



**AN ANALYSIS REFLECTION ABOUT SYNCHRONOUS LEARNING USING ZOOM MEETING FOR EFL UNIVERSITY STUDENTS OF UIN SU MEDAN IN ONLINE LEARNING DURING COVID-19 PANDEMIC**

**Yana Hudriyah**

Email: [hudriyahyanakoto@gmail.com](mailto:hudriyahyanakoto@gmail.com)

<sup>1,2,3</sup> Afiliation

Keywords	Abstract
<p><i>Keywords:</i> <i>Reflection, Online Learning, Zoom Meeting</i></p>	<p>This study aimed to find the reflection about synchronous learning using Zoom Meeting for EFL university students of UIN SU Medan in online learning during Covid-19 Pandemic. This study used qualitative research with descriptive method. The data was collected through interviews. The participants of this research were ten EFL university students of UIN SU Medan. The result of this study are presented descriptively to reveal the students' reflections of Zoom Meeting comprehensively. The results of this study show that english online learning through Zoom Meeting has some benefits for students in their learning namely listening, reading and speaking, and students also faced some obstacles while using Zoom Meeting as an online learning medium.</p>

Faculty of Tarbiyah and Teacher Training, 1st Floor  
Jalan Willem Iskandar Psr V Medan, 20731  
Telp. 061- 6622925 – Fax. 061 – 6615685

**INTRODUCTION**

After the Covid-19 outbreak hit the earth, the education system began to look for innovations for the teaching and learning process. Moreover, there is Circular Letter no. 4

of 2020 from the Minister of Education and Culture that recommends all activities in educational institutions must keep a distance and all material delivery will be delivered at home. Learning is now done by using gadgets or other online learning media to facilitate students in learning.

In the study that will be conducted, researchers chose to use the zoom meeting application. Zoom meeting is a popular application because it does not require a lot of memory if used online seminars, online meetings, and video conferences. Zoom cloud meeting (ZCM) is also an online meeting application that applies the concept of screen sharing.

Here researchers will only research about synchronous learning using Zoom Cloud Meeting, i.e. teachers and students learn at the same time, such as face-to-face at school or virtually by using video conference or chat technology. With synchronous learning, the interaction of learning is done immediately to increase the closeness between lecturers and students or between students and avoid feelings of isolation. Another benefit of synchronous learning using Zoom Cloud Meeting is direct communication that can minimize the occurrence of differences in understanding. Many users zoom meeting in conducting learning synchronously, ranging from the general public, students, students, teachers, and famous people to conduct seminars or chats that discuss serious things. Researchers will try to research the perception of students in UIN North Sumatra Medan related to synchronous learning using zoom meeting as a medium for learning. Students as the main subject in conducting online learning hope to benefit from synchronous learning by using zoom meeting as a learning medium. The role of students in conducting synchronous learning is very important in the success and process and sustainability of online learning implementation in Indonesia.

The application of online learning required by the government resulted in the development of methods and applications that make it easier for students to study anywhere and anytime. With online learning technology for education is growing and becoming the center of attention of the current government because of the implementation of a social distancing system where everyone is required to keep their distance. Many benefits have been found in learning online or with synchronous learning. In addition to the many successes and benefits that are very meaningful in advancing education in Indonesia, there are some obstacles faced by students in their lessons using synchronous

learning. The obstacles faced by students are about the independence of students in self-learning and not closely supervised by teachers, unstable internet connection in each area, insufficient costs in dealing with online learning, limited facilities and infrastructure in each student, lack of interaction of teacher communication and between students and lack of material understanding by students.

To find out the acceptance of online learning, researchers want to examine the perception of students in synchronous learning using zoom meeting as their learning medium, their satisfaction with synchronous learning that has been done, and opinions about their own experiences. It is necessary to investigate the application of synchronous learning. This study tries to find out students' reflections on online learning as well as their experience through synchronous online learning by using zoom meeting as their learning medium.

## **LITERATURE REVIEW**

The writer discusses theoretically to support the topics. This will be the basic study. This will discuss the definition of reflection, the general of online learning, the general synchronous of online learning, the benefits of using zoom meeting for online learning, the informations about Zoom Cloud Meeting, the informations about COVID-19, and the previous study related to the research.

### **Reflection**

Reflection is a learning activity that is by assessing the process during the learning. Reflections in the form of expressions of feelings, messages, and impressions of students during their study period. Students should not be under teacher pressure when giving their reflections. Students must be honest and open in conveying their reflections so that the burden of thoughts or feelings that disturb them can be conveyed properly.

### **Online Learning**

Online learning is one of the teaching and learning processes that use the internet and digital media to deliver materials. The use of online learning methods can be easily accepted by students because the use of the internet and digital media is familiar to generations who are already familiar with advanced technology. Online

learning is a form of digitalization of education that has many advantages and is highly recommended in the situation of the Covid-19 pandemic era. In the use of online learning methods, teachers must have the ability to understand the materials they teach through online media used to teach, be able to master effective strategies in teaching, prepare lessons, be able to master interactions between teachers and students, understand the use of online media to evaluate effective learning outcomes.

