

EXPLORING EFL STUDENTS' CONVENIENCE IN ONLINE LEARNING: A STUDY OF ZOOM APPLICATION

Nadiya Shulhi Nabawiyah

Universitas Brawijaya

nadiyashulhi@student.ub.ac.id

Dian Novita Dewi

Universitas Brawijaya

diannovita@ub.ac.id

Ive Emaliana

Universitas Brawijaya

ive@ub.ac.id

ABSTRACT

The covid-19 outbreak caused a change in the way of teaching and learning in Indonesia. Zoom Meeting has become the most popular online platform for supporting online learning, especially in English Language Teaching. This study aimed at finding out the students' notion about the convenience of Zoom Meeting application in online learning. This study employed a qualitative approach and used interview guidelines as the instrument. The participants of this study were 6 English Foreign Language students from the ten graders of SMA Brawijaya Smart School that were categorized into high, medium, and low achievers. The result showed that using Zoom Meeting is positively helpful to root English online learning. Students are comfortable and become more active in participating in the class. Thus, it is suggested to teachers optimize the features of Zoom Meeting provided to support English learning both online and hybrid.

Keywords: *Zoom Meeting, online learning, convenience, ELT*

INTRODUCTION

Since early 2020, schools and colleges in Indonesia should meaningfully alter their method of teaching and learning because of the Covid-19 uprising. Its relatively fast spread makes it unimaginable for teachers and students to meet up close and personal, however teaching and learning should proceed. Therefore, online learning is an alternative that can be done by educational institutions so that teaching and learning can continue. Online learning is internet-based learning. Online learning gives a chance to meaningfully alter the approach to learning (Syauqi et al., 2020), where students can participate in a course from everywhere during online learning. Online learning can be used to optimize the learning process without face-to-face interactions (Febrianto et al., 2020). This situation makes online media applications such as Zoom Meeting an alternative (Laili et al., 2020).

Zoom Meeting is one of the online platforms that is utilized to help online learning since it can associate everybody all over the world with practically no actual gathering. Zoom Meeting is an internet-based video-gathering application that facilitates people to do virtual meetings. Zoom Meeting ascribes as the most popular video-conference application that is

used as the online platform for discussion and meetings during this pandemic period (Mu, 2021). This application can be used as learning media like face-to-face learning activities and discussions (Laili et al., 2020), which usually happens in offline learning. It is possible to carry out all learning activities without requiring students to be present in the classroom (Helda & Zaim, 2021). Zoom supports discussion between teachers and students with direct communication. The Zoom Meeting application could assist students and teachers grow and expand their knowledge, contributing to a more enjoyable and effective learning experience (Erna et al., 2022).

There are lots of beneficial features provided by Zoom which supports virtual meeting, especially in online learning. The display features are well-organized, accessible, useful, and simple to operate (Hidayat et al., 2022). These features include (1) Waiting Room which authorizes the host to decide when attendees join the meeting (Zoom, 2022). The host has the option of accepting attendees one at a time or can hold everyone in the Waiting Room and accept them all at once. This feature also functions as a protection to prevent unauthorized entry of participants. Hosts can customize the Waiting Room screen with a logo and title or add a video to watch before joining. Next, (2) Breakout Rooms permit teachers to isolate students into several smaller groups. Teachers can monitor the discussion of the groups by visiting each group. After the discussion is finished, teachers can invite the students back to the main room. This feature cannot be found on other platforms (Mu, 2021). (3) Share-screen provides the user full control over their personal screen and what other meeting participants can and cannot view when they choose to share their screen (Zoom, 2022). When sharing screens, participants are given two choices of settings, namely basic and advanced. In the basic option, there are several choices of desktop programs that will be displayed. These include sharing an entire desktop, specific app windows, whiteboards, or iPhone/iPad screens (Zoom, 2022). While in the advanced option, the choices of desktop programs to be displayed are Slide / PowerPoint as Virtual Background, share part of the screen, share computer audio, share locally stored video content via Zoom's built-in video player, and share a secondary camera connected to the computer (Zoom, 2022). Teachers and students can make a presentation using this feature to display their PowerPoint (Hazairin, 2020). Last but not least, annotation makes it simple for remote teams to discuss and interact by allowing participants to add on-screen annotations during video calls (Zoom, 2022). In online learning, this feature is commonly used by students to answer questions posed by the teacher or convey their ideas simultaneously using the whiteboard feature.

