

# Zoom Cloud Meetings: Online Learning Media in Listening

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## *ABSTRACT*

Zoom Cloud Meetings is a web-based learning platform that was utilized during the COVID-19 epidemic as a learning tool. The purpose of this study was to find out what students at UIN Raden Fatah Palembang felt about utilizing Zoom Cloud Meetings as a medium for learning and listening during the epidemic. A qualitative case study research technique was used in this study. The participants in this study were third-semester EFL students from UIN Raden Fatah Palembang's English education study program, with four students employing a deliberate sample using maximum variance sampling. The data was gathered using a semi-structured interview with open-ended questions. The theme analysis approach was used to analyze the data. The study's findings revealed the following benefits and drawbacks of using Zoom Cloud Meetings for listening skill development: (1) the influence of the first language on listening skills, (2) Zoom Cloud Meetings features, (3) internet connection, (4) security issues, (5) time limitation, (6) lack of vocabulary mastery, (7) homophone words, and (8) prior knowledge about the topics. As a result, the study's findings revealed the following benefits and drawbacks of using Zoom Cloud Meetings in learning to listen: the influence of the first language on listening skills, Zoom Cloud

Meetings features, internet connection, security issues, time constraints, lack of vocabulary mastery, homophone words, and prior knowledge about the topics.

Keywords: *listening, students' perception, zoom cloud meetings*

## **INTRODUCTION**

For many decades, education has grown with technical assistance as an interconnected aspect, so students must be able to use a variety of online learning materials to learn during the pandemic period. Machine learning, learning analytics, and data mining are all intimately tied to educational technology (Chen et al. 2020). According to Kumar and Ahmad (2007), education may be defined in three ways: knowledge, topic, and process, or it can be defined as the process of infusing something into human beings. As information and communication technologies become more widely used, the role of educational technology in teaching is more crucial than ever (Stosic, 2015). In three fields of purpose, education constantly operates qualification, socialization, and subjection (Biesta, 2015). Differently, Furedi (2009) stated that education can promote values such as multiculturalism and environmental awareness. Therefore, education is one of the important aspects that encourage people to learn.

Learning may take place anywhere and at any time, and it can be tailored to the requirements of the learners. Learning media and systems are beginning to transition from traditional learning to the most recent learning procedure by utilizing technological help (Febrianto et al., 2020). To date, four modes of learning have been implemented: traditional or known as face-to-face learning, online learning, remote learning, and blended learning. It is reinforced by Watson (2008) that online programs progressed from conventional online programs, and remote learning featured Communication lectures, video lectures, and real-time interactive video, and are now more convenient and efficient online delivery. Furthermore, Stansfield et al. (2004) said that the development and transformation of standard academic courses for online learning delivery provide a variety of options for both the academic institution and potential students. Furthermore, the learning process in the age of ICT now allows for the absence of teachers in the classroom (Chen et al., 2020). The technology and pedagogies of the time, as well as socioeconomic contexts, have influenced how distance education is perceived and practiced, opening the way for new generations of distance educators

(Saykili, 2018). In conclusion, online learning has become extensively employed in the digital era since it makes the teaching and learning process easier and more enjoyable, hence it has been applied in the educational area.

Online learning is accomplished via the use of electronic or online learning materials. Furthermore, a computer transformed into a web-based system via a smartphone or Android may be used to establish the Internet, a network that allows the interactive presentation of the online learning process to run (Suhery et al., 2020). Zoom meetings, Google Meet, Jitsi Meet, Whatsapp video calls, Youtube live streaming, and many more online learning technologies provide video chat-like face-to-face communication (Haqien & Rahman, 2020). According to Indiani (2020), there is no guarantee that the diverse media available for varied purposes will produce optimal results. Furthermore, many things must be prepared in the online media education process for it to be optimized, not only from educator preparedness but also from the selection of online media applications, which is a significant component in the learning process's execution. As a result, social media has grown in popularity, particularly during the Covid-19 outbreak.

As a result, the Covid-19 pandemic hit the traditional classroom meeting, resulting in nearly all school closures and schools switching to online meetings to prevent Covid-19 spread. As a result, Indonesian Education Minister Nadiem Anwar Makarim (2020) advised all parties to complete their education at home. Furthermore, Covid-19 harms education, including study interruptions, limited access to educational and research facilities, and higher student loans. It led to the usage of online media to encourage people to continue learning, and one of the prominent meeting platforms for the teaching and learning process is Zoom cloud meetings.

