

EXPLORING EFL STUDENTS' PERCEPTION ON CLOUDX ONLINE LEARNING MEDIA OF ELEVENTH GRADE AT SMK NEGERI 1 TANJUNG SELOR

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ABSTRACT

This study aims to describe the perception of EFL students towards the online learning media CloudX class XI at SMK Negeri 1 Tanjung Selor. This study uses a quantitative descriptive approach. Samples were taken as many as 70 respondents from class XI SMK Negeri 1 Tanjung Selor. Data collection techniques are using questionnaires and interview guidelines. The results of the questionnaire were analyzed using descriptive statistical analysis and interview results as supporting information. The results of this study indicate that EFL students provide perceptions of CloudX online learning media from the positive and negative sides. On the positive side, students are helped to take distance learning at home through virtual meetings using the CloudX application. In addition, there are several features such as audio, video, chat rooms, and share screens to support students and teachers in discussing and communicating in the online learning process. Therefore, students can easily understand the learning topic because the teacher can share and explain the material at the same time. Furthermore, the CloudX app also provides a positive experience with students. For example, students can know how to use technology (eg CloudX). However, EFL students also gave negative perceptions of online learning through CloudX. Based on the results of the study, sometimes online learning through CloudX is not effective because there are several obstacles such as students not having a good internet connection and not all students having adequate facilities (such as smartphones or laptops) as supporting devices to attend virtual meetings through CloudX. On the other hand, most students prefer to share and discuss ideas with peers and colleagues, responding to online discussions in traditional face-to-face classes as in normal situations before distance education was implemented.

Keywords: *EFL, students' perception, CloudX, online learning, descriptive quantitative.*

INTRODUCTION

In Indonesia, teaching and learning English for students is known as a foreign language that became a mandatory subject in higher education. Moreover, EFL students only learn English within the classroom or school setting not compulsory for daily communication. However, since Corona Virus (COVID-19) spread in Indonesia, all of the activities take place from home including school activities. In addition, the government released a significant regulation to anticipate the spread of the COVID-19. The regulations included social and physical distancing that had several roles that must be followed by people such as stay at home, Work From Home (WFH), and Study From Home (SFH). Furthermore, The Minister of

Education and Culture of the Republic of Indonesia also defines a policy contained in Circular Number 4 of 2020 on Emergency Education Policies Implementation during COVID-19. This policy lead students to start from early childhood until higher education to conduct distance learning. Therefore, almost all face-to-face classes switched to online learning.

Hence, the educational institution has been determined platforms as a tool to support the online learning that offered two models, there is a synchronous and asynchronous model. The synchronous model means held the online learning in a realtime or directly whereas the asynchronous model means conducting the online learning indirectly so that teachers and students can access the online learning anytime and anywhere. Furthermore, teachers must be innovative during faced with the pandemic situation. (Rasmitadila, et al., 2020) stated that teachers as a spearhead of online learning implementation must be able to control all components of teaching. These include teaching strategies, online learning platforms, psychological and social influences that have a major effect on the motivation of teachers while teaching.

Nevertheless, the transition of face-to-face class into online learning got some obstacles. The variety of issues in educational system problems included the provision of school infrastructures such as the internet connection especially in villages, support hardware, and expensive packages (Bakalar, 2018). Moreover, the government has been released a policy that school operating funds allocated to purchase data packages, but students still could not completely get the benefit during conducted online learning.

In this case, SMK Negeri 1 Tanjung Selor is chosen as one of the online applications to conduct online learning during pandemic COVID-19. Based on school policy students and teachers used the CloudX video conference application because the school has cooperated with Telkomsel and this application also good (low bandwidth) internet connection rather than other video conference applications. However, a range of problems is found in the online learning process carried out by this application, especially in English subjects. The English teacher 2020 reported that there were some obstacles while conducted the online learning via CloudX such as the lack of students participants like from around 26-35 students in each class only 5-13 students joined online learning. Other problems like less responsibility to submit the task, students' participation, and internet connection. The researcher also observed the situation of online learning by teaching used CloudX and got the same problems. In reality, students faced problems in learning English. For instance, students' comprehension in learning subjects. English as a Foreign Language (EFL) in Indonesia as well as an international language is an important subject that has to learn by students.

As an information, English as a Foreign Language (EFL) is related to teaching English to students whose has a first language, not English. Based on (Iwai, 2011) EFL is used to learn English in non-native English of speaking country and thus are referred to as English as a foreign language. Further, EFL is the first foreign language probably learned in many other schools, and in that sense, English has become a model of international communication and a medium for the implementation of multicultural skills (Anastassiou & Andreou, 2020).

