ZOOM VIDEO CONFERENCE: IS IT THE BEST SOLUTION FOR REMOTE LEARNING OF ENGLISH LANGUAGE TEACHING?

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ABSTRACT COVID-19 pandemic has forced many innovations to support remote teaching and learning. With several means available to conduct the teaching and learning, Zoom has become the favorable one. This study investigates how students perceive Zoom as a video conference in English language learning. A survey quantitative method was used to generate the high school students' perceptions. After distributing the questionnaire, the data was analyzed using descriptive statistics. The result shows that although the difference is not much, students gave more positive statements on the use of Zoom. This positive experience has proved that Zoom might be the best solution for English remote learning.

Keywords: Zoom; video conference; remote learning; english language teaching

INTRODUCTION

The unprecedented time due to COVID-19 pandemic has sparked urgency to conduct online learning. The shift of the learning system to online mode has forced many educators to innovate in the classroom, finding the best way to interact with students even though it is carried out remotely. The presence of video conferencing will help the learning process to be carried out because educators will be directly involved with students (Sandiwarno, 2016). Video conference is the current favorable means of remote learning. It becomes an advantageous tool for language learning since it enables face-to-face interaction in a distance (Goodfellow, 1996; Suardi, 2020). Zoom Video Conference has become the most popular provider of video conferences among nine others. Zoom Video Conference particularly becomes a relevant approach in facilitating online distance learning due to COVID-19 outbreaks (Starglass, 2020).

Several studies using Zoom as media in online learning suggest that it improves online learning outcomes, enhances students' motivation, and fosters online learning success (Guzacheva, 2020; Ayoub, 2019). In addition, Suadi (2021) claimed that the students responded positively to the use of Zoom as the supplementary tools beside the asynchronous online learning platforms. The existence of synchronous learning through Zoom as media has given an alternative way to improve students' interaction beside the implementation of asynchronous online learning platforms. In agreement, Kohnke and Moorhouse (2020) confirmed that several features provided by Zoom including annotation tools, polls, breakout rooms and screen sharing are helpful to facilitate communicative learning in interactive synchronous language classrooms. On the contrary, a study done by Haqien and Rahman (2020) claimed that the application of Zoom meeting is somehow ineffective for online learning based on diverse university students in Jakarta and Depok. Additionally, in conducting distance learning for English as a subject which also requires practicing language for communication, Laili and Nashir (2021) revealed that Zoom application was not that effective since the teaching and learning process also relies on a stable internet connection.

The prior studies seemed to need further investigation to obtain an obvious evidence of the use of Zoom meetings in online learning based on the students' prior experience from a different setting and respondents (Fatmawati, el al., 2021). Against this backdrop, the research investigates a better understanding of Zoom video conference if it is the best solution to remote learning in the context of English as Foreign Language classroom. This study uses survey research design which involves a questionnaire as the instrument to gain the data from high

school students particularly in the context of English Language Teaching. The results of this survey study are expected to generate valuable information related to the current condition of the implementation of Zoom video conference in the English as Foreign language Classroom, and how this tool is effectively applied as a reference for teachers, lecturers, or other educators for their online teaching and learning process.

LITERATURE REVIEW
Remote Learning through Video Conference

Seeing the current situation, education really involves the role of technology. Generally, students do asynchronous learning where students can interact with the teacher non-verbally. For this reason, education needs to increase learning by utilizing greater technology in learning (Santoso, 2018). Students carry out synchronous learning via video conferencing face-to-face with friends and teachers in real time classes. Synchronous learning makes it easier for students to interact verbally. Jucks, Paechter, & Tatar (2003) claim that knowledge and relationship communication is the main aspect of interactions. Knowledge and relation communication is closely related in a learning process.

Martin and Bolliger (2020) stated that there are several things that need to be considered in remote learning through video conferences. Educators need to design a curriculum that focuses on pedagogical principles effectively in order to achieve student learning targets. Things that need to be considered include teaching methods to involve students in online learning, maintain social relationships between teacher and students, inform and support students in online learning, and make the best use of technology. Students need to understand the learning material before synchronizing via video conference to make it easier to understand the material. Thus, students can ask about their lack of understanding in the material so that the teacher can describe a response or give feedback directly.

