

EFL STUDENTS' RESPONSE AND ENGLISH LEARNING OUTCOMES (ELO) TOWARDS ONLINE LEARNING VIA ZOOM MEETING APPLICATIONS AMIDST COVID 19Muthmainnah¹, Ahmad Al Yakin², Andi Asrifan**Original Article**

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Abstract

When the Covid-19 pandemic hit, the Indonesian government temporarily closed school access to prevent the spread, and suggested distance learning through educational platforms that could be used by educational institutions and educators to reach students via the internet and minimize interference from others activity. While there are many other tools available, zoom cloud meeting is one of the most used because of its ability to facilitate group learning and communication in the same way as face-to-face meetings. This research is expected to explain the challenges and benefits of using zoom as an alternative to traditional distance learning in the context of the COVID-19 pandemic in universities. This study aims to determine students' responses to online learning based on Zoom application in teaching English for Indonesian language education study programs. The type of research used in this study is a mixed method. The data is obtained directly from respondents, which includes students' responses to online learning based on the Zoom application. The sources of data are in the form of questionnaires, interviews, and learning outcomes. The instruments in this study used a questionnaire and an interview. Data collection techniques used non-test data collection techniques, namely interview questionnaires and learning outcomes. The data is analyzed with qualitative and quantitative techniques. The interview results show that the Zoom application is suitable for use in online learning because it is easy to access. Constraints experienced when using the Zoom application are internet networks that are not good and wasteful of quota. The learning outcomes of students of the Indonesian language education study program in the subject of English are 85.79 in the good category. The results of this study show that the total acquisition value on the questionnaire sheet is 2.614, and the average value is 68.79.

Keywords: Zoom, Online Learning, EFL, Digital era and Covid19.

Introduction

In addition, education is one of the conscious and planned efforts to educate the nation's life and develop Indonesian people as a whole so that they become human beings who master 21st century skills and are able to collaborate globally. The transformation of education globally occurs in line with the outbreak of the Corona virus, which greatly affects the teaching and learning process that requires educators to integrate ICT (*information, communication and technology*). Efforts to

prevent the spread of the Corona virus have made policies to work, worship, and study online home to ensure the fulfillment of the right to education services during the COVID-19 pandemic.

According to Simamora, (2020) Indonesia's education system has been blamed for the emergence of COVID-19 for the use of the phrase. All learning activities were moved from face-to-face learning to distance learning or online after the World Health Organization (WHO) declared the COVID-19 virus a pandemic. It's based on Indonesian government policy, which restricts people's ability to contact each other physically, even in places like schools and universities. For these reasons, teachers must accept the situation by altering the management structure in the classroom, system of learning, and use of learning material. Teachers must be creative if they want to prepare relevant learning for their students in this situation.

Regarding the pandemic, the Minister of Education and Culture, Nadiem Anwar Makarim, issued a circular letter Number 4 of 2020 regarding the implementation of education during the COVID-19 emergency and asked schools and campuses to conduct learning from It is critical that it be developed in order to produce meaningful learning results in the COVID-19 pandemic. The situation necessitates that all citizens take precautions so that the COVID-19 does not spread farther. In response to this exigency, the government issued directives through university authorities, directing the transfer of lectures via the internet network. It was conceived as a solution to break the COVID-19 pandemic chain, as UNESCO moves to assist countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning (UNESCO, 2020).

Related to these conditions and based on the policy of the Minister of Education and Culture, educators seek to take action to provide educational services to students remotely or distance education. In this regard, the application of the right method in presenting material for distance learning is synchronous and asynchronous online systems. It is to assist teachers and lecturers to convey educational messages Ismailov, M., & Laurier, J. (2022) claimed Synchronous online learning is learning that allows students and lecturers to participate and learn directly and in the same place and at the same time. One example is when lecturers and students participate in class through *web conferencing* applications.

