



A Literature Review on Students' Views on the Utilization of Zoom for English Language Instruction During the Pandemic

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Abstract: This research aims to investigate the implementation and effectiveness of using the Zoom application for English Language Teaching (ELT) during the pandemic. The study focuses on students who utilized the Zoom application as a method for ELT. The research methodology combines both quantitative and qualitative approaches, utilizing an online questionnaire to collect data. The researcher analyzed the data, integrated their ideas, and formulated concluding remarks based on the collected information. The review includes some primary studies published between 2020 and 2021. The review findings indicate that students were able to actively practice English, responded positively to the use of Zoom, and demonstrated the ability to learn independently.

Keyword: ELT, pandemic covid-19, Zoom

INTRODUCTION

The most characteristic prominent of learning online is providing convenience and flexibility for teacher and students especially for determining online learning with internet technology schedules without prioritizing time and location (Bower, et.al, 2015). Usually the teaching methods of the modern era must be different from the traditional era. In the modern era, especially in the use of web 2.0, the use of English teaching methods must be done in an appropriate way, in the English teaching method it is not only intended to guide students in mastering language skills, but students are intended to better understand how the language used, and how be positive when learning a language (Jaya, Hastomo & Putri 2022). Especially on pandemic Covid-19 the teacher can provides teaching materials or learning materials to students of distancing learning, students must give positive feedback and accept what the teacher gives.

The above reality forces the government to anticipate through increasing social awareness and inviting the public to stay away from the threat of Covid-19. The governments' policies are work from home (WFH) by introducing online learning system education aspect. This policy addresses people (lecturers, students) either to sustain learning process as usual by different way (namely learning online) and to reduce the virus spreads via remote learning and social distancing. So the teachers must ensure that the English teaching process runs smoothly even though using internet technology. Technology as a medium in teaching and learning activities is more interesting and innovative so that teachers can provide motivation for students to be more active in learning activities and learning process (Dharmawati, 2017).

Emphasized that students' perceptions play a very significant role in the evaluation process of the effectiveness of teach (Chen, 2003). Online learning has mostly been used by teachers, lecturers and students in the midst of the Covid-19 pandemic because of the prohibition on virtual teaching and learning activities (Sutiyono & Hastomo, 2022). Alvarez (2001) states "that students are given the opportunity to evaluate themselves, that is, when students are shy to express their thoughts in class but they are able to express their thoughts without hesitation". For these reasons, we can conclude that student' perceptions of the English teaching method through the zoom application can increase students' attractiveness in learning, especially skills when using language.

RESEARCH METHODOLOGY

This review conducted from 4 articles that we searched on google scholar, the first journal was published on December 2, 2020, while the second journal was published in December 2020, and the third article was published in November 2020 which contained students' perceptions of learning English during the pandemic. The review contains teaching methods using zoom to support distance learning for students and teachers. In making this article we got the source of the article on Google Scholar. The author do a research using google scholar to finds this articles and then use screening techniques to find the right article needed. So, we decided to take three articles that we needed. The main keywords of the journals are: English Language Teaching, Pandemic Covid-19, Zoom.

The first study (Irwandi, 2020) examines the method of teaching English that is carried out remotely by using zoom during a pandemic, it must be done appropriately not only to guide students to master language skills but more so that students are able to learn independently and have characteristics positive during language learning. The author offers the application of an eclectic method for teaching English remotely, the application of the electric

method is expected to make students able to maximize the use of virtual internet media and be able to learn independently when distance learning is carried out. The writer used the collect and analyse the data and the research was conducted also drew and integrated his ideas to formulate concluding remarks.

The second study (Suadi, 2021) studying online learning has a very important role in the language learning process. The purpose of the research was to describe the students' perceptions using the zoom application; the data were collected through an online questionnaire with a combination of a combination of quantitative and qualitative methods. Researchers hope that this research can produce a positive impression for students and teachers, so that students can easily improve their language skills to reduce their lack of self-confidence when learning virtually.

