THE EFFECTIVENESS OF INTERACTION BETWEEN TEACHERS AND STUDENTS THROUGH ZOOM MEETING FOR HIGH SCHOOL

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Abstract: *The surge in the Covid-19 virus has forced everyone to minimize gatherings in close proximity, including school children. So, distance learning is held through many applications, for example, the Zoom virtual world meeting application. By utilizing today's technology, it is not impossible to do learning like in school. This study aims to see if the interaction between teachers and students through the Zoom application is as effective as face-to-face learning. This study used a linear method questionnaire with a scale of one to four to collect data. The target population of our research is high school students in grade 10 who carry out teaching and learning activities via Zoom. We will distribute questionnaires to thirty grade 10 students online as a sample for our research. The thirty students will be asked to fill out a questionnaire consisting of sixteen questions on a scale from one to four, depending on their personal experience. This study uses a qualitative type to produce more comprehensive and clearly describes the effectiveness of interactions between teachers and students through Zoom virtual meetings. Based on the results of the questionnaire, the students felt the most relevant to question number 4 which touched the figure of 71.1%. Based on the results of the study, it can be concluded that distance learning using the Zoom media is indeed suitable if it is carried out when the Covid-19 situation is soaring. However, if the situation is starting to be safe as it is now, it is better to study and discuss offline because it is much more effective if teachers and students can interact face-to-face.*

INTRODUCTION

The following studies are related to the title.

First, one-way communication patterns and two-way communication patterns are used between teachers and students during remote learning utilizing the Zoom or Google

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Meet application, according to Zulfikar (2020). The lecture method is used to create a one-way interaction pattern where pupils just listen and appear passive. While the two-way communication pattern makes use of a question and response format that encourages active participation from the students. However, very few students are actually engaged.

Second, Zoom Cloud Meeting is deemed ineffective for micro-teaching according to research from Ramzi, et al. (2021) whose research subject is students. Zoom Cloud Meetings negatively affect students since they frequently report feeling bored, and prolonged screen time is also harmful for the eyes. The findings of this study are almost in agreement with research by Gazali Far-Far (2021), which claims that using Zoom Meetings for distant learning is undoubtedly ineffective. Zoom Meetings are undoubtedly a very relevant tool for aiding learning, especially in light of the Covid-19 viral epidemic crisis.

Third, according to research from Jamila, et al. (2021), there are a number of issues that can arise with distance learning, such as the difficulty for teachers to provide material that students can understand, student independence that cannot be fully implemented, teacher limitations on controlling and assessing students due to students who are less active, students' propensity for getting bored easily, and network issues. But, he continued, all of these issues might be resolved if instructors used their imaginations to design a better online learning environment.

However, Zoom-based online learning has benefits and drawbacks, according to Walni (2020), who made this claim. While learning loss is the adverse effect. According to Andriani, et alresearch's from 2021, there are both positive and bad outcomes. Independence and adaptability in learning are benefits. Due of the ease of contact between teachers and students, the advantages are seen as practical and effective. The disadvantage is that signal issues frequently arise and lower learning quality as a result.

Additionally, online learning provides a way to continue learning during the pandemic, per research by Fitriyani, et al. (2020). Despite the many challenges. The flexibility and ease of use of the Zoom application are its main benefits.

According to Setiono, et al research's (2020), the teacher's approach to online learning involves planning by creating online lesson plans, carrying out learning utilizing voice notes, Zoom Meetings, and Whatsapp groups, and performing learning assessments. To meet the relevant curriculum objectives, the teacher's learning method is carried out through a variety of media. According to Jahrir and Tahrir's research findings, (2020), there are different online learning configurations in the Zoom application, namely by merging different learning configurations like Google Classroom, Kelase, Google Form, etc. As a result, Susilo, et al. (2021) assert that teachers must possess the ability to oversee the online learning process. Even when there isn't face-to-face interaction, teachers can nevertheless carry out the learning process by using digital multi-platform programs.

The topic of this study, which discusses the interaction of teachers and students in distant learning by using the Zoom Meeting application in English topics, distinguishes it from earlier studies. In 2020, when covid first entered Indonesia, our object also refers to grade X high school students who may have finished this year.

