

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

The literature review of this study provides some reviews of online learning through a synchronous technique using Zoom platforms. The reviews were gained from some sources related to the topic of this research. This literature review deals with past studies carried out by the researchers to understand the topic that will be discussed in this research. Later, it presents that the previous studies were different from this research. However, there are not many comparative studies between previous studies with this study research. Some are summarized in the paragraph below.

The previous study entitled “Exploring EFL Students’ Perception of Using Zoom during Learning from Home Period” has been done by Mu'awanah, et al (2021). The research aimed to explore EFL students' perception when using the Zoom platform as the English online learning from home. This was a qualitative study with a narrative inquiry design. The participants of this research were Junior High School students and had 21 students as the sample. The data was gathered through an online interview conducted over a WhatsApp voice chat. The result showed that students who had access to online learning resources had a positive perception of using Zoom platform. They believed Zoom platform would assist them in gaining better comprehension of English learning material, facilitating interactive

communication, increasing student active engagement, and facilitating useful features that promote learning activities. Meanwhile, EFL students with weak online learning resources expressed reservations about using Zoom platform.

Nuraziza et al., (2021) have studied investigating EFL learners' perception of the use of the Zoom application. The title of their study is "EFL Learners' Perception on Zoom Application in the Online Classes". This study aimed to research students' attitudes on the use of Zoom platform to enhance online learning and to investigate how this application provides the educational industry a new shape. For this investigation, a qualitative technique was selected. A questionnaire and interview were used to gather information. The participants of this research were English education students of a university in Bandar Lampung batch 2018 and 2019 and got 25 students as the sample. The data revealed that some people had reservations about using Zoom platform to enhance online learning. The majority of students believed that e-learning implementation should be continuously enhanced.

Minhas, M. (2021) have studied investigating students during online learning using the Zoom platform. The title of their study research is "Exploring Students Online Learning: A study of Zoom". The method used by the researcher was a questionnaire using the Likert Scale. The questionnaire was distributed to students of three Pakistani universities to investigate the students' faces during online learning using the Zoom platform. The result of this study shows that the Zoom platform is the best for conducting online learning. The students feel satisfied with

the overall of using Zoom platform including the general interface, lecture recording features, and class management of the Zoom platform.

Furthermore, the previous study entitled "Students' Perceptions of the use Zoom and WhatsApp in ELT Amidst Covid19 Pandemic" has been done by Suadi (2021). This research studied describing EFL students' perception of the use of Zoom platform and WhatsApp applications in ELT. This research involved 53 students as respondents. The data were obtained through a questionnaire and analyzed using mix method approach by combining quantitative and qualitative methods. The result shows that the virtual class of ELT for EFL university students in form of Zoom platform and WhatsApp Applications was considered positive by the students. These two applications were rated efficient and effective applications in terms of place, time, and cost even though there is a problem with the internet connection used by students. Furthermore, the learners agreed that these two platforms can help them to be confident in terms of virtual class interaction and help them to improve their language skills.

Furthermore, the previous study entitled "Transitioning from face-to-face to Remote Learning: Students' Attitudes and Perceptions of using Zoom during Covid-19 Pandemic" have been done by Serhan (2020). This study aimed to investigate students' attitudes toward the usage of Zoom platform in remote learning and their impressions of its effects on their learning and engagement in comparison to FTF learning. This study included 31 university students. A 5-point Likert-type survey

was used to collect data. The findings revealed that students had a negative view of Zoom platform use, believing it to be detrimental to their learning experience and drive to learn. Students cited flexibility as a major benefit of utilizing Zoom platform for education.

After comparing the five previous studies above, the researcher concluded that there are similarities and differences found in each research. The similarities were those studies discussed the students' perception of the use of the Zoom platform and also several studies used the same method. The differences were those studies had different participants and samples. Several studies used undergraduate EFL students, and yet another used Junior High School as the participants of their research. While in this current study used Vocational High School students as the participants because the students in Vocational High School learn more about modern technology based on their major than in Senior High School. Moreover, the students used Animation class that using Zoom platform, so they have experience with this platform. The amount of the sample was also different compared with those studies and the current study.

## **2.2 Theoretical Framework**

### **a. Synchronous Online Learning**

Synchronous online learning refers to simultaneous learning and teaching via an electronic medium in which teacher-student and student-student interactions are possible in synchronous voice or text chat rooms (Perveen, 2016). In addition, video

conferencing allows for face-to-face communication. According to McBrien et, al., (2009), in a virtual classroom setting, synchronous online learning can provide opportunities for social interaction. It allows students and instructors to communicate verbally, type messages, upload Power Point presentations, transmit video, surf the web together, and more. Thus, synchronous online learning is almost like an offline class except that all participants access it remotely via the Internet. As stated by Parveen (2016), direct real-time interaction with teachers and students is very similar to a traditional face-to-face classroom, if not better, because the distance is no longer an issue and no time is wasted.

Despite there are the benefits of synchronous online learning, many faculties avoid using it (Lowenthal & Snelson, 2017). They avoid synchronous online learning for a variety of reasons, including the fear of technology and bandwidth issues, scheduling or time zone issues, and the belief that it encourages teacher-centered practices (Anderson, 2003; Huang & Hsio, 2012; Pallof & Pratt, 2007). According to Lowenthal & Snelson (2007), some of the challenges of synchronous education include the need for students to be available at a specific time and the requirement for a high-bandwidth internet connection. Due to technical difficulties, participants may feel frustrated and thwarted.