### **Synchronous Learning**

Synchronous learning is one where a group of students is all involved in learning at the same time. This means that classmates and teachers interact in certain virtual places, through certain online media, and at certain times. So, synchronous online learning methods include video conferencing, teleconferencing, live chat, and live-streaming lectures. The synchronous learning system allows students to ask questions directly to the teacher or student participants through a message. Also, it involves online studies which are carried out with the help of chat rooms. This kind of learning can only take place online.

### **Zoom Cloud Meeting**

Zoom Cloud Meeting (ZCM) is a global network that aims to provide quality communication services.<sup>1</sup> This application allows users to meet face to face with more than 100 participants. This application is easy to download via PC or laptop and smartphone. The use of this application is to accommodate work and learning that is done remotely. There are features in the zoom cloud meeting application that make it easier for users, namely HD video and audio, built-in collaboration tools, security, recording and transcripts, scheduling features, and team chats. The advantage of zooming in cloud meetings is that it can record and save without any other devices needed. This is of course very beneficial because data protection is a sensitive matter. It is also advantageous that Zoom Cloud Meeting features user-specific authentication security, time encryption, and backup of recordings to the online network or local drive and can be shared with peers securely.

## **METHOD**

---

<sup>1</sup> Zoom Video Communications, Inc. Global Infrastructure and Security Guide. January 2016

### **Research Design:**

Qualitative approach is descriptive in which data is collected in the form of words or photos and not numbers. This research is intended to analyzes students' reflections of strengths and obstacles when they have English online learning through Zoom Apps in the form of descriptions that summarize the data obtained from some of the students involved.

### **Research Setting:**

This research was conducted online because the Covid-19 pandemic did not allow the researcher to go directly to the field and the subjects of this study were the fourth semester of English Education in Islamic State University of North Sumatera. In collecting data, the researcher conducted interviews to get the students' reflection

### **Source of Data:**

The data in this study were obtained from conducting interviews with the fifth semester of English Education students in Islamic State University of North Sumatera who had attended online English classes through zoom apps in the odd semester of the 2021/2022. The data is in the form of interview transcriptions.

### **Technique of Data Collection:**

- **Interview:** In this research, interviews were conducted by asking several oral questions addressed to the fifth semester students who were involved to obtain data and information about their reflections during online English learning using zoom apps.
- **Documentation:** Documentation is the process of obtaining information or finding data about a matter in the form of notes, transcripts, books, agendas, and so on. Through documentation, the writer can analyze the validity of questions and observations filled out by respondents with existing documents.

### **Technique of Data Analysis**

- **Data Reduction:** Data reduction is a sensitive thinking process that requires broad and deep intelligence and insight. Reducing data means summarizing, choosing the main thing, focusing on the important, looking for themes and patterns.
- **Data Display:** In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flow charts, and the like.

By displaying data it will be easier to understand what happened, planning the next work based on what is understood.

- **Conclusions drawing and verification** are procedures for drawing conclusions based on information data arranged in a patterned form in data presentation. Through this information, the researcher can see and determine the correct conclusion about the object of research because the conclusion is a complete picture of the object of research.

## **FINDING AND DISCUSSION**

In analyzing the data, the researcher found the advantages and obstacles that students felt when they used Zoom Meeting as their learning medium. Both this section is divided in some question as follows:

### **1. The Strengths of Using Zoom Meeting as a Learning Medium**

- a) Students' improvement of their listening skills during the online class through Zoom Meeting

The effect of Zoom apps in learning English during online learning is that their listening skills increase during the use of Zoom Meetings, because; First, they can hear clearly the explanation from their lecturer. Second, during the use of the Zoom apps, conversations often occur between students and their lecturers. Discussing the subject matter made an increase in their listening skills, This is in accordance with the statement by C. Wang and L. Winstead (2016:253) that video conferencing contributes to the improvement of students' listening skills and speaking skills.

- b) Students' improvement of their speaking skills during the online class through Zoom Meeting

The results of research, researchers can find out that; first, speaking skills by using Zoom apps as a medium of learning to improve their speaking skills because during the learning process a lot of discussions took place using English, so that students' speaking skills increased slightly. second, good feedback from lecturers makes students able to actively speak English. Third, presentations made by students during learning can also improve students' speaking skills. The question and answer

session also plays a role in motivating and encouraging students to actively develop their speaking skills.

c) As a learning media

Zoom Meeting is a good media solution in online learning, because there are many useful features of Zoom Meeting to hold direct learning in different places. The share screen feature is also very helpful in presentations, the presenter does not need to provide heavy equipment, This is in accordance with the statement of Derar Serhan (2020: 349) that another thing is the provision of quality information and clear explanations during the learning process, namely the provision of screen sharing that makes it easier to explain the subject matter.

d) The convenience of Zoom Meetings in presentations and discussions

The use of Zoom Meeting makes it easy for users to make presentations and discussions because of its easily accessible features. According to students, the features in Zoom Meeting are complete to make it easier for them to make presentations. This is in accordance with what erito (2021) stated that using Zoom Cloud Meeting can help students and educators build their knowledge and using it can make lessons more interesting and effective.