In addition, students need to prepare themselves to anticipate problems when doing online learning through video conference. Disturbances can occur due to the surrounding environment, internet connection or the physical condition of students. The prior study by Gillies (2008) from the results of interviews, students claimed that they have technical problems when remote learning through video conferencing in learning facilities. The technical problems that occur include inadequate sound, picture, and internet connection. In accordance with Bandura's (1986) statement which suggests relying on self-efficacy directly in solving tasks and problems. Each student certainly has their own way of solving their problems in remote learning. However, the best way is when students can prepare themselves as best as possible before learning in online classes via video conferencing to anticipate problems such as internet connection, the facilities, and students' physical readiness.

The Utilization of Zoom Media in Indonesian EFL

In achieving educational goals, the utilization of certain media should be considered well in teaching and learning practice for a more effective and efficient process (Anggraini, 2015; Puspitarini & Hanif, 2019; Wahyuningtiyas, 2019). The main criteria in selecting appropriate media particularly for distance learning is interactivity (Bates, 1990). As one of interactive media for distance learning, Zoom is a desirable tool that has been used widely in diverse activities. Zoom is a cloud-based videoconferencing service that combines simple-to-use online meetings, group messaging, and secure sessions recording (Zoom Video Communications Inc., 2016). In facilitating online teaching and meeting, Zoom video conference tool is renowned for its ease-of-use features and lower network bandwidth requirement (Mohanty & Yaqub, 2020). According to Serhan (2020), the features of Zoom including audio, video, and screen sharing are quite helpful for conducting virtual conferences, online meetings and lectures, web-based seminars, and more. Moreover, some

additional features like annotation, breakout rooms for small collaborative work, polls, and messages for discussion can be considered worthwhile to establish an interactive learning environment. Hence, it can be conceived that Zoom is applicable in language teaching and learning.

Regarding the implementation of Zoom in language classrooms, especially English, some studies have been conducted to investigate the use of this media, particularly in the context of distance learning. According to Cheung (2021), Zoom as a substitute for face-to-face learning in conventional classrooms provides some opportunities to utilize particular features for English teaching process in Hong Kong. Additionally, the features including live video conference, screen sharing, annotation, recording, and breakout rooms for collaboration enables the teacher to design an interactive environment integrated with such innovative technology (Guzacheva, 2020; Fursenko & Redziuk, 2021).

In Indonesian EFL context, some researchers concluded that the Zoom application for English language teaching is quite helpful as an alternative in conducting distance learning. Anggraheni et al. (2020), reported that the use of Zoom in implementing Communicative Language Teaching method in EFL classrooms is quite helpful to enhance the students' activeness to have positive outcomes in learning vocabularies. Other than that, Thamrin et al. (2020) investigated that Zoom in facilitating PBL implementation in ELT provides opportunity to the students to get a better learning environment, particularly for collaborative activity, flexibility, and ability to review from recording. In agreement, Erito (2021) found that the students perceived positively the implementation of Zoom based on the features that facilitates their online learning. In spite of that, Fauziyah (2021), reported that some EFL students prefer direct face-to-face learning since they find it difficult to use Zoom based on some factors, such as unclear explanation and bad connection. In conclusion, the implementation of Zoom provides some positive opportunities to facilitate English online learning, but also depends on some subsidiary factors like internet connection and suitability to the lesson design to make it effective to be applied.

Teachers' Practices in Remote Learning During Pandemic

Online learning during pandemic has many challenges, especially for teachers, students, and all school elements. This is related to the statement of Berge (2005), online learning is different from traditional schools because students do not meet teachers in a physical space. Since the learning fully relies on technology, technology readiness is compulsory (Morgan, 2020). Teachers should also apply approaches that put students' needs as a priority. Approaches like students centred and project-based learning could be options to maximize online learning. Teachers should encourage students to actively participate in the classroom through putting the students as the centre of learning. Projects allow students to utilize technology to collect information and discuss ideas with their peers (Chen, 2010). With these two approaches, students are expected to have rich experience in learning even though it is conducted at home.