This program may be used not only for studying but also for office and other purposes. This platform is free to use, with a time limit of roughly forty minutes if the account is premium, and there is no time limit if the account is free. Nowadays, the fast growth of Zoom cloud meetings as a learning media has shifted people's mindset that zoom cloud meetings might increase teachers' creativity during online learning (Baron, 2020). It is because the Zoom cloud Meetings application could make people communicate directly with anyone via video the same as face-to-face interaction. Therefore, it is suitable to be used as a learning medium for different learning purposes and subjects, including for EFL learners to learn English. As one of the languages, English is a worldwide

communication tool and hence focuses on educating students to learn communication skills. Therefore, English is important. The four basic language abilities are commonly regarded as speaking, listening, reading, and writing (Sadiku, 2015). One of those is listening.

Listening is a receptive skill since the ear is used to receive information. Furthermore, humans must learn linguistic acquisition as a receptive ability that inputs information and knowledge (Bayani et al., 2018). Siegel (2015) stated that recognizing is a listening competence that requires both top-down and bottom-up processing, as well as cognitive activities including activating lexical and background information and considering the context of the listening experience. As supported by Hamouda (2013), listening is a fundamental language skill, and as such, it ought to be ranked as the highest priority among the four skill areas for language students. Thus, before learning and developing other skills such as reading, speaking, and writing, students should first master listening. However, during the pandemic of Covid-19, students worldwide might not be capable of expressing and optimizing their learning participation and the use of educational media such as zoom cloud meetings would be the choice to ensure the listening activity still could be conducted.

Based on a preliminary study conducted on EFL learners in the Faculty of Tarbiyah and Teaching Science at UIN Raden Fatah Palembang on the 4<sup>th</sup> of October 2021 by using a google form to the third-semester students of the English education study program, there were nine students responded to the questions. It was found that the students had been familiar with the Zoom meeting app and had used it since the pandemic of covid-19 for the teaching and learning process also they had found the benefits and weaknesses of that app in learning to listen. The researchers also confirmed the lecturers who had used Zoom Cloud Meetings as media for teaching listening. Thus, it strongly encouraged the researchers to explore more about students' thoughts and perceptions on the use of Zoom cloud meetings in learning listening at UIN Raden Fatah Palembang.

Many comparable studies have been undertaken by certain experts to investigate the function of media technology in language learning. Nuraziza et al. presented the first previous study (2021). There were various misunderstandings about using Zoom to facilitate online learning were uncovered. Some students stated that the implementation of e-learning should be improved regularly. Surprisingly, it led to major gains in the learning and teaching processes, especially during the Covid-

19 era. Nurkhamidah conducted the second study (2021). The impact of lecturers' materials on students' learning motivation, the usefulness of the material, level of difficulty and quantity of the material and activities, variety of material and activities, usefulness of pre- and post-listening activities, audio quality, and worksheet suitability was discovered. Kinasih investigated the third related study (2021). When it came to students' perceptions of the use of online learning via Zoom in public speaking classes, the findings revealed that they agreed with some statements, such as online learning via Zoom was appropriate for the current situation because it could smooth the learning process, so students enjoyed the learning process and felt involved in the class.

The researchers were intrigued by the above description and decided to perform the study "Zoom Cloud Meetings: Online Learning Media in Listening," which focused on the impression of the usage of Zoom Cloud Meetings as media in learning to listen for EFL students.

## **THEORETICAL FRAMEWORK**

### *Educational Technology*

Technology advancements in the educational field have led to the development of education technology (Ali, 2020). AI, impact computing, adaptive or predictive software, clouds, and platforms are among the most significant data aggregation technologies emerging today. (Macgilchrist et al., 2020). The creation of computerized learning modules allows for the systematic, real-time evaluation of students, and data mining and data analytic software can give both students and teachers immediate feedback on academic performance (West, 2012). The creation of computerized learning modules allows for the systematic, real-time evaluation of students, and data mining and data analytic software can give both students and teachers immediate feedback on academic performance.