## **2. Student Obstacles Using Zoom Meeting as a Learning Medium**

a) Students' reflections about their understanding in study material in synchronous learning using Zoom Meeting

Researchers find out the cause that, first, there are some materials that are difficult to understand if explained using Zoom Meeting, This is in accordance with what Nina Fauziyah (2021:1) states that some disadvantages of the Zoom apps was found that students sometimes didn't understand teacher's explanation because the material and the explanation is unclear. Second, students consider that learning should not only explain or provide theory but also provide direct practice so that students can understand the subject matter being taught. Third, students can understand the explanation if it is answered completely, while questions that are not answered completely require the lecturer to create or open the Zoom application again

b) Students' reflectios about the way the teacher teaching during online class.

Researchers can find out that; First, the explanation by the lecturer is sometimes convoluted so that students take a long time to understand the material. Second, students said that the teaching method was good, but some did not, because they ignored students who did not understand the subject matter. Third, sometimes teaching is done in a hurry in explaining so that the concentration of learning becomes disturbed.

- c) Students' interpretation of the material they get for taking English online learning through Zoom

Researchers can find out that; First, there is material that is difficult for them to understand using only the Zoom apps. Second, at the time of presentation of the subject matter they did not really understand the material they were presenting. Third, the problem with using the free time provided by the Zoom apps is that the explanation of the subject matter is done quickly. Fourth, not all lecturers clearly explain the subject matter so that students find it difficult to interpret the subject matter. Fifth, the obstacle for students to obtain the information that has been presented by the lecturer is also due to the problem of an unstable internet network.

- d) Students' improvement of their reading skills during the online class through Zoom Meeting

Researchers can find out that; First, online learning using Zoom apps does not really improve their reading skills because learning is mostly done through discussion and rarely trains their reading skills. Second, there is rarely any training to improve reading skills because when online learning through Zoom apps is rarely read, most of what is done during learning is listening and speaking skills so that reading skills do not increase too much.

- e) Students' interaction with the teacher during online class through Zoom Meeting

Researchers can find out that; first, the use of Zoom Meetings during learning is considered ineffective and inefficient due to inadequate internet network problems caused by certain problems. Second, based on experiences that have been experienced during online learning using Zoom Meetings, there are lecturers who do not provide explanations about the subject matter they teach. On the other hand, the lack of

detailed information obtained by students and students do not know whether what he conveyed in the discussion is correct or not.

f) The lecturers participation in online learning through Zoom Meeting

There were several things that happened which were a shortage of lecturers during learning with Zoom apps, namely: first, based on student recognition, there were lecturers who could not always or were not active. participate in learning. Sometimes lecturers only give assignments to students without any guidance for lessons because of other activities they have, as a result, students' interest in learning is reduced and they do not understand the subject matter.

g) The students participation in online learning through Zoom Meeting

Researchers can find out that; first, in using Zoom Meeting as an online learning medium, students do not always participate in their learning because there are a lot of voices from students when they want to ask questions and often the clearest voice is chosen to answer the question. Second, the limitation of the free Zoom Meeting makes the explanation given by the lecturer accelerated too, this causes problems such as asking students about explanations that they do not understand. Third, the discussion of subject matter conducted by the group was slightly hampered because they could not interact directly freely with their fellow group mates. Fourth, learning using Zoom Meetings must use a good internet signal so that the learning process runs smoothly.

## CONCLUSIONS

### 1. The strengths of using Zoom Meeting

The researcher found that Zoom Meetings have some benefits to develop the English skills of the students, namely that students' listening skills increase because they can hear clearly and often do it. Students' speaking skills also increase due to frequent discussions, good feedback from lecturers and frequent presentations. In addition, Zoom Meeting is the best online learning media solution because of the many features that make it easy to do learning. Makes it easy to make presentations and discussions because of the share screen feature and good audio visuals from Zoom Meeting. Zoom Meeting makes it easy to manage lesson hours and makes it easier to hold lessons anywhere.

## 2. The obstacles of using Zoom Meeting

The researcher found that Zoom Meeting also has some weaknesses in its use as a learning medium to develop the English skills of the students, namely some of the lessons conducted at the Zoom Meeting cannot be understood by students because there are some materials that are difficult to understand if only explained, there is no direct practice related to lessons, questions that are not answered completely and sometimes lecturers are in a hurry to teach. There are some lecturers who don't teach well because their explanations are complicated, ignore students who don't understand, demands to add other information that students think are difficult and the provision of information is sometimes rushed. they do not really understand the content of the presentation of learning materials, the limited time for free use of the application and an unstable internet network. Students' reading skills do not increase because the learning process often conducts discussions without increasing reading skills. Zoom Meetings are not very easy to interact with because of the hubbub in the question and answer session, interaction only during the question and answer session, lack of guidance from lecturers and poor internet connection. Zoom Meeting does not make learning more effective and efficient because of poor internet connection and lack of tutoring. A small number of lecturers do not actively participate because sometimes they are not always active in guiding students. Students are not very active in participating in learning because of the noise in the question and answer session.

## REFERENCES

- Ally, Mohammed. *Foundations of Educational The2ory for Online Learning*. <https://www.wlac.edu>. Accessed on June 18<sup>th</sup>, 2021.
- Anderson, Terry. (2008). *The Theory and Practice of Online Learning*. Canada: AU Press.
- Bakia, Marianne. (2012), et al. *Understanding of Implications of Online Learning for Educational Productivity*. US: U.S. Department of Education.
- Baron, Rifari. (2020). *Students' Perception on Online Application in Speaking Skill*. VOLES. 4(2), 218.
- Bogdan, Robert and Sari Knopp Biklen, (2007). *Qualitative Research for Education: An Introduction to Theories and Methods, 5th Edition*. Pearson: Syracuse Unyversity.
- Cavaluzzo, L. (2004). *Organizational Models for Online Education: District, State, or Charter School? Policy Planning Series 109*. Alexandria, VA: CNA Corporation.

