	SA

12. Believe that Vmeet UIN Malang is a good idea to ease my works.

SD	D	N	A	SA

13. I am satisfied with using Vmeet UIN Malang.

SD	D	N	A	SA

14. I am satisfied with operating Vmeet UIN Malang.

SD	D	N	A	SA

15. Vmeet UIN Malang is fun to use on a daily basis.

SD	D	N	A	SA

### **E. The Advantages toward the use of Vmeet UIN Malang**

16. I have flexible time to schedule my class

SD	D	N	A	SA

17. I don't need to travel to a particular location to have class

SD	D	N	A	SA

18. I can save more money

SD	D	N	A	SA

19. I am interested to learn using Vmeet UIN Malang

SD	D	N	A	SA

20. I get intense interaction and direct feedback during the learning process

<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>

21. What are other benefits that you can get through Vmeet UIN Malang?

**Answer:** .....



## *Appendix IV Interview Guideline*

### **Interview Guideline**

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

##### **A. Perceived of Usefulness (PU)**

1. What do you think about Vmeet UIN Malang during the class? Is it useful to assist your work?
2. How does Vmeet UIN Malang help you to accomplish your work?
3. Which features of Vmeet UIN Malang that you think help you the most in your learning?
4. If it is useful, do you think Vmeet UIN Malang is an effective learning aid in the classroom?
5. If yes, how is Vmeet UIN Malang help students enhance their learning progress?

##### **B. Perceived Ease of Use (PEOU)**

6. Is Vmeet easy to operate during the class? Did you find any difficulties?
7. If yes, how Vmeet ease students to fulfill their needs?
8. What features that help student meets their need?
9. Is those features help students get clear and feasible interaction with the lecturers and peers?
10. Do you find easiness to operate this aid for the learning process?

##### **C. Intention of Use (IU)**

11. Do you plan to use this aid for your future class?
12. If yes, how often will you use this aid to support your learning process?
13. Is it possible for you to use this aid for your needs outside the class? For what?

##### **D. User Attitude (UA)**

14. Do you believe that using this aid will give you easiness and benefit for your learning process? How?

15. Is this aid fun to use and meet your needs?

**E. The Advantages toward the use of Vmeet UIN Malang**

16. Do you have a flexible time to schedule your class? How?

17. How do you think about you don't need to travel to a particular location to conduct a class?

18. Can you save more money by using an online system?

19. Are you interested in using Vmeet UIN Malang during your course? Why?

20. Do you get intense interaction and direct feedback during the learning process by using Vmeet UIN Malang?

21. What are other benefits that you can get through Vmeet UIN Malang? Explain it?

## Appendix V Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
 Jalan Gajayana 50, Malang, Jawa Timur  
<http://fitk.uin-malang.ac.id> email: [fitk@uinmalang.ac.id](mailto:fitk@uinmalang.ac.id)

Nomor : 969/Un. 03.1/TL.001/01/2021 22 Maret 2021  
 Lampiran : -  
 Perihal : Validasi Instrumen

Kepada  
 Yth. Bapak/Ibu Basori, M.S.Ed.  
 di tempat

**Assalamualaikum Wr. Wb.**

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Anggi Yusuf Mustofa  
 NIM : 17180007  
 Program Studi : Tadris Bahasa Inggris - S1  
 Judul Skripsi : Students' perception toward the use of Vmeet UIN  
 Malang as an effective learning aid in EFL Classroom  
 Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd.

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**



a.n. Dekan  
 Wakil Dekan Bid. Akademik,

Dr. Muhammad Walid, M.A  
 NIP. 197308232000031002

*Appendix VI Validation Sheet from Mr. Basori, M.S.Ed*

**Validation Sheet**

**Blueprint of Interview and Questionnaire Guide**

**of Students' Perception Towards Vmeet UIN Malang as an Effective Learning Aid in the EFL Classroom**

<b>Validator</b>	<b>:</b>	<b>Basori, M.S.Ed.</b>
<b>NIP</b>	<b>:</b>	<b>198604112019031008</b>
<b>Expertise</b>	<b>:</b>	<b>English Language Teaching</b>
<b>Instance</b>	<b>:</b>	<b>UIN Maulana Malik Ibrahim Malang</b>
<b>Validation Date (dd/mm/yyyy)</b>	<b>:</b>	<b>18/03/2021</b>

**A. INTRODUCTION**

This validation sheet is used to obtain an assessment from the validator (Mr./Ms.) on the research instrument that I use. Every feedback is essential for improving the quality of the instruments I use. I want to say thank you for your willingness to become a validator and fill out this validation sheet.

