

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter was divided into two major parts presenting a discussion about theoretical studies and previous studies. Theoretical studies comprise related theorists in this study while previous studies discussed the implementation of that related theorist in prior studies.

#### **2.1 Theoretical Framework**

##### **2.1.1 Zoom Platform**

Online learning can be done through several internet platforms such as Google Schoology, Classroom, Hangouts, WhatsApp group, and including the Zoom platform. Archibald, Ambagtsheer, Casey & Lawless (2019) shows that the Zoom platform is a collaborative, cloud-based videoconferencing service offering features including online meetings, group messaging services, and secure recording of sessions. According to (Israel et al., 2009) Video conferencing (Zoom platform) is characterized by synchronous, interactive video and audio communication and data transmission. It confirms that the Zoom platform is good enough to be used as one of the online learning media.

A successful and effective Zoom class is indebted to “necessary software and hardware infrastructures, high-speed and accessible Internet, purposeful educational design, as well as empowering, motivating, and encouraging faculty members to participate in such educational programs” (Jafarzadeh-Kenarsari et al., 2019). Zhang, M. (2020)ads that Zoom class fulfills the expectations of users

by allowing people to join a scheduled meeting and participate in the discussion by unmuting themselves before they speak; at the same time, users have an option to show their video images and share their screens. The whole meeting is also recordable.

Learners can participate in a variety of different educational activities within the Zoom environment. (Rahayu, D. 2020) defined the Zoom can help learning by communication-related activities include greeting others, classroom lectures, question and answers, and group discussions in breakout rooms. Besides, activities related to materials comprise sharing slides or screens with students or educators, downloading homework assignments, and uploading answers to questions, and also activities related to studying can take the form of answering polling questions, presenting lessons using slides or the whiteboard, classroom practice using the whiteboard or chatbox, and group work in breakout rooms.

### **2.1.2 Students Experiences**

The phenomenological approach is instrumental in collecting and interpreting people's Zoom class experience given specific contexts, particularly their experienced perception and bodily movements (Zhang., 2020). Apart from the constraints of various devices, the affordance of software enables a different experience for Zoom users compared to their previous in-class experience and other video conferencing software, the specific features that Zoom provided could enable various experiences of engagement (Zhang., 2020).

The same thing was also explained by (Scherer & Fontaine, 2018) about appraisal, that appraisals are our idiosyncratic evaluations of a given situation,

which bring about certain emotional reactions. Generally, if a given event is expected to be positive, it gives rise to positive feelings such as joy, pleasure, and happiness, whereas, a negative picture of something that is about to happen will result in negative emotions of fear, anxiety, and sadness (Scherer & Fontaine, 2018). It confirms that appraisal has the same meaning as experience. (Scherer & Fontaine, 2018) understands appraisals as a complex network of 5 interacting variables of:

1. Novelty, demonstrating the degree of familiarity of the stimulus in terms of the task itself, type of input data, or action/strategy followed in performing the task (output).
2. Intrinsic pleasantness, expressing how pleasant the stimulus is as a factor conducive to the type of approach to the task taken, manifested as either (enthusiastic) indulgence in the task or its avoidance.
3. Goal/need significance, expressed as relevance value for an individual, in other words, the significance and immediate value the stimulus (i.e. task or action) has for an individual.
4. Coping potential, expressing one's perception of ability to perform a task (action) or to change the stimulus to adjust to one's performance potential; it is influenced by emotions resulting from previous experience (Lazarus, 1991).
5. Norm/self-compatibility, demonstrating one's evaluation of how appropriate in social/cultural terms the stimulus is understood to be (Gabrys´-Barker, in press).

A media walkthrough involves direct engagement with the user interface and examination of its technological framework and cultural connotation to analyze how it guides the user's use process and affects their experience. Thus, technology becomes an attachment and functions as a membrane-like skin that senses the world and "elemental vibes" around us and constitutes our new experience(Light et al., 2018).

(Archibald et al., 2019)defined that the majority of students experienced some degree of difficulty in joining the session included low Internet bandwidth, outdated hardware, or limited webcam and/or microphone functionality.Regarding the difficulties experienced with this system, the most common problem was poor audio connectivity, which occurred in learning sessions.Some students experience obstacles in learning on economic conditions because they cannot afford to buy internet quota to access online learning media, complained about phones cannot support their online learning(Archibald et al., 2019). According to(Gonzales-Zamora et al., 2020)Students commonly expressed frustration when experiencing technical issues, especially in instances where technical difficulties lasted for several minutes. These frustrations were typically concerning participants' perceived technical abilities or the technological demands of the modern era.

(Zhang., 2020) saidalthough participants experienced technical difficulty, several participants attributed such difficulties to their ability to use the technology effectively rather than the usability of the Zoom platform.The ease with which many participants securely logged into Zoom using a standard username was frequently compared to difficult experiences when logging into

Skype(Zhang., 2020).Zoom class not only challenges people's time management at home but also gives people a new sense of time during this "weird" experience(Zhang., 2020).