#### **b. Synchronous Learning Process**

The synchronous learning process is a learning-oriented interaction with real-time, direct interaction, and usually scheduled instructions (Suranto, 2009). For teaching

and learning to take place, synchronous learning necessitates the presence of both teacher and learner at the same moment. Synchronous learning itself is almost similar to the face-to-face learning process. As stated by Chen, et al (2005) that in the time dimension, synchronous learning places greater limits on both teacher and learners, but its resemblance to traditional classroom interaction in both the time and psychological dimensions endows it with many advantages that asynchronous learning would struggle to achieve. The synchronous learning process facilitates real-time connections among students such as video, audio, and shared applications, allowing students to form groups and collaborate.

Many advantages are to using synchronous learning technique, but the most critical advantage is immediate feedback. It means that the students can receive rapid feedback so that they can remedy their mistakes or reinforce what they have learned and this is especially important when doing things like collective decision-making, brainstorming, and analysis (Hotcomm, 2003). However, the synchronous learning process does not require both students and teachers to meet face-to-face. The synchronous learning process is carried out by utilizing electronics such as computers and the internet. The synchronous learning process can be implemented in various ways, one of them is through the synchronous Zoom platform.

**c. The Concept of Zoom platform**

Abdillah & Darma (2020) states that Zoom platform is an application which used as a media platform for face-to-face interaction directly like in a real meeting. Zoom

platform provides many features such as scheduled features, recording video, sharing screen, etc. The participants can join the meeting by clicking the link that the host already made. Using the synchronous Zoom platform has many advantages such as low cost, saving time, and can be accessed everywhere as long as there is enough internet connection to access. Implementing a synchronous Zoom platform can also be carried out through both laptops and smartphones. Synchronous Zoom platform meeting makes it for both the students and teacher be easy to discuss their material during the class like in the offline classroom setting.

Suadi (2021) argues that Zoom platform allows the participants to be free as they do in a real classroom because the Zoom platform opens a chance for teachers and students to give feedback directly on the Zoom platform. So, online learning through the synchronous Zoom platform can provide two-way communication directly that can provide mutual feedback between teacher and student. According to Guzacheva (2020), Zoom platform is a cloud-based service that provides video conferencing for a meeting or implementing an event like Webinar. Thus, synchronous Zoom platform is not only used for learning but also used for other online meetings.

Zoom platform has become popular in modern enterprise video conferencing, with an easy platform for video conferencing, webinars, and audio conferencing. In addition, Zoom platform meeting allows both participant and host to share screen so it will be easy if they want to conduct the presentation through online learning.

Zoom platform also can be recorded so, they can watch their Zoom platform after Zoom platform has ended. With the feature record, the teacher can self-assess their teaching skill, and the students can watch if they forget or still don't understand the material.

**d. Teaching and Learning English using the Zoom platform**

Due to the Covid-19 pandemic that required the implementation of learning conduct to be online, the teaching and learning process needs supporting technology such as a Zoom platform. As stated by Nuryanto (2021), The Ministry of Education's policy on distance learning requires teachers and students to use the most up-to-date technologies to aid in the teaching and learning process, one of which is Zoom platform. Mu'awanah, Sumardi, & Suparno (2021) found that studying English through the Zoom platform helps students practice English, improves the teaching and learning process, and facilitates teacher and student engagement and communication. Moreover, according to Nuraziza, Oktaviani, & Sari (2021), Zoom platform can be used to apply a variety of teaching methods because teachers and students can readily debate the issue at hand.

**e. The Importance of Online Learning through Zoom platform**

In the current days, there are many platforms to conduct online learning one of them is the Zoom platform. This platform has many features that support the learning process so that's why the Zoom platform become important for conducting online learning. Agustina & Mustika (2020) states that Zoom platform makes the

discussion become easier even with a lot of participant during the online class. This platform can help the teacher and students to interact communicatively. Thus, using the Zoom platform as the online learning process is very needed, especially during the pandemic era.

The teacher and students can conduct the online learning process as same as an offline class with this platform because the teacher can deliver the material directly to students and the students can ask a question directly also if they don't understand the material so it's like when conducting the offline class. Increased flexibility, less commute time, and novel engagement tactics in online contexts are some of the reasons why online learning through Zoom platform is important (Mather et al., 2020).

The importance of online learning through Zoom platform is also because Zoom platform has many features that can make the effective learning and teaching process. As stated by Gunawan, et al (2021), there are several features of the Zoom platform including video and audio features, share screen features, security features, breaking rooms features, and scheduling features. So, with those features teachers and students can be easier to conduct the learning and teaching process using the Zoom platform, that's why it is so important implementing the online teaching and learning process through the Zoom platform.

#### **f. The Role of Students in Online Learning through Zoom platform**

In terms of online learning, the student's role is to learn. However, each student has

a different role based on their experience. It means the students have different learning styles when conducting online learning. According to Vonderwel & Savery (2004), the students in online learning need to understand the online learning setting like how online learning works, the role of instructors and learners, interactions, perceptions, and relations of online learning. The online learners should have an understanding of the teachers' role as the instructor or facilitator.

According to Craig et al (2008). Students' role in online learning was submitting work on time, being self-motivated, be prepared for classes. When conducting Zoom platform, these students' role are very important and should be the responsibility for students themselves. Moreover, according to Yeh et al (2019), achievement goal orientations are the important role in online learning according to a learner's demands. As the learners, they literally must have a goal when they learn something. That is why achievement goal orientations become one of the roles of students.