The rich experience in learning could be done through exploration of materials on the internet. Many sites provide sources for educational purposes as response to pandemic Covid. 19 where schools should be closed. Morgan (2020) suggested virtual field trips where students can virtually travel to places. This free source could help students to have richer experience in understanding places like historical sites. It could substitute hands-on trip experience that is proven to have benefits to make students perform better on tests and have creative thinking (Yassir, 2014). Alongside those advantages, virtual field trips help students to have social interaction with their peers, which they are lacking due to lockdowns.

Online education is mainly carried out in asynchronous or synchronous or a combination of both. This is reinforced by the statement from Moore & Kears-ley (2011),

Asynchronous learning is a teaching and learning process where the time does not occur simultaneously, while synchronous learning refers more to the teaching and learning process that occurs at the same time, and both are carried out through technology support such as the Internet. DePietro (2010) examined the teaching practices of 16 highly qualified online instructors in virtual schools and reported that teachers practice by designing various methods to engage students such as using content media, online videos, technology discussion boards, and collaborative tools. Morris (2002) underlines that teachers must have technological skills, communicative, content knowledge, and enthusiasm for online teaching. In teaching practice, the teacher creates content with the use of media that can be accessed by students to achieve learning goals.

Due to being conducted remotely, attention, responsiveness, and punctuality in responding to messages must be properly adjusted. This statement is in accordance with Bailey & Card (2009) which shows there are several practical teacher strategies for online learning such as providing feedback, responding to questions, communicating rules, and providing timely information. DiPietro (2010) has demonstrated how the teachers change their positions in virtual classes on direct instruction. Teacher practice in online classrooms has been slightly changed from "knowledge givers" to "knowledge guides". Teacher practice in online learning context is as facilitator in conversations and learning content that is applied through the media platform.

METHODS
Research Design
The design of this research is quantitative survey design. Regarding this research design, survey research is one of the kinds of research that aims to describe trends, including participants' interests, individual's opinion, and also identify the participants' beliefs and attitudes of the individuals without any treatment or manipulating the variables (Creswell, 2012). As this research involves the way of obtaining numerical data regarding the implementation of Zoom Video Conference for online learning based on participants' responses, the quantitative design of this research is compatible with such intention.

Participants
This study involved participation from high school students. The researchers determined the participants since the remote learning via Video Conference is widely used as the learning media during remote learning. The total of 82 students were targeted to participate in this study. The chosen subjects met the needs of the study to present the result of responses from the students who have experienced utilizing Zoom Video Conference as the media for online learning in English classroom. A total of 75 students participated in this study. It met the needs of participants in a survey research in language learning context that is at least 93% confidence level which is presented by the sample from the population.

Data Collection Techniques
The data were collected through an online questionnaire as the means of getting students' perception on the topic. The researcher distributed the questionnaire to 82 students in a form of link through WhatsApp group in which students could state their answers toward the questions exploring their experience. Researchers collected the data of the research for three days. Before that, the researcher gave information to the students on answering the questions properly and honestly in order to get validity of data. In addition, the researcher ensured that students could answer the questionnaire in their entirety without being missed.The results of the data could be seen when the data has been collected and calculated as a whole through SPSS Instrument.

Instrument

The researcher used questionnaires as the instrument to get the data. There are 20 questions in the questionnaire adapted from Yelis Bintang Permatasari (2018). The questionnaire consisted of ten positive items and ten negative items understanding of the utilization of Zoom as an online media for English learning process. In more detail, students answered the questions based on some particular aspects for each questionnaire. The positive items were divided in the following aspects: 1) Students' Attitude, 2) Convenience, 3) Encouragement, and 4) Usefulness in Teaching and Learning Process. Whilst, the negative items of the questionnaires were divided in the following aspects: 1) Technical Issue, 2) Cost Efficiency, 3) User-friendliness, and 4) Effectiveness in Teaching and Learning Process. The items presented with likert scale from 1 to 5 including: 1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree, 5) Strongly Agree.