- Coronavirus Disease 2019 (COVID-19). (2020). *US Centers for Disease Control and Prevention*. [www.cdc.gov](http://www.cdc.gov). Accessed on April 11<sup>th</sup>, 2021.
- Coronavirus Disease 2019 (COVID-19).(2020). *Centers for Disease Control and Prevention*. [www.cdc.gov](http://www.cdc.gov) . Accessed on April 11<sup>th</sup>, 2021.
- Erito, Silvia N. P. (2021). *Postgraduate Student's Experience on the Use of Zoom Meeting in Online Lecture During Pandemic*. National Seminar of PBI (English Language Education).
- Finkelstein, Jonathan E. (2006). *Learning in Real Time: Synchronous Teaching and Learning Online*. San Fransisco: Jossey-Bass Publishers.
- Gorbalenya, Alexander E. (et al). (2021). *Severe Acute Respiratory Syndrome-Related Coronavirus: The Species and Its Viruses- a Statement of the Coronavirus Study Group*. bioRxiv, 2. [www.biorxiv.org](http://www.biorxiv.org). Accessed on April 11<sup>th</sup>, 2021.
- Ibrahim. (2015). *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- Ilyas, An Nisa Al Mu'min Liu. (2020). *Persepsi Mahasiswa Dalam Implementasi Pembelajaran Online Berbasis Zoom Cloud Meeting Program Studi Pendidikan Fisika Universitas Flores*. OPTIKA: Jurnal Pendidikan Fisika, 4(2), 86.
- Kirtman. (2009). *Online Versus in-Class Courses: An Examination of Differences in Learning Outcomes*. *Issues in teacher education*, 18(2), 103-116.
- Lu, R. L., T. A. Goodale, and Y. B. (2014). *Impact of Videoconferencing with Native Speakers on Chinese EFL Learners' Oral Competence and Self-Confidence*. *Open Journal of Social Sciences*. 2, 54-60.
- Moon, Jennifer A. (2004). *Reflection in Learning & Professional Development*. USA: RoutledgeFalmer.
- Mu'minun, An Nisa Al Mu'Minun, Liu and Ilyas. (2020). *Persepsi Mahasiswa Dalam Implementasi Pembelajaran Online Berbasis Zoom Cloud Meeting Program Studi Pendidikan Fisika Universitas Flores*. OPTIKA: Jurnal Pendidikan Fisika. 4(2), 88.
- Novantara, Panji Novantara and Alman Muhammad. (2018). *Implementasi E-Learning Berbasis Virtual Class dengan Menggunakan metode Synchronous Learning pada Pembelajaran di Universitas Kuningan*. *Buffer Informatika*. 4(1), 6.
- Pallof, Rena M, Keith Pratt. (2013). *Lesson from the virtual classroom*. *International Journal of Information and Communication Technology Education*. 10 (2), 93-96.
- Park, Yun Jeong and Curtis J. Bonk. (2007). *Is Online Life a Breeze? A Case for Promoting Synchronous Learning in a Blended Graduate Course*. *MERLOT Journal of Online Learning and Teaching*. 3(3), 317.
- Park, Yun Jeong and Curtis J. Bonk. (2007). *Journal of Interactive Learning Experiences*:

*Distance and Residential Learners' Perspectives in a Blended Graduate Course.* 6(3), 250.

- Q & A on COVID-19. (2020). *European Centre for Disease Prevention and Control.* [www.who.int](http://www.who.int) . Accessed on April 11<sup>th</sup>, 2021.
- Rahayu, Dwi. (2004). *Synchronous Zoom Web Conference System :An Exploratory Study on Students' E-Learning Experience.* Journal of ELT Research. 5(1), 69.
- Septiawan, Yudi, et al. (2020). *Strategi dan Metode Pembelajaran Era Society 5.0 di Perguruan Tinggi.* Kuningan: Goresan Pena.
- Serhan, Derar. (2020). *Transitioning from Face-to Face to Remote Learning: Students' Attitudes and Perceptions of Using Zoom during COVID-19 Pandemic.* International Journal of Technology in Education and Science. 4(4), 339.
- Shabibie. (2020). *Surat Edaran Mendikbud No 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19).* Jakarta: Pusdiklat Kemdikbud.
- Shihab, M. Quraish. (1996). *Wawasan Al-Qur'an: Tafsir Tematik atas Pelbagai Persoalan Umat.* Bandung: Mizan.
- Sistek, Cynthia Mary. (2019). *Exploring Online Learning Through Synchronous and Asynchronous Instructional Methods.* USA: IGI Global.
- Song, Liyan, et al. (2004). *Improving Online Learning: Student Perceptions of Useful and Challenging Characteristics.* Internet and Higher Education. 7, 59-70.
- Stem, Joshua. Introduction to Online Teaching and Learning. <https://>
- Stewart, Anissa R., Danielle B. Harlow and Kim DeBacco. (2011). *Student's Experience of Synchronous Learning in Distributed Environments.* Routledge. 32(3), 360.
- Sugerman, Deborah A, et al.,. (2000). *Reflective Learning : Theory and Practice.* USA: Kendall/Hunt Publishing Company.
- Sugiyono. (2014). *Memahami Penelitian Kualitatif.* Bandung: Alfabeta.
- Symptoms of Novel Coronavirus (2019-nCoV). (2020). *US Centers for Disease Control and Prevention.* [www.cdc.gov](http://www.cdc.gov). Accessed on April 11<sup>th</sup>, 2021
- Vurdien, R. (2019). *Video conferencing: Developing Students' Communicative Competence.* Journal of Foreign Language and Technology. 4(2), 271.
- Wang, C. and L. Winstead. (2016). *Handbook of Research on Foreign Language Education in the Digital Age.* PA: Information Science Reference. 253-276.
- WHO. (2020). *WHO Director-General's Opening Remarks at the Media Briefing on COVID-19-11 March 2020.* [www.who.int](http://www.who.int) . Accessed on April 11<sup>th</sup>, 2021

