STUDENTS' PERCEPTION USING VIDEO CONFERENCING PLATFORM IN LEARNING ENGLISH DURING ONLINE LEARNING

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Abstract: Video conferencing is one of the most common technology platforms for emergency online learning during the Covid-19 outbreak. Therefore, this study investigates students' perceptions of video conferencing for online English learning and video conferencing platforms as a media technology. This study involved 103 students in the second, fourth, and sixth semesters of the English Language Education Program at Universitas Brawijaya in 2021/2022 who used a video conferencing platform to study English online. In this study, a quantitative approach involving survey research was applied. A closed-ended questionnaire was used to collect the data, and descriptive statistics were used to analyze the results. The data were collected using a 19-question divided into two categories: (1) students' perceptions of using video conferencing in learning English during online learning and (2) students' perceptions of video conferencing platforms as a media technology. The findings indicate that video conferencing facilitates English learning during online education, and the solutions can help students improve their English language skills. In addition, the majority of students responded positively to the use of video conferencing during online learning in learning English.

Keyword: online learning, video conferencing, student perception

INTRODUCTION

The World Health Organization (WHO) has declared a state of emergency since the number of confirmed cases of Covid-19 has increased globally in the year of 2020. Therefore, all community activities are affected. To avoid the spread of Covid-19, the government and the people should work together very well. This problem is also challenging for the government to solve because it affects the economy, society, health, and other things. Even though the government has issued a new rule restricting what can be done in each sector, this problem also affects the education system. Also, Covid-19 has made significant changes to the education system, from kindergarten to college. Furthermore, Covid-19 created the most substantial and profound disruption in the history of the education system, affecting over 1.6 billion students in more than 190 countries and continents (De Giusti, 2020).

Numerous outbreaks of the Covid-19 pandemic in Indonesia impacted the education system. The majority of Indonesia's schools and institutions were closed by mid-March 2020. The Minister of Education and Culture of the Republic of Indonesia has urged schools to delay face-to-face learning in terms of online learning beginning on March 17, 2020 (Mendikbud, 2020). During the COVID-19 pandemic, online learning is prevalent in small cities and rural areas of Indonesia. This happens because students can access the available material on the internet. Thus, online learning is an alternative way to learn that can help teachers, and students are not required to go to school if they use online learning (Farhah Jatnika et al., 2021). Meanwhile, a study in Indonesia on students' perceptions of online learning revealed positive perceptions and high motivation, which can be developed for future online learning implementation (Asmah & Idayani, 2022). Therefore, teachers must utilize various tools to support their students' online teaching and learning activities. Additionally, the teacher must use online learning covering four skills when teaching English.

According to Aparicio, Bacau, and Oliveira (2016), online learning can be divided into two categories: learning and technology. Learning is the cognitive process of acquiring knowledge, and technology is the tool that facilitates that learning process. Teachers and students must quickly learn and develop how they teach and learn so they can deal with and adapt to this online learning in an emergency. In practice, research by Cahyani and Cahyono (2012) shows that many teachers in Indonesia still lack the technical abilities necessary to educate effectively and do not use interesting material. Then, Chun's (2016) research suggests that teachers should pay more attention to how technology affects language in their

classes. Also, in the current situation, engaging students' interest during online learning is challenging, but by providing an appropriate learning medium, online learning can be as effective as traditional learning. Teachers must use the proper learning media for online learning activities to keep students interested. The learning medium is critical in directing student behavior throughout learning activities.

It has led to teachers and students being encouraged to transition from traditional classrooms to online classrooms that employ a variety of platforms or online applications. They must immediately change to a new system to deal with the situation. Amin and Sundari's research (2020) shows no differences between teachers and students learning English online. Muawanah et al. (2021) showed how using online platforms to increase teacher-student interaction and communication can improve students' practice of English while increasing teaching and learning. Also, Pratiwi et al. (2021) showed that employing the essential focus to teach English might help students get the best results, even when learning online. Likewise, if English is taught ineffectively, students may feel bored.

