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VIDEO CONFERENCES IN TEACHING EFL: A CASE STUDY OF USING ZOOM

Tommy Hastomo¹, Eny Dwi Marcela², Akhmad Sutiyono³

^{1,2,3}STKIP PGRI Bandar Lampung

¹tommy.hastomo@stkipgribl.ac.id, ²enydwimarcelaaa@gmail.com,

³akhmad.sutiyono@gmail.com

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Abstract: This study discovers a case study using a Zoom video conference to teach English to English Department Students (N=70) in STKIP-PGRI Bandar Lampung, Indonesia. This study aimed to uncover students' perception of video conference activities' enlightening benefit and determine if Zoom improves writing ability. During the first semester, the instructors conducted 16 meetings in the Zoom conference, including materials and exercises to explore the writing subject. This research exposes the effectiveness of Zoom as an educational platform for teaching English. The researcher utilized open-response questionnaires as a qualitative and quantitative research method consisting of pre-test and post-test to evaluate the students' writing ability.

Keywords: Video Conference for Language Learning, EFL, Zoom.

INTRODUCTION

Teachers and instructors cannot help preventing technology from entering the classroom with mobile technology's latest developments (Johnson et al. 2016). The use of mobile devices and notebooks is becoming prevalent for accessing video conferences as an educational platform. Cheung (2021) states the secondary and higher education systems have shown persistent interest in using video conferences in recent years. The use of video conferencing has evolved in such a way over the last few years. It is gradually replacing face-to-face meetings in contemporary skilled and community contexts. The accomplishments in technology have completely transformed the attitudes towards learning that young generation students have. Sajaril, A., Rahmatia, R., & Syahira, S. (2020) state video conferencing is presently one of the fastest-growing examples of blended learning. The word 'video conference' is an exclusive experience that supposes students' gadgets at the students' spare time for learning purposes. The name

proposes mutuality of three components: learners' mobility, learning's mobility, and technology's mobility.

The nature of learning has changed due to the corona pandemic, which impacts video conferences in the education field. The learning concept that was previously conveyed 'just-in-case, can now be given 'just-in-time', 'just-enough', and 'just-for-students. Traxler (2007) states that video conferencing for learning encourages new types of thinking by students in technology, so there are new types of relationships between users and machines to emerge. Since face-to-face activities were eliminated to stop the spread of corona, video conferences create an intimate or personal relationship. It becomes a part of a person's daily life.

Many researchers explain that video conferencing software can facilitate language learning, such as user-friendliness, fast connectivity, high resolution, and practical software usage. The skills and knowledge of language teachers can influence the effectiveness of video conferencing in enhancing language learning. However, educators need special training and outstanding technical skills related to learning English as a foreign language (EFL) as an integrated video-conferencing application. But teachers' use of classroom video conferencing supports their confidence and competence.

In the higher education system, researchers emphasize the importance of integrating video conferencing in EFL teaching, which has been supported by the latest literature showing a growing interest in video conferencing for education (Naismith et al., 2004, Kabilan, MK, Ahmad, N., & Abidin, MJZ, 2010, Godwin-Jones, 2011., and Simon EF, & Fell CP, 2012). Students can discuss and collaborate on target languages outside of the classroom. Foreign language teachers can use video conferencing as an online resource that can be employed during corona outbreaks.

LITERATURE REVIEW

In the education field, video conferencing has qualified rapid development since corona outbreaks (Gladović, 2020). Apart from the fact that students do not attend face-to-face schools, the popularity of video conferencing is facilitated by the increase in cellular technology and the mobile internet. "Zoom Video Communications reported record revenue of \$ 777.2 million for the third quarter of the fiscal year 2021. Zoom also mentioned that the number of subscribers contributing to more than \$ 100,000 in revenue over the past 12 months increased 136% annually - over 1,289 years." (Novet, 2020).

This study describes integrating Zoom Video Conference for teaching English as an educational platform. Some of the literature indicates a lack of research from practitioners representing EFL learning in the use of video conferencing. However, several studies analyze the experience of using popular video conferencing. For example, Singh et al. (2020) describe how high school EFL students in Malaysia can utilize Zoom as an online platform for learning

English. The author has discovered the following benefits of applying Zoom: increased interest in learning, motivation, communicative skills, and writing. Student demands are equipped with the zoom application as an educational platform. First, video conferencing applications have overgrown as a medium of learning during the corona pandemic, and Zoom is leading the way. “Zoom had 12.92 million monthly active users, up 21% since the end of 2019” (Zoom.us). Second, Zoom is popular with students (Dias, Murillo, Raphael & Teles, 2020). To encourage student involvement during the corona pandemic, schools in various countries use Zoom as an online teaching medium. So, Zoom lifted the limit on meeting time on free accounts to respond to this crisis. Many schools can use zoom as a medium for collaboration and student involvement in participating in learning activities. And the use of video communication is known as e-learning based distance learning. Third, students become digital natives and can easily overcome various technical assignment complexities (Gaston, 2016). Finally, students can join the teaching classroom without face-to-face interaction. Many students focus on content rather than technical issues when using Zoom for educational purposes and making them feel comfortable following lessons. Therefore, students can improve their English skills by using Zoom.

