

USING ZOOM MEETING PLATFORM AS A SYNCHRONOUS ONLINE LEARNING TOOL IN EFL CLASSROOM AT INDONESIA TERTIARY LEVEL: A LITERATURE REVIEW

Berlinda Mandasari, Akhyar Rido and Heri Kuswoyo
Faculty of Arts and Education, Universitas Teknokrat Indonesia, Indonesia

ABSTRACT

The outbreak of Covid-19 pandemic affects educational system around the world. Online learning is no longer an option, but a compulsory during this pandemic. This paper is to identify how far synchronous online learning in English as foreign language learning at higher education implemented. This study focuses on the use of Zoom meeting platform as technological devices that supports synchronous online learning as well as identifying the students' perception and challenges faced by both lecturers and students in Indonesia. This study applies systemic literature review (SLR) approach by collecting research articles from Google Scholar indexed database. There are twenty-seven articles published in 2020-2022 that meet the criteria which are reviewed. This paper results the voices from students related to the advantages and disadvantages during using Zoom Meeting platform in EFL classroom as well as the challenges faced by both lecturers and students. The result of this paper can provide insight toward the use of Zoom Meeting platform as technological devices that can be adopted as synchronous teaching tool during social distancing. However, the Zoom user should consider the availability of stable internet connection and teachers' and students' readiness.

KEYWORDS

Synchronous, Online Learning, English Language Learning, Zoom Meeting Platform, Indonesia

1. INTRODUCTION

In the last two years, online learning has grabbed much attention among students, teachers, lecturers, practitioners and researchers globally due to the outbreak of covid-19 pandemic. Online learning is a learning model that enables students and teachers to carry out teaching learning process remotely supported by digital platforms (Nartiningrum, N., & Nugroho, A., 2020; Mandasari, 2020). The advancement of information and communication technology (ICT) innovation in higher institutions enables learning conducted anywhere and anytime (Fitria, T. N., 2020). In Pakistan, implementing online learning is not as effective as conventional learning (Adnan, M., & Anwar, K. 2020) due to internet access, monetary issues, and no budget allocated on technologies for education sectors (Basilaia & Kvavadze, 2020). Meanwhile, online learning in Canada is reported to be successfully implemented in terms of students' academic outcomes and instructional standards (Lemay, d. J., Bazalais, p., & Doleck, t., 2021).

Two models of online learning are introduced; they are asynchronous and synchronous learning. Asynchronous learning refers to online or distance education that does not require teachers and students to have meeting at the same time. Teachers may provide learning materials via email, web, blog, and other learning management system (Fitria, t. N., 2020). The students can download the materials, complete assignment, send the documents' back to their teachers. Clear instruction for students can be the key success of asynchronous learning. Meanwhile, synchronous learning refers to the online teaching happen in real time which are available on some online learning and video conferencing platforms, such as Zoom Meeting, Google Hangout, and Facebook live (Jiyoon & Peggy, 2019).

One of platforms used as synchronous learning tool is Zoom meeting platform. Zoom meeting platform is somewhat popular nowadays. Putri, N. A., & Suryaman, M. (2022) defined Zoom meeting platform as a platform used as a tool for medium of communication in the form of spoken, written and video consisting of several practical, low-cost, and user-friendly features that suit the users' need.

2. METHOD

A systemic literature review (SLR) is done by reviewing papers published in between 2020 to 2022 identifying students' perception in EFL learning using Zoom meeting platform as well as uncovering the challenges in implementing it. The review process consists of three steps; planning stage, implementing stage and final stage. In term of planning stage, the researchers specify research questions, construct a review result, and validate the result. In term of implementing stage, the researchers identify relevant topics, choose primary studies, evaluate the quality, extract and synthesize the topics. Lastly, in term of final stage, the researchers comprise writing and validating the report.