### *Educational Media*

Educational media, which are learning media used by teachers to pique students' interest in learning, should be engaging and interactive throughout the teaching and learning process (Said et al., 2018). The media had a huge and paradoxical impact on schooling during the Covid-19 pandemic. It is rapidly becoming a key component in socialization and social learning, as well as a means and source of formal and non-formal education (Tsvietkova et al., 2020). As a result, one of the obstacles for students and instructors in using media in the teaching and learning

process has been the spread of the Covid-19 Pandemic, and Zoom meetings are one of the media that may be utilized in the teaching and learning process (Simamora, 2020).

Based on the above descriptions it can be concluded that the development of computerized learning modules enables systematic, real-time examination of students, and data mining and data analysis tools may provide rapid feedback on academic achievement to both students and teachers. Furthermore, one of the problems for students and instructors to utilize media in the teaching and learning process has been the spread of the Covid-19 Pandemic, and Zoom meetings are one of the media that may be used in the teaching and learning process.

### *Zoom Cloud Meetings*

Zoom Cloud Meetings, located in San Jose, California, is a video-based learning platform created in 2011 by Eric Yuan (Gunawan et al., 2021). The transition from traditional schooling to the Zoom platform has been a learning curve and, to some extent, difficult to utilize for many teachers and students (Adam, 2020). Consequently, it can be used effectively. It would be helpful to encourage students to use the Zoom Cloud Meetings tool because it was a means of cooperation that they could use, especially when completing group projects without being constrained by time or place (Hassan et al., 2020). Therefore, it has thus served as a substitute for a learning medium for various learning objectives and courses, particularly for EFL students.

### *EFL Students*

Language learners who study languages as a foreign language to be learned are referred to as EFL (E.g. Indonesian people who learn English in their country are EFL learners). Furthermore, EFL denotes English as a Foreign Language, whereas ESL denotes English as a Second Language (Si, 2019). Academics studying English as a foreign language have largely backed individuals and language-learning methodologies. Marpaung and Widiantoro (2020) Language training would be offered to EFL learners in Indonesia through formal education such as school or non-formal education such as a language club or language course. The standard variety of English that Indonesian students must learn in schools and colleges, however, is the one used in books and official events, so that they can compete globally. Other types will be instructed using the media and the Internet. (Rini, 2014). As a result, Language learners who study languages as a foreign language to be learned are referred to as EFL learners who are learning and acquiring the languages.

The four fundamental skills that must be integrated by the instructor for English as a foreign language teaching to be successful are reading, listening, speaking, and writing. A teacher must also be knowledgeable about pedagogy, strategy, and approach. (Hayati et al., 2021). Listening is an important skill for EFL students to acquire because it will help them become accustomed to the English environment.

### *Learning Listening by using Zoom Cloud Meetings*

Cheung (2010) recently emphasized the significance of listening comprehension in learning English as a foreign language and advocated for a greater emphasis on listening comprehension. The basic purpose of language acquisition is to grasp the information presented as input (Agustina, 2019). The input received in terms of listening ability is in the form of spoken language. As a result, developing the ability to listen should be a lifelong endeavor. Because of Zoom cloud meetings' screen-sharing features, the number of learning resources for listening courses has increased. Additionally, a variety of websites, including Randall's ESL online listening lab, YouGlish, and news on levels, are accessible for use in the development of listening and pronunciation (Kamalitdinovna, 2021).

Based on the description above, it can be inferred that learning to listen should be a lifelong endeavor. Because of Zoom cloud meetings' screen-sharing features, the choice of learning tools for listening classes has increased. Several websites, like Randall's ESL online listening lab, YouGlish, and news on levels, are also available for use in the development of listening and pronunciation skills.

## **RESEARCH METHODOLOGY**

The research design for this study was qualitative. The goal of qualitative research, according to Cresswell (2014), is to examine and comprehend the fundamental concept of phenomena from individuals, groups, and individuals in society or people. According to the definition above, the purpose of this study was to discover how students perceived the use of Zoom meetings in learning to listen. In this study, the role of technology and media in establishing student abilities in listening to English was investigated. For example, a case study was used within the context of qualitative research to discover EFL students' perceptions at UIN Raden Fatah Palembang. Furthermore, the interview was used to collect data for this study. Detailed information was gathered over some time.