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grade X high school students who may have finished this year.

The reason why we chose class X high school students as the object of our research is because the fact that moving from junior high school to high school requires adaptation, while adaptation will be difficult because of the limitations of meeting students face-to-face, and only relying on virtual meetings. That way, we want to examine whether high school students in class X can interact freely with teachers through virtual meetings or not. We also want to research, what kind of communication they will do in this distance learning.

The reason for choosing the Zoom virtual meeting application is because this application has been accelerated during the pandemic, especially among students. With Zoom aplication we can communicate directly with anyone via video. Therefore, it is suitable to be used as a learning medium.

Then, the reason this research focuses on the interaction between teachers and students when learning via Zoom, especially in English subjects, is because one of the methods of learning English is interacting with English which aims to improve students' speaking and listening skills. We saw that there was a gap in communication between teachers and students when they were conducting virtual meetings. Due to certain factors, students will tend to be more passive in interacting with teachers than when conducting face-to-face learning. That's what got us interested in researching interactions as our subject. We want to measure whether the interactions between teachers and students can still be connected even though they are not face to face. And also we want to know if this Zoom media is effective for doing distance learning. And we want to make sure whether the distance learning method is still effectively used today, where schools are now starting to implement face-to-face learning. Based on the explanation above, the formulation of the research problem is to find out whether e-learning is effective in increasing interaction between teachers and students during teaching and learning activities?

LITERATUR REVIEW

Michael Burgoon in Suherman (2020) reveals that the concept of communication is a one-way process that simply illustrates the orientation to the source. Communication as a deliberate action intends to influence the communication to do what the communicator wants.

Ariyanto (2021) states in his book that social penetration theory provides a complete way to describe the development of interpersonal relationships and develop them with individual experiences as a self-disclosure process that promotes relationship.

Walgito (2007) suggests that social interaction is a relationship between one individual and another, one individual can influence another individual or vice versa, so that there is a reciprocal relationship. A relationship can occur between individuals with individuals and individuals with groups or groups.

Soekanto (2002) suggests that social interactions are dynamic social relationships, which include relationships between individuals, between groups of people, as well as between individuals and groups of people.

In his book, Sarwono (2009) writes that social interaction is the relationship between humans and other humans, humans with their groups, and groups with other groups.

According to Broom and Selznic (1993) the notion of social interaction is a process

based on the awareness of the existence of other people and that someone requires a response to the actions of others.

According to H. Bonner (2010) social interaction is a relationship between two or more human individuals. Where the behavior of one individual affects, changes, or improves the behavior of another individual, or vice versa.

METHOD

Researchers will learn whether e-learning through Zoom virtual meetings is successful in interactions between teachers and students through this project. Data for this study were gathered using a linear method questionnaire with a range of one to four. High school students in grade 10 who participate in instruction and learning via Zoom are the study's target audience. As a sample for our research, we will online distribute questionnaires to thirty students in grade 10. The thirty pupils will be required to answer sixteen questions on a scale of one to four, based on their own experiences. This study employs a qualitative research design to create a more thorough study and lucidly explains the success of interactions between instructors and students during Zoom virtual sessions. According to the survey's findings, the students thought that question number 4, which had a response rate of 71.1%, was the most pertinent. It is proves that the interaction between teachers and students through virtual meeting Zoom is less effective than face-to-face interaction.