Moreover, perception is cognitively apprehensible as cognitive states like belief, interests, and probably other states which have a cause and effect on perceptual processing in such a way that they end up determining subjects' perceptual experiences and contents (Zeimbekis, 2015). According to (Qiyong, 2017) the perception process consists of three stages. There are selection, organization, and interpretation as follows :

1. Selection

In this stage, the environmental stimuli changed into meaningful experiences. Additionally, in daily life, a large of variety information can be experienced at a blinked moment.

2. Organization

After selected information from the outside, it is organized in several ways by finding out certain meaningful patterns. The stage of organization is achieved by place things or individuals into categories, therefore some researchers call it categorization. Moreover, at this stage of perception, the social and physical events or objects we experience will automatically have form, color, texture, scale, etc.

3. Interpretation

Interpretation refers to the process of add meaning to the chosen stimuli. Once the chosen stimuli have been classified into structured and stable patterns, the attempt to make sense of these patterns by attached meaning to them. But different people may offer different interpretations of the same stimulus.

Futrhermore, (Stern, 2018) stated that online learning was the newest and most common form of distance learning today. It is also referred to as e-learning in the education system. E-learning consists of the word "E" and which means electronic and the word "learning". Moreover, (Dhull & Sakshi, 2017) stated that online learning includes a variety of technology like worldwide web, e-mail, chat, groups and messages, video conference, and audio which accessed by computer networks to provide education. In addition, there are two models of online learning as synchronous and asynchronous. Synchronous done at the same time where the teacher and student are presented and communicate directly rather than asynchronous is the opposite of synchronous because it is done at a flexible time where the teacher and student conducted the online learning anytime and anywhere. Further, (Salmon, 2002) stated that the five-stage model offered an overview of how the participant will benefit from the improved online process, networking and learning skills, and relaxation and what e-moderators need to do at each level to help them achieve that success. There were access and motivation, online socialization, information exchange, knowledge construction, and development.

In addition, SMK Negeri 1 Tanjung Selor conducted online learning through CloudX video conference application. As stated at Telkomsel Enterprise, CloudX as one of the video conference applications is a cloud-based integrated communication service from Telkomsel which provides three main services. There are CloudX Communication, CloudX Meeting, and CloudX Hunting Group

that are ready to optimized communication so that everyone can be connected and collaborated anytime and anywhere via chat, phone call, or video call. Moreover, CloudX offered Virtual Meeting and Education Program packages for its users. .

METHODOLOGY

This research used a descriptive with quantitative approach. According to (Sugiyono, 2017) descriptive quantitative research is defined as a research method based on the philosophy of positivism, it used while researching the population or certain sample, the data used are research instruments, quantitative or statistical data analysis that has a purpose of testing the hypothesis which has been set. A questionnaire was used to collect the data then distributed online by Google Form and interview as supporting information. Moreover, this research took a sample from eleventh grade at SMK Negeri 1 Tanjung Selor specifically simple random sampling by Slovin's Formula to estimate sample size. Several components like "N" as the population size, "e" as margin of error, and "n" as the sample size (Isp, 2019). The formula can be seen as follows :

$$n = \frac{N}{(1+N.e^2)}$$

Notes :

- n = sample size
- N = population sample
- e = margin of error

Based on Gay (1976) cited in (Adanza, 1995) offers some minimum acceptable sizes depending on the type of research which is in descriptive research used 10% of the population. Therefore, this research will use a 90% confidence level and a 10% margin of error. The obtained minimum amount is :

$$n = \frac{N}{1 + Ne^2} = \frac{228}{1 + 228(0,1)^2} = \frac{228}{3,28} = 69,512 = 70 \text{ Samples}$$

Based on the result of Slovin's Formula, the researcher used 70 samples from the population at the eleventh grade of SMK Negeri 1 Tanjung Selor.

FINDINGS AND DISCUSSIONS

The researcher found some findings after collecting the data by using a questionnaire and interview guide. In this section, the findings would be described based on the variable of questionnaire and interview as supporting data.

1. Advantages of Online Learning Via CloudX

There were 5 questions related to the advantages of online learning via CloudX. The following table below showed data about students' perceptions.