Zoom was created as a video conference media. Since the corona pandemic has proceeded in the absence of face-to-face classes, teaching and learning activities have switched to virtual classrooms, held through Zoom meetings. Several helpful features make learning experiences enjoyable for teachers and students alike through Zoom, such as Two-Way Video and Audio, Video Breakout Rooms, Integration, Accessibility, Recording, Sending Files, and Simplicity/Ease of Use.

The researcher employed the Zoom application as a tool for this research for several reasons. First, The growing popularity of Zoom is remarkable. “Currently, it has 12.92 million active users, which can offer Zoom's effectiveness and attractiveness as an educational media” (Novet, 2012). The second, the simplicity of the application. Students can join the virtual classroom with just one click without requiring a lot of steps used. Third, teachers can integrate Zoom into LMS, which is commonly used in various universities in Indonesia. This integration can make the scheduled course activities more effortless in the LMS. Moodle is one of the LMS applied at STKIP PGRI Bandar Lampung. Students can easily participate in learning activities without being separated from the platforms commonly used on campus without downloading different software. Finally, there is a recording feature that the teacher can record all activities in the meeting and can share a recording in a cloud. It helps students to rewatch the material explained so that this feature can overcome a bad internet connection.

This study ought to answer the following research questions. 1) Do the students consider Zoom as an effective means that can facilitate their English

language learning? 2) Does Zoom improve students' writing ability? If yes, in what aspects?

METHOD

The case study participants were fifth-semester students of STKIP PGRI Bandar Lampung (N=70) aged 19. The students had their regular classes divided into two groups (Group 1 and Group 2), consisting of 35 students in each class. Group 1 joined the experimental study, which was taught using Zoom. Group 1 participated in Zoom meetings using their gadgets, such as notebook, tablet, or smartphones, once a week in 16 meetings. Students participate in learning activities at their homes because of the prohibition on face-to-face lectures due to the corona pandemic. Teachers can assess writing skills and initiate discussions about the Zoom meeting material when they attend virtual classes and complete assignments independently.

The researcher conducted a pre-test to assess the initial writing ability of the two groups. Meanwhile, the writing test was utilized to obtain data on students' writing skills. The students from both groups are required to take a post-test at the end of the semester. It is employed to compare the differences in the results of writing scores in group 1 and group 2 and to analyze the efficiency of using Zoom as a learning medium. The teacher conducted both of the tests, which takes approximately 90 minutes.

Mixed methods were utilized to analyze the data. The researcher obtained data based on the pre-test and post-test results in Group 1 and Group 2. The researcher employed quantitative methods to determine whether the post-test results were higher than the pre-test results in the two groups' results. And the researcher wanted to discover whether there was a difference regarding the effects of student academic achievement, which showed that students in group 1 benefited from using Zoom as a learning medium. Furthermore, the researcher applied qualitative methods to analyze the data obtained based on the five questions in the questionnaire and respondents' opinions regarding Zoom as a learning medium. For questions 2, 3, and 4, a quantitative data analysis method is applied to select only one option.

FINDING AND DISCUSSION

This case study was conducted from August to December 2020, and 70 students participated in this research. They are fifth-semester students of the English Department at STKIP PGRI Bandar Lampung. The researcher carried a pre-test in the first week and a post-test in the last week. The 70 students were divided into two classes, with 35 students in Group 1 and Group 2. Primarily for Group 1 or the Experimental Class, the researcher provided a video recording of learning during the Zoom meeting so that students could watch it again.

The researcher collected data given to Group 1 that learning English through Zoom is a new experience for students. They have never participated in a video conference for learning before the corona pandemic. Based on data from the first question, 100 percent of respondents said they had never used video conferences for language learning purposes.