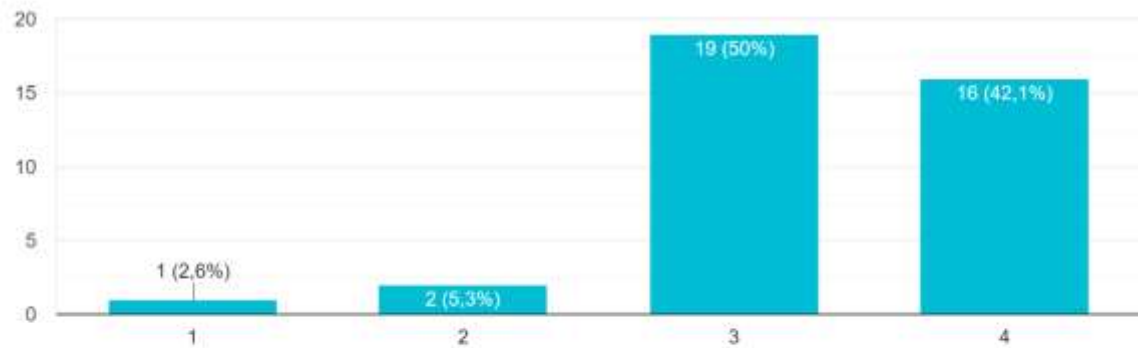## FINDING AND DISCUSSION
A. Finding

This questionnaire uses a linear method with a scale of one to four, with never, rarely, sometimes, and often respectively.

1. Selama kegiatan zoom berlangsung, apakah guru Anda akan meminta Anda untuk me-mute selama beliau menjelaskan?
38 jawaban

Picture 1. The number of Respondents that Asked to Mute During Zoom

2. Apakah Anda dapat menerima materi yang dijelaskan oleh guru Anda selama kegiatan zoom berlangsung?
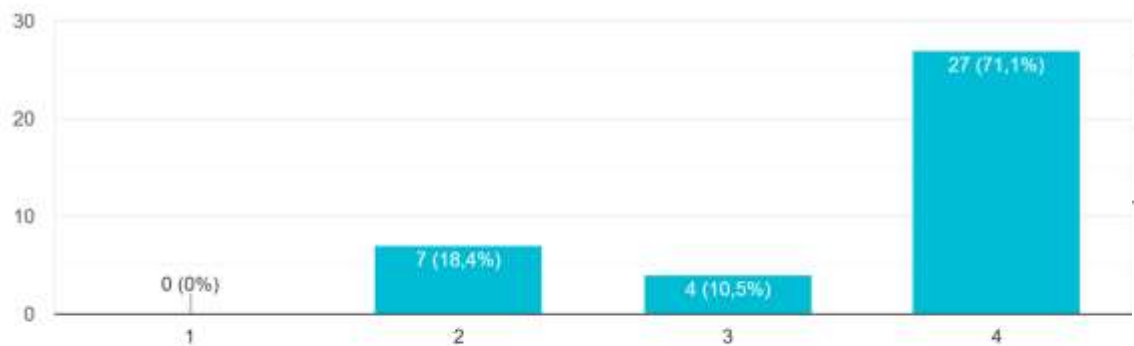
38 jawaban

Picture 2. The number of Respondents Who Can Receive the Material Explained by the Teacher

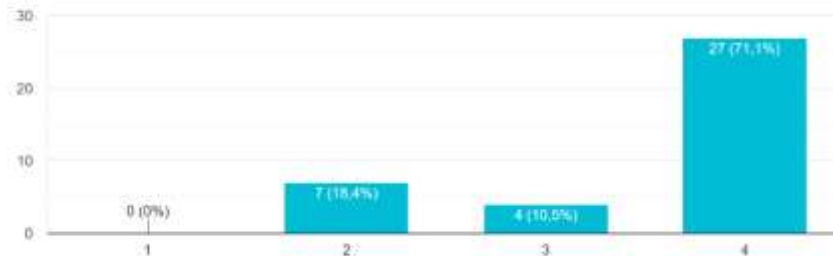3. Apakah artikulasi guru Anda ketika menjelaskan materi dapat didengar dengan jelas?