Research Procedures

The procedures of this research are first, researcher designed questionnaires in the form of Google Form. The questionnaire has 20 close-ended questions related to the students' perspectives on the use of zoom in online English learning. Second stage, researchers distributed the link of questionnaires to the participants through Whatsapp. Third, researchers took the data in the form of a spreadsheet from the questionnaire that had been distributed to the participants. Fourth, researchers converted the raw data of participants' answers to the point likert scale numerical values. Fifth, researchers computed the data statistically using descriptive analysis in SPSS. Sixth, researchers wrote the result and discussion based on the data based on some procedures. The data obtained from the questionnaire was pasted in SPSS. The researcher computed the score based on each data of respondents based on filling out the questionnaire. Then, the researcher calculated the mean and standard deviation a well as the percentage of responses for each item in the questionnaire. It was done by selecting the data bar, analyzing data, descriptive statistics, choosing the data to be analyzed, and selecting the statistics to be displayed. Then, the researcher wrote down the results of the analysis that had been processed using SPSS descriptively. Finally, researchers made a summary and conclusion of the research.

Data Analysis Techniques

The descriptive analysis with the statistical data presented the result of the mean or average value for each item in the questionnaire for each section. The average value of each question had been calculated and considered as a very meaningful data to gain the information about the students' attitude towards each statement in the instruments. According to Nouh, there are three levels of mean or average value. They are divided into low mean rank (1.00-2.33), medium mean rank (2.34-3.66) and high mean rank (3.67-5.00). It was appropriate with the likert scale used in the data collection instrument of this study.

RESULTS

After analyzing the data, the computed statistical result is interpreted descriptively to find out the students' perceptions on the implementation of Zoom video conference in EFL classroom context during remote learning. The finding is presented in two sections, namely the positive perceptions of the Zoom implementation for ELT in remote learning and the negative perceptions of the use of Zoom for ELT in remote learning

The Positive Perceptions of Zoom Implementation for ELT in Remote Learning

Based on participants' responses, the researcher classified the category of perception (see *Table 1*) for the whole positive items that included 10 statements about the use of Zoom video conference as the best solution for remote learning in ELT.

Table 1. Students' Perceptions on Positive Statements of The Use of Zoom for Remote Learning in ELT

Positive Perceptions	Low	Moderate	High	TOTAL
Quantity	1 students	51 students	24 students	76 students
Percentage	1.3%	67.1%	3.,6%	100%

The majority of students had moderate perceptions with 51 students (67.1%) from 76 students (100%) as the totality data respondent who gave responses to the use of Zoom. Meanwhile, the 24 others had high degree agreement with the positive statements (31.6%) and low degree of agreement from only 1 student (1.3%). In conclusion, it could be implied that the majority of students tended to give neutral to strongly agree rather than disagree responses to the positive statements of the use of Zoom in remote learning of ELT context.

Based on each item of the questionnaire of positive statements, the researcher calculated the students' responses on the use of zoom as the solutions for remote learning and divided them into following categories.

1. Students Attitude

The first indicator in the positive statement on the use of zoom video conferences for remote english learning was the students attitude. There were three statements in the indicators of students' attitude was below.

Table 2 Student's Attitude on Zoom Utilization for Remote Learning Response

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
P01	I feel happy learning with Zoom video conference in the online classroom	3.45	0.755
P02	I am interested learning with Zoom video conference	3.38	0.799
P03	I am more motivated to learn when use Zoom video conference	2.96	0.855

Based on the Table 2, the statement (P01) was the highest (M=3.45 , Set Dev=0.755) of the statement "I feel happy learning with zoom video conference in the online classroom". This statement indicated that most students agree that Zoom built their learning atmosphere in the online classroom. In this statement there were 40.8% students chose agree. In contrast, the lowest statement was on (P03) "I am more motivated to learn when use Zoom video conference" which had the (M= 2.96, Set Dev=0.855). In (P03) statement got 25% agree from students responses. From the analysis of the data of the students' attitude indicator, it could be concluded that students felt happy and more motivated to use Zoom Conference for english remote learning.