3. USING ZOOM MEETING PLATFORM IN EFL LEARNING AT HIGHER EDUCATION LEVEL IN INDONESIA: PERCEPTIONS AND CHALLENGES

3.1 Students' Perception toward Using Zoom Meeting Platform in EFL Learning

Students respond positively toward the use of Zoom meeting platform. In terms of supporting students' active participation, a study conducted by Mu'awanah, N., Sumardi, Suparno (2021) revealed that EFL students show positive perception toward Zoom. It is found that learning English by using Zoom meeting platform help them to understand the material easier because Zoom meeting platform enables lecturers and students to have two-way communication (Haryana, L., Hardiyanti, S., & Yudaningrum, P., 2021). A study conducted by Fatoni, M (2021) found that Zoom meeting platform provides effective and comfortable learning process that raise students' spirit to conduct English debate activities. At this point, lecturer functions as a guide and facilitators who have to give clear instruction in order that the learning process can be done effectively. Having Zoom video conference at this emergency remote learning helps lecturers and students to carry out learning (Sumardi, S., & Nugrahani, D., 2021). Lecturers can prepare teaching materials, provide some discussion topics, give questions and feedback, and allow students to have presentation face-to-face virtually. Lecturer is the one who can control the class to make the students focus during the class. This is the biggest challenge for lecturers to make sure that the students are physically and emotionally ready (Jefiza, 2019) for having lecture either on camera or off camera. Therefore, lecturer' instruction is important. It is believed that there should be no different in way of teaching in both face-to-face classrooms setting and in virtual classroom setting by using Zoom meeting platform. Students must be ready for having class; well-dressed, on camera, and on time.

Another study revealed that students positively respond that Zoom meeting platform provides complete features (Rahayu, 2020; Mu'awanah, N., Sumardi, Suparno., 2021; Fitria, T. N., 2020; Rahmat, A., & Fachrunnisa, N., 2021). Zoom meeting platform provides features that both teachers and students can possibly share the materials, conduct group discussion, send message, and record the teaching activities. All these features help to shift the traditional teaching process into modern one (Octaviani, A. Y., 2021). Furthermore, Zoom Meeting Platform provides a live situation that may reduce social isolation and foster students' engagement and motivation that lead to meeting the learning objectives (Hu and McGeown, 2020). In addition, students' motivation affects their willingness to communicate in English. Therefore, maintaining emotional connection during the Zoom video conference is important. In short, Zoom video conference has a complete features that encourage English teachers, through rich experiences with students, to explore and evaluate the abilities of students.

Apart of positive perception, some studies revealed that students respond negatively toward using Zoom in EFL classrooms. A study reported by Putri, N. A., & Suryaman, M. (2022) found that Zoom is ineffective to improve students' speaking ability. After having one-year-online learning, students are too bored having discussion via online. Students' boredom becomes the major factor that demotivates them to learn English especially in Speaking skill. As a result, students' speaking ability is difficult to improve. Another study from Helda, T., & Zaim, M. (2021) revealed that Zoom video conference is ineffective in supporting learning Microteaching lectures. In terms of conducting teaching simulation, the students face inadequate network that pause the Zoom session. Consequently, this activity results delayed respond during discussion, answering questions, giving feedback, practices, playing video and sound. In addition, the microteaching lecture not only requires students to master the teaching materials, but also masters the theory of classroom management, psychology of education, classroom assessment and others. When the microteaching course is conducted via online, the students do not have place to practice those theory. Zoom meeting is an effective tool as a virtual class application for some few courses, but not for microteaching course.

3.2 Challenges on Using Zoom Meeting Platform during EFL Learning

Some studies found that inadequate internet access and network become the major challenge in conducting online learning. Not all area in Indonesia have good access on internet. Students studying from home, but living in a remote area often experience bad internet connection that result them to have in optimal learning process. Bad internet bandwidth results an unclear voice, bad delivered materials, lack of direct lecturer-students interaction, noisy and wasting a lot of internet quota. (Mu'awanah, N., Sumardi, Suparno. 2021, Rahmat, A., & Fachrunnisa, N., 2021). Besides, utilizing Zoom meeting platform requires big internet bandwidth and big space on users' personal computer, mobile phones or laptop. Lecturers and students sometimes experience system failure where the personal computers, mobile phones or laptop stop working (Mu'awanah, N., Sumardi, Suparno. 2021). This condition results pending in chat, material delivery, lag and worsen the students' engagement during learning. In other words, internet speed can determine the smooth running of teaching and learning process (Dharma et al., 2017). The system of Zoom is not a-user-free access. There must be an extra cost for the lecturers and students who want to have Zoom official account.

Another challenge in using Zoom is that there is less interaction between students and lecturers. Interaction is somewhat that influences the successful of learning process (Rido, A., Kuswoyo, H., & Ayu, R., 2020). Meanwhile, direct interaction in the online classroom setting slow down the values of teaching and learning process (Helda, T., & Zaim, M. (2021). Teaching is not only an act of transferring knowledge, but also changing the students' attitude and facilitating students to grow during learning. In addition, the learning process tends to be training rather than education. Furthermore, the information communication technology (ICT) adaptation from lecturers and students affects the smooth running of the learning process.