4. Apakah guru Anda memulai kegiatan zoom secara runtun dimulai dari salam, absensi kehadiran, kemudian baru dilanjut ke materi?
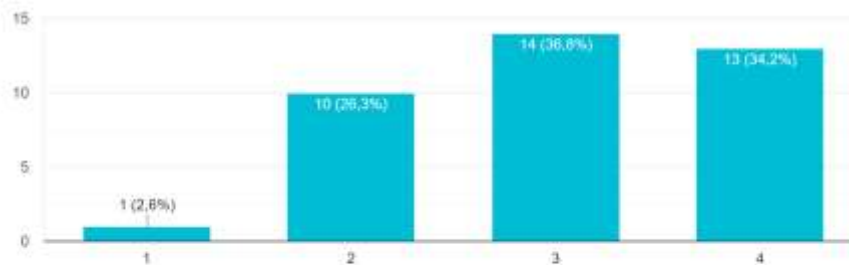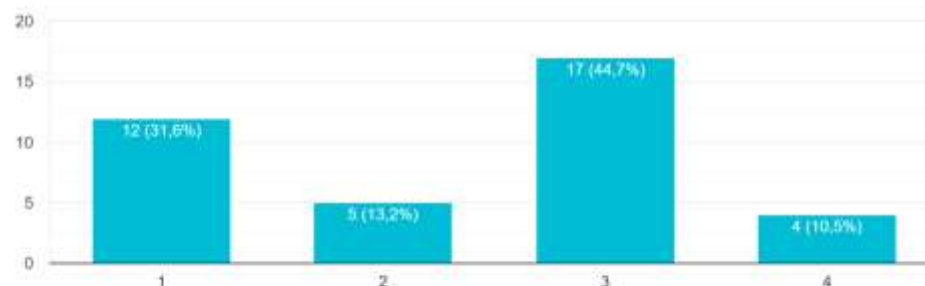
38 jawaban

Picture 3. The number of Respondents Who Sense that Their Teacher's Articulation Is Obvious

4. Apakah guru Anda memulai kegiatan zoom secara runtun dimulai dari salam, absensi kehadiran, kemudian baru dilanjut ke materi?
38 jawaban

Picture 4. The Total of Respondens Whose Started the Zoom Activity in Sequence

5. Apakah ketika menjelaskan materi, guru Anda akan menjelaskan secara runtun dimulai dari penjelasan definisi, contoh, implementasi, dan selanjutnya?
38 jawaban

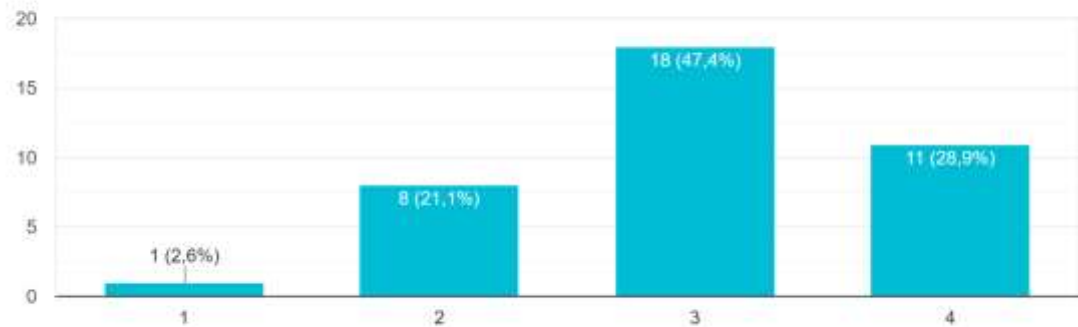**Picture 5. The number of Respondents whose material is explained in sequence**

6. Apakah guru Anda menjelaskan menggunakan bahasa campuran antara beberapa bahasa, contohnya bahasa daerah?
38 jawaban

Picture 6. The number of Respondents Whose Teachers Use Mixed Languages

7. Apakah Anda mengerti arti dari setiap apa yang guru Anda ucapkan?
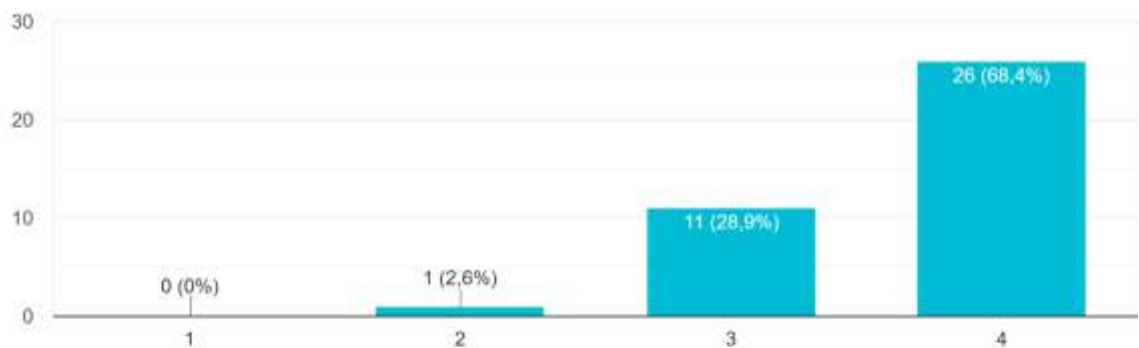38 jawaban

Picture 7. The number of respondents who understand what their teachers are saying