**B. GUIDANCE**

1. Please give a score on each item of the statement using the sign (√) in the column with the scale as follows:

1 = Very Poor	4 = Good
2 = Poor	5 = Excellent
3 = Average	

2. Please provide your feedback/suggestion in the column.

**C. ASSESSMENT RUBRIC**

**1. The construction of the research instrument**

No	Indicator	Score					Feedback/ Suggestion
		1	2	3	4	5	
1	Research instruments are well constructed & formulated						<i>Please see the blueprint documents</i>
2	Research instruments are based on the previous theory						<i>Please see the blueprint documents</i>

3	Research instruments are relevant to the research objectives						<i>Please see the blueprint documents</i>
---	--	--	--	--	--	--	---

## 2. The use of language in the research instrument

No	Indicator	Score					Feedback/ Suggestion
		1	2	3	4	5	
1	Research instruments use good and correct language and punctuation.						<i>Please see the blueprint documents</i>
2	Research instruments are less-effort to understand						<i>Please see the blueprint documents</i>
3	Research instruments are communicative						<i>Please see the blueprint documents</i>
4	Research instruments do not cause bias (clear)						<i>Please see the blueprint documents</i>

## 3. The Effectivity of the research instrument

No	Indicator	Score					Feedback/ Suggestion
		1	2	3	4	5	
1	Research instruments can help the researcher seek students' perception toward Vmeet UIN Malang						<i>Please see the blueprint documents</i>
2	Research instruments can describe students' perception toward Vmeet UIN Malang						<i>Please see the blueprint documents</i>

## D. GENERAL FEEDBACK AND SUGGESTION

The content and the structure of the blue print need revisions prior to distribution to the research participants.

## E. CONCLUSION

Based on the assessment above, it can be concluded that this instrument is:

*Please give the strikethrough on the answer that do not match with your conclusion.*

1. ~~Proper to use to collect the data without revision~~
2. Proper to use to collect the data within revision

3. ~~Not proper to use to collect the data~~

Malang, March 18<sup>th</sup>, 2021  
Validator,

Basori, M.S.Ed.  
NIP. 198604112019031008

## Appendix VII Questionnaire Results

Students' Perception Toward the Use of Vmeet UIN Malang as an Effective Learning Aid in EFL Classroom

SD	D	N	A	SA
Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree

No. Resp	Question Number																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	A	N	N	N	N	N	N	N	D	N	N	SA	N	N	D	N	D	D	N	N
2	A	A	A	A	A	A	A	A	A	A	A	A	A	A	N	N	A	N	A	A
3	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
4	A	A	A	A	N	A	N	N	D	A	A	A	N	N	D	D	A	D	N	A
5	A	A	N	N	A	SA	SA	SA	N	N	A	N	SA	A	N	SA	SA	SA	A	A
6	SA	SA	SA	A	A	A	A	SA	SA	A	A	A	SA	A	A	D	A	A	A	A
7	SA	A	A	A	A	A	N	A	D	N	A	A	A	A	N	SA	A	N	A	N
8	D	N	N	D	A	N	N	N	D	D	N	N	D	D	D	N	D	D	N	N
9	SA	A	N	N	A	N	A	A	N	N	N	A	N	N	A	A	A	D	N	A
10	A	A	N	D	A	A	A	A	N	A	A	N	N	N	D	D	A	D	N	A
11	A	N	N	A	N	N	N	A	N	N	A	N	N	N	N	N	A	N	N	A
12	A	N	N	N	SA	A	SA	A	A	A	A	A	A	A	N	D	N	N	N	A
13	A	A	A	N	N	N	N	A	D	D	A	A	A	N	N	A	SA	SA	A	A
14	SA	SA	A	A	A	SA	SA	A	A	A	SA	SA	A	A	A	SA	A	A	A	SA
15	N	N	N	N	N	N	N	N	D	N	A	SA	N	N	N	N	N	A	N	N
16	N	A	N	A	A	N	A	A	N	N	N	A	N	N	D	N	A	A	N	A
17	A	A	A	N	N	A	N	A	N	A	A	N	A	N	A	SA	A	N	N	A
18	N	A	D	N	D	D	N	A	N	D	N	D	D	D	N	N	SA	N	N	N