World Health Organization. (2020). *Getting your workplace ready for COVID-19 ..* <https://www.who.int/docs/default-source/coronaviruse/getting-workplace-ready-for-covid-19.pdf> . Accessed on April 11<sup>th</sup>, 2021

Zainal, Veithzal Rival. (2016). *Islamic Quality Education Management*. Jakarta; PT Gramedia Pustaka Utama.

Zoom Video Communications. (2016). Inc. Global Infrastructure and Security Guide.

## **APPENDIXES**

### **Interview result presentation**

There are thirteen questions in the interview. The questions are as follows:

In the first question, the researcher wanted to know students' perceptions about the students understanding about the study material in synchronous learning using Zoom Meeting for their learning during pandemic..

I 1 : Can you understand the material provided in learning English through Zoom apps? Explain your reason.

AI 1 A1: Some understand and some don't understand because not all lessons can be easily understood via Zoom alone. Sometimes the internet connection is not good, so the lecturer's explanation is not very clear.

N1: Some can be understood and some cannot be understood because there are lecturers who explain a little about the subject matter.

W1: Some are understandable and some are not because some lecturers teach in a hurry. Another thing is due to internet signal problems that make the sound on Zoom not clearly audible.

NO: Some lessons are easy to understand, some are not. There are some materials that seem to be not only explained on Zoom but put into practice firsthand.

NA: I can understand the learning material through the Zoom application.

DI :Some understand and some don't understand, sis. I don't understand if it's like a translation course, sis. There are things that are difficult to understand, even though the lecturer has explained them.

I : Through the Zoom application, I can quite understand the material if I see and listen to the explanation from the lecturer properly. I admit that through the Zoom application it is easier to understand with various media, of course, such as through movies or songs, etc.

T1 : It depends, because whether you can understand the material or not, it depends on the innate rules of the lecturer during the teaching and learning process. Because there are several lecturers, after the students gave presentations or after the lecturer explained the material, and entered the question and answer session there were those who answered the question thoroughly, some did not because of the limited time on this Zoom, and must have a paid Zoom. So I had to create a new Zoom again, because of that the understanding was disjointed. Not to mention network problems, what did the lecturer say, what did the students hear. Miscommunication often occurs in understanding the material.

M1: Yes, Miha understands but for some material it is a little difficult to understand if only through theory.

D1: For some lessons English can be understood, for some it is difficult to understand. Not all English lessons are easily explained through the Zoom application. Examples are translation lessons which I think are difficult to understand and English learning and assessment lessons which are easy to understand this semester.

The second question is still about students' perception of the teachers' ways of teaching during online class.

I 2: What do you think about the way your teacher explains the material during English online learning via Zoom Apps?

AI 2 A: The way to teach lecturers through Zoom Meetings is good, there are only lecturers who are not very active in teaching.

IN : It's good but there are also lecturers who are monotonous in teaching.

W: In my opinion, lecturers teach lecturers well, but some lecturers also seem indifferent to students who don't understand the material, sometimes lecturers don't teach and only give assignments.

NO: Some lecturers can easily accept their explanation, some lecturers are complicated in explaining. Lecturers sometimes rush to explain.

NA: The lecturer explained very well and was also very clear, so that the material given was acceptable.

IN: Pretty good. Some explain simply and by using examples that are easy to understand.

I : The subject of teaching is good at explaining but sometimes it's convoluted and twisted so it's too late to understand. So far, the lecturers in explaining the material are quite good, but sometimes the voice is not clear on Zoom or even the network is cut off.

T: The lecturer's way of course is different. There were those who conveyed it clearly, after which a question and answer session was opened. There are those who, when explaining, ask the material first to provoke the students' thoughts. There were also those who immediately gave us a group and then made a presentation. After the presentation, the lecturer straightened out what was wrong during the presentation. I think it's good, but sometimes because of the inadequate network this becomes an obstacle for students and it can't be said to be easy to understand because students are also required to look for many other journals to understand a material.

M: The lecturer explained that it was quite good. But some are also a little convoluted in explaining or exemplifying the subject matter.