Learning using network systems, such as e-learning prepared by universities via campus websites or using online applications, is a feasible learning paradigm, coupled with the state of the pandemic COVID19 (Sintema, 2020); Paris, B., et al and Subashini, N., et al (2022). It is a constructivist-based integrated instructional learning design that is carried out through the use of online social networks such as blogs, wikis, photo sharing, video sharing, instant messaging, and social networking sites accessible to students or teachers (Saekhow, 2015).

Furthermore, the COVID-19 program emphasizes the importance of using online models and applications to fulfill learning objectives, Schneider & Council, (2020). As a result, learning innovation is required to preserve the advancement of global education. According to a study conducted by L. Y. Li and Tsai (2017) in Taiwan, students tend to access learning material in the form of lecture slides, video lectures, joint tasks, and forum messages when participating in online learning. When viewing this information, students with varying goals, motives, and preferences may display varying behaviors. These behavioral variations can have a negative impact on their learning performance. According to this research, students watch learning material connected to lectures in their classrooms (e.g., slide lectures and video lectures) for a longer period of time and more frequently than other learning resources (e.g., joint assignments and sending messages).

The studies that focus on the topic of online learning as a supplement that combines some of the best characteristics of traditional (face-to-face) learning and online information and communication technology-based learning as a result, this learning model provides students with

knowledge about how to provide practical and realistic opportunities, which is consistent with the Blended Learning format. According to Garrison & Kanuka, (2004). Given the advancement of technology and communication, online learning trends are growing by the day, with participants not leaving the discussion room face to face. Blended learning is a blend of online and off-campus learning that promotes deep and meaningful learning while remaining true to the values of traditional higher education institutions. As a result, sophisticated technology has the ability to improve the effectiveness and efficiency of learning experiences (Graham, 2006).

Accordingly, asynchronous learning is an independent learning approach with asynchronous interaction to encourage learning. Email, *online* discussion boards, Wikipedia and websites are learning assets that aid Asynchronous learning. Online learning is an alternative that can be done in teaching and learning activities during the COVID-19 pandemic and can create a useful and creative learning environment. The purpose of online learning is to increase access for students to obtain good learning during the Covid-19 pandemic. Khodaei, S., (2022). Succar, T., (2022) stated courses become more interactive and in demand by students because they are online, and the learning media used are very innovative and effective in accordance with the times.

The relevant research in this study was carried out by Succar, T., (2022); Li, L., et al., (2021); Simamora, R. M. (2020); Baron, R. (2020) find effective online learning media, hopes and expectations of the implementation of Zoom *Cloud Meeting* very helpful in learning activities and easy to access learning materials. Zoom was a useful tool for teaching grammar, even though both the teacher and students encountered difficulties due to media and devices, internet access and network, and facilities, according to the results of this study. Because of this, the educator found workarounds that serve the same purpose as media for online instruction, Octaviani, A. Y. (2021) and by utilizing a cloud-based video conferencing application to transform two traditional reverse classes into fully online reverse classes. Before and during online reverse classes, Zoom video conferencing can facilitate a variety of pedagogical practices. Pedagogical practice, as used here, refers to the specific activities used to organize classroom instruction and student learning. Hew, K. F., Jia, C., Gonda, D. E., & Bai, S. (2020).

This study aims to describe the conditions that occur in the distance learning process se zoom to teach English as an alternative in teaching and zoom effectiveness meeting in teaching English to Indonesian students during the covid-19 pandemic. The result of this study is expected to provide important information about the general conditions that occur when using zoom meeting to learn and how effectively zoom is applied in the teaching and learning process as reference and input for lecturers, teachers or other educators for their online teaching. This result can also be used for other researchers as a reference who will conduct similar research on the use of from the zoom meeting application to study or for other activities such as meetings, online discussions, practicums, online seminars, or webinars. The purpose of this study is to describe the conditions that occur in the distance learning process using Zoom to teach English as an alternative problem-solving strategy and to examine the effectiveness of Zoom in teaching English to Indonesian students during the COVID-19 pandemic. As a reference and input for teachers, lecturers, and other educators, the results of this study are expected to shed light on the general conditions that occur when using Zoom to learn and how effectively Zoom is used in the teaching and learning process. Using this result as a guide, other researchers can do similar studies on how Zoom Meeting can be used for academic purposes or other things like meetings, online discussions, practice, webinars, or other kinds of online seminars or training sessions.