<b>19</b>	N	A	A	N	A	N	N	N	N	A	N	A	N	A	N	A	N	A	N	A
<b>20</b>	N	D	N	SD	SA	D	SD	SD	D	D	SD	N	D	SA	D	SA	SA	D	D	A
<b>21</b>	SA	SA	A	A	SA	SA	SA	A	N	A	A	A	A	A	N	N	A	A	SA	SA
<b>22</b>	A	N	N	N	N	A	D	D	D	D	N	D	D	D	D	D	A	N	D	N
<b>23</b>	A	N	N	N	SA	N	A	SA	D	D	A	SA	N	N	A	SA	A	D	N	A
<b>24</b>	A	N	N	D	A	N	N	A	D	N	N	D	N	N	N	N	N	N	D	A
<b>25</b>	SA	SA	A	N	A	N	D	D	N	A	A	A	A	A	SA	A	A	N	A	D
<b>26</b>	A	A	A	N	A	A	A	A	A	A	SA	A	A	A	A	N	N	N	A	N
<b>27</b>	N	A	N	N	A	D	D	N	SD	D	N	SA	D	A	D	SA	N	N	D	N



## *Appendix VIII Interview Transcription*

### **Students' Interview Transcript**

#### Interview 1 (English)

<b>Subject</b>	:	Female 1
<b>Date</b>	:	March 30 <sup>th</sup> , 2021
<b>Coding Description</b>	:	F1 (Correspondent) IR (Interviewer)

IR	:	How do you think about Vmeet UIN Malang in English class? Is it useful and helpful?
F1	:	In my department, Vmeet itself has pros and cons. For me, between enjoy and don't enjoy it.
IR	:	Could you explain it more?
F1	:	In my department, the limit of using Vmeet for online meetings is eight times per semester. But in fact, many lecturers use it more than that. That reason eventually burdens the students related to internet quota, signal stability, and cost. On the other hand, we can get time effectiveness if used appropriately.
IR	:	Is Vmeet helpful enough to help you do the task?
F1	:	It is beneficial because by using Vmeet, it is easy to communicate with a group in the form of a discussion. If you have a task in the form of a presentation, this Vmeet is quite helpful with the share screen and can be recorded.
IR	:	Is there anything else?
F1	:	When we have online classes through Vmeet (online), many students in my class finally dare to convey their opinions via chat or voice.
IR	:	Do you think Vmeet UIN Malang is an effective and helpful learning aid?
F1	:	Actually, it can be said that this aid is useful and effective during distance learning. But, for me myself, I would rather use offline learning than online learning.
IR	:	Why can it be said like that? Could you explain it, please?
F1	:	I could not understand comprehensively about the material given by the lecturer. Usually, the lecturer just explains the material by presentation using PowerPoint. And sometimes it is getting disturbed by bad signal, so we cannot get it clear.

IR	:	Is Vmeet UIN Malang easy to operate during the class? Did you find any difficulties?
F1	:	It is easy to operate, but at first, we found some problems with the sound setting. But, as time goes on, we can operate it well.
IR	:	Whether your needs as a student are met with this application?
F1	:	My needs in learning have been met, especially in a pandemic era like this. We don't need to come to the class for the learning process. We use video conference platforms such as Vmeet and others.
IR	:	Did you get intense interaction and direct feedback from the lecturer or peers during the class?
F1	:	Clear enough, but it still depends on a stable internet connection. if I have to choose, then I will choose offline class
IR	:	In the future, will you use this Vmeet for learning or something else?
F1	:	Yes, it might be helpful for a class meeting, but only for the material that needs more explanation.
IR	:	Will you use this application for other purposes?
F1	:	Yes, of course, for webinars, organizational meetings, or communicate with my friends.
IR	:	What benefits do you get from using this Vmeet?
F1	:	What I got is the flexibility of time and low cost for conducting a class.
IR	:	Are there any other benefits?
F1	:	This application allows people who have an introverted personality to participate actively and express themselves more freely in the forum.
IR	:	What are the most helpful features of Vmeet UIN Malang in learning?
F1	:	The share screen feature because it helps in understanding the explanation from the lecturer.
IR	:	Do you have anything to say to the developer of Vmeet UIN Malang? Maybe a suggestion or hope?
F1	:	In the future, please improve the quality, especially regarding connection stability, so that it can be more effective.