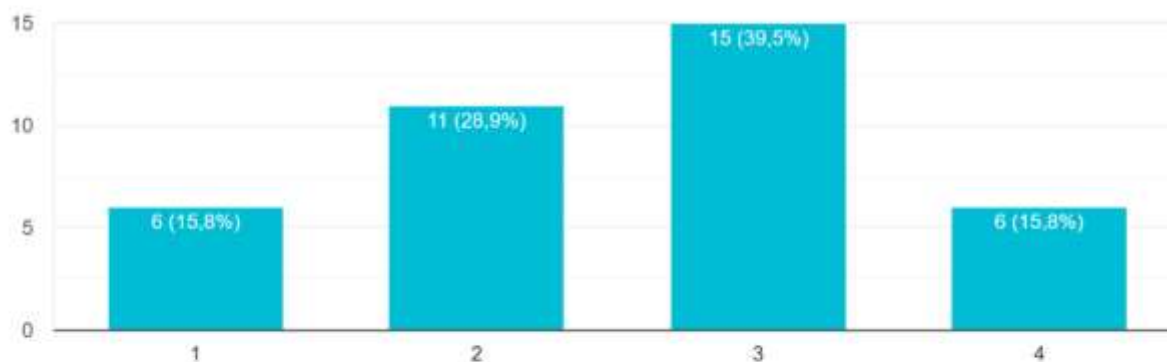8. Apakah guru Anda membuka sesi tanya-jawab atau diskusi?
38 jawaban

Picture 8. The number of respondents whose teacher opened a question - and - answer session

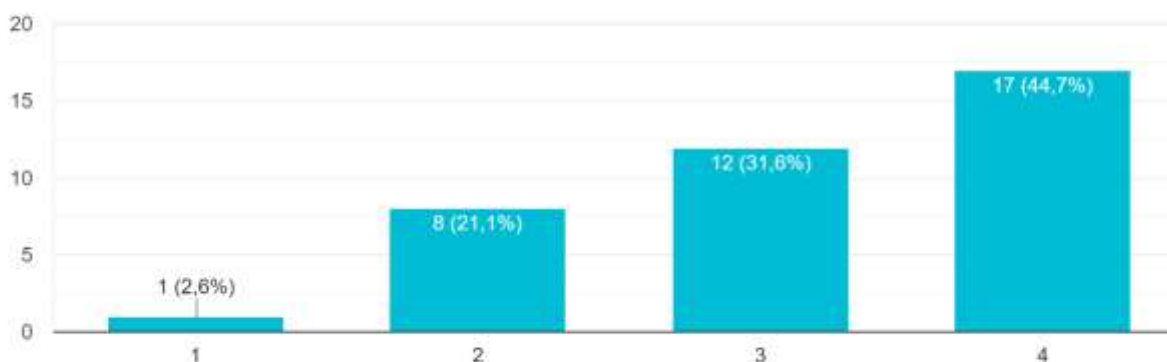9. Apakah Anda mengajukan pertanyaan terkait materi?
38 jawaban