Furthermore, four students were chosen using purposeful sampling, specifically maximal variation sampling, from a group of twenty-eight undergraduate EFL students in the English education study program. Purposive sampling, as Dörnyei (2014) emphasizes, is used to find individuals who can provide rich and diverse insights into the phenomenon under investigation, maximizing our learning ability. The participants were chosen by the researchers based on their listening scores (low and high achievers) and lecturer recommendation.

An interview was used to gather information for this investigation. According to Adhabi and Anozie (2017), one of the data collection techniques for qualitative researchers is the interview, which has distinct advantages over other methods. A semi-structured interview would be chosen to delve deeper into issues concerning respondents' perceptions of using Zoom Meeting in learning listening during the Covid-19 pandemic. Due to the pandemic of covid-19, it was conducted virtually via Zoom by adapting four experts from a literature review. The researchers used the interview as an instrument to collect data. This type was possibly conducted because Kamboj et al. (2021) stated that virtual interviews were acceptable. The researchers recorded the interview to store the data as the primary information.

## **RESULTS & DISCUSSION**

### **Results**

Undergraduate EFL students' impressions of the usage of Zoom Cloud Meetings as learning material in learning listening at UIN Raden Fatah Palembang during the pandemic era were the research findings provided in this study. Thematic analysis was used to examine the interview data. The following are the descriptions of the discoveries:

**Table 1**  
**Themes and Codes for Students' perceptions of the use of Zoom Cloud Meetings in learning listening**

Themes	Codes
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**The Influence of First Language on Listening Skill** Students' first language did not influence their listening comprehension since the languages were different so that there were no influences of students' first language in listening comprehension

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**The features of Zoom CloudMeeting**

a. The majority of students thought that using Zoom Cloud Meeting as a learning tool for language listening instruction was appropriate. One of them thought it was not effective.

b. Most students saw the value in Zoom Cloud Meetings features for learning listening, such as the share screen and recording features, which helped them understand the material more easily.

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**Internet connection** The students believed that if the environment did not support internet access, learning to listen would be difficult.

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**Security Issues** The link was not private, so other students could access the class even though they did not belong to it.

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**Time limitation** Since the lecturer's application was not a premium one, students were required to return after forty minutes or create a new one.

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**Lack of vocabulary Mastery** To understand the material, the students used Google Translate to look up the meanings of unfamiliar words.

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<b>Homophone words</b>	By using Zoom Cloud Meetings, most students perceived that homophone words could make it difficult for them to understand the material.
<b>Prior Knowledge of the topics</b>	Each student used Zoom Cloud Meetings to prepare for the listening class.

## Discussion

The researcher noted various viewpoints as a result of the use of Zoom Cloud Meetings as a medium in learning listening to EFL students at UIN Raden Fatah Palembang during the pandemic era, based on the findings of data analysis using thematic analysis. People's perceptions are as follows: First, the influence of their first language was the first impression of EFL students as foreign language learners. Listening is a simple task, according to Rahmah (2021), unless the language used is foreign, as listening in a foreign language is more difficult than listening in a first or second language. It is related to the findings that were accepted during the interview session, in which the students stated that there was no relationship between the first language and listening. Because the language delivered to the students was foreign, they needed a deep understanding of the language to interpret it rather than their understanding of their first language because it had been taught to them since they were children and was also supported by the environment.

Second, the features of Zoom Cloud Meetings were the topic of the second perception. According to Hassan et al. (2020), encouraging students to use the Zoom Cloud Meetings application would be beneficial since it was a medium of cooperation that could include students, particularly in delivering group work regardless of distance or time constraints to meet physically. It is related to the findings that the majority of students thought the use of Zoom Cloud Meetings in learning listening was adequate. Furthermore, the Zoom Cloud Meetings features aided students in learning to listen to comprehend the material. On the other hand, some students felt that using Zoom Cloud Meetings for learning listening was inefficient because the material recorder occasionally stopped working. It would detract from the listening session. Students may also have limited (or no) broadband connectivity, as supported by Fudge and Williams (2020), as well as a variety of technical challenges such as audio lag, freezing, or jitter. For example, in this case, the lecturer played the audio and the students were supposed

to answer the questions in the guidebook, but the audio lag distracted them. As a result, they perceived it as inefficient.