Table 1. Questionnaire Result of Advantages of Online Learning Via CloudX

No	Statements	Students' Response				
		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	I think the reference materials (PowerPoint files, videos, articles) and assignments posted by my teacher in CloudX help me to improve my learning and to understand the content/topic of the lesson better.	9 (12.9%)	10 (14.3%)	24 (34.3%)	17 (24.3%)	10 (14.3%)
2.	CloudX contributes positively to my learning experience.	8 (11.4%)	7 (10.0%)	18 (25.7%)	19 (27.1%)	18 (25.7%)
3.	CloudX makes me understand the importance of learning from sharing real-world experiences.	4 (5.7%)	11 (15.7%)	26 (37.1%)	16 (22.9%)	13 (18.6%)
4.	I think the use of CloudX helps me practicing my language skills.	6 (8.6%)	13 (18.6%)	23 (32.9%)	20 (28.6%)	8 (11.4%)
5.	I think CloudX helps me acquiring new English vocabularies.	9 (12.9%)	13 (18.6%)	28 (40.0%)	14 (20.0%)	6 (8.6%)

As showed in Table 1, the highest percentage from each question is on a neutral scale. It can be seen from the first question many students (neutral = 34,3%) cannot decide whether the reference material (PowerPoint, videos, articles) and assignment posted by the teacher in CloudX can improve students' learning and make students understand. Moreover, the result in the second question statement also shown that online learning via CloudX contributes positively to the learning experience because it can be seen from the percentage (agree = 27,1%, strongly agree = 25,7%) agreed with the statement. The third question got the results that (neutral = 37,1%) several students cannot decide CloudX can make students understand the importance of learning from sharing real-world experience. Further, the fourth question has a various result. There are (agree = 28,6%, strongly agree = 11,4%) agreed that CloudX help students practice language skills. And the fifth question got the highest percentage (neutral = 40,0%) cannot be decided whether CloudX can help students acquiring new English vocabularies or not. It indicated, there were negative and positive perceptions about CloudX.

2. Online Learning Via CloudX Make Students More Active and Confident

There were 5 questions related to online learning via CloudX that make students more active and confident. The following table below showed data about students' perceptions.

Table 2. Questionnaire Result of online learning via CloudX

make students more active and confident

No	Statements	Students' Response				
		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	I think the use of CloudX increases the effectiveness of learning.	12 (17.1%)	16 (22.9%)	16 (22.9%)	17 (24.3%)	9 (12.9%)
2.	I think CloudX facilitates interaction and communication between teacher and students.	6 (8.6%)	9 (12.9%)	15 (21.4%)	17 (24.3%)	23 (32.9%)
3.	I think I feel more comfortable in sharing and discussing the idea via CloudX than in a traditional face-to-face classroom.	25 (35.7%)	15 (21.4%)	14 (20.0%)	8 (11.4%)	8 (11.4%)
4.	I think I feel more comfortable responding to online discussions using via CloudX than in a traditional face-to-face classroom.	28 (40.0%)	17 (24.3%)	14 (20.0%)	5 (7.1%)	6 (8.6%)
5.	CloudX increases involvement in online discussion/meeting.	7 (10.0%)	13 (18.6%)	22 (31.4%)	13 (18.6%)	15 (21.4%)

As showed in Table 2 it can be concluded the percentage from each question variously. It can be seen from the first question obtained that students (agree = 24,3%, strongly agree = 12,9%) agreed with the statement about CloudX increases the effectiveness of learning. The second question got the results (strongly agree = 32,9%, agree = 24,3%) that agree CloudX facilitates interaction between teacher and students. The third question showed the result that many students (strongly disagree = 35,7%, disagree = 21,4%) did not agree that CloudX makes them feel more comfortable in sharing and discussing the idea via CloudX than in a traditional face-to-face classroom. The fourth question also got highest percentage (strongly disagree = 40,0%, disagree = 24,3%). It means that many students do not agree that CloudX makes them feel more comfortable responding to online discussions using via CloudX than in a traditional face-to-face classroom. The last question can be seen that most of the students (strongly agree = 21,4%, agree = 18,6%) agreed with the statement about CloudX increases involvement in online discussion or meetings. Other perceptions from students (neutral = 31,4%) cannot be decided whether CloudX involve student on online discussion and meeting or not. On the other side, also (strongly disagree = 10,0%, disagree = 18,6%) students disagreed with the statement.

3. Online Learning Via CloudX in Convenience, Interest, Ease, And Effectiveness

There were 5 questions related to online learning via CloudX in convenience, interest, ease, and effectiveness. The following table below showed data about students' perceptions.