Literature Review

So far, online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet. In order to carry out online learning, it requires the support of devices such as Android phones or phones, laptops, tablet computers and *iPhones* so that they can be used to access information anytime and anywhere (Kurniawan, 2019). In addition, Ahmad Al Yakin, (2019) stated Digital class is learning that is done using the internet and digital technology in anticipating learning so that students and teachers, students and lecturers no longer do learning in class, but can do it online.

Recent study on online learning during Covid-19 has been conducted in a variety of areas. Bailey and Lee (2020) conducted a study that discussed the benefits, problems, and solutions of online teaching. Then, Atmojo and Nugroho conducted a study on online teaching during the pandemic in an Indonesian setting (2020). During the pandemic, the study looked into the teaching activities and obstacles in secondary schools. Some of the difficulties discovered were as follows: some students did not have their own smartphone, the internet connection was unstable, some students could not afford a sufficient internet quota, many students had low digital literacy, and some students were not punctual in attending online classes. Previous studies have provided information on students', teachers', or both groups' perspectives of English online learning. However, the incorporation of digital learning in such studies occurred naturally (along with the development of technology and internet). On the other hand, nationwide online learning in Indonesia came as a surprise and was unplanned. The idea to introduce nationwide online learning was prompted by the Covid-19 outbreak, which impacted Indonesia's school system.

Furthermore, earlier research on online learning during the Covid-19 pandemic frequently concentrated on the opinions and experiences of teachers. As a result, the current study provides viewpoints and experiences from students, particularly university students, who are predicted to have better levels of digital literacy than students from lower levels of education. The online learning was originally planned to last fourteen days; however, it has been extended several times due to the Covid-19 epidemic. As a result, colleges in Indonesia began offering full-fledged online courses. Given the ongoing spread of the epidemic, colleges are working hard to adapt their teaching and learning activities. Online learning platforms such as Google Classroom and learning websites such as Canvas are becoming more popular. As a result, the current study is fascinated to investigate the challenges and problems encountered by Indonesian students when learning through virtual classrooms.

Digital technologies are used by Arkorful and Abaidoo (2014); Mpungose, C. B. (2020) for teaching and learning in online learning, often known as e-learning. Students can learn whenever and wherever they choose thanks to technological resources. In addition to instruction and knowledge delivery, online learning requires engaging students to communicate with one another. However, online learning is a little different in the current study. Now that Covid-19 is widely used in Indonesian schools and colleges, students can join classes regardless of where they live because face-to-face instruction is being replaced with fully online interactions. Due to Indonesia's varying online learning practices and heterogeneous learning environment, students and teachers' preparation for online learning varies.

Furthermore, due to the quick spread of the pandemic, full online learning must be implemented right away. Otherwise, a substantial quantity of training will be missed. It was also found that one of the most difficult things about online learning is creating a sense of belonging. Online learning's implementation necessitates a focus on social presence, engagement, and cooperation. In order to develop effective online learning communities, students and teachers must work together to encourage collaboration and engagement among themselves as well as between and among

themselves. Because student-centered learning is so important in online learning, the right methods, approaches, and technologies can be employed to help students meet their learning goals.

In addition, Ali (2020) made several suggestions to make online learning in HE institutions more effective. These are the recommendations: HE institutions must have a basic ICT infrastructure, teachers must have access to applications and learning platforms, teachers must also be able to use ICT tools successfully and students' preparation should be supported accordingly. Furthermore, online learning is thought to be at least as effective as traditional learning, Nguyen (2021). Some research, such as this one, shows that brick-and-mortar stores are more effective, while others show mixed results. Because of voluntary submissions to the site, the repository is vulnerable to selection difficulties.