Using the platforms has increased the teacher's technology integration in teaching and learning English to reach students and teach them at home. There are many synchronous and asynchronous systems to teach English during online learning. According to Narayan (1976), the synchronous platform, which is commonly supported by media like videoconferencing and chat, has the potential to help students create online learning. Asking and answering real-time questions makes synchronous online learning more interactive and reduces frustration. Teachers and students can respond and ask questions in real time. Students can communicate synchronously through digital platforms such as Zoom Meeting, Google Meet, Google Hangout, and WhatsApp. Students can speak with one another. Even when participants cannot be online simultaneously, asynchronous media such as e-mail and discussion boards support student-teacher interactions (Narayan, 1976). Muawanah et al. (2021) showed how online platforms like WhatsApp, Google Classroom, Google Form, Edmodo, Moodle, and others help students communicate online while online learning. As a result, in this situation, studying English online requires digital interactive learning media, as students can access the material anytime and anywhere. During online learning, students can access materials from their teachers and improve their motivation and interest through using technology as a learning medium. Teachers have access to various learning media available, using video conferencing as one of these alternatives.

Video conferencing effectively allows teachers and students to communicate and makes online learning more accessible. According to the Oxford Dictionary, a video conference is a conference where people talk and see each other virtually. Fatani (2020) claims video conferencing is an asynchronous way to share voice, video, and data between groups. Ramadhani and Machmud's (2021) research cites an article from the Indonesian daily "Kompas" that claims video conferencing can be utilized as an alternate platform to enhance online learning since it allows face-to-face communication in a technologically globalized society. It also happened in Vietnam and employed video conferencing technologies like Zoom, Google Meet, Microsoft Teams, and Skype during online learning (Thanh Khuong et al., 2021). Al-samarraie (2019) showed that teachers and students accept video conferencing as a learning tool that helps students and teachers or students and peers communicate effectively when face-to-face interactions are impossible. However, teachers must be trained and guided to use these platforms effectively in the classroom. In addition, the teacher is responsible for developing a learning system and assisting students with their studies through video conferencing.

According to Alqahtani and Rajkhan (2020), implementing an advanced technological material removal system has both advantages and disadvantages. Therefore, educational institutions must comprehend what encourages teachers and students to focus on and utilize online learning. Farhah Jatnika et al. (2021) said that, despite these problems, online learning has many benefits that teachers should be aware of, such as the availability of teaching resources, the flexibility of time and place, the cost, and the various methods that students learn. Meanwhile, students with slow Internet connections and unsupported devices face difficulties with online learning (Muawanah et al., 2021). In addition, adapting to the new system can facilitate the transition to an online learning system. Since the COVID-19 pandemic has disrupted global education, online learning is essential. Video conferencing can support students and teachers during online learning, even though it cannot solve all problems. Moreover, because it can be accessed simultaneously through a connected Internet network, online learning through

video conferencing helps students and teachers to communicate simultaneously. This method can create a system that encourages students to participate in online learning.

Students have thoughts and perceptions about online learning based on the mentioned issues. According to Rakhmat (1999), perception is the experience of things, events, or relationships formed through inference and interpretation of messages. Lestarir and Fatoni (2022) stated that perception is experiencing an event, object, or time by receiving and processing information. Teachers and students have differing opinions on this new educational and video conferencing system (Farhah Jatnika et al., 2021). Perception is essential to lecturer and student learning motivation, especially in video conferencing applications for teaching and learning. By finding students' perceptions, teachers may understand better their students' learning needs, evaluate the effectiveness of the teaching and learning process, and evaluate the effectiveness of their teaching methods.

A number of research has been conducted on video conferencing as a platform. They differ in the variables, situations, and instruments. However, Amin and Sundari (2020) investigated the preferences of EFL students regarding the digital platform used for emergency remote learning. The results revealed that digital platforms such as Cisco WebEx obtained the highest score for authenticity. It suggests that the student participants felt Cisco WebEx assisted them in understanding the use of spoken language for communication. Further, Farhah Jatnika et (2021) examined students' attitudes about video call applications in English classes during emergency remote learning: video conference, learning management systems, and messaging application. As a result, most students believe that using video conferencing equipment has improved their attitudes toward their educational experiences. Even if a synchronous online learning environment mediates the delivery, they remain mindful of engaging in direct learning activities. Candarli and Yuksel (2012) also examined students' perceptions of video conferencing in higher education classrooms. As a result, the majority of students perceive videoconferencing positively.