Online learning is very dependent on the connection. Based on the participant's network, Zoom will adjust its usage of bandwidth to provide the best possible experience. It will automatically adapt to locations with 3G, Wi-Fi, or wired connections. For one-to-one video calls, 600kbps (up/down) of bandwidth is required in high-quality video meetings while group calls with the same video quality require a bandwidth of 1.0 Mbps/600kbps (up/down) (Zoom, 2022). Therefore, teachers and students should provide a stable connection when joining a meeting using the Zoom Meeting application.

The first previous study was conducted in 2021 by Mu'awanah et al. This study planned to investigate the strengths and difficulties of utilizing Zoom to help distance English learning. This study applied a qualitative approach with a narrative inquiry design. The data were collected using interview guidelines. The participants of this study were junior high school students who voluntarily participated. The study's result revealed that Zoom helped the

students to practice English, made the teaching and learning process more practical, and facilitated teachers' and students' interaction. The transcript of the data included the students' notion of the strengths and difficulties of using Zoom for English online learning.

The second previous study was conducted in 2020 by Laili & Nashir. This study planned to portray the circumstances that happen in the distance learning process using Zoom as a possible solution and its strengths in teaching English to nursing students during the Coronavirus pandemic. This study applied a descriptive qualitative method. The data were collected using a questionnaire and interview. The subjects in this research were all 4th-semester Bachelor of Nursing Students, a total of 93 students. The study's findings revealed that 44% of the participants mentioned that Zoom is a convincing tool for learning English. It implies that Zoom meeting is ineffective for learning English due to some factors such as bad network, the lack of students' understanding, and pairs or group conversation practice. However, Zoom is considered a better educational application than others because Zoom can help to distance learning and provide discussion like that of a traditional classroom.

Studying from previous researchers, it reveals that Zoom Meeting is an appropriate and supported platform for online learning. The current study will focus more on the convenience of Zoom Meeting application as a learning media. With this background in mind, the ease of using Zoom Meetings in supporting online learning, the features provided by the Zoom Meeting application, as well as the bandwidth used on Zoom meetings, the current study aims to explore students' convenience in using Zoom Meeting in online learning.

METHOD

This research used a qualitative approach with a case study as the method. Case study research is an inquiry found that researchers evolve in-depth analysis of a case (Creswell, 2014). This research is conducted from 2 August to 9 September 2021. The participants of this research were six EFL students classified as high, medium, and low achiever students from the ten graders of the SMA Brawijaya Smart School. Each category of students consists of one male student and one female student. The English teacher at the school chose those students. This research used semi-structured interview as the instrument. The interview guide used in this research was adopted from Mu'awanah et al. (2021). The interview consists of questions concerning students' opinions about using Zoom Meeting during ELT online learning. The result of the interview was analyzed qualitatively.

Table 1. The Instrument Grid of Interview

Dimension	Sub-dimension	Question on the instruments
1. Affective	1.1. Students' perceptions or feelings about the use of Zoom Meeting to support English online classrooms	1.1.1. What did you feel during the online English class via Zoom meeting? 1.1.2. Do you feel comfortable taking online English classes using Zoom meetings? Why? 1.1.3. Do you prefer to take online English classes via Google Classroom or via Zoom meetings? Why?
	1.2. Students' enthusiasm and motivation for participating in an English online classroom via Zoom Meeting	1.2.1. Why did you join an online English class via Zoom meeting? 1.2.2. Do you feel motivated to take part in an online English class using a Zoom meeting? Why?