Table 1. Researcher collected data

No.	Features	Percentage
1.	Share Screen	51.4 %
2.	Video Breakout Room	25.7 %
3.	Recording Video	14.3 %
4.	Two-Way Audio Video	8.6 %

Based on Table 1, 51.4 % of respondents said Share Screen is the best feature in the Zoom application for the second question. Share screen is a feature that a host or participant can share the screen, and they can conduct a presentation. It is instrumental for the teacher to ask the students to utilize share screen and present their writing project so that the teacher and other students can give feedback. 25.7% of respondents said that the Video Breakout Room is the best feature in Zoom. Video breakout room is a feature where the teacher can divide the students in a small Zoom meeting room. The teacher could ask the students to discuss the writing topic to focus on their forum without being interrupted by other groups. The teacher could come and go to each video break-out room to monitor the discussion. Third, 14.3% of respondents had good experiences with Zoom recorded meetings. The students rewatched the Zoom meeting video in their spare time to study again to improve their knowledge about the writing course. Last, only 8.6% of respondents choose two-way video and audio as their favorite features in Zoom. Two-way video and audio feature enabled users in Zoom meeting to interact with each other in real-time. So, there was no delay while conducting classroom interaction.

Table 2. Zoom meeting to interact

No.	Benefits	Percentage
1.	Accessibility	51.4 %
2.	Simplicity	25.7 %
3.	Real-Time Interaction	14.3 %
4.	Free	8.6 %

Next, the researcher presents data from the third question about the benefits of using Zoom as learning media for EFL purposes. 40% of respondents said the accessibility is the advantage of using this platform as teaching media. Because the students could access and join the virtual classroom in their home without coming to the campus. Therefore, students could utilize this application in

various gadgets, such as a notebook, smartphone, and tablet. 28.6% of respondents choose simplicity as the advantage of using this platform. The students clicked one button, and they did not need to fill in some texts to enter the Zoom meetings. This application's UI design was so simple, and they mastered how to operate this platform even though they are new to this tool. Real-time interaction is chosen from 25.7 % of respondents. They still could attend the course meeting even though they were prohibited from being gathered in a large mass. They were very grateful for using this app because they could discuss and interact with their college friends and teachers. Only 5.7 % choose free as the value of this app. Zoom was free for the students. They did not need to subscribe because the teacher already had a premium account to enter the virtual classroom.

Table 3. Students' frequency to rewatch the recorded video of the Zoom meeting

No.	Frequency	Percentage
1.	1 time	45.7 %
2.	2 times	48.6 %
3.	3 times	5.7 %

The fourth question asks about the students' frequency to rewatch the recorded video of the Zoom meeting. After finishing the virtual class, the teacher provided the video's link that the students could watch. Using this feature, they could rewatch the material they did not understand in their spare time. After that, there was a problem with applying Zoom as the learning medium. Some students had a poor internet connection to access the virtual room, which would be obstacles. So, the teacher facilitated the recorded video based on the cloud to solve this problem. Based on the questionnaire's data, 48.6 % of respondents watched the recorded video two times a week. After that, 45.7 % of respondents watched the recorded video once a week. And, only 5.7 % of respondents watched the recorded video three times a week.

The last questionnaire questions ask about students' feedback while using Zoom as their learning media to learn EFL. There are 25 qualitative answers, and the researcher obtains 84 % of respondents who have good experiences for utilizing this app for learning EFL platforms. Zoom's positive vibes can offer, such as accessibility, simplicity, real-time interaction, and free. But, 16 % have a bad experience while using this app. For, the students who lived in the rural area had a poor connection problem. It happened because only students who lived in Bandar Lampung had a good internet connection and could easily access the virtual room. The teacher already solved this problem by providing the recorded video to rewatch the video's material when they were free and contacted the teacher by using e-mail if there was a question that they wanted to ask about the material.

Table 4 Students' Mean Scores

	Pre-Test	Post-Test
Group 1	54.74	82.42
Group 2	52.78	70.14

Based on students' mean score in table 1, there is a significant improvement for Group 1 who were being taught using the Zoom application. The mean score of the students in group 1 is higher than the students in group 2. It means that Zoom is an effective educational platform for teaching EFL at a higher education level. Nadezhda (2020) states Zoom video conference helps teach English in distance learning. The students can forget that their English teacher is a few thousand miles away from them with Zoom's technology. This platform can encourage the students to enhance positive learning outcome because of the useful features in this application. Cheung (2021) explains that teaching English using Zoom can allow teachers to use online features to improve student understanding of the material that has been conducted. Zoom can also influence teachers' professional development, context, and pedagogical beliefs to integrate this technology platform in English learning.

CONCLUSION

This study discovers that Zoom video conference can serve as a useful educational platform for learning EFL for higher education level. Zoom video conference has the best features for applying virtual classrooms, such as share screen, video breakout room, recording, and two-way video and audio. This online platform facilitates the students' best experience to learn EFL because of the accessibility, simplicity, real-time interaction, and engagement. The students can utilize this video conference application as an educational environment to enhance learning EFL based on the questionnaire's data collection. The STKIP PGRI Bandar Lampung students have better learning achievement in writing courses based on the pre-test and post-test analysis.

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