However, their opinions of the videoconferencing session slightly changed due to technical issues and the content. They suggest that students' perceptions might be better if video conferencing sessions are held regularly and they are familiar with the system earlier. In this study, the researchers explore how video conferencing systems are utilized in general instead of for specific applications, as in previous research. Since the research conditions are too different, the Candarli and Yuksel (2012) study is the only one with a normal situation. In this current study, on the other hand, the researchers had to do research because of an emergency that turned Covid-19 into an online learning platform. In the end, every participant uses the platform to learn online. So, they have to use it all of the time. Furthermore, open-ended questionnaires were used as research instruments in the Amin and Sundari (2020) and Candarli and Yuksel (2012) studies. Then, Farhah Jatnika et (2021) used questionnaires and interviews in their research. In addition, no interviews were conducted for this study; a questionnaire was used.

The English language education program at Universitas Brawijaya additionally utilizes synchronous communication using video conference platforms such as Zoom Meeting, Google Meet, and Whatsapp video calls for teaching and learning. Another critical factor affecting how online teaching and learning works is how students perceive it. Since face-to-face learning has been replaced by online learning, students have thoughts and perceptions of online learning. Considering this situation, the researcher is curious to discover students' perceptions of using video conferencing platforms in learning English during online learning and students' perception of video conferencing as a media technology.

METHOD

Research Design

In this study, the researcher applied a quantitative method. The quantitative method can be interpreted as a research method based on positivism used to study a population or specific sample (Sugiyono, 2013). According to Wisler (2009), quantitative approaches include collecting, analyzing, interpreting, and writing survey results. This type of research is quantitative, while the method surveys. Further, survey designs characterize a population's attitudes, opinions, behaviors, and features (Creswell, 2012). This study aims to describe students' perceptions of using video conferencing in learning English online. A

survey method is suitable for this research since it uses numeric data to determine students's impressions of using video conferencing platforms to learn English online. It can generate perceived differences in each student's responses. Furthermore, the survey design is cross-sectional because the data is collected at one point.

A descriptive research framework based on a survey was chosen to answer the question and complete the purpose of the research. After analyzing the data, the researcher uses descriptive analysis because it presents data systematically, facts, and accurately regarding students' perceptions of using video conferencing in learning English during online learning. As defined by Abdullah (2015), a descriptive design is a research design organized to provide a systematic description of scientific information originating from the subject or object of research. The researcher followed the research procedures stated by Creswell (2012) for conducting the study. There were a total of eight steps: (1) Determine the study design, (2) Determine the research question, (3) Determine the population, (4) Determine the data collection technique, (5) Create an instrument, (6) Administer the instrument, (7) Analyze the data, and (8) Write the report.

Participants

The population of this study was around 386, consisting of the second, fourth, and sixth semesters of the English Language Education Program at Universitas Brawijaya in the academic year 2021-2022. The sample for this study was chosen using simple random sampling. Simple random sampling was chosen because every individual in the population has an equal probability of being selected as a sample (Acharya et al., 2013). The participants were chosen because they used a video conferencing platform for online learning. A total of 103 data samples were collected for this study's participants. According to Sugiyono (2013), Roscoe's book Research Methods For Business (1982) contains recommendations for sample sizes in research, one of which is that the possible sample size for the study ranges from 30 to 500.

Instruments

The data collection instrument in this study was a questionnaire with questions to which participants responded. According to Sugiyono (2013), a questionnaire is a data collection technique that gives respondents questions or written statements to answer. A questionnaire with closed-ended questions was used to collect data. The questionnaire was adapted from (Cakrawati (2017), Kinasih (2021), and Sari et al. (2020)). In addition, the survey was distributed through Google Forms. The questionnaire contains 19 closed-ended questions divided into two dimensions. The first dimension is students' perceptions of video conferencing in learning English during online learning (items number 1-10), while the second is students' perceptions of video conferencing as a media technology (items number 11-20).