	1.3. Students' beliefs toward Zoom Meeting to support English online classrooms are associated with their English proficiency	1.3.1. What do you think about the English material delivered via Zoom meeting? 1.3.2. Do you like to respond, criticize, or ask your teacher or friends about English material explained through Zoom meetings?
	2.1 Students' perspectives on their engagement in the English online classroom via Zoom Meeting	2.1.1. Do you become more active when you take online English classes through Zoom meetings? Why? 2.1.2. Do you feel that you understand more about the explanation of the English material delivered through the Zoom meeting? Why?
	2.2 Students' perspectives on their preference for or unawareness of English in an online classroom via Zoom Meeting	2.2.1. Do you like using the Zoom meeting application for online English learning? 2.2.2. In your opinion, what are the advantages of using Zoom meetings for online English learning? 2.2.3. What are the challenges of using Zoom meetings for online English learning? 2.2.4. How do you solve those challenges?
2. Cognitive	2.3 Students' perspectives on the Zoom platform's features for supporting English online classrooms	2.3.1. Do you know how to operate the features provided by the Zoom meeting application? 2.3.2. How do you think these features will help you in online English classes?
	3.1 Students' attitudes and impulse to act regarding the use of Zoom Meeting to support English online classrooms	3.1.1. What do you think if online English classes still use the Zoom meeting application? 3.1.2. In your opinion, are online English classes using Zoom meetings effective?
3. Conative		

The data that has been collected were analyzed using an interactive model with four basic stages: data collection, data condensation, data display, and drawing and verifying conclusions (Miles et al. 2014 in Mu'awanah et al., (2021). Based on those stages, after the data was collected, the author did the data condensation processes which are selecting, focusing, simplifying, abstracting, and/or transforming the data. The data was displayed narratively. Then the author drew and verified the data into a conclusion.

RESULTS AND DISCUSSIONS

Result

In this result of the study, six participants were classified into student A as the male high achiever student, student B as the female high achiever student, student C as the male medium achiever student, student D as the female medium achiever student, student E as the male low achiever student, and student F as the female low achiever student. The questions given to the participants used the Indonesian language so the indirect statements and direct citations in this subchapter were translated into English. Seven sub-dimensions would be spelled out one by one.

First, it was the students' perceptions or feelings towards the use of Zoom Meeting to support English online classrooms. Most participants said that they felt happy and comfortable joining the English online learning because the delivery of the English material was quite good. This was demonstrated using some representative excerpts:

"Learning English using the Zoom Meeting application is very comfortable and enjoyable because it is carried out without having to meet face to face. By sitting at home, we can still study well because the material displayed is visible and the delivery from the teacher is clearer."

The students were asked to choose to use Zoom Meeting or Google Classroom as learning media, they would choose to use Zoom Meeting because they can directly interact with the teacher and other students while using Google Classroom was just accepting notifications from the teacher to do the assignment. However, students C and E stated that they preferred to be in an English offline learning than using both platforms because they would become more understanding of the material when they joined face-to-face learning.

"Face-to-face learning, especially English learning, is easier to implement because I find it easier to understand the material being taught."

Second, it was the students' enthusiasm and motivation for participating in an English online classroom via Zoom Meeting. Since the Covid-19 pandemic, the use of Zoom Meeting in this school has been established as one of the school rules. Therefore, the students must be using Zoom Meeting as the main learning media for English online learning, aside from Google Classroom. Students A, B, D, and F said they were motivated to join the online English learning via Zoom Meeting. Representative excerpts were demonstrated as follows:

"The Covid-19 pandemic that suddenly spread around the world is the reason we have to carry out English learning online. The school chose the Zoom Meeting application as the main media for online learning. With these conditions, we use the Zoom Meeting application to join online learning. We want to keep studying well even without face-to-face meetings and Zoom Meetings cannot be an obstruction to our devotion to be able to master English well."

On the other hand, other participants felt less motivated to join the English online learning via Zoom Meeting because they thought that the offline classroom helped them more in understand the material.

Third, it was the students' beliefs toward using Zoom Meeting to support English online learning associated with their English proficiency. Most of the participants said that the material was well-delivered as they can grasp the material very well. In addition, the material was delivered in diverse ways using various media, such as PowerPoint and YouTube, so that the learning process via Zoom Meeting became more interesting. However, the other students, who were students C and E felt that they would be more apprehensive if the material was delivered in an offline classroom.

When they were asked about their activeness in responding, criticizing, and asking friends or teachers about the English material presented through the Zoom Meeting, students A and B affirmed this:

"We like to respond if the teacher asks, criticize if there are mistakes, and ask if there is anything we do not understand. We usually do this in offline classes and we still apply it to online learning to get clearer explanations and is a way of our activeness in the learning process."