Picture 9. The number of respondents are asking questions

10. Ketika Anda bertanya, apakah guru Anda akan menjawab pertanyaan Anda, kemudian Anda akan langsung merasa puas dengan satu jawaban tersebut?
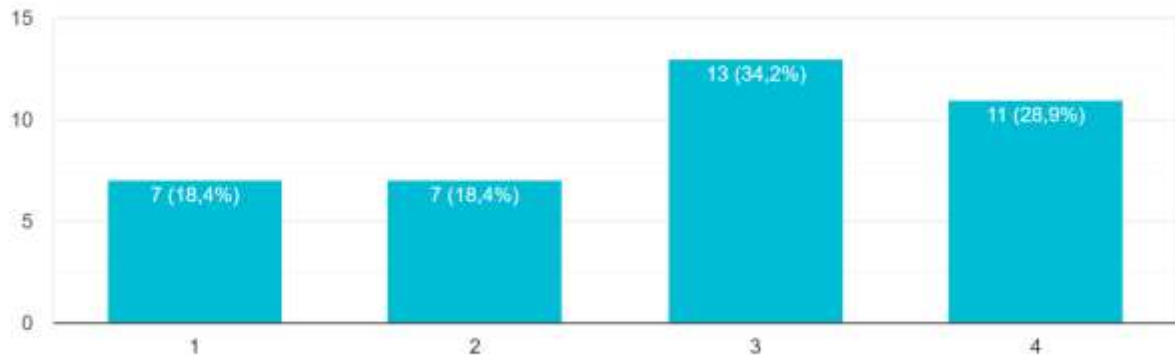38 jawaban

Picture 10. The number of respondents felt satisfied with one answer

11. Apakah Anda pernah sungkan bertanya karena merasa segan terhadap guru Anda?
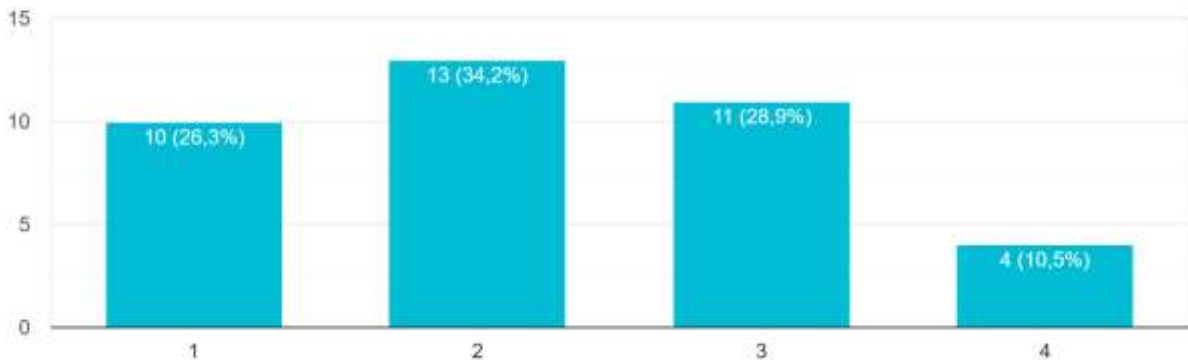38 jawaban

Picture 11. The number of respondents that relucants to asked

12. Ketika jawaban dari guru Anda tidak memuaskan, apakah Anda akan terus merespon hingga Anda mendapatkan jawaban yang diinginkan?
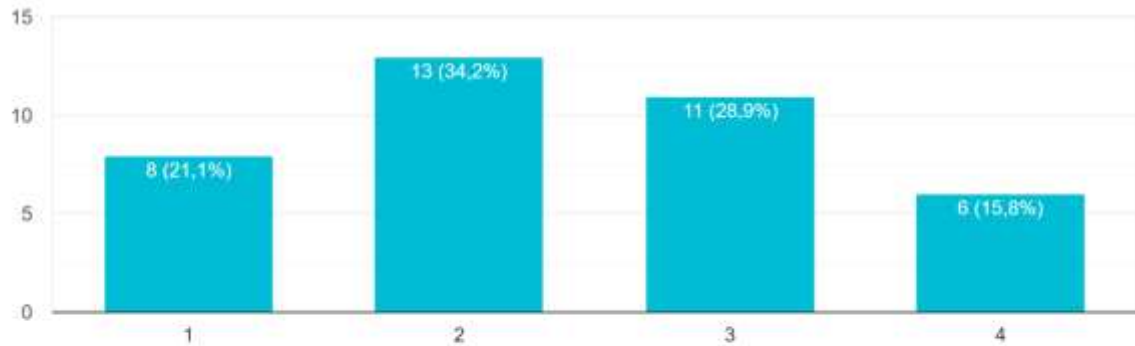38 jawaban