In line that matter, in this study will be conducted Zoom apps. Zoom is one of the face-to-face conference platforms where lecturers and students directly interact like meeting face to face. In this application there is a share feature Lemke, T. (2022); Singh, J., Steele, K., & Singh, L. (2021). This application is classified as a flexible application because it can be accessed via Android, making it easier for users to use it on *smartphones*. Zoom application, interactions between lecturers and students can be carried out without any space and time limits. Lecturers can use this application either as a substitute when the lecturer is unable to attend or as a supporter of lectures about learning objectives or can also provide material as a summary, give assignments and even tests, Kennedy, A., et al., (2021).

Talking about online learning in this study by using Zoom cloud application presents a form of transformation of conventional classroom management into virtual classes in accordance with the industrial revolution 4.0. The use of the Zoom application is as a form of implication of *cybergogy* in this era of educational disruption. The presence of this virtual application is as a solution so that the learning process runs in a fun, flexible, effective, and efficient.

Researchers chose to conduct a study on the Zoom application because during the covid-19 pandemic, students did online learning using the Zoom application, especially students in the second semester of the Indonesian language education study program in teaching English materials. During online learning, many students complain and feel that online learning using the Zoom application is not effective. Therefore, the researchers are interested in conducting a study related to this problem. One of the other factors that can be feedback for researchers is to ask for feedback or responses from students about online learning using the Zoom application that they have been through and observe their learning outcomes.

Method

This research is mixed method research. According to Abowitz, D. A., & Toole, T. M. (2010). In its simplest form, size triangulation is the most basic mixed methods approach to consider. Several operationalizations of one construct were used in research studies in this method. As a result, we now have a better understanding of the phenomena that occur. Closed-choice (forced-choice) and open-ended questions can be used to measure key constructs such as behavior, traits, or attitudes in the survey. For the same construction, you can also use some questions with clear words (open or closed). When the results of various measures of the same concept agree, we have more confidence in the findings.

The use of zoom cloud meetings as an alternative method of teaching English to students in Indonesian language education study programs during the COVID-19 pandemic is the focus of this research. The respondents of this study were the second semester students of Indonesian language department in teaching English with the total number was 38 students participated in this study.

The method used to collect data is by sending a survey via Google Form which is distributed using a later questionnaire conduct interviews via video call on WhatsApp. Data was collected using a questionnaire, which asked those who completed it a series of questions. For distributing questionnaires, we use Google forms because they are faster, cheaper, and more complete. The social distancing policy prohibits us from conducting direct interviews with respondents, so our interviews were conducted via WhatsApp video calls. The data analysis technique used in this research is qualitative and quantitative data analysis.

1. Qualitative data analysis

Data reduction

Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary data and organizes data in such a way that conclusions can be drawn and verified (Miles and Huberman, 2007:16). In this study, the researchers recorded the students' responses to online learning based on the Zoom application, as well as collecting data, summarizing data according to categories and documentation in the form of interviews and questionnaires from informants. To present the data in this study is qualitative research through the questionnaire results on students' responses to the online learning application-based Zoom. It is intended that the information obtained can be concluded easily. After the data has been collected and has been processed in such a way, the researcher conducts an analysis to draw a final conclusion using the inductive method.

2. Quantitative data analysis

a). Calculating the percentage of students' responses

To calculate the percentage of students' responses to online learning based on the Zoom application is by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

- P : Percentage
 F : The frequency that the presentation is looking for
 N : Number of respondents
 100 % : Fixed Number

b). Finding the Average

To find out the average value of students' responses to online learning based on the Zoom application is by using the following formula:

$$\text{Me} =$$

Note:

- Me** = Mean (average)
Σ = Eplison (read number)
 = Value x to i to n
N = Number of individuals /data

Result and Discussion

This study aims to determine the students' response to the online learning application using Zoom teaching English for the second semester students of Indonesian education study program to investigate the impact of online learning through zoom in learning outcomes.