The rest of the students stated that they sometimes respond, criticize, and ask friends or teachers during the online English learning process.

Fourth, it was the students' perspectives on their engagement in the English online classroom via Zoom Meeting. Students C, D, E, and F said that they became less active to participate in English online learning using Zoom. The cause was the connection issue that frequently occurred for students when joining online learning, particularly via Zoom Meeting.

"Unsupported devices and poor connections hinder us from being active in the online English learning process."

Otherwise, students A and B stated that they became more active in participating in the learning process via Zoom Meeting. They said that they felt delighted when they could answer every question that the teacher asked during the learning process.

Students A, B, C, and F explained that they can be more understanding of the material presented through the share-screen feature of the Zoom Meeting application. On top of that, they also received the material sent by the teacher so they can examine the material by themselves. Student E declared that he felt he did not understand the material taught in the online English class better. Meanwhile, student D expressed this:

"I feel there is no difference in terms of understanding English material presented through the Zoom Meeting application or offline class. My understanding of English material depends on my attention to the learning process."

Fifth, it was the students' perspectives on their preference for or unawareness of English in an online classroom via Zoom Meeting. Most participants stated that they were pleased by using Zoom Meeting for English online classrooms. One of them, student B, also stated the reason to like Zoom Meeting as the learning medium. She affirmed this:

"Zoom Meeting has various interesting and entertaining features so it could support the English online learning as if it is an offline class."

Through online learning via Zoom Meeting, students could still learn together even though they do not meet in person. The breakout room feature can help them to discuss with their small group. Other features provided by the Zoom Meeting application, such as share-screen, annotation, etc., were very helpful for the students in mastering the English material presented by the teacher.

Besides the advantages of Zoom Meeting, the students faced difficulties when joining an English online classroom using Zoom Meeting. The connection issue was the major problem since Zoom Meeting needed quite a stable connection. The connection was frequently unstable in some areas. Sometimes, students also faced a problem with their devices such as camera or microphone damaged. They tried to deal with the problems occurring by checking the connection, microphone, and camera before the class began and preparing the mobile data quota in case there was a connection issue with their Wi-Fi.

Sixth, it was the students' perspectives on the Zoom platform's features for supporting English online classrooms. All students were familiar with Zoom Meeting since they used it for over two years. They knew how to operate the features provided by the Zoom Meeting application. They frequently used the feature to change the background. The share-screen

feature was a feature that was oftentimes used by the teacher and students to share the material or presentation from their screen. This was demonstrated using some representative excerpts:

“The share-screen feature provided is very helpful in delivering English learning material. Likewise, the audio or video share feature can easily share material in the form of audio or video with students.”

While using the share screen feature, students can interact by answering the questions from the teacher using the annotated feature. The breakout room feature is used several times when the teacher implements group assignments. The students were divided into several small groups and then they were distributed in several breakout rooms that had been made.

Seventh, it was the students' attitudes and impulse to act regarding the use of Zoom Meeting to support English online classrooms. Considering the advantages of using Zoom Meeting as conveyed by participants, the majority of participants agreed to use it for English online learning in the future. They stated that the use of Zoom Meeting was quite effective in supporting the process of English online learning. The other participant, on the other hand, expressed this:

“English online learning did not proceed along with the expectation that offline learning would be implemented immediately.”

Discussion

Learning English needs direct interaction between students and teachers. Most students assume that virtual learning can run like face-to-face learning by using Zoom Meeting. They feel comfortable and enjoy learning English online using the Zoom Meeting application. This finding is in line with the previous study examining a similar topic. Online learning via Zoom Meeting makes the students easy to interact with their teacher so Zoom Meeting is considered capable of replacing face-to-face learning. It is thought to be easier for students to master the material than they have one-way learning (Mu, 2021), such as Google Classroom. It provides an opportunity for the students to receive direct feedback from the teacher.