Picture 12. The number of respondents who are not easily satisfied with the answers given

13. Dalam sesi diskusi, ketika Anda mengetahui ada perbedaan antara materi yang disampaikan oleh guru Anda dengan pemikiran Anda, apakah A...embahas hal tersebut hingga Anda merasa puas?
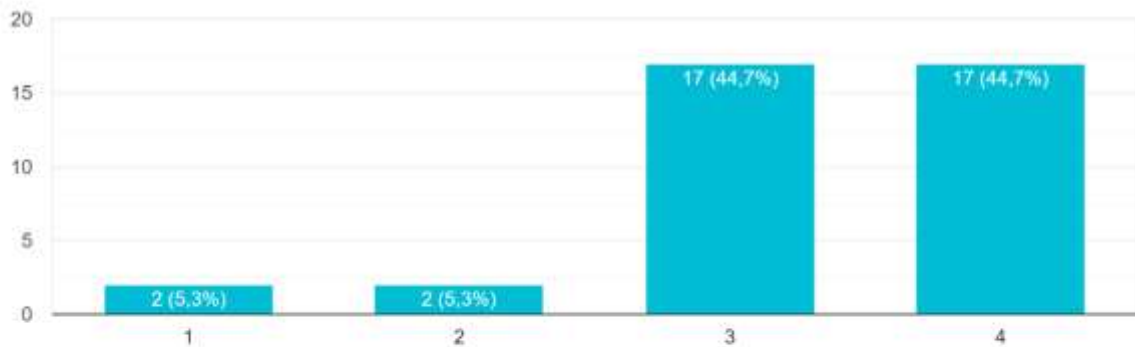38 jawaban

Picture 13. The number of respondents who have discussions to satisfaction

14. Apakah guru Anda pernah mengajukan pertanyaan kepada Anda saat kegiatan zoom berlangsung, kemudian ketika Anda menjawabnya...goreksi ataupun menyempurnakan jawaban Anda?
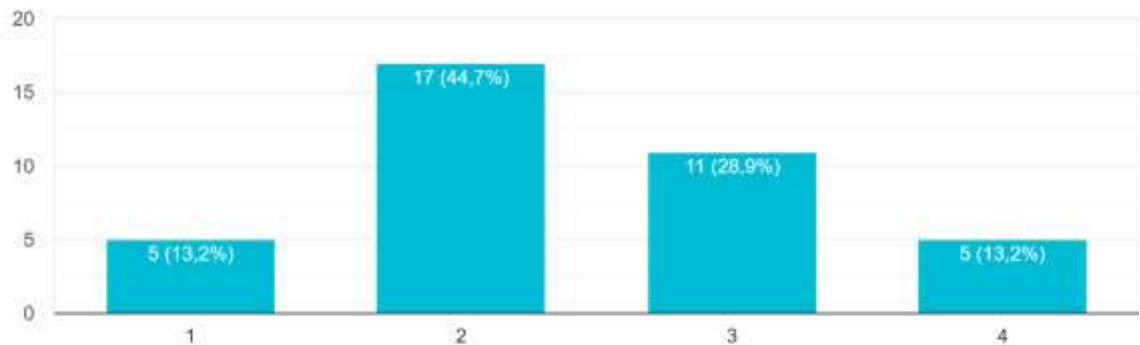38 jawaban