Table 1. Questionnaire Responses

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Learning is easy to understand when using the <i>Zoom application</i>	13,16%	36,84%	15,79%	28,95%	5,26%
2	<i>Zoom Applications affected your learning interests.</i>	21,05%	55,26%	15,79%	5,26%	2,63%
3	<i>Zoom app saves data usage compared to other apps.</i>	26,32%	18,42%	13,16%	39,47%	2,63%
4	The <i>Zoom application</i> provides an opportunity for you to study independently at home.	15,79%	68,42%	7,89%	7,89%	0 %
5	The <i>Zoom application</i> provides an opportunity for me to study independently at home.	15 %	11 %	4 %	0 %	0 %
6	Motivate me to be more active in online learning activities	5%	44%	21%	23%	5%
7	Using the <i>Zoom app</i> does not require very time-consuming skills	15%	63%	10%	10%	0
8	Online learning is more efficient than face-to-face learning on campus	18%	26%	10%	42%	2%
9	The <i>Zoom application</i> is effectively used in online learning	13%	44%	23%	10%	7%
10	Through the <i>Zoom application</i> , it is easier for you to interact with lecturers, compared to face-to-face learning on campus	5%	13%	15%	50%	15%
11	The <i>Zoom app</i> has features that are not too complicated	2%	71%	21%	2%	2%
12	<i>Zoom apps</i> Does not make you proficient in the use of technology	8%	21%	18%	44%	8%
13	<i>Zoom application</i> does not have a positive influence for me	0	25%	13%	52%	7%

14	Zoom app is not useful for me	0	13%	13%	55%	18%
15	The Zoom application is not suitable for use in online learning	2%	7%	7%	60%	21 %
16	You cannot experience the positive benefits of information technology when using the zoom app	7%	23%	15%	42%	10%
17	It's not easy for you to access the Zoom app	5%	13%	23%	55%	2%
18.	The Zoom application does not have features that can stimulate the spirit of learning	5%	31%	10%	50%	2%
19.	There are no network problems when using the Zoom application in online learning	5%	5%	7%	26%	55%
20.	I can't concentrate on online learning by using the Zoom application so that the lessons that have been given are difficult to understand	2%	5%	7%	52%	31%

In table 1, the question about learning is simple to understand when using the Zoom application, "according to the first questionnaire statement." There are 50% who think that learning is easy to understand when using the Zoom application. While 28.95% said they didn't agree, they said it was because when students learn online using the Zoom app, they are limited by the network, sound isn't always on, and students don't pay attention, which makes it hard for them to understand what they are learning.

The second questionnaire statement, "Zoom application effect on the interest in learning," revealed that 76.31% of the students thought that the application of Zoom influenced their interest in learning. There were students who stated that they did not agree due to their lack of ability to use the Zoom application or the difficulty of accessing the Zoom application. The next question asked about the Zoom application's efficient use of data in applications compared to other video conferencing applications. There were 44.74% of students who responded that the Zoom application is more efficient compared to other video conferencing applications. Meanwhile, 15 students, or 39.47%, disagreed with it. There are students who do not agree with it because during online learning they have gone through the Zoom application, which is more wasteful of internet quota compared to other video conferencing applications.

"The statement about the Zoom application provides an opportunity to learn independently at home," 84.21% of the students responded that the Zoom application gives an opportunity to learn independently at home, while 3 people, or 7.89% of the students, disagreed, because Zoom is not a medium for gaining knowledge but only as an intermediary medium for learning between lecturers and students, so that Zoom is not an application that can have an influence on being able to learn independently at home.

Students' responses to the statement that online learning is a new learning for them, most of them chose to agree with the statement, and those who disagreed with the statement were eight

people, or 21.05% of the respondents. Some of the respondents did not agree with the statement because they had previously done online learning. Of those, 50% stated the Zoom application is motivating them to be more active in online learning activities. The respondents who declared disagreement (23.68%) stated that they did not agree with it because students were not proficient enough in using the Zoom application, so they were not motivated to be more active in participating in online learning activities.