D : In my opinion, for some lecturers explain it in a simple and easy to understand way. However, some lecturers also explain complicated things and are very difficult to understand. For example, the teacher explains slowly and not in a hurry. As the lecturer explained in a hurry, the lecturer only focused on students who were easy to understand but didn't think about other students who were difficult to understand.

The third question asked students whether they can interpret the material they get during online class.

I 3 : Can you interpret the material you get in English online learning through Zoom Apps? Explain your reason.

AI 3 A: Not all lessons can be interpreted because there are subject matter that is difficult to understand.

IN : They can, but there are also those who can't because the subject matter is difficult and the lecturer's explanation is not simple.

W : I don't think so, because using Zoom it seems like teaching in a hurry might be constrained by the use of time in Zoom.

NO : No, because some lecturers don't explain at all.

NA : You can, although sometimes there will be network issues making it difficult to understand.

DI : Yes, sis. Except for some translation material, sis. Very difficult to understand for Dila. And there is one more English course, sis. The lecturer only uses wa. And never explain, sis. That Dila did not understand at all. Because friends, presentations are just reading. And explain using the language of the book, not make it easier to use your own language.

I : I can't, because not all lecturers explain the whole material clearly, especially at this time we are learning through the Zoom application (online), especially when he hasn't explained at all but has given assignments or demands for us to understand it ourselves by looking for other good sources. it comes from journals, papers or books, and so on.

Q : Yes, I think I understand what is meant when I am able and able to do an assignment about English lessons with the correct answer. So that's understanding in my opinion. Not all lecturers explain the material clearly, especially the system through the Zoom application (online), so students are required to understand it themselves by looking for other sources.

M : Some can, some don't because not all lecturers explain the material clearly.

D : In my opinion, understanding is when the lecturer explains by using examples of students' daily lives. Not all lessons, maybe only some of them.

The fourth question asked whether the students have improved their listening skills during the online class.

I 4 : Did your listening skill improve using Zoom apps? Explain your reason

AI 4 A : My listening skill has improved quite a bit because I can hear clearly what is being said.

IN : Slightly improved because there are frequent discussions and presentations so you can listen to the discussions.

W : Yes, I think there is a slight improvement, because in Zoom there are frequent conversations too, I can also hear the conversation clearly.

NO : Increased, because they often conduct discussions and lecturers also teach using full English.

NA : Yes, because I can clearly hear what is being said even though there are some network problems.

DI : Yes, sis. But, sometimes there are problems in the network, sis.

I : Yes it is increasing little by little, listening to English learning by using the method via Zoom through audio-visual media also helps improve our listening skills. Not only during direct learning, several strategies are also given by the lecturer to understand the words that are being listened to which also helps.

Q : My listening skills have not improved because of using the Zoom application, so Zoom does not improve my listening skills.

M : Slightly improved due to frequent discussions and questions and answers. So that the sound that is heard can practice listening skills.

D : Slightly increased, because there are some lecturers who use full English when talking to their students via Zoom and because it makes a little improvement in listening skills.

The fifth question is about whether students have improved their reading skills during the online class.

I 5 : Did your reading skill improve using Zoom apps? ? Explain your reason

AI 5 A : I think it's normal, it doesn't improve because the lecturers rarely tell me to read,

IN : Does not increase because while using Zoom you are not asked to read and understand such as to improve reading skills.

W : I don't think so, because the lecturer didn't tell us to read a lot.

NO : Not increasing, because lecturers also rarely tell us to read to improve our reading skills.

NA : No, because by using the Zoom application, lecturers and students only talk a lot without material.

DI : No, sis. Because rarely read on Zoom. Mostly listening and speaking.

I : Yes, especially confident because when it is your turn to read articles or during presentations using power point, it also helps improve reading comprehension skills in English.

Q : No, because when we study the Zoom application, we rarely practice reading skills.

M : No improvement, lecturers rarely ask us to read and ask questions about a material.

D : Yes increased. Because before using Zoom, reading skills have been honed by lecturers who teach English courses. So, even in the current situation using zoom, there is also a slight increase in reading ability. If reading is, for example, the lecturer is explaining the material, before the lecturer explains the material that has been shared on the screen on Zoom, the lecturer first asks the students to read the subject matter that has been shared on the screen earlier.

The sixth question is about whether students have improved their speaking skills during the online class.

I 6 : Did your speaking skill improve using Zoom apps? Explain your reason

AI 6 A : My speaking skills have improved quite a bit because the good feedback from the lecturers during my studies and presentations also made my skills improve.

IN : Increased because they often ask questions during presentations.

W : Yes, it increases, because some lecturers also sometimes ask their students back.

NO : Increased because we also often do presentations so that discussions occur.

NA : Not improving too much, because by using the Zoom application sometimes there are lecturers who don't give feedback.

DI : Increased a bit, sis. Even though it's blank sometimes, sis.

I : Yes, because using the Zoom application speaking skills continue to increase, because through Zoom, lecturers and students can interact with each other and actively ask questions so that student communication can be monitored directly by the lecturer during the learning process.

Q : It's increased a bit, because when we study through the Zoom application, we often discuss in English.

M : Because they often have discussions and question and answer so that their speaking skills are slightly improved.