2. Students' Convenience

The second indicator in the positive statement on this study was about convenience of zoom for remote learning presented in below two statements.

Table 3. Student's Convenience of Zoom Utilization for Remote Learning Response

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
P04	I can understand the learning well because the audio in the Zoom video conference is very clear	3.33	0.971
P05	I can understand learning well because visual effects in Zoom video conferences are very good	3.39	0.865

The statement (P05) was the highest (M= 3.39, Set Dev=0.865) which had the statement "I can understand learning well because visual effects in Zoom video conferences are very good". In the (P05) statement, 28.9% students chose agree and 11.8% chose strongly agree (see Table 3). It showed that students had understanding learning with Zoom video conference because there was visual effect in it. In the other hand, the lowest statement was on (P04) "I can understand the learning well because the audio in the Zoom video conference is very clear " which had (M=3.33, Set Dev= 0.971). The (P04) statement got 28.9% agree and 11.8% strongly agree from students' responses. It can be concluded that the students understand

material when using Zoom for remote learning because there were clear visual effect and audio in it.

3. *Students Encouragement*

The third indicator of positive statement on the use of zoom for remote learning was related to the encouragement.

Table 4 Student's Encouragement on Zoom Utilization for Remote Learning Response

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
P06	I am very concerned well to the lessons during Zoom video conference	3.32	0.752
P07	I find it easier and focused to learn by using Zoom video conferencing	3.03	1.006
P08	I get more experience when learning by using Zoom video conference	3.79	0.822

Based on the analysis, the researcher got the result in the Table 4. The (P08) statement "I get more experience when learning by using Zoom video conference" was the highest result. The reason was because the mean value on (P08) statement was 3.79 and set. Deviation was 0.822 (see Table 4). This statement got 32.9% agree and 5.3% strongly agree from students' response. Beside that, the lowest rank of mean value in this indicators was (P07) "I find it easier and focused to learn by using Zoom video conferencing" which had (M=303, Set.Dev=1.006). The data showed that (P07) statement got 25% agree and 7.9% strongly agree. From the analysis above on Table 4, the conclusion was zoom video conference bring new more experience for learning.

4. *Usefulness in Teaching and Learning Process*

The last indicator of positive statement on the use of Zoom as a video conference for remote learning was usefulness. There were two statements as below.

Table 5. Usefulness of Zoom for Remote Teaching and Learning Process Response

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
P09	Learning with Zoom video conference helped me to easily communicate with my lecturer even in the distance	3.87	0.838
P10	The use of Zoom video conference in learning process can enhance the teachers' role in teaching even though it is not directly involved in the classroom.	3.61	0.713

From the result of data, (P09) "Learning with Zoom video conference helped me to easily communicate with my lecturer even in the distance" was the highest mean value. The mean value in the statement (P09) was 3.87, and set. deviation 0.838 (see Te 5). The P(09) statement "Learning with Zoom video conference helped me to easily communicate with my lecturer even in the distance" got 80.5% agree and 18.4% strongly agree from students responses. Regarding to the result, it could be concluded that Zoom allowed students and lecturer to communicate and do a learning process even in the different area. In the other hand, P10 got the lowest result. The mean value of statement "The use of Zoom video conference in learning process can enhance the teachers' role in teaching even though it is not directly involved in the classroom" was 3.61 and 0.713 set. Deviation. This statement got 50% agree and 5.3% strongly agree from the students. This result showed that zoom could enhance the learning process even students and lecturers couldn't apply it in real class. Based on the Table 5 and the analysis above, it was fact that zoom could enhance and make students and lecturer easy to do the learning process even though they not in the direct class. Zoom could replace the normal class for remote learning even the students and lecturer in the different place or area.

The Negative Perception of Zoom Implementation for ELT in Remote Learning

Based on participants' responses, the researcher classified the category of perception for the whole negative items that includes 10 items about the use of Zoom video conference as the best solution for remote learning of english language teaching.