### **2.1.3 Online Learning during COVID-19 Pandemic**

There are some impacts of this kind of learning model, so it has an impact on achieving the purpose of learning itself. Deli & Allo(2020) examined learners' perceptions of integrating online components in two undergraduate business courses where learners completed online learning modules before class discussion. The results indicate that participants in an elective course rated the online modules significantly better than those in a required course.

Online learning requires students to be more active in learning because they have to understand the material in their way continuously to the teacher. Keengwe & Kidd(2010) also argued that online learning environments included a diverse range of pedagogical practices and are often characterized by active learning student-centered pedagogical techniques. With online learning, students can more actively be able to understand the material being studied, because students do not constantly expect the teacher or lecturer.

Insufficient access and availability of the internet and the lack of the latest technology affected organizational responsiveness and students' capacity to participate in digital learning (Zhong, 2020). Lack of proper interaction with instructors is another major concern associated with online learning. Additionally, concerns regarding any content of the online course are usually discussed with the relevant course instructor by e-mail, which requires response time (Zhong, 2020).

Virtual classes cannot be of interest to students who are tactile learners. Conventional classroom socialization is another major missing in online learning. Students only communicate with their fellows digitally and never see fellow students in person, and thus the real-time sharing of ideas, knowledge, and information is partially missing from the digital learning world (Britt, 2006).

Online learning is a novel social process that has been gathering momentum as the surrogate for the customary face-to-face classroom but viewed from the perspective of replacement processes that has been branded as disruptive processes. Covid-19 pandemic initiated the digital transformation of higher education, and as a result of the crisis brought by the Covid-19 pandemic, novelties in higher education that would typically take many years because of differing managerial regulations were presented quickly within a limited number of days (Strielkowski, 2020) and this has also turned the branding of online learning as a disruptive process to a “messiah” status.

#### **2.1.4 The problems of Online Learning during COVID-19**

The challenges for students during online learning since the pandemic was that there were still many students who did not understand the material well even though online learning has been implemented because of the way online learning does not enter students or the use of technology that is not suitable for students. Schoonenboom (2012) argued that the idea that technology users have clearly defined preferences towards the use of technology, and so adoption of technology is an undoubtedly rational decision. Hasan & Khan(2020) also delivered that some people may have a strong preference for technology, but this is not an absolute

fact. Enthusiastic but uncritical use of technology is not a rarity; the use of technology is also regarded as following the trends, some people may be indifferent or may resist technology adoption.

Many students cannot do online learning because they do not have internet access or may not have cell phones, computers or laptops, or anything that can be used to conduct classes online, so many students are forced to skip classes, even drop out of school. Iivari et al.,(2020)found that the pandemic has affected students in different ways. Some students suffered under distance learning and even dropped out. Some students became more self-directed and benefited from distance learning. (Gregori et al., 2018)also have investigated ways to decrease the number of dropouts. Investing in individual guidance and attention for students is important, and according to (Niemi et al., 2020), a strong teacher presence and an adequate course design were the best ways to prevent dropouts from distance learning.

According to Song et al., (2004)students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers to online learning. Dhawan(2020) also said, there is a low-level preparedness among the students concerning the usage of Learning Management Systems.The existence of covid-19 suddenly makes students not quite ready to change face-to-face learning habits to online learning, especially learning from home activities that make it difficult for students to adjust home obligations and take part in online learning or assignments.

Ribeiro (2020) rightly noted that this digital transformation of instructional delivery came with several logistical challenges and attitudinal modifications while addressing student assessment during this pandemic on how districts can legislate unbiased and evenhanded grading policies based on these recommendations; (i) pandemic related anxiety will have negative effects on student academic performance, (ii) academic performance of students might be affected by racial, economic and resource differences, and (iii) the larger parts of instructors were not effectively ready to deliver high-quality instruction remotely. The challenges discussed here are limited to the digital transformation of instructional operations during the period of the COVID-19 pandemic.

#### **2.1.5 Pros and Cons of Online Learning during COVID-19**

In this COVID-19 era, online learning is the best way to solve education problems. Dong et al.(2020) express that, online learning has seen a fast growth during the past decade because it has greater flexibility in terms of time, place, and pace of the study, easier and more effective access to a wider variety and greater quantity of information, and lower financial cost.

During a COVID-19 pandemic, providing online learning has a very important role in the world of education, so the use and selection of sophisticated technology is a way for most students to understand and understand the material well. All educational institutions are required to be able to use the internet properly to convey material, assignments, and other learning. Borup & Evmenova (2019) founded the need for a quality online instructor is especially important in colleges of education. Simamora(2020) argues that technological advancements

allow at-risk students many opportunities to receive a credit to graduate on time, as well as giving those different avenues for learning and assessing their learning.