Data Collection

The measurement scale used is the Likert scale. The scores for 19 items were calculated using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument test used in research determines instrument validity and reliability. According to Sugiyono (2013), the questionnaire instrument must be tested for validity and reliability before being distributed to respondents to collect valid and reliable research data. Further, Md Ghazali (2016) examined whether all studies should be piloted before actual studies, which can be accomplished through a pilot study. The researchers utilized SPSS version 25.0 and Microsoft Excel 2016 for the pilot study and data analysis. This pilot study involved 30 students from the eighth semester of English education at Universitas Brawijaya in the academic years 2021-2022 who used a video conferencing platform for online learning. Cronbach's alpha value was used to determine the reliability of each framework. In this study, Cronbach's Alpha value was determined to be 0.922. Many researchers have found that Cronbach's alpha is more than 0.7, which is considered reliable (Jasti & Kodali, 2016). The results of this pilot study show that 19 of the 20 items are reliable and valid.

Data Analysis

After data collection, researchers calculated questionnaire results utilizing SPSS version 25 and Microsoft Excel 2016. Descriptive statistics were employed to analyze the data. Descriptive statistical analysis will be conducted on the questionnaire results, including frequencies, percentages, and averages for the response criteria. Then, the researcher applied the percentage technique to calculate the data. In this study, data are calculated using the percentage statistic formula:

$$P = \frac{F}{n} \; x \; 100$$

P = the percentage of the result

f = the percentage of questions answered correctly
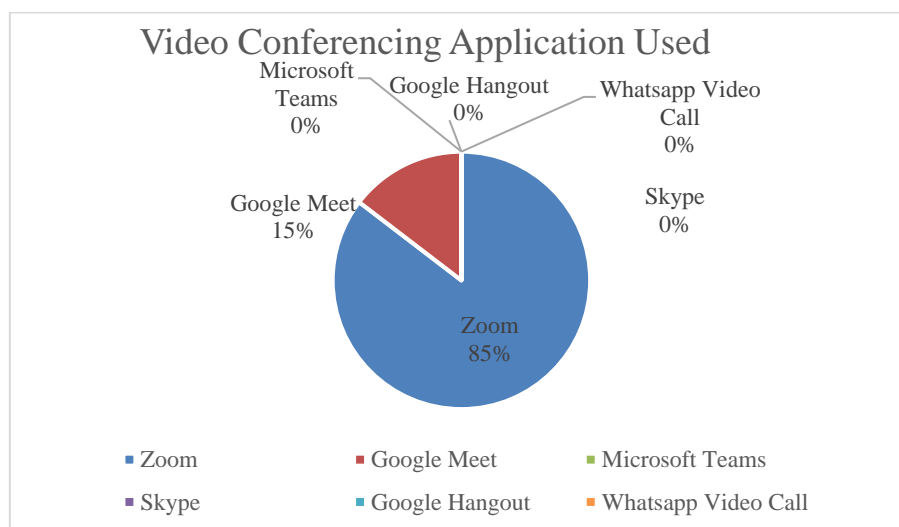
n = total number of specimens

According to Icha's research (2021), the principle for categorizing the percentage of respondents' answer scores is taken from (Arikunto, 2010).

No	Score Percentage	Criteria
1	>20 %	Very Low
2	21 % - 40 %	Low
3	41 % - 60 %	Enough
4	61 % - 80 %	Good
5	81 % - 100%	Very Good

RESULTS AND DISCUSSION

Results

This section presents the findings of students' perceptions of using video conferencing platforms to learn English during online learning and the conclusions from the findings collected to solve study problems. In order to determine the description and percentage, the student's responses to the questionnaire's questions were calculated in a table. There are 19 questions in the questionnaire form for students' perception of using video conferencing in learning English during online learning and students' perception of video conferencing platforms as a media technology. The diagram below presents the percentage of two dimensions, each with a different frequency. The following is a description of the student's perception of using video conferencing in learning English during online learning, and student's perception of video conferencing platforms as a media technology are as follow:

Questionnaire Result of Video Conferencing Application Used

1. *Figure 1 The percentage of video conferencing applications used*

The percentage of all video conferencing applications used for English language instruction online is shown in the diagram above. Zoom received the highest usage rate of 85.4 %, and Google Meet was number two, with a usage rate of 14.6 %. The students did not choose Microsoft Teams, Skype, Google Hangouts, or WhatsApp video calls.