There were 4 students with the percentage 5.3% in the low category, 60 students with the percentage 78.9% in the moderate category, and 12 students with the percentage 15.8% in the high category of negative perception. Each category could be identified by adjusting the results of quantity and percentage in the provisions of the standard table of mean. In sum, more than half of the total participants tended to give neutral responses to the use of Zoom for remote learning in ELT context. Meanwhile, the rest of participants gave agree to strongly agree responses and the fewest total of participants chose disagree to strongly disagree responses.

Table 6. Students' Perceptions on Negative Perceptions of The Use of Zoom for Remote Learning in ELT

Negative Perceptions	Low	Moderate	High	TOTAL
Quantity	4 students	60 students	12 students	76 students
Percentage	5.3%	78.9%	15.8%	100%

Based on each item of the questionnaire of positive perception, the researcher calculated the students' responses on the use of zoom as the solutions for remote learning and divided them into some aspects.

1. Technical Issue

Based on the technical issue aspect of the use of Zoom for remote learning, there were two items in the questionnaire as below.

Table 7. The Technical Issue of Zoom Utilization for Remote Learning Response

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
N11	Zoom video conference requires great electricity usage	3.59	0.897
N12	Zoom video conference requires a stable internet connection	4.20	0.817

Based on the Table 7, more than half of the participants thought that Zoom video conference required great electricity use (A=42.1%, and SA=14.5%). This showed that Zoom could be a problem if the users did not have enough electricity needed to operate it. Moreover, only a small percentage of participants disagree with negative statement N11 (D=9.2%, and SD=1.3%). Moving on to the next negative statement, the negative statement N12 conveyed that Zoom needed stable internet connection in which this could be troublesome since not everyone has the stable connection. The majority of the participants with more than 80% participants agreed with this statement. This showed how the convenience in using Zoom relies on the good connection.

2. The cost

The cost efficiency of Zoom for remote learning had been presented in a statement whose mean is 3.17 and Standard Deveation is 1.051 as below.

Table 7. The Cost Efficiency of Zoom Utilization for Remote Learning Response

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
N13	The use of Zoom video conference facilities is expensive	3.17	1.051

Based on the table above, majority of participants gave neutral answers on the statement that said the Zoom facility was expensive. The next most answered options were in the agree and disagree options. 25% disagreed with this statement and 28.9% other agreed with this statement.. There were not many participants who strongly disagreed with the statement, only 3.9%. Meanwhile, the participants who strongly agreed with this statement were slightly higher, which was 10.50%. Since the most answered option was neutral, this showed

3. User Friendliness

The next negative category was about the user friendliness of zoom utilization for remote learning in four statements as below.

*Table **8**. The User-friendliness of Zoom Utilization for Remote Learning Response*

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
N14	I don't understand the use of Zoom video conference	2.00	0.816
N15	Presentation using Zoom video conference is more difficult than not using it	2.54	0.774
N16	The use of Zoom video conference makes learning not well understood by students	3.11	0.918
N17	The use of Zoom video conference makes learning in the classroom not delivered well by the teacher/lecturer	3.22	1.001

Above table indicated that the highest mean value was in the statement (N17) "The use of Zoom video conference makes learning in the classroom not delivered well by the teacher/lecture" which had (M= 3.22, and St Dev = 1.001). This statement got 35.5% agree and 9.2% strongly agree from the students opinion. It means that students feel a Zoom conference could not bring the best atmosphere to the learning process. From that, Zoom made the students could not understand and teacher did not deliver the material well. In contrast, The statement of I don't understand the use of Zoom Video Conference (N14) has (M =2.00 , Set Dev = 0.816). This statement had the lowest result from students' perception. There were 52.6% agree and 1.3% strongly disagree based on the students' answers. The majority answered the options disagree, neutral, and agree. Not even one who strongly disagree with this statement. From the data analysis above, it could be concluded that students had a perception if Zoom conference could not give the maximum space for delivered the material in online learning.