Table 3. Questionnaires of online learning via CloudX

in convenience, interest, ease, and effectiveness

No	Statements	Students' Response				
		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	I think the use of CloudX saves effort and time.	6 (8.6%)	8 (11.4%)	18 (25.7%)	25 (35.7%)	13 (18.6%)
2.	Compare to the face to face classroom, CloudX allows more efficient comment and discussion with peers and colleagues.	13 (18.6%)	20 (28.6%)	19 (27.1%)	11 (15.7%)	7 (10.0%)
3.	I think it is difficult to use CloudX as video conference mobile learning application	8 (11.4%)	19 (27.1%)	22 (31.4%)	11 (15.7%)	10 (14.3%)
4.	I think it is difficult to use CloudX because of the slow-speed internet on my mobile.)	10 (14.3%)	15 (21.4%)	14 (20.0%)	17 (24.3%)	14 (20.0%)
5.	I think online activities and discussions in CloudX can motivate to learn more about the lesson	7 (10.0%)	5 (7.1%)	29 (41.4%)	16 (22.9%)	13 (18.6%)

As showed in Table 3, it can be concluded that the percentage from each question is interested. It can be seen from the first question most of the students (strongly agree = 35,7%, agree = 18,6%) agree that CloudX saves effort and time. It means that CloudX can make it easier for students to conduct online learning. The second question showed the results that (strongly disagree = 18,6%, disagree = 28,6%) did not agree with a statement related to the compare face to face classroom, CloudX allows more efficient comment and discussion with peers and colleagues. Other perceptions from half students that (strongly agree = 10,0%, agree = 15,7%) agree with this statement. The third question illustrated the result that students (strongly agree = 14,3%, agree = 15,7%) with a statement about the difficulty of use CloudX as a video conference mobile learning application. Meanwhile, several students does not agree with the statement (strongly disagree = 11,4%, disagree = 27,1%). The fourth question faced the result that students mostly agree with the statement about the difficulty of use CloudX because of the slow-speed internet on my mobile (strongly agree = 20,0%, agree = 24,3%). The fifth question got the result that most students cannot be decided whether agree or not with the statement about the online activities and discussions in CloudX can motivate to learn more about the lesson (neutral = 40,0%). But, many students also agree with the statement. It can be see from the percentage (strongly agree = 18,6%, agree = 22,9%).

Furthermore, the researcher conducted interview with representative students which took in a different class and criteria (active, passive, average) who gave responses to this interview. In the first question, a researcher asked about students' perceptions of distance education before taking online learning via CloudX. There were several answers from representative students :

“Menurut saya, sebelum belajar online menggunakan CloudX itu setiap materi yang diberikan oleh guru atau setiap materi pembelajaran yang diberikan oleh guru itu

kurang jelas karena materinya hanya disampaikan melalui Google Classroom atau file PDF melalui Whats App.”

(I think, before taking online learning via CloudX every material that is given by a teacher or every learning material that is given by a teacher is not clear enough because the material just delivers by Google Classroom or PDF file through WhatsApp.) Interviewee 1

“Pendapat saya mengenai pendidikan jarak jauh sebelum menggunakan CloudX yaitu interaksi tatap muka di antara siswa dan guru berkurang dikarenakan kami diberikan tugas dan materi hanya lewat Whats App atau Google Classroom tanpa adanya tatap muka secara langsung dengan guru dan teman-teman lain.”

(I think the distance learning before used CloudX is a face-to-face interaction between students and teacher is reduced because we are given assignments and materials only through Whats App or Google Classroom without any face to face meetings with teachers and other friends.) Interviewee 2

“Pendapat saya sebelum pendidikan jarak jauh ini diberlakukan pastinya akan susah sekali dilakukan karena tidak semua siswa memiliki fasilitas yang memadai seperti internet, handphone ataupun laptop.”

(I think before distance education is implemented, of course, will be difficult to do it. Because not all students have adequate facilities such as internet, mobile phones or laptops.) Interviewee 3

The second question is about students' perceptions of distance education after taking online learning via CloudX. This question tried to find out EFL students' perception about distance education after conduct online learning via CloudX. The students' perceptions based on the interview on the second question can be seen below :

“Setelah pendidikan jarak jauh menggunakan CloudX itu kami sebagai siswa lebih mudah memahami materi, karena pada saat meeting online di CloudX itu materi yang tadinya dishare akan dijelaskan juga secara lebih jelas dipertemuan CloudX.”