Questionnaire result of dimensions

Dimension	Mean	Percentage	Criteria
Students' perception of video conferencing in learning English during online learning	37	75%	GOOD
Students' perception of video conferencing as a media technology	34,9	77,5%	GOOD

2. *Figure 2 The result of dimensions*

The table above explains the total percentage of students' perceptions of using video conferencing in learning English during online learning and students' perception of video conferencing platforms as a media technology. The percentage was calculated by taking the average of each process chosen by the students. After data analysis, the total percentage mentioned above would become more evident. The table above divided five categories into specific descriptions for each frequency: strongly agree, agree, neutral, disagree, and strongly disagree. According to the percentages in the table, which represent how students' perception of using video conferencing in learning English during online learning and students' perception of video conferencing platforms as a media technology was a good category, there was a positive perception among students. The detailed result will be presented one by one based on the dimensions listed below.

Students' perception of using video conferencing in learning English during online learning

The perception of using video conferencing to learn English during the online learning dimension consists of ten items measuring students' perceptions. The table below presents the results of a questionnaire regarding the students' perception of using video conferencing in learning English during online learning:

Item's indicator	Statement Criteria	P	Criteria

	SD	D	N	A	SA		
Learning English through video conferencing is the best choice during online learning.	1	3	18	36	45	83%	Very Good
I enjoy the process of learning English through video conferencing platforms during online learning.	2	3	23	42	33	80%	Good
I am more interactive in the English learning process through video conferencing during online learning.	3	8	41	30	21	71%	Good
I think video conferencing platforms help the English learning process goes smoothly.	2	7	30	41	23	75%	Good
I had no difficulties while communicating with my lecturer during video conferencing.	3	24	38	20	18	65%	Good
I think video conferencing platforms support me to improve my English skills.	1	9	30	43	20	74%	Good
Video conferencing platforms help me to understand the teaching materials during online learning.	1	5	24	41	32	79%	Good
Activity through video conferencing platforms motivates me to learn English.	3	11	36	27	26	72%	Good
English learning processes on video conferencing are flexible because they are not time-consuming.	3	15	25	25	35	74%	Good
I can learn effectively through video conferencing since there is a good interaction between students and teachers.	6	8	26	34	29	74%	Good

3. *Figure 3 Students' perception of using video conferencing in learning English during online learning*

The results of 10 statements about students' perceptions of using video conferencing for learning English during online learning are shown in Figure 3. The percentage result for the first statement is 83%, indicating that most students agree that video conferencing is the most effective method for learning English during online learning. The percentage result for the second statement is 80%, indicating that most students agree that using video conferencing for English learning during online learning is enjoyable for students. The percentage result for the third statement is 71%, indicating that most students agree that video conferencing improves the interactivity of English learning during online learning. The percentage result for the fourth statement is 75%, implying that students agree and can learn English quickly while enrolled in online learning. The percentage result for the fifth statement is 65%, which means that most students agree that communicating with lecturers, such as through video conferencing, is not difficult.

Additionally, the percentage result for the sixth statement is 74%, indicating that most students agree that video conferencing platforms can help them improve their English-language skills. The percentage result for the seventh statement is 79%, indicating that most students agree that students who participate in video conferences understand online learning materials better. The percentage result for the eighth statement is 72%, indicating that most students believe using video conferencing platforms motivates them to learn English. The percentage result for the ninth statement is 74%, indicating that video conferencing is a flexible way to learn English because it takes little time. The percentage result for the tenth statement is 74%, and most students agree that learning English through video conferences is effective because there is good interaction between students and teachers.

Thus, the data on students' perception of using video conferencing in learning English during online learning revealed that most students positively perceive implementing online learning using video conferencing. In other words, students consider using video conferencing in English learning when pandemic conditions require online learning. Additionally, it is crucial to know their perceptions about the platform described below.

Student's perception of video conferencing platforms as a media technology

The table below presents a questionnaire's results regarding the perception of video conferencing as a media technology.