D : Yes increased. Because before learning to use Zoom speaking skills have been trained by the lecturer and it's the same when using Zoom. The way lecturers hone students' speaking skills in class is to make students make presentations in English, conduct questions and answers in English. Yes, Sis, because the increase is gradual, so even if it's face-to-face or not, there will definitely be an increase because daily learning with lecturers uses reading and listening skills.

In the seventh question, the researcher asked students whether the zoom meeting facilitates and improves interaction with the teacher to understand the subject matter.

I 7 : Does the zoom meeting make it easier for you to interact with the teacher to understand the subject matter? Explain your reason.

AI 7 A : It's not really that easy because using Zoom there are a lot of obstacles if you want to interact.

IN : I don't think so because I can't directly interact with the lecturers. Another thing is the problem of bad internet and sometimes the learning process is done quickly.

W : For the current situation, yes, because we can meet face to face so we can interact and ask questions directly to the lecturer at the same time.

NO : No, interaction with lecturers is hampered and interaction with lecturers only occurs during questions and answers.

NA : No, because interacting with lecturers using the Zoom application is very limited due to limited time.

DI : Yes, sis. Using the Zoom application makes it easier for me to understand the material than using the WA application. It's easier to interact, sis. Because Dila can ask questions easily. Instead of interacting using WA. It's not clear and it takes a long time to reply.

I : Yes, the use of this application is effective in my opinion in learning English to students. the explanation of the material using the Zoom application is considered very helpful to improve understanding of learning English. In my opinion, it is very helpful to increase interaction or be well established between lecturers and students during the learning process. So far, not all lecturers who facilitate and increase interaction with students use Zoom. Sometimes we are only told to present the material and then discuss and only get there, the lecturer does not explain in more detail about the material and does not even judge whether the material presented is correct or not. And the impact is that during the mid test or final test, we experienced culture shock because the questions presented were different from the material we presented. It depends on the lecturer himself, but so far in online learning I don't feel so burdened.

T : The Zoom application doesn't make it much easier for me to interact with the lecturer, for example, I want to ask a question but the lecturer doesn't hear my voice and a friend of mine wants to ask a question too, so my voice is overwritten. The point is it is difficult to interact with lecturers because it is online.

M : Not easy because the use of the Zoom application is very limited, for interaction it is also sometimes in a hurry because of the problem of using Zoom which is free.

D : No, because using the Zoom application makes interaction with lecturers and other friends hampered due to signal conditions that are not always good.

In the eighth question, the researcher wanted to know the efficiency of zoom meeting for learning.

I 8 : Does using zoom meetings make you more effective and efficient in the learning process? Explain your reason.

AI 8 A : Poor internet network constraints make Zoom ineffective and efficient in learning, it also takes up a lot of quota so it costs more.

IN : Not very effective for learning because you can't get direct teaching like face to face. However, it is quite efficient because it does not require a lot of money and energy to be able to learn.

W : Not effective because of internet problems too, interaction with friends is also reduced.

NO : Not effective because of signal problems that disrupt the learning process.

NA : Not really, because there are some lecturers who don't give the material and leave everything to the students so that it makes students lazy.

DI : Yes the Zoom application makes me more active and efficient in the learning process. I find it easier to ask questions, discuss and so on.

I : So far with the Zoom Meeting application, as a student who is still following the online learning process, I feel very helpful in the learning process. but the problem is, the problem of quotas, internet problems that are not good, and miscommunication resulting from this online learning. In my opinion, for the current situation it is better to use Zoom. But in terms of efficiency and effectiveness, I think it's lacking, because of the problems above. Learning that is done offline is much more efficient and effective because we can meet face to face with lecturers and friends, can directly express opinions and do other things directly so that there is minimal miscommunication.

T : I don't think it's effective, because such as network problems or when the lights go out, the network is hard to find. But the positive thing is, I can study when I'm sick, so I'm not allowed or absent. I try my best to always be present during Zoom Meetings.

M : Not effective because sometimes the sound from Zoom is a little problematic, signal interference also affects the effectiveness of learning by using Zoom.

D : No, because the signal conditions are not always good, it cannot make the learning process effective and efficient.

The ninth question is about students' perception of zoom meeting as a learning media.

I 9 : Is zoom meeting the best learning media solution in online learning? Explain your reason.

AI 9 A: Yes, because it's often and easy to learn because of the useful Zoom feature.

IN : Yes, compared to other applications, Zoom is used more often.

W : I think yes, rather than using other applications that are rarely used.

NO : In my opinion, for now Zoom is better. Zoom has also been used by many. The Zoom feature also knows what its functions are.

NA : For now, yes, Zoom is the best medium for online learning, because with the presence of lecturers, they can do learning.

DI : Yes right. But Zoom is premium because it's unlimited. But the usual Zoom is a little inconvenient as it disconnects at 40 minutes.

I : Yes, in my opinion, with the Zoom platform during the pandemic, which requires us as students to participate in every online learning, it is much more helpful, we can follow every lesson, have opinions, meet friends and lecturers even if only online. But at least with the Zoom platform, it makes it easier for us as students to continue learning and can also be a means to exchange ideas or just tell stories via online.

M : Yes, with the tools in the Zoom application, it makes it easier to have discussions.