## Interview 2 (English)

<b>Subject</b>	:	Female 2
<b>Date</b>	:	April 1 <sup>st</sup> , 2021
<b>Coding Description</b>	:	F2 (Correspondent) IR (Interviewer)

IR	:	How do you think about Vmeet UIN Malang in English class? Is it useful and helpful in the learning process?
F2	:	It is advantageous because we can interact directly with the lecturer and peers to understand the learning material clearly.
IR	:	Is Vmeet helpful enough to help you do the task?
F2	:	Yes, especially for group presentations. What I understand is no difference from others so that there is no miscommunication in the class.
IR	:	What are the most helpful features of Vmeet UIN Malang in learning?
F2	:	Several features are pretty helpful, especially the videoconference itself and also the share screen. So, we can hold synchronous meetings and direct feedback in class, so there is no misunderstanding.
IR	:	Is Vmeet UIN Malang effective as a learning tool in class?
F2	:	It is possible, of course, based on many things, especially in the internet quota used; it is lower than the zoom meeting application. And Vmeet is also easy to use because there is no need to download the application and click the lecturer's link.
IR	:	Is Vmeet UIN Malang easy to operate during the class? Did you find any difficulties?
F2	:	It's pretty easy to use, but there were problems related to devices, internet connections, and other technical issues such as share screen delay when the presentation took place. But fortunately, there is a microphone and chat feature so that we can remind lecturers when there is an unclear explanation due to technical problems experienced.
IR	:	Are the existing features helpful enough for communication needs in the learning process?
F2	:	Yes, it is very helpful so that there is no miscommunication. This application is effective to use.
IR	:	In the future, will you use this app for learning or something else?

F2	:	Sure, because video conferencing like Vmeet is quite helpful.
IR	:	How often will you use Vmeet during the learning process?
F2	:	Of course, as necessary, and also consider the situation and conditions as well. It is possible to collaborate this application with other fun learning methods.
IR	:	Are you using Vmeet for other needs outside the classroom?
F2	:	Yes, I usually use it when I have an organizational meeting, and I think it is quite helpful.
IR	:	What conveniences and benefits do you get while using this Vmeet?
F2	:	It's accessibility, ease of communication, and no need to open other applications for communication or presentation with the class. Just one application covers all of them during the learning process.
IR	:	Is this app fun to use?
F2	:	Fun or not depends on the learning method used to participate in the discussion actively.
IR	:	Whether your needs as a student are met with this application?
F2	:	Yes, because it's low-cost needed, flexible in terms of time and space, I find it easier to learn using this Vmeet.
IR	:	Are there any problems during the use of vmeet?
F2	:	The problem is related to the device used and the delay due to an unstable internet connection. Sometimes, it is a bit annoying in the learning process. This is happened especially when the participants is more than 50 students.
IR	:	Do you have anything to say to the developer of Vmeet UIN Malang? Maybe a suggestion or hope?
F2	:	Added a private chat feature for individuals because currently the chat is still public, so maybe it's a suggested feature for future updates. Thank you.

## Interview 3 (English)

<b>Subject</b>	:	Female 3
<b>Date</b>	:	April 3 <sup>rd</sup> , 2021
<b>Coding Description</b>	:	F3 (Correspondent) IR (Interviewer)

IR	:	How do you think about Vmeet UIN Malang in English class? Is it useful and helpful in the learning process?
F3	:	I think, it is useful especially on the online learning process, because we need some explanation from the lecturer synchronously.
IR	:	Is Vmeet helpful enough to help you do the task?
F3	:	Helpful, because it can help us to communicate with other friends intensely and directly rather than only through the WA group.
IR	:	What are the most helpful features of Vmeet UIN Malang in learning?
F3	:	Share screen, because you can comprehend the material and listen to explanations from the lecturers at the same time.
IR	:	In your opinion, can this App help you to improve your learning outcomes?
F3	:	Yes, because we can have direct explanation and feedback from the lecturer. Also, this App ease students to have discussion with peers.
IR	:	Is Vmeet UIN Malang effective as a learning tool in class?
F3	:	Yes, it is effective because its features ease us, as I mentioned before.
IR	:	Is Vmeet UIN Malang easy to operate during the class? Did you find any difficulties?
F3	:	It is easy to operate and so far, I never encounter any difficulties.
IR	:	Whether your needs as a student are met with this application?
F3	:	Yes of course, it is really helpful in the distance learning.
IR	:	Are interactions with lecturers and other friends becomes clear by using Vmeet?
F3	:	Yes, it is clear enough.
IR	:	In the future, will you use this app for learning or something else?
F3	:	Yes, if it is needed during the class. But unstable internet connection still become the dealbreaker here.
IR	:	How often have you used Vmeet during the learning process before?