4. CONCLUSION

To conclude, students have positive and negative perceptions. Students' positive perception during using Zoom can be described that Zoom supports active participation and provides complete features. Students can conduct two-way communication among lecturers and friends in the forms of discussion, presentation, asking questions, giving feedbacks and effective to improve students' engagement physically and emotionally. On the other hands, students do agree that Zoom platform provides complete features that enable lecturers and students to have small group discussion, share the materials/video, send message, monitor the participants, allow students to speak as well as asking permission to speak. These complete features have significant impact towards students' motivation to learn English. However, students also have negative perception toward using Zoom in EFL learning. To some courses, Zoom meeting might be helpful. But, Zoom is not effective to the teaching of microteaching, speaking skill, and debate course. These practical courses require more than just a theory-based teaching.

Some challenges are also identified. Both lecturers and students agree that bad internet connection and inadequate internet quota become the major challenges in teaching EFL students. These factors cause pending intent, material delivery, lack of direct interaction, and system failure that demotivate students and decrease students' engagement.

This study has some limitations. The data obtained from literatures have limited numbers and do not represent the cases from universities from all provinces. This study can be generalized. The finding of this study must have further analysis using interview and observation to present holistic data. It will help to prepare the future EFL learning effectively.

ACKNOWLEDGEMENT

We would like to extend our highest appreciation to Directorate General of Research, Technology, and Community Services Ministry of Education, Culture, Research, and Technology Republic of Indonesia for granting this research (Grant number 1421/LL2/PG/2022; 050/UTI/LPPM/E.1.1/VI/2022) and Universitas Teknokrat Indonesia for supporting this research.

REFERENCES

- Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. *Online Submission*, 2(1), 45-51.
- Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (Covid-19) pandemic in Georgia. *Pedagogical Research*, 5(4), 1-9.
- Fatoni, M. (2021). Students' Perceptions on Using Zoom Application in Debate Course during Crisis RemoteTeaching. *New Language Dimensions*, 2(2), 88-95.
- Fitria, T. N. (2020). Teaching English through online learning system during Covid-19 pandemic. *Pedagogy:Journal of English Language Teaching*, 8(2).
- Haryana, L., Hardiyanti, S., & Yudaningrum, P. (2021). The English Teachers' Experiences in Applying Teaching Strategies during Covid-19. *Linguists: Journal of Linguistics and Language Teaching*, 7(2), 107-122.
- Helda, T., & Zaim, M. (2021). Effectiveness of The Zoom Meeting Applications In Micro Teaching Lectures In The Pandemictime COVID-19. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 4, pp. 128-135).
- Jiyoon, Y., & Peggy, S. (2019). *Educational Technology and Resources for Synchronous Learning in Higher Education*. IGI Global.
- Lemay, D. J., Bazelais, P., & Doleck, T. (2021). Transition to online learning during the COVID-19 pandemic. *Computers in Human Behavior Reports*, 4, 100130.
- Mandasari, B. (2020). The Impact of Online Learning toward Students' Academic Performance on Business Correspondence Course. *EDUTECH: Journal of Education and Technology*, 4(1), 98-110.
- Mu'awanah, N., Sumardi, Suparno. (2021). Exploring EFL students' perception of using zoom during learning from home period. *PROCEEDING AISELT (Annual International Seminar on English Language Teaching)*, 6(1), 191-204.
- Nambiar, D. (2020). The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology*, 8(2), 783-793.
- Nartiningrum, N., & Nugroho, A. (2020). Online learning amidst global pandemic: EFL students' challenges, suggestions, and needed materials. *ENGLISH FRANCA: Academic journal of English language and education*, 4(2), 115-140.
- Octaviani, A. Y. (2021). The use of zoom cloud meeting for teaching English grammar in an online class. *RETAIN*, 9(2), 88-92.
- Putri, N. A., & Suryaman, M. (2022). Students' perception of Using Zoom Meeting for Online Learning in Teaching English Speaking Skill in Times of Covid-19. *ELite Journal: International Journal of Education, Language, and Literature*, 2(2).
- Rahmat, A., & Fachrunnisa, N. (2021). An Analysis of Applying Zoom Cloud Meeting Towards EFL Learning in Pandemic Era Covid-19. *British (Jurnal Bahasa dan Sastra Inggris)*, 10(2), 114-134.
- Rido, A., Kuswoyo, H., & Ayu, R. (2020). Interaction management strategies in English literature lectures in Indonesian university setting. *Indonesian Journal of EFL and Linguistics*, 5(2), 315-337.
- Sumardi, S., & Nugrahani, D. (2021). Adaptation to emergency remote teaching: Pedagogical strategy for pre- service language teachers amid COVID-19 pandemic. *Turkish Online Journal of Distance Education*, 22(2), 81-93.