Learning English online through Zoom Meeting cannot hinder the enthusiasm of most students to take part in learning. Students must still study well through online English learning. By using Zoom Meeting, teachers can use various methods and media that can increase students' enthusiasm for learning. This is in line with. Motivation influences the success of learning English (Mu, 2021). This means that motivation and learning are interrelated in order to achieve learning success. To interest them before learning, students are allowed to chat informally as they did before offline learning began (Rahayu, 2020). In addition, teachers should give clear explanations (Mu, 2021). Therefore, Zoom Meeting is a place for teachers to be able to provide clearer explanations using various methods and media so students can comprehend the material very well.

Online English learning is considered effective because most students can grasp and understand the material well. They are also actively involved in the learning process. Similar to Monica & Fitriawati (2020), utilizing educational material during the learning process that

is relevant to the situation and settings will increase the effectiveness of learning with Zoom. In online learning, they could easily communicate both in spoken and written (Rahayu, 2020). By using the Zoom meeting application, there will be direct interaction between the teacher as a guide and the students. It contradicts with. To increase students' interest in learning and studying material, teachers might implement a variety of more enjoyable and fascinating methods of teaching in face-to-face instruction (Laili et al., 2020). Therefore, some students prefer offline learning.

The other students are less active in participating in English online classrooms due to connection issues. They tend to ask their friends instead of directly asking the teacher when they have difficulty understanding the material. This is in line with. Although online learning uses Zoom video conferences, in the opinion of the students, face-to-face instruction in the classroom is ideal and the teachers' material delivery is much more tolerable (Laili et al., 2020). While some of them are good understanding the content without any support from the teacher or friends. They feel they understand the material better when they participate in English online learning and are glad because the material presented in the synchronous class is also sent by the teacher to the students.

Zoom Meeting provides benefits for teachers and students in carrying out English online learning. This advantage is obtained from easy access and features that really help the learning process. According to Monica & Fitriawati, (2020), Zoom Meeting gets high recognition for their numerous features that make online learning easier. Besides the advantages that the Zoom Meeting application has in helping the online learning process, there are challenges faced by students while participating in online learning. Connection issues and unsupported devices are the obstacles students encounter. This is supported by previous research. Students reported that poor bandwidth causes issues such as unclear voice on online platforms, poorly given materials, a lack of direct lecturer-student engagement, and noisy and wasteful use of internet quota (Mu, 2021). This is also agreed upon by other previous studies which state that students faced problems during Zoom conferences as a result of an inconsistent internet connection or the use of older PCs or mobile devices, resulting in dropped calls, lost call connections, or slowness (Archibald et al., 2019). However, all these problems can be anticipated by students themselves by checking all the equipment before the class and preparing the internet quota as the alternative.

Features provided by Zoom Meeting are helpful for the students. The breakout room helps students to still be able to discuss with friends. The share screen feature helps the teacher deliver the material properly. Those features are used optimally by the teacher and the students during Zoom conferences. In line with the previous study, Mu (2021) stated that in terms of features, Zoom is said to be beneficial in the teaching and learning process. They know how to operate those features. For the time being, the capacity to operate a gadget and use technology for learning is crucial (Mu, 2021).

Most students are fine if the online learning continues and makes the students keep using Zoom Meeting. They also said that using Zoom Meeting is quite effective to support English online learning. This is in line with the previous study. Syauqi et al. (2020) stated that students will experience satisfaction if students believe that online learning can increase their knowledge, that it is simple to use, and that they can complete their assignments quickly. Therefore, better results should be obtained as a result of technological advancement. Even

so, other students thought that using Zoom Meeting when online learning was less effective and preferred to take part in face-to-face learning.

Although some students assume that English online learning is less effective, the use of Zoom Meeting is still quite helpful in supporting English online learning. It concludes that Zoom Meeting features facilitate English online learning as similar as face-to-face learning.

CONCLUSION

Based on the research findings, it can be concluded that Zoom Meeting is quite helpful and effective in supporting English online learning. It helps students to participate more actively in the learning process and be more understanding of the material being taught. The share-screen, share audio or video, breakout room, chat box, and annotation features effectively supported the English learning process.