F3	:	Quite often, once per week.
IR	:	In your opinion, does this application provide many benefits or not?
F3	:	There are more benefits, especially related to communication, which is important during a pandemic and distance learning.
IR	:	Are there any other benefits that can be obtained from using this application?
F3	:	Time flexibility, low internet quota needed and also, we don't need to travel to certain location for having a class.
IR	:	How is the interaction between you, the lecturer and peers using this App?
F3	:	Clear enough, and it's useful for me because I can get direct feedback when I'm asking a question to the lecturer.
IR	:	Do you have anything to say to the developer of Vmeet UIN Malang? Maybe a suggestion or hope?
F3	:	Nothing significant, maybe some update about stable connection for this app.

## Interview 4 (English)

<b>Subject</b>	:	Male 1
<b>Date</b>	:	March 29 <sup>th</sup> , 2021
<b>Coding Description</b>	:	M1 (Correspondent) IR (Interviewer)

IR	:	How do you think about Vmeet UIN Malang in English class? Is it useful and helpful in the learning process?
M1	:	I think, this tool is helpful for learning process especially in this pandemic era. Unfortunately, QnA section during the online learning process become less flexible than offline one.
IR	:	Is Vmeet helpful enough to help you do the task?
M1	:	Yes, it is quite helpful especially for sharing the material for today class through share screen feature. By using this feature, we are able to listen the explanation from the lecturer and comprehend the material at the same time.
IR	:	What are the most helpful features of Vmeet UIN Malang in learning?
M1	:	Share screen is the most useful and impactful feature during the online distance learning.
IR	:	In your opinion, can this App help you to improve your learning outcomes?
M1	:	I don't think so, because there are some points that I feel are lacking when studying with this online system. One of them is that the question-and-answer session and discussion with friends and lecturers are limited, not as flexible as in offline classes. Some of us need adaptation with the online system.
IR	:	Does the stability of the internet connection also affect learning while using Vmeet?
M1	:	Yes, because not all of the students have a stable network based on their location and geographical conditions. Each person has different obstacles during the online learning process.
IR	:	Is Vmeet easy to use?
M1	:	It's easy, just click the link provided by the lecturer, then we can join. With this Vmeet, we as students feel helped by this ease of taking part in lessons even though we are at home or in other places.
IR	:	How effective is Vmeet when used to interact with lecturers or other friends?

M1	:	I can say it is quite effective, because when we are in a situation that requires online, Vmeet is the right choice.
IR	:	In the future, will you use this app for learning or something else?
M1	:	For the current condition, it is very necessary and also useful, so this is the most appropriate solution to become a media in a meeting or discussion. When learning, this application is also very helpful when there are explanations and discussions related to the material.
IR	:	Do you feel comfortable using this application?
M1	:	Yes, and hope that in the future it can be maintained and developed so that its features will make the learning easier to conduct.
IR	:	What benefits can you get from using Vmeet?
M1	:	Actually, there are two sides which provide benefits such as no need to go to class to hold lessons and reduced transportation costs. But this does not suit completely because there is still one problem about the price of internet package which is not cheap.
IR	:	Are you interested and will use this application in the future?
M1	:	Yes of course, we can conduct meetings, watch movies together or group work together with this application.
IR	:	Are there any other benefits that can be obtained from using this application?
M1	:	Multitasking, because we don't have to sit in class, listen and take notes, but we can also do other work for those who might be working part time, and so on.
IR	:	Do you have anything to say to the developer of Vmeet UIN Malang? Maybe a suggestion or hope?
M1	:	I think that is enough and the existing features are quite helpful.