(After taking online learning via CloudX, we as students are easier to understand the material because in an online

meeting via CloudX, the material shared before will be described clearly on CloudX meeting.) Interviewee 1

“Menurut saya setelah belajar online menggunakan CloudX, kami lebih mudah berinteraksi walaupun hanya tatap wajah secara online dan kami juga lebih muda buat berdiskusi dengan bapak/ibu guru dan teman-teman mengenai pelajaran yang belum terlalu kami pahami.”

(I think after taking online learning via CloudX, we could easy to interact even though just online face to face, and we also easy to discuss with the teacher and other students about the lesson that not understand.) Interviewee 2

“Pendapat saya setelah dilakukan PJJ ini kurang efektif, karrena keterbatasan dalam pembelajaran. Banyak gangguan dalam jaringan dan juga murid yang hadir Cuma sedikit karena tidak memiliki fasilitas.”

(I think after taking distance education, it is not effective. Because of the limitation of learning, many obstacles in network and also the student attendance just little bit because of the facilities.) Interviewee 3

The third question, students perceptions' about positive things of online learning via CloudX. This question try to find what are positive things and advantages while conducting online learning via CloudX. The students' perceptions based on the interview can be seen below :

“Hal positifnya bisa lebih santai, tidak terlalu tegang dan belajar online menggunakan CloudX itu juga mudah, tidak sering ada kendala seperti aplikasinya error. Intinya mudah digunakan terutama di masa pandemi.”

(The positive things are it can be more relaxed, not too strained, and online learning via CloudX is easier, there are no often obstacles like error application. At some point, it is easy to use especially in a pandemic situation.) Interviewee 1

“Hal positif yang saya rasakan yaitu lebih memudahkan siswa dan guru untuk berkomunikasi secara online dan juga CloudX ini sangat berguna untuk proses belajar mengajar secara online melalui tatap wajah online tanpa perlu kita bertatap muka langsung.”

(The positive things that, I felt is easier for students and teachers to communicate online and also CloudX is

useful for online learning process through online face to face without direct meeting.) Interviewee 2

“Kalau menurut saya, hal positifnya kami jadi lebih pandai dalam menggunakan teknologi. Sebelumnya kan kami tidak tau apa itu CloudX, untuk apa. Tapi setelah sekolah online jadi mengerti CloudX dan lain-lainnya untuk tatap muka secara tidak langsung”

(I think, the positive things we are more smart use technology. Previously, we did not know what CloudX is, what it was for. But after online school, I understand CloudX and others for face-to-face indirectly.) Interviewee 3

In the last question, students' perceptions about negative things of online learning via CloudX, the researcher try to find what are negative things and disadvantages while conduct online learning through CloudX. The students' perceptions based on the interview can be seen below :

“...Selama menggunakan CloudX ada beberapa saat saya menjadi sedikit malas sehingga hanya merekam apa yang guru sampaikan dan tidak mempelajari ulang.” (...While using CloudX, there were some times when I became a bit lazy so that I only recorded what the teacher said and did not re-learn it.) Interviewee 1

“Hal negatifnya yaitu jaringan internetnya harus bagus karena tidak semua siswa bisa ikut belajar online melalui CloudX.” (The negative thing is that the internet network must be well because not all students can participate in online learning through CloudX.) Interviewee 2

“Hal negatifnya tidak semua siswa memiliki fasilitas yang memadai jadi banyak siswa yang ketinggalan materi dan juga sulit untuk memahami materinya apalagi kalau jaringannya sedang jelek.” (The negative things is not all students has an adequate facilities. Therefore many students who miss the material and also find it difficult to understand the material especially if the network is bad.) Interviewee 3

Based on the findings obtained, EFL students' of eleventh grade at SMK Negeri 1 Tanjung Selor perceive online learning via CloudX variously. It is known that during conduct distance learning in terms of online learning at home, EFL students used the CloudX application. Moreover, CloudX is one of the video conference applications that can support students and teachers in online learning

activities. The researcher has been observed that students have previous obstacles during conduct online learning via CloudX. However, it was linear after the researcher collected and found the data used questionnaire and interview. The researcher got the conclusion that every student has positive and negative perceptions toward online learning on the CloudX application.

Through the questionnaire and interview, it obtained the findings indicated students easy to understand the reference lesson material (PowerPoint, videos, articles) after being shared and explained at the same time in a virtual meeting by CloudX. In this case, before joined online learning via CloudX, students only got lesson material and assignments via Whats App or Google Classroom which does not have a feature to take virtual meetings and explain the topic of the lesson. As information, a teacher can take advantage of CloudX for example share screen feature to make it easy while explain and describe the lesson material.