T : I think yes, because the Zoom application has many features such as being able to create group discussion rooms, being able to share screens easily, and so on, but the minus is that it has limited time when you don't have a premium account. The Zoom app is also very easy to use. But if you look at other applications for online learning, of course there are good ones too, but in my opinion because Zoom has many features that we are free to use, so now I choose the Zoom application.

D : In my opinion, Zoom cannot be used as the best learning media because there are many obstacles when using Zoom, the obstacles are the signal is very difficult to reach and Zoom which only has a 40 minute usage time limit unless you want to use Zoom premium (paid).

In the tenth question, the researcher wanted to know the convenience of zoom meetings in conducting presentations and discussions.

I 10 : Does the zoom meeting make it easy for you to do presentations and discussions? Explain your reason.

AI 10 A: Yes, it is very helpful because of the share screen. But if the weather is bad or the internet is not good, it will be difficult to make presentations and discussions.

IN : Yes, it's very easy because you only need to press share screen to present your paper. For discussion, it's actually not very easy because you can't interact directly.

W : Easy because share screens are easy to apply.

NO : Easy, because there is a share screen feature for discussion, although sometimes there are network constraints.

NA : If there is this virus, yes, Zoom makes presentations and discussions easily because nowadays many people are good at using media.

IN : Yes. The sharing screen system is easy. More complete point, sis. As long as the network is fine.

I : Yes, it really helps me in the learning and presentation process. Apart from being easy to access and having interesting features that can be controlled by yourself, this

platform itself is also quite effective in online learning, although it is undeniable that direct learning is much more effective.

T : To do a presentation, of course, makes it easy for me without having to set the focus first (if face to face) because just click share screen so we can present our material in a relaxed and free manner. As for having a discussion, in my opinion it is not easy because it is not as free as during face-to-face learning.

M : Yes, because there is a share screen that makes it easy to make presentations.

D : Judging from the current conditions, I think that having to do anything online, I think it's quite easy to make presentations and discussions through the Zoom application. Apart from helping interface conversations, it can also make it easier for everyone to point out files or things they want to discuss or present. In my opinion, it is easier to discuss and present face-to-face because there are no obstacles at all in discussing and presenting face-to-face.

In the eleventh question, the researcher wanted to know teacher's participation during learning.

I 11 : During learning by using zoom meetings, does the lecturers actively participate in learning? Explain your reason.

AI 11 A; There are only a few lecturers who are not very actively participating during the learning process. the rest many lecturers are active in learning.

IN : All lecturers have actively participated in the learning process, only a few lecturers seem indifferent to their students.

W : Some actively participate and some do not, maybe because the lecturers are also busy, so sometimes they only give assignments.

NO : Almost all lecturers actively participate, only sometimes there are lecturers who only give assignments.

NA : Some lecturers participated and some didn't, some just gave everything to students.

DI : Yes, sis. But not all lecturers. There is one lecturer who only uses WA, the rest uses Zoom. And always on time to enter, but if there are problems, they always confirm and replace it at a later time.

I : So far, almost all lecturers have joined, paid attention, and provided input to their students. The communication process was smooth between us and the lecturers, and there were also some lecturers who used the Whatsapp and ilearn applications. But the majority of almost every class uses Zoom.

T : Not all lecturers actively participate, sometimes there are those who ask their students to make presentations but the lecturers are not included in the Zoom Meeting because of other activities. Finally, students try to understand their own material by looking for other sources.

M : There are lecturers who actively participate and there are lecturers who do not actively participate.

D : There are some lecturers who are active in the learning process and there are also some lecturers who are not active in the learning process, for example, just asking students to discuss on their own in Zoom without being accompanied by the lecturer concerned.

In the twelfth question, the researcher wanted to know students' participation while learning using zoom meeting.

I 12 : Does using zoom meetings make you more active in participating in learning? Explain your reason.

AI 12 A: Actually not very active because they can't be as free as they used to be when studying and interacting and discussing with lecturers and friends.

IN : Not very active due to lack of interaction in learning but I always try to actively participate so as not to miss the lesson.

W : I don't think so, I'm more active when I'm face-to-face like before, where I can interact directly with my group mates and lecturers. Discussion of the material in the group is a bit hampered.

NO : Not active, because learning using Zoom is boring.

NA : Yes, although it's not like face-to-face which makes it easier for someone to actively participate.

DI : Yes, sis. For me, using the Zoom app is more convenient. More enthusiasm to learn, ask, understand than the Gmeet app.

I : Yes, compared to before, I am a person who does not dare to speak up and is less active. But since the online learning process through Zoom, I'm trying to be more aware and try to talk when given the opportunity. But it's undeniable, I'm often still nervous and trembling just because the lecturer said he would choose random people to ask questions.

T : Not always, because I think I'm more active in participating in face-to-face learning, because when I want to ask a question my voice is often overwritten by my other friends or often goes first. I also met a lecturer who wanted to quickly get ready for a Zoom Meeting without asking his students about asking what was ambiguous or anything else he wanted to ask. In contrast to face-to-face, the lecturer leaves the class according to the schedule of learning hours.

M : I don't think so, because using Zoom, you have to get a good internet network signal to be able to do good learning.

D : No, because the learning process through the Zoom application is not effective for students who have network problems and live in remote areas,