In the sixth questionnaire statement, asked about whether using the Zoom application does not require skills; it is very time-consuming, there were 78.95% of respondents who think that using the Zoom application does not require skills; it is very time-consuming. 10.53% of the respondents disagreed with the statement. The Zoom app is easy to understand. There are 44.74% of respondents who responded that online learning is more efficient than face-to-face learning on campus. 42.11% of respondents chose this category. Respondents stated in the interview that they disagreed, because during online learning most students were slow to join lectures, so that it took a long time to start learning and the lecturer explained the material way beyond the time that had been set.

During online learning, the Zoom application is effective, as claimed by 57.9% of respondents. Students who disagreed with the statement were 4 respondents, or 10.53% of respondents. Respondents explained they would disagree with the statement because during the learning process through the Zoom application, there were many network constraints, so that the delivery from the lecturer was not clearly heard by students. This makes the learning process ineffective.

18.42% of respondents think that through the Zoom application, it is easier for them to interact with their lecturers, compared to face-to-face learning on campus, where 19 people, or 50.00%, disagree. There were respondents who disagreed with the statement because students are used to asking questions and are more comfortable during face-to-face learning. Then, of the 73.68% of respondents believe the Zoom application has insufficient features, 2.63% of respondents disagree with the statement because, to make a class and take a class, they had to go through several features that were quite complicated for beginners.

The Zoom application does not make them proficient in using technology. The respondents who disagreed with this category were 17 out of 44.74% of respondents because they have had a tremendous positive influence when they have used the Zoom application in addition to taking online lectures. At least some have mastered the Zoom application. There were students who said that they did not agree because the Zoom application was only used during the learning process and not used every day. The Zoom application was useful, especially during the COVID-19 pandemic. Zoom provides space for distance learning, and students feel like they can learn just as well online as they can in person.

Table 1 presents that 10.52% of respondents answer that the Zoom application is not suitable for use in online learning. However, 21.05% of the student respondents disagree because, according to them, the Zoom application is very suitable for use in online learning because it does not require transportation costs to attend lectures on campus but can be done through the Zoom application. The next question asks about why students cannot feel the positive benefits of information technology when using the Zoom application. 31.57% of respondents strongly agree, but 42.11% of students who responded disagreed with this statement because, by using the Zoom application, students could take part in activities and national seminars through Zoom; this is a positive benefit from the use of information technology.

In the questionnaire statement about it is not easy to access the Zoom application. To access the Zoom application, students disagreed with 55.26% of the respondents. The existence

of respondents who responded with a disagree because of the difficulty of accessing the Zoom application is relative; it depends on the area of residence. In the questionnaire statement no. 16, there are 29% of respondents who think that the Zoom application does not have features that can stimulate enthusiasm for learning, while those who responded with a "disagree" category were 52.00% of respondents. Respondents who responded that they disagreed because in the Zoom application there is a share screen feature, emoticons, and other features that can stimulate the enthusiasm of learning.

In table 1, questionnaire statement number 17, 52% of the respondents chose to disagree. There were respondents who stated that disagreed because during online learning using the Zoom application, there were many network problems. Because most of the respondents had returned to their hometowns where the quality of internet services was less stable and some even had no network at all, there were 7.89% of respondents who believed they couldn't concentrate on online learning by using the Zoom application because the learning that has been given is not easily understood. 52.63% of student respondents disagreed because when learning takes place, students are quite concentrated but because there is no enthusiasm to learn, so that no learning material is understood.

Furthermore, based on the results of interviews with several students, the Zoom application is suitable for use in online learning because it is easy to access. Constraints experienced when using the Zoom application are networks that are not good and wasteful of internet quota. This is in line with research conducted by Liu, A. N. A. M. M., & Ilyas, I. (2020) and Li, L. Y., & Tsai, C. C. (2017). The students' response associated with the Zoom application was that students use the Zoom application because it is easy to use, but others disagreed because students were on low Internet network and had financial problems buying the internet data package.