The third study (Mannong, 2020) examines students' experiences in utilizing online-based applications in learning English and what obstacles they face. The purpose of this study was to determine the effectiveness of the applications used when using the ELT method. In the online learning process, the researcher carried a message that there were many complaints and obstacles for students when learning, namely: unstable networks, inadequate internet quotas, many students who did not have gadgets to take part in learning. So in this study, although during the pandemic the researcher wanted to help students learn English virtually, they also wanted to improve digital student literacy through an application.

The fourth study (Gunawan, Ni Made Yeni Suranti, Fathoroni, 2020) analyzes the significant impact on learning activities in tertiary institutions. Colleges divert class meetings with online meetings in networking and home assignments. In accordance with the largest use of platforms, namely using social media networks such as WhatsApp (87%). Most of the material is also delivered via WAG, telegram or other social media networks. Lecturers who use the Moodle online system or Google Classroom (56%) provide material directly on the available menu. Some were sent via e-mail (25%) either giving materials or submitting their assignments. In addition, for video conference users (13%), the material is usually given and asked directly online so that students can immediately listen to and even download the material presented. Many attempts are made by the teacher to use learning methods that are in accordance with students' abilities, so that students can easily understand the meaning contained. Through this activity the writer succeeded in conducting research by applying 3 methods, namely: Implementing electric method for ELT(English Language Teaching) through distance learning during the Covid-19 pandemic, students' perception using ZOOM in ELT amidst Covid-19 pandemic, and students' perceptions of distance learning during a pandemic

through an application (ZOOM). With the zoom application the teacher can also see the students as a whole, and the teacher can also display learning material in the form of a power point and can be shared directly through the main screen contained in the Zoom application (share screen).

RESULT AND DISCUSSION

In learning English, a lot of efforts are made by the teacher to use what teaching methods are suitable so that students are able to easily understand the meaning contained in language and students can behave positively when using language. In this case, many researchers used the CLT (communicative learning teaching) method and for the teaching process during the pandemic the researchers tried to link this method with the zoom application. Because by using the zoom application the researcher can control the learning process.

Following are the results of the first study "*Implementing Electric Method for ELT through Distance Learning during the Covid-19 Pandemic*". In this study, the researcher found a method for distance learning through a library research method or the so-called electric method. In this electronic method students are expected to be able to be positive when learning language and be able to learn independently. Researchers also made five strategies for the electric method, namely: finding electrical characteristics in various language teaching methods, providing meaningful learning activities, implementing contextual learning, giving varied assignments so that students do not get bored when working on assignments, and providing feedback so that students feeling happy. For the second study entitled "*Students' Perception of the Use of Zoom and WhatsApp in ELT Amidst Covid-19 Pandemic*" in the second study the researchers conducted a study with 53 students as respondents. Researchers use methods for data collection in qualitative and quantitative methods through zoom and WhatsApp applications in the hope of fostering positive attitudes of students. In the third study entitled "*The Students' Eyesight The Effectiveness of Learning-Based Applications on ELT in the Pandemic Era*", in this study the researchers made a comparison of the effectiveness of applications for learning during the pandemic. Some of the applications tested are: zoom, google classroom, WhatsApp, and google meet. On zoom application, students understand of the material and assignments given by teacher (73,3%), for teaching and learning process (80%). On google classroom, only 46,7% students can understand for the instruction the assignments given by teacher, and 33,3% students cannot understand of the assignments. On WhatsApp, 96.7% of students can understand the material and assignments given by the teacher. The use of WhatsApp is considered to be more specific on google meet, students can understand of the material (80%), students can know the easy assignment has given by teacher (90%).