Item's indicator	Statement Criteria					P	Criteria
	SD	D	N	A	SA		
Video conferencing platforms have clear audio systems.	-	6	28	42	27	77%	Good
Video conferencing platforms have good visual systems.	-	7	34	38	24	75%	Good
Video conferencing is a practical platform during online learning.	-	-	15	47	41	85%	Very Good
I will recommend applying the video conferencing platform as a learning tool used during online learning.	-	1	12	37	53	88%	Very Good
Video conferencing is an economical and affordable platform.	1	7	25	37	33	78%	Good
Video conferencing platforms make me get feedback from my lecturer immediately.	2	7	22	36	36	79%	Good
I don't face problems and barriers to access video conferencing.	11	31	29	18	14	59%	Enough
I can make presentations well when using video conferencing.	-	7	21	45	30	79%	Good
I feel that my lecturers are enthusiastic and give clear explanations while teaching through video conferencing platforms.	1	7	24	43	28	77%	Good

4. *Figure 4 Student's perception of video conferencing platforms as a media technology*

According to figure 4, the percentage result for the eleventh statement is 77%, indicating that most students agree that the audio systems used in video conferencing platforms are clear. The percentage result for the twelfth statement is 75%, indicating that most students believe video conferencing platforms have good visual systems. The percentage result for the thirteenth statement is 85%, indicating that most students believe video conferencing is a valuable platform. The percentage result for the fourteenth statement is 88%, indicating that most students agree and will recommend using the video conferencing platform as a teaching tool. The percentage result for the fifteenth statement is 78%, indicating that most students believe video conferencing is practical and affordable.

Next, the percentage result for the sixteenth statement is 79%, indicating that most students believe the lecturer will respond to the video conference immediately. The percentage result for the seventeenth statement is 59%, indicating that most students neither agree nor disagree that problems or barriers prevent them from using video conferencing. The percentage result for the eighteenth statement is 79%, indicating that most students believe they can effectively deliver presentations using video conferencing. The percentage result for the nineteenth statement is 77%, indicating that most students agree with the statement, demonstrating that lecturers using video conferencing platforms are enthusiastic and provide clear explanations.

Figure 4 shows how positively students perceive video conferencing platforms as a media technology. Most students concur that video conferencing is the best learning device available now since it enables them to manage their studies more effectively and efficiently using their phones, laptops, and other supporting devices. Furthermore, they can communicate more quickly with their teacher and friends because they can use video conferencing anywhere and anytime. The study's findings also show that the features and quality of video conferencing can be used as learning support, particularly in English learning.

Discussion

This study investigates students' perceptions of video conferencing for online English learning and video conferencing platforms as a media technology. The student's perceptions and challenges showed various responses toward video conferencing as a platform. The study's first finding revealed that most students have a positive attitude toward learning using video conferencing in learning English during online learning. This is certain because the video conferencing solution is the best option for enjoying the learning process. Video conferencing, like in a previous study by Amin & Sundari (2020), facilitates the improvement of communication skills in the target language. As a technology platform, video conferencing makes communication and interaction between students and teachers enjoyable, and the learning process goes smoothly. Also, the results were compared to a previous study by Amin & Sundari (2020), which found that students were satisfied with teaching presence through video conferencing platforms because those who helped them learn to communicate in the actual language.

The results revealed that video conferencing makes online learning better for students by helping them learn English and allowing them to communicate with each other in class while they are learning online. Farhah Jatnika et al. (2021) also showed that learners could understand the goals and objectives of the learning, which can help motivate students to learn by using video conferencing. In the same way, most students positively perceive video conferencing platforms and believe they have become more involved in learning activities. Students are more motivated to learn English when video conferencing platforms are used in the classroom and when they are learning English online. Farhah Jatnika et al. (2021) have shown that video conferencing has advantages over synchronous types in which teachers and students communicate simultaneously or in real-time. Based on the results, the students were very interested in video conferencing as a way to learn. They were excited about the learning process because of its affordability and the flexibility to study whenever it is most comfortable.

The study's second finding explains students' perceptions of video conferencing as a media technology, as shown in Figure 4. Based on media technologies like the app's access, features, etc. The results show that video conferencing helps students learn online. EFL students' perceptions and challenges of video

conferencing as a platform revealed various responses. The survey results show that video conferencing was enjoyed, which is in line with other studies (Amin & Sundari, 2020). Candarli & Yuksel (2012) discovered a similar finding, suggesting that students have predominantly positive opinions toward video conferencing; if video conferencing were regularly scheduled, students' perceptions might become more positive than negative. Furthermore, video conferencing has evolved into the most effective means for teachers to teach English to students.