Discussion

The results of data analysis in this study indicate that students' responses to online learning of the Zoom application based on English are in the low category. It is designated from analysis of the questionnaire responses of students to the online learning application-based zooming with an accumulated value of 2.614 and an average value of 68.78 or lower in the category. This is in line with research conducted by Mulyana (2020) where students' responses to online learning using the Zoom application are in the low category, with an average of 38.3 being in the very low category. Meanwhile, the learning outcomes of students in the Indonesian language education study program while teaching English materials are students who get an average value of 85.79 in the good category. The results of this research explain the online learning outcomes of Indonesian students based on Zoom.

Furthermore, from the results of interviews with several students, it is clear that Zoom application is easy to use because it is not too complicated. The obstacles experienced when using the Zoom application are the network, which is not good enough, and the internet quota, which is not sufficient. In the comparison of the bandwidth of the Zoom application with Webex and Hangout, there are students who say the bandwidth is low, and others say they don't know because they don't use the Webex application and Hangout during learning, so this makes students not know the comparison of the bandwidth of the Zoom application with Webex and Hangout.

The advantage of the Zoom application is that it is easy to operate, easy to access and can load more than 50 people during a video conference. The drawbacks of the Zoom application are that it uses too much quota and has limited participants. Learning motivation appears when conducting video conferences with course lecturers. The difficulties encountered include difficulty logging into videos due to accounts and networks, as well as unclear voice due to a poor internet connection.

Zoom application is suitable for use because the video quality is very good. Learning is easier felt by students, and to take part in the video conference, participants can only click on the link that has been shared by the lecturer.

This is in line with Totanan, C. (2022) find Zoom is preferable because it allows teachers and students to interact in the same manner that they would in a traditional offline classroom and revealing that online learning by bringing technology into the classroom based on the medi and technology application has been effectively used during the COVID-19 pandemic Al Yakin, A., (2022) . Kinsky, E. S., et al (2021) presents a look at the impact COVID-19 has had on university students and how a sudden change in education practices can affect learning, based on factors including self-efficacy, interaction, and motivation

It's possible that adopting process-oriented pedagogies is important for ESL instructors to achieve a better level of technology integration, but only if they have appropriate opportunities for professional development and adequate support from their schools. Cheung, A. (2021) and Serhan, D. (2020). This is because online learning using the Zoom application is more flexible, students are more independent in studying, and they are more active in lectures because of the features in the application. Zoom makes learning more interesting and the delivery of material from lecturers can be felt by students. While the obstacles experienced when using the Zoom application is a network that is not good.

Conclusion

We found that learning online supported by the Zoom Meeting app works well in situations where: We found that online learning supported by the Zoom Meeting application worked well in situations where: 1) the use of the Zoom application in online learning did not have a negative relationship with student learning outcomes; 2) the implementation of education occurs in the low category because of connection problems and smartphones that are used but can be overcome with the chat box feature that is used by lecturers to facilitate learning instructions. 3) the activities of students who are in the less positive category increase at each meeting for the better; and 4) students respond well to the use of online learning in the midst of COVID 19, which is supported by the Zoom Meeting application. Most of students' learning outcomes while teaching English received good category presents in this paper.

Based on the research and discussion described above, the following are conclusions that can be drawn regarding the use of Zoom as an online learning medium during the COVID-19 pandemic: During this social restriction period, students are only allowed to use e-learning for online-based learning. Because they feel that the internet connection is unstable, lectures delivered via Zoom are considered less effective, but students can understand the learning instructions shared by the lecturer in the chat box feature.

As a result, even though students cannot hear, and the connection is sometimes intermittent, Despite the fact that Zoom was considered less effective, students found it more efficient and useful than other available options. During the COVID-19 pandemic, students' desire to use online learning applications in the most practical way is one of the drivers behind their desire to continue their education. As a result, the Zoom application can serve as an additional medium for delivering online courses, and they are directly involved in accessing learning media and technology. As a result, during this COVID-19 pandemic, students and lecturers must maximize ICT effectively through distance learning. The COVID-19 pandemic will still exist, and we must face it. In this digital age, the 4.0 phenomenon is a good step toward the industrial revolution and a boost for the use of media and technology-based learning in every university in the world.

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