Third, the internet connection was the third perception. Rinekso and Muslim (2020) stated that slow internet connections and system errors inhibit them from writing and responding quickly because their chat is on hold. Students with a supported environment or facilities where they could get a good internet connection or the devices were connected by WIFI, on the other hand, perceived no problems with learning listening online with Zoom Cloud Meetings as the media. According to Dharma et al., (2017), internet speed determined the smoothness of the learning process. In this case, the listening activities required a strong internet connection to avoid misinterpretation of the material delivered. As a result, a good internet connection should be provided so that the class can proceed successfully.

The fourth perception concerned security concerns. The meeting link was easily accessible, allowing anyone with the link to join the class. In this case, another student was admitted to the class without the lecturer's knowledge. To be fair, Zoom made every effort to address issues that were brought to their attention (Fudge & Williams, 2020). Furthermore, Zoom provided a feature for participants to assist lecturers and students in checking attendance, and the host could easily kick out an unknown participant.

The fifth perception was a time constraint. In this case, the Zoom used by the lecturer was not a premium one, so it would expire after forty minutes. Zoom Cloud Meetings has two types of accounts: premium and non-premium. Even if the account is not premium, the new account will have unlimited time. Non-premium users have only a 40-minute chance at each session, after which they must leave and re-enter the room, and each meeting is limited to 100 participants, as supported by Zulherman et al., (2021). The researcher discovered that students expected the institution to provide premium accounts for their classes. In other words, rent a special account for education to avoid time constraints, allowing the class to be completed in real-time according to the lesson plan.

The lack of vocabulary mastery was the sixth perception. As they learned a foreign language, students would hear audio that was pronounced by English native speakers while learning to listen, particularly interpretive listening. They should also interpret it with their understanding. According to Hamouda (2013), limited English

vocabulary interferes with listeners' listening comprehension because of unclear and limited vocabulary. As a result, to gain a better understanding, students should listen to the audio carefully. It would be difficult if they lacked vocabulary mastery in learning listening by using Zoom Cloud Meetings. The researcher discovered that the students used Google translate when they encountered unfamiliar words or asked the lecturer directly for clarification.

The homophone words were the seventh perception. In this case, students sometimes recognized that some words have similar and dissimilar meanings and pronunciations. According to Jiang (2009), students' inability to recognize words with similar sounds was influenced by unfamiliar pronunciation. Based on the findings, the students used their methods to overcome the homophone words, such as focusing on the sentences they were listening to, checking them in a dictionary, opening YouTube, and even guessing it directly. As a result, students not only understood the meaning of each word but also the material, allowing them to interpret the audio that played.

Prior knowledge about the topics was the eighth perception. Before attending a listening class, students should prepare themselves to properly acquire knowledge. According to Nurpahmi (2015), prior knowledge assisted listeners in acquiring spoken language, making sentences easier to understand, and building vocabulary related to the subject they were hearing. In this case, each student would prepare for the listening class in their unique way. They were also highly motivated to learn. During the pandemic era, these were students' perspectives on the use of Zoom Cloud Meetings as a medium for learning listening at UIN Raden Fatah Palembang.

## **CONCLUSION**

Zoom Cloud Meetings were perceived as a learning listening media for the students. The perceptions and interpretations are discussed here. Perspectives of students on first language acquisition. The student's mother tongue did not affect the listening activity. Otherwise, they should focus on what they just heard. Accepting shown above explanation, the researchers concluded that to interpret what they had heard, they needed to understand the point of the sound. Students' opinions about Zoom Cloud Meetings' features. Zoom Cloud Meeting has had a positive impact as an online learning tool in the pandemic era, despite its capabilities and uptake in language learning listening being notably unsuccessful. Researchers discovered that when

teaching listening in an era of pandemics, students were already familiar with how Zoom Cloud Meetings were used. In conclusion, using Zoom Cloud Meetings to teach listening has both beneficial and detrimental consequences. Based on the results it can be concluded that students perceived the use of Zoom Cloud Meetings as learning media in the interpretive listening class had brought advantages and disadvantages for the EFL learners during the COVID-19 pandemic era.

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