According to Purwanto et al. (2020) while some believe that the unplanned and rapid move to online learning with no training, insufficient bandwidth, and little preparation will result in a poor user experience in teaching activities. Sari Famularsih(2020) states that delivering materials in online learning is limited. It makes students feel bored and lack challenges in the teaching and learning processes. This confirms that online learning can reduce students' learning abilities.

#### **2.1.6 Narrative Analysis of EFL Learners Experience in Learning amid COVID-19**

The EFL learners' experiences can be explained by narrative analysis from the form of learners' essay writing about what are they experienced during the COVID-19. (Connelly & Clandinin, 1990) explained that people live and tell stories, and if researchers are to understand people lived experiences, they must examine the stories they tell. However, "narratives do not speak for themselves" and require careful analysis by the researcher (Fraser, 2004). Narrative analysis is constructive. (Polkinghorne, 1995) explained that when conducting a narrative analysis, researchers analyze the data to identify and develop a plot that is used to thread events together. Statements that do not help explain and do not contradict the main theme can be excluded (Polkinghorne, 1995). In doing so, researchers

combine statements from different responses to create a coherent event resulting in the formation of a story that can easily be read and understood.

(Bailey & Jackson, 2003) summarized that an analysis of narrative can produce “general knowledge” while a narrative analysis helps us to understand the particular. As a result, the narrative analysis may provide insights to researchers and practitioners but its highly contextualized nature prevents generalizations to other individuals and contexts. (Borup et al., 2013) explained, statements should be edited to “help readers read and to put informants in the best light possible”.

## **2.2 Previous Study**

To give a wide insight about EFL learners’ experience of the Zoom platform use during COVID-19, various previous studies related to this are discussed below:

The first research was carried out by (Rahayu, D., 2020). The study which is entitled “*Synchronous Zoom Web Conference System: an Exploratory Study on Students’ E-Learning Experience*” explores students’ experience and what they perceive from the implementation of synchronous e-learning through the Zoom conference system. Using the exploratory sequential design, the data were collected from 62 students taking an English subject in a university in Indonesia. Classroom observations and a set of a questionnaire by a five-point Likert scale were used to collect the data. The result from observations shows that there are three factors of activities: communication, lesson material, and study process. The results from the questionnaire indicate positive answers from all three factors. The students agreed that they could communicate at ease before the lesson starts,

question and answer during the study process, and work collaboratively through the breakout rooms. Through the whiteboard/shared screen feature in Zoom conference, students described that they were able to give feedback to each other. Moreover, they mostly agreed that materials to the lesson could be accessed and understood in e-learning. However, with all the positive feedback on the three factors, they agreed that the traditional face-to-face mode still gives easier and better access from the factors of communication and materials compared to e-learning.

The second study which was conducted by (Archibald et al., 2019) that explores the feasibility and acceptability of using Zoom to collect qualitative interview data within a health research context to better understand its suitability for qualitative and mixed-methods researchers. The research entitled “*Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants*” by asking 16 practice nurses who participated in online qualitative interviews about their experiences of using Zoom and concurrently recorded researcher observations. Although several participants experienced technical difficulties, most described their interview experience as highly satisfactory and generally rated Zoom above alternative interviewing mediums such as face-to-face, telephone, and other videoconferencing services, platforms, and products. Likert-type scale responses were analyzed, and descriptive statistics were produced using Microsoft Excel software. The results of this research suggest the viability of Zoom as a tool for the collection of

qualitative data because of its relative ease of use, cost-effectiveness, data management features, and security options.

The last study is conducted to explain the postgraduate students' perception of the use of zoom meetings as a learning media meeting and the implementation of the use of zoom meetings in the online lectures during a pandemic. The research is carried out by (Erito & Semarang, 2021). The title of this research is "*Postgraduate Students' Experiences on the Use of Zoom Meeting in Online Lecture during Pandemic*". This study is a case study that employs a qualitative approach. Data were obtained through questionnaires. The subject is 80 students of the master degree program, English education, Postgraduate, Unnes. The results showed that students use it as a facilitation tool for joining the classroom, presentation, and accomodating interaction with lecturers and friends. In general, students perceived positively the use of Zoom meetings; it was also very helpful to conduct their online lecture during the pandemic.

The studies mentioned above show the positive impact of using the Zoom platform to overcome the meeting problem during COVID-19. Meanwhile, the researcher wants to conduct a study with the same media that is Zoom Platform. There were many variant variables used in previous studies and have a positive revealing that the Zoom platform was effective, the researcher used a different variable that students' experiences regarding the Zoom platform. This research attempted to find out the online learning experience related to the Zoom platform used in the EFL classroom context during the COVID-19 pandemic by using a qualitative method.