4. *Zoom Effectivenss*

There were three statements under the aspects of Zoom effectiveness for remote learning as below table.

Table 9. The Effectiveness of Zoom Utilization for Remote Learning Response

Item	Statement	Descriptive Statistics	
		Mean	St. Deviation
N18	Zoom video conference make the classroom learning time more narrow	3.22	0.826
N19	The use of Zoom video conference is ineffective because between students and teachers cannot have face to face learning	3.11	1.078
N20	Zoom video conference make learning in effective because of the lack of interaction between students and teachers	3.33	0.958

Based on the Table 9, it showed negative perception on the effectiveness of Zoom for each statement had diverse responses from the participants. The highest mean rate for N20 (M=3.33, STD=0.958) indicated that the most effectiveness issue of Zoom for remote learning dealt with the less interaction in teaching and learning process. Subsequently, Zoom was also considered ineffective in terms of its use to substitute face-to-face meeting, as well as unsupportive features that limited the learning time.

It is also known that 47.4% of students who gave a neutral option and 35.6% of students who agreed that the use of Zoom during learning becomes more narrow. Subsequently, many of the students also agreed with the statement of Zoom video conferencing is not effective because students and teachers cannot do face-to-face learning (40.8%). In detail there were 31.6% of students who gave agree option and 9.2% of the students give strongly agree option. Furthermore, many students responded to the statement of Zoom makes learning ineffective due to the lack of interaction between students and teachers. In detail there were 31.6% of students who gave agree option and 9.2% of students who gave strongly agree option. In short, students in general did not contradicted the statements that dealt with the use of Zoom

video conferencing was less effective in the learning process.

Regarding the diverse responses given by the participants for both positive and negative statements of the use of Zoom for remote learning ELT, it was found that the use of Zoom was somehow beneficial and disadvantageous based on particular aspects. In line with this, the researchers reckoned to compare the positive and negative sides of the use of Zoom for remote learning in ELT based on participant's point of view from the total sum of data that has been obtained.

DISCUSSION

This discussion is concerned about the Zoom video conference as the best solution for remote learning of English language teaching. From the findings from two sections, it can be interpreted that using Zoom for remote learning in English language classrooms in general is effective based on diverse aspects.

The Positive Perceptions of Zoom Implementation for ELT in Remote Learning

Regarding the use of Zoom video conference in teaching and learning practices, there are some features that allow helpful assistance on its implementation. The advantages can be derived from Zoom utilization varies based on particular factors. Researchers consider the following points as key advantages of Zoom, starting from students' attitudes including Zoom attractiveness, its convenience, and its usefulness to be applied in the remote teaching and learning practices.

According to Suardi (2020), the use of Zoom in the learning process based on students' affective aspects runs quite well. In agreement with this, this study reveals that students are feeling joy and interest, as well as being motivated during the learning process using Zoom. Additionally, Yassir (2014) concluded that use of Zoom video conferencing has benefits in the experience of students who can perform better on exams and have creative thinking. Dealing with this aspect of skill encouragement, this study carries out additional proof that the students are encouraged to concentrate well, being focused, as well as obtaining new experiences from it. Another support for being encouraging for teaching and learning practice, the aspects dealing with convenience also counted in the use of Zoom for remote learning. Considering the features, some studies have concluded that Zoom provides flexibility in terms of its tools, its privacy system, and easy meeting management (Mubarak, 2020; Utami, 2020). It is also proven in this study, that the quality of audio and visual effects provided by Zoom are quite good to make the virtual meetings convenient (Archibald, 2019). From the result of this study, the positive response to the convenience of Zoom indicates an agreement with those previous studies.

Regarding its usefulness of teaching and learning process, this study reveals that using Zoom for teaching and learning remotely helps the students to keep engaged in the process even though the activity cannot be conducted directly in the classroom. This study found that Zoom helps the role of teachers and students can be carried out with features that can connect the interaction between them. It is in line with another finding that concludes that, using Zoom, educators can provide direct feedback, respond to questions, communicate rules, and provide timely information (Bailey & Card, 2009). Thus, Zoom video conferences can enhance the teachers' role in teaching and the students could express their ideas freely even though it was not directly involved in the classroom.