Moreover, online learning via CloudX contributed positively to students learning experiences because it makes students know how to use technology (e.g CloudX) and by this application, students understand the importance of learning from sharing real-world experience. Besides that, CloudX helped students practice language skills especially speaking skills while conducted discussions in the learning process. At the same time, students would be practicing the language skills and get new vocabularies online learning via CloudX. In EFL students' context, the research related to the students' perception of online learning platforms was conducted by other researchers. It showed from research by (Cakrawati, 2017) which is in line with this research. In similar findings, most students give a positive attitude toward online learning platforms. It obtained from students whose agreed about learning material provided by the teacher in online learning platforms (Quipper and Edmodo) helps students improve understanding of the lesson and improve students' encouragement in practicing language skill to acquire new vocabularies.

Then, the findings also showed that CloudX increases the effectiveness of learning because CloudX facilitates interaction between teachers and students. In its utilization, CloudX has features for audio, video, or room chat. Therefore, CloudX can increases involvement in online discussions or meetings. By the statement before, the researcher concluded that in distance learning, video conference is one of the best solutions, easy and available to access during conducted online learning especially in a pandemic situation where all of the activities switched at home. Then, most of the students agreed that CloudX saves effort and time. The findings are also relevant and similar to research from (Baron, 2020). The largest percentage of video online applications in terms of video conference applications in English speaking learning is used (Google Meet = 55% and Zoom = 50%). The data was confirmed by the result from an interview that these applications are easy to use and quota requirement was not large. Other previous research has similar findings from (Ghazal et al., 2015) found students' perception about synchronous online education such as save time for teachers and students.

On contrary, EFL students' also perceived CloudX as negative things. The findings obtained that before joined online learning via CloudX, a teacher just

shared material via Whats App and Google Classroom so that students do not have more explanations related to the lesson materials. Moreover, a technical problem such as internet connection as the main support is sometimes poor. Besides that, CloudX as an application that needs an internet connection to use, most of the students agreed that it would be difficult to use because of the slow-speed internet on a mobile phone. In this case, the internet connection must be available and proper during the conduct online learning process via CloudX. Therefore, students can not hold online learning effectively. Likewise, not all students have inadequate facilities like proper internet connection, smartphones, or laptops.

Furthermore, the researcher tried to find out whether students comfort in sharing and discussing the idea via CloudX or in a traditional face-to-face classroom. The findings showed most students disagree that CloudX makes them feel more comfortable responding to online discussions using CloudX than in a traditional face-to-face classroom. According to the statement before, the researcher concluded that technical problem and support facilities are a large barrier for students whose disagree carried out online learning via CloudX. These findings are also in line with other research from (Wright, 2017). The similar findings obtained that most of students (totaled data strongly agree, agree = 64,3%) were highly motivated during the face to face lesson in terms of face to face traditional classroom because some reason, one of that is no need for internet connection and has a long time. It is also same with students' response who disagree about CloudX feel more comfortable responding online discussions using via CloudX than in a traditional face to face classroom and students comfort in sharing and discussing the idea via CloudX than in a traditional face to face classroom.

CONCLUSION

The main purpose of this research is to described and find out EFL students' perception of CloudX online learning media of eleventh grade at SMK Negeri 1 Tanjung Selor. According to the findings and discussion, EFL students percieved online learning in positive and negative side. In positive things showed that students are helped for taking distance learning at home. Students can understand the lesson materials because the teacher can share any references and explained the lesson materials at the same time through virtual meetings in online learning via CloudX. Moreover, these applications provided features such as audio, video, share screen, and room chat to facilitated students in conducted discussions related to the topic of study. EFL students' perception on via CloudX online learning contributed positive experiences for students while used video conference application like CloudX. In this case, students became smart to used technology because before took distance learning in terms of online learning at home, some students do not have background knowledge about CloudX and other video conferences application. EFL students' perception via CloudX online learning.

Despite of positive perceptions above, EFL students' perception of CloudX online learning also showed negative things. Such as sometimes when conducted online learning via CloudX, it became not ineffective. There are some obstacles

like internet connection was poor and several problems came from students itself because students do not have adequate facilities (smartphone or laptop) as supporting technology during conducted online learning process on CloudX application. EFL students' perception on via CloudX online learning also found other perceptions. It can be seen while the researcher asked students about compared between a face-to-face traditional classroom and online learning via CloudX. Most students preferred to sharing and discuss an idea with peers and colleagues in a face-to-face traditional classroom like a normal situation before distance education is implemented.

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