The author suggests that teachers, especially English teachers, can take advantage of the convenience and effectiveness of the Zoom Meeting application by optimizing the features provided to support English learning both online and hybrid. Even though the students sometimes find problems such as poor connections and unsupported devices, fortunately, these problems can be solved by the students by preparing all the equipment needed and anticipating the problem related to the internet network. This research hopefully can inspire other researchers to conduct research with similar topics to explore the convenience of Zoom Meeting for better implementation in the future.

REFERENCES

- Archibald, M. M., Ambagtsheer, R. C., Casey, M. G., & Lawless, M. (2019). Using Zoom Video Conferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants. *International Journal of Qualitative Methods*, 18. <https://doi.org/10.1177/1609406919874596>
- Creswell, John W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. SAGE Publications, Inc: United States.
- Febrianto, P. T., Mas'udah, S., & Megasari, L. A. (2020). Implementation of online learning during the covid-19 pandemic on Madura Island, Indonesia. *International Journal of Learning, Teaching and Educational Research*, 19(8), 233–254. <https://doi.org/10.26803/ijlter.19.8.13>
- Hazairin, M. (2020). The Use of Zoom Cloud Meeting as an Innovative English Learning Media. In *Proceedings of Fourth UHAMKA International Conference on ELT and CALL*. University of Muhammadiyah Prof. Dr. Hamka, Jakarta: UHAMKA International Conference on ELT and CALL, Inc.
- Helda, T., & Zaim, M. (2021). Effectiveness Of the Zoom Meeting Applications in Micro Teaching Lectures in The Pandemic Time Covid-19. In *Proceedings of Fourth English Language and Literature International Conference*. Lancang Kuning University, Pekanbaru: English Language and Literature International Conference, Inc.
- Hidayat, S., Lovita, I. D., Zakiyah, Z., Mimin, M., & Nurpratiwi, A. (2022). The Effectiveness of Online Learning Using Zoom Meetings at Elementary Schools. *International Journal of Technology in Education and Science*, 6(4), 559–568. <https://doi.org/10.46328/ijtes.367>
- Laili, R. N., Nashir, B. M. (2020). The Use of Zoom Meeting for Distance Learning in Teaching English to Nursing Students during Covid-19 Pandemic. In *Proceedings of Fourth UHAMKA International Conference on ELT and CALL*. University of Muhammadiyah Prof. Dr. Hamka, Jakarta: UHAMKA International Conference on ELT and CALL, Inc.
- Monica, J., & Fitriawati, D. (2020). Efektivitas Penggunaan Aplikasi Zoom Sebagai Media Pembelajaran Online Pada Mahasiswa Saat Pandemi Covid-19. *Jurnal Communio : Jurnal Jurusan Ilmu Komunikasi*, 9(2), 1630–1640. <https://doi.org/10.35508/jikom.v9i2.2416>.
- Mu, N. (2021). Using Zoom to Support English Learning during Covid-19 Pandemic: Strengths and Challenges. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 222–230.
- Rahayu, D. (2020). Synchronous Zoom Web Conference System: An Exploratory Study on Students' E-Learning Experience. *JER|Journal of ELT Research*, 5(1), 68–79. https://doi.org/10.22236/JER_Vol5Issue1
- Syauqi, K., Munadi, S., & Triyono, M. B. (2020). Students' perceptions toward vocational education on online learning during the COVID-19 pandemic. *International Journal of Evaluation and Research in Education*, 9(4), 881–886. <https://doi.org/10.11591/ijere.v9i4.20766>

-
- Zoom. (July 18, 2022). *Zoom Support.* URL <https://support.zoom.us/hc/id/articles/201362153-Berbagi-layar-atau-desktop-di-Zoom>
- Zoom. (July 18, 2022). *Zoom Support.* URL <https://support.zoom.us/hc/id/articles/115005706806-Menggunakan-alat-anotasi-untuk-kolaborasi>
- Zoom. (July 18, 2022). *Zoom Support.* URL <https://support.zoom.us/hc/id/articles/201362023-Persyaratan-sistem-Zoom-Windows-macOS-Linux#>
- Zoom. (July 18, 2022). *Zoom.* URL <https://explore.zoom.us/id/products/online-whiteboard/#>
- Zoom. (October 26, 2022). *Zoom Support.* URL <https://support.zoom.us/hc/id/articles/115000332726-Menggunakan-Ruang-Tunggu#>