## Interview 5 (English)

<b>Subject</b>	:	Male 2
<b>Date</b>	:	March 29 <sup>th</sup> , 2021
<b>Coding Description</b>	:	M2 (Correspondent) IR (Interviewer)

IR	:	How do you think about Vmeet UIN Malang in English class? Is it useful and helpful in the learning process?
M2	:	It is useful, especially there are features that help to chat with other friends in the application. So that students who usually don't dare to speak when class are offline, finally dare to have an opinion when the class is online.
IR	:	Is Vmeet helpful enough to help you do the task?
M2	:	It is quite helpful, because through other applications we cannot access the application for more than 40-50 minutes, while through this application we can be more than that so we can enjoy learning more without worry.
IR	:	What are the most helpful features of Vmeet UIN Malang in learning?
M2	:	Share screen is the most useful and impactful feature during the online distance learning. And microphone to interact with each other via voice.
IR	:	Is the voice feature clear and helpful?
M2	:	Yes, it's quite clear, so I can get intense interaction and direct feedback from the lecturers.
IR	:	In your opinion, can this App help you to improve your learning outcomes?
M2	:	Yes, I think this application can improve my learning compared to just chat via WhatsApp group.
IR	:	Is Vmeet easy to use?
M2	:	It's easy but at the beginning I encountered difficulties where at that time I had a problem with the sound.
IR	:	In the future, will you use this application in online learning?
M2	:	Yes, when compared to using WhatsApp I would choose to use this application because we can listen to explanations from lecturers directly.

IR	:	Are you going to use Vmeet in other opportunities such as outside class activities?
M2	:	Maybe yes, because the features provided by Vmeet is very helpful.
IR	:	Do you feel any discomfort when using this application?
M2	:	I think so far it is quite comfortable and cool, but sometimes there is lagging, causing the share screen to get stuck and cannot be seen clearly by students.
IR	:	Can using this Vmeet help you in terms of time flexibility and cost savings?
M2	:	It was quite helpful, especially because previously there were friends who complained about the meeting using zoom consuming a lot of internet data, while Vmeet was less.
IR	:	how about flexibility of place?
M2	:	Yes, we can discuss with our friends from different provinces or cities without having to meet in particular place.
IR	:	Do you have anything to say to the developer of Vmeet UIN Malang? Maybe a suggestion or hope?
M2	:	Maybe it is more equipped with a recording feature so that we can use this feature to record lessons and use it to review the lessons independently.

## Interview 6 (English)

<b>Subject</b>	:	Male 3
<b>Date</b>	:	April 5 <sup>th</sup> , 2021
<b>Coding Description</b>	:	M3 (Correspondent) IR (Interviewer)

IR	:	How do you think about Vmeet UIN Malang in English class? Is it useful and helpful in the learning process?
M3	:	It is quite helpful, because it only requires a small internet quota so that it can be more low-cost and the network is quite good. But sometimes the disturbance also appears but a little.
IR	:	Is Vmeet helpful enough to help you do the task?
M3	:	It is quite helpful, when there is a group assignment, you can communicate using Vmeet. we are quite helped by this application.
IR	:	Is this application effective?
M3	:	Very effective, especially because of the low internet quota factor, and we as students can discuss with classmates too even in different location.
IR	:	Can this App help you to improve your learning outcomes?
M3	:	slightly increased, because it is the same as other synchronous classes but only has a few different features.
IR	:	Is Vmeet easy to operate? Have you ever encountered difficulties?
M3	:	Easy, but when I first started using it, I had some difficulties with the sound. But after a while I finally got over it.
IR	:	What are the most helpful features of Vmeet UIN Malang in learning?
M3	:	The existence of chat discussions and also share screens which are quite helpful in delivering material or for group presentations.
IR	:	Do you find it easy when using Vmeet in learning?
M3	:	Yes, Ease during the learning process, but for the operation at the beginning it is quite confusing.
IR	:	In the future, will you use Vmeet as a learning tool in the classroom?
M3	:	I am flexible and depend on what lecturers / teachers want to use for learning. But if I can choose, I will indeed choose Vmeet because low of internet quota needed, as I said before.
IR	:	How does it compare in low of internet quota needed with other applications?