Picture 14. The number of respondents who got the answer corrected

15. Apakah Anda pernah berbeda pendapat ketika sedang berdiskusi dengan guru Anda?
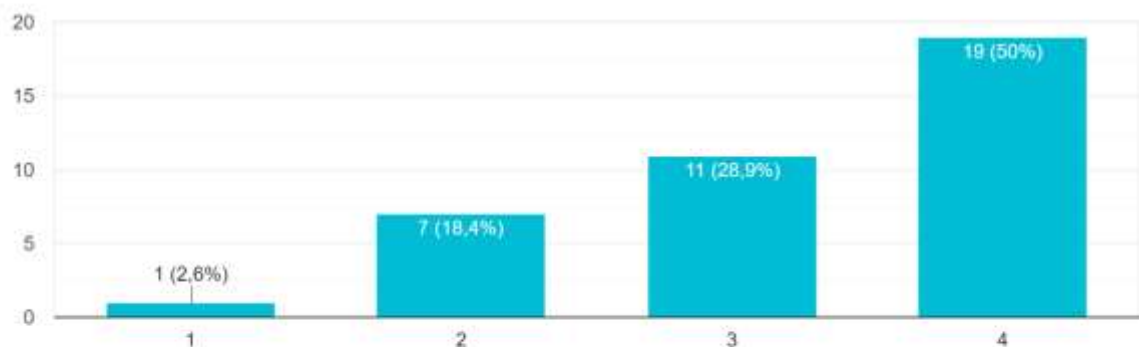38 jawaban

Picture 15. The number of respondents that disagree with their teachers

16. Apakah ketika sedang berdiskusi, ada kendala eksternal yang mengganggu, contohnya koneksi internet atau suara bising dari sekitar?
38 jawaban

Picture 16. The number of respondents that has external noise

B. Discussion

The research for this title is listed below. The interaction between teachers and students in learning through the Zoom meeting media is less effective, especially if it is repeated in the present, where Covid-19 has a vaccine and has started to decline, according to the results of the questionnaires completed by 38 students in grade 10 participating in online learning.

The research for this title is listed below. The interaction between teachers and students in learning through the Zoom meeting media is less effective, especially if it is repeated in the present, where Covid-19 has a vaccine and has started to decline, according to the results of the questionnaires completed by 38 students in grade 10 participating in online learning.

Second, 71.1% of respondents said that the teacher would meet new students before presenting the subject, continuing with the introduction of the material. Only 34.2% of respondents indicated that the teacher will go over each concept in order, beginning with definitions, examples, implementation, and so forth. 44.7% of respondents said that teachers occasionally used mixed languages, such as regional languages, to explain the material. Only 28.9% of respondents indicated they fully comprehended what the teacher had said. Only 42.1% of respondents were able to ask the teacher for clarification during the Zoom exercise as a result.

Third, after presenting the subject, the teacher would typically start a question-and-answer period or a discussion about it. Then, just 15.8% of respondents frequently asked questions during the discussion or question-and-answer period. And typically, after hearing one answer from the teacher, kids are immediately satisfied. Only about 10.5% of respondents indicated that they would keep responding if they didn't get the answer they sought in the event of an unsatisfactory response. Only 15.8% of respondents indicated they would frequently continue to address the issue until they were satisfied if there was a disagreement between teachers and pupils. This demonstrates that interactions between lecturers and students during discussions seem to be waning. Only a few pupils had questions during the conversation, to which the teacher responded and concluded. In fact, when asked if they ever felt uncomfortable about wanting to ask the teacher, 28.9% of respondents said yes.

Based on a brief offline conversation with a grade 10 teacher at SMAN 1 Setu. He believes that online teaching and learning initiatives are less successful. When a result of the fact that a large number of pupils continue to lack the necessary tools and concentration to follow along as the teacher explains the content.

However, the instructor has employed the discovery learning approach, which employs Google Classroom to gather assignments and virtual meeting media to deliver material. So that the material covered in this assignment can be reviewed by the students. The teacher typically uses an approach to pupils by welcoming them or asking how they are to increase the level of interaction. However, he claims that the proportion of pupils actively participating in online learning is only between 40% and 50% that of those participating in offline learning. For instance, only 5 people are active during online learning when 10 people are engaged in offline learning

CONCLUSION

This study employs a qualitative research design to create a more thorough study and lucidly explains the success of interactions between instructors and students during Zoom virtual sessions. According to the survey's findings, it proves that interaction between teachers and students through virtual zoom meetings is less effective than face-to-face learning. This is proven from question number 16 which shows that 50% of students

always experience external disturbances. In question number 7, only 28.9% of students always understand what their teacher says. This is very influential in students' understanding of learning material. In question number 3, there were 52.6% of students who sometimes felt their teacher's articulation was unclear. This can disrupt the process of interaction between students and teachers, so that students tend to choose to be silent.

Acknowledgements

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