The fourth study entitled "Variations of Models and Learning Platforms for Prospective Teachers During the COVID-19 Pandemic Period" this study aims to describe the variation of models and platforms used in online learning for prospective teachers during the social distancing period. This research was conducted through a survey and focus group discussion (FGD) conducted online to obtain information about the implementation of learning, applications used, constraints during learning, how to deliver material, and the number of meetings held weekly. This research is a survey method. Data collection is done through a survey to obtain information through public opinion regarding online learning being carried out. Some information was also obtained through focus group discussions (FGD) which were held with several teacher or lecturer representatives. The sample in this study were 212 lecturers at the LPTK in Mataram. The instrument used was a survey questionnaire that was filled out online using the google form application. The questions given in the survey were about the implementation of online learning, the obstacles faced and the number of online meetings held every week. Then the data that has been generated through the survey is re-analyzed using descriptive analysis techniques.

From the four studies above with the keyword "*Students' Perceptions of Distance Learning during a Pandemic through an Application*" can cause positive things for students, because with orderly supervision by the teacher, students will feel that they are cared for and students want to learn independently at home. In addition to the use of the Zoom application, teachers can also use WhatsApp or google meet as a tool for learning and for interacting with students as they do face-to-face at school. With the zoom application, the teacher can interact directly and can see the faces of the students as a whole, so the teacher can use Zoom Meeting for other media in the teaching process. Teachers can send learning materials in the form of power points and can be shared via the main screen contained in the zoom application.

Broadly speaking, the Zoom Meeting function is for communication using video and audio via the internet network. This application is very useful for online teaching and learning as well as important company meetings without the need for us to meet face to face. Of the several features offered, zoom meetings can be used as an alternative for learning activities, socializing with colleagues, or even holding work meetings because of its relatively easy use and can be accessed anytime and anywhere in the hope that online learning activities can run smoothly and get maximum results. Through zoom meetings, learning activities can provide more experience for students where students can interact directly. Students can do question and answer; discussion and presentations about learning problems faced. Use of Zoom Clouds Meetings to support the teaching and learning process during the

pandemic the corona virus is quite effective in urban areas. However the use of these applications must be supported by good internet facilities. Signal Internet in Indonesia is considered quite good in big cities, but in many areas remote areas must be further improved so that people who have to study and work from homes and relying heavily on internet signals, have no problems being able to access the internet even in remote areas. Therefore, teachers and students must understand each other in distance learning during the pandemic and after the COVID-19 pandemic. We have to accept the phenomenon of COVID-19 well. Because, the existence of this phenomenon is an encouraging step towards every university in utilizing technology-based learning and is also a step for encouragement to each school in utilizing based learning technology and is also a step towards the 4.0 revolution.

CONCLUSIONS

In today's modern era, students need to have access to technological tools, especially during a pandemic like the current one, where schools have shifted online through mobile devices and other platforms. Among the applications used to facilitate the learning process, Zoom is frequently utilized for educational purposes. Zoom allows for flexibility in learning, enabling students to participate from anywhere and at any time. In addition to Zoom, teachers can also utilize various other applications such as Google Classroom, Google Meet, WhatsApp, and more, as media or learning tools.

When applying the Communicative Language Teaching (CLT) method, Zoom proves to be a suitable choice, as it allows teachers to observe students' active responses through video interactions. Teachers can deliver instructional materials and share assignments with students through the Zoom application, and students tend to concentrate more on the content presented on the main screen. During the COVID-19 pandemic, it is often recommended that students engage in Zoom sessions three times a week.

Based on the aforementioned research, it can be concluded that the Zoom application is highly effective in the learning process. It empowers students to become actively engaged and fosters independent learning, leading to a positive attitude towards language acquisition. The data collection methods employed in the three articles mentioned involve the use of the electric method (distance learning) to develop students' language skills and cultivate positive learning qualities in English. The second article combines quantitative and qualitative data analysis, while the third article utilizes a questionnaire and descriptive statistics for data analysis. Overall, the data analyzed in these studies primarily consists of quantitative data.

Online learning also necessitates the implementation of appropriate teaching methods, such as the CLT approach. This method emphasizes active

student participation, comprehension of language usage, and the ability to express oneself when speaking or sharing opinions.

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