M3	:	Yes, yesterday in class when using the zoom meeting application which has similar features for 40-50 minutes, it used up around 400-450-megabytes while with this Vmeet for 120 minutes it only used up about 150-megabytes of data. With advantages like this it would be a shame if not used and utilized in the classroom.
IR	:	What makes this application less used?
M3	:	I don't think it's because of its features but because of the lack of information or promotion to internal and external campus.
IR	:	Do you have any suggestion for that?
M3	:	I hope there is training or at least a video tutorial on how to use Vmeet for students.
IR	:	What benefits can you get from using Vmeet?
M3	:	It is easy to discuss, ask questions or get immediate feedback even though it is hindered by distance. that was the convenience that I got and felt during this learning.
IR	:	Can using this Vmeet help you in terms of time flexibility, place and cost savings?
M3	:	It helps, when we are in the rest area on our way to a place, we can join the class without having to come to class on campus.
IR	:	How is the interaction between lecturers and students when using Vmeet in the classroom?
M3	:	It's quite intense, and students can have their opinion via chat in the chatroom feature. And not only lecturers able to add answers but students are able too.
IR	:	Do you have anything to say to the developer of Vmeet UIN Malang? Maybe a suggestion or hope?
M3	:	The publication of this application should be more massive. so that more people know and access this application both from the public and internally on campus.

## *Appendix IX Letter of Completion of Research*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS HUMANIORA  
Jalan Gajayana 50 Telepon (0341) 551354, 572533 Faksimile 572533 Malang 65144  
Website: <http://humaniora.uin-malang.ac.id>

### **SURAT KETERANGAN**

Nomor: B-863/FHm/KP.01.3/04/2021

Dekan Fakultas Humaniora Universitas Islam Negeri Maulana Malik Ibrahim Malang menerangkan dengan sebenarnya bahwa:

Nama : Anggi Yusuf Mustofa  
NIM : 17180007  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang  
Judul Penelitian : *Students' Perception Toward the Use of Vmeet UIN Malang as an Effective Learning Aid in the EFL Classroom*

benar-benar telah melaksanakan Penelitian di Program Studi Sastra Inggris Fakultas Humaniora Mulai 22 Maret s.d. 15 April 2021.

Demikian surat keterangan ini, agar dipergunakan sebagaimana mestinya.

Malang, 27 April 2021



## Appendix X Thesis Consultation Logbook



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id/](http://fitk.uin-malang.ac.id/) email: [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

### BUKTI KONSULTASI SKRIPSI JURUSAN TADRIS BAHASA INGGRIS

Nama : Anggi Yusuf Mustofa  
NIM : 17180007  
Judul : Students' Perception Toward the Use of Vmeet UIN Malang as an  
Effective Learning Aid in EFL Classroom  
Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd.

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	24-10-2020	konsultasi sistematika penulisan proposal	
2.	13-01-2021	konsultasi bab 1	
3.	22-01-2021	konsultasi pergantian subject penelitian	
4.	28-01-2021	Revisi Bab 1 dan konsultasi bab 3	
5.	31-01-2021	konsultasi bab 2 dan revisi	
6.	26-03-2021	konsultasi bab 1, 2, 3 & finalisasi	
7.	29-05-2021	konsultasi bab 4 & 5	
8.	09-06-2021	konsultasi seluruh draft skripsi	
9.			
10.			

Malang, 09 Juni ..... 2021.

Mengetahui

Ketua Jurusan TBI,

Dr. H. Langgeng Budianto, M.Pd.  
NIP. 197110142003121001



Certificate No. ID08/1219

*Appendix XI Curriculum Vitae***CURRICULUM VITAE**

Nama Lengkap : Anggi Yusuf Mustofa  
 Tempat, tanggal lahir : Mojokerto, 22 April 1999  
 Jenis Kelamin : Laki-laki  
 Agama : Islam  
 Fakultas, Jurusan : FITK, Tadris Bahasa Inggris  
 Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang  
 Alamat Rumah : Jl. Flamboyan, RT. 03 RW. 02  
 Gg.7, Sambiroto, Sooko,  
 Kabupaten Mojokerto, 61361.  
 No. HP/Telepon : 085780448770  
 Alamat E-mail : anggiyusuf22@gmail.com  
 Nama Wali : Hudi Mustofa

**Riwayat Pendidikan**

- |    |                 |                                  |
|----|-----------------|----------------------------------|
| 1. | 2003 – 2005     | TK Islam Walisongo               |
| 2. | 2005 – 2011     | MI Walisongo                     |
| 3. | 2011 – 2014     | SMP Negeri 1 Sooko               |
| 4. | 2014 – 2017     | MA Negeri 2 Mojokerto            |
| 5. | 2017 – Sekarang | UIN Maulana Malik Ibrahim Malang |

Malang, June 7<sup>th</sup>, 2021  
Mahasiswa,

**Anggi Yusuf Mustofa**  
NIM. 17180007