Most students found that video conferencing has clear audio and good visual systems, which is in line with other studies (Amin & Sundari, 2020). Furthermore, video conferencing provides an enjoyable and practical online learning platform, similar to the previous study (Candarli & Yuksel, 2012). Moreover, most students discovered that video conferencing is affordable and facilitates immediate feedback from the lecturer. According to the previous study, video conferencing as a media platform for learning English has numerous advantages, including accessibility, the flexibility of time and place, affordability, and a diversity of learning styles (Farhah Jatnika et al., 2021). The results show that video conferencing helps students learn more online because it makes them more interested and helps them make better presentations. Candarli & Yuksel (2012) agree that it will be a good way for students and teachers to learn in the future.

The result of students' perceptions of video conferencing as a medium answered the questionnaire with positive and negative attitudes to explain video conferencing. Most students thought video conferencing was simple to use and easy to access. It can be inferred that most students believe they can understand the features of video conferencing and have no difficulties when utilizing it to learn. Farhah Jatnika et al. (2021) suggested that using video conferencing to teach online could help teachers use technology to enhance education. Some individuals find it difficult to use video conferencing in teaching and learning, and some issues may arise. Many things make it hard to use video conferencing.

According to the researcher, the internet connection and technology system was the teacher and students' problems. This is similar to Candarli and Yuksel's (2012) research finding, which discovered that video conferencing techniques are difficult to acquire but have seen benefits despite preparing beforehand. Participants in the survey also had difficulties with video conferencing. In this case, the researcher can explain why students should use video conferencing by pointing to a study by Candarli and Yuksel (2012) regarding normal situations. Regarding the pandemic, students participated in a video conference for this study. So, they had no choice but to take classes online. As a result, the study findings differ. Consequently, technology must transmit learning messages, establish communication links, enhance learning experiences, and facilitate access to learning information. Furthermore, the current circumstance may inspire teachers to include technologies such as video conferencing into their learning system during online learning. Additionally, most students support video conferencing due to its good perceptions and influence.

However, due to the small sample size, the study's findings cannot be generalized to all students in the English Education Program at Universitas Brawijaya. It would provide additional insight into the benefits of video conferencing, which can be recommended in future classes in education by developing learning as technology advances in the technological era.

CONCLUSIONS

Based on the findings of students' perceptions of video conferencing as a platform during online learning, it is clear that there are two different attitudes conveyed: students' perceptions of using video conferencing in learning English during online learning and of video conferencing as a media. Students' perceptions of video conferencing platforms differed, as evidenced by the average score for each statement. Video conferencing is a valuable platform with interactive elements that can assist students in learning. The result demonstrates this with an average score of 75%, indicating that students benefit from video conferencing during online learning. Video conferencing can also be used as a platform for online learning by teachers.

Students perceived video conferencing as an exciting platform, which is a favorable attitude. When lecturers teach or present material using video conferencing platforms, video conferencing features such as audio and visual systems provide enthusiastic listening explanations to students. This is supported by

the survey results, which show an average score of 77.5% on perceptions of video conferencing, indicating a favorable response. Another reason they have a positive attitude toward video conferencing is that, while it is not a face-to-face learning method, students believe it is the most efficient and participatory online learning method. As a result, these platforms can help students improve their English skills. Aside from that, video conferencing is simple to use and helps students learn about media technologies. However, there are still barriers to completely integrating video conferences as a platform. One of the problems is technological difficulties with accessing video conferences through the internet. Despite this, most students respond positively to video conferencing as a learning media platform.

Based on the fact above, it is highly recommended that further research into teachers' perceptions and preferences toward video conferencing systems be conducted. Furthermore, multiple data collection instruments will demonstrate a more comprehensive comprehension of this topic. Based on the findings, the study would like to suggest several suggestions for future research, such as a more in-depth investigation of this topic. Since only a questionnaire was used in this study, the researcher wants to suggest modifying the data collection for the following research. In addition, given that the policy of online learning will continue at the university level in Indonesia, future research should investigate the effectiveness of each digital platform in learning specific English language skills.

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