Regarding these advantages, Zoom had a very good role for students and teachers in learning. From some points of advantages, Zoom is generally useful to substitute the classroom interaction into virtual context. Therefore, students also gave a good perception against the use of Zoom to support their learning particularly during remote learning in the pandemic era.

The Negative Perceptions of Zoom Implementation for ELT in Remote Learning

The result from the data of negative perceptions showed strong positive response from the students in part of stability on the use of zoom as a media for remote learning. The data indicated that zoom video conference requires a stable internet connection. This is reinforced by the statement from Moree (2011) which stated that online activities do require an internet network with accessibility, connectivity, and the ability to generate interaction.

Another perception came from students related to the effectiveness on the use of zoom in English remote learning. According to Petr Slovak (2007), video conferences have not been able to have the same amount of effectiveness and satisfaction as direct communication. The comparison of effectiveness is judged from these criterias; making contact, allocating turns at talk, monitoring audience, and supporting deixis. Despite the convenience brought by the use of video conference, misunderstanding might still occur in communication through this tool. This is validated by some participants of the study agreeing that Zoom Video Conference makes the learning ineffective due to the lack of interaction. More importantly, some students think the delivery of material is still not optimal. The effectiveness also results in the low satisfactory level in the use of Zoom.

Based on the results of the questionnaire data, students gave both positive and negative responses to the use of Zoom video conference as a solution for remote learning in ELT. It could be seen from the comparison of data that the positive response items have a higher response rate than the negative items response. Thus, besides Zoom had weakness in its use, this media was quite effective which provides good benefits that could be applied in remote learning in ELT. This perception was obtained based on responses from student experiences. In agreement, as reported by Anggraheni et al. (2020), the use of Zoom has positive results because it is quite helpful in increasing student activity in EFL classes. Moreover, Zoom has features that can facilitate students in online learning (Erito, 2021). Additionally, Thamrin et al. (2020) also reported that Zoom gave good results to provide students with opportunities for collaborative activities, flexibility, and the ability to review from recordings. In conclusion, regarding some aspects, although there are some weaknesses that are in line with students' point of view, the use of Zoom for remote learning gave helpful assistance in remote teaching and learning activity particularly in English language classroom,where communication counted as prominent.

CONCLUSION

It is argued in the beginning of this article that the recent conditions force many people in the world to be interrupted to conduct any activity from diverse sectors as it has been done regularly, including the education field. In line with this, the existence of the technology increases its importance to assist the teaching and learning process, particularly in substituting the conventional classroom into virtual context. Thus, this study tends to identify the use of a medium that provides some features of online conferences in English as foreign language classroom context.

The findings of this study described that the students have various responses dealing with the positive and negative side of Zoom video conference in remote learning for EFL classroom. It indicates that the students have propensity on the positive sides of the use of Zoom for remote learning in the English as a foreign language classroom. Majority of the students participated in this study in line with the statement that Zoom as a remote learning medium can bring enjoyment, interest and the motivation in learning from distance. Zoom also brings convenience for students and teachers to learn even at a distance. Furthermore, it is acceptable as a substitution of conventional classroom where the students and teacher can interact directly in time with supporting visual and audio features. Nevertheless, there are also some drawbacks of the Zoom application in remote learning based on several reasons.

For instance, technical issues like internet connection and electricity usage. In addition, some students also agree that it does not maximally allow the teaching and learning interaction as good as in a conventional classroom.

In conclusion, the researchers argue that the utilization of Zoom as a medium in ELT is proven very helpful to assist the teaching and learning process in distance based on the students' point of view. Other different aspects may influence its implementation such as appropriate activity and lesson design. Moreover, some issues can be avoided by considering the students' needs and condition so the teaching and learning process by using Zoom as a medium in remote learning can run well. Therefore, the researchers suggest for the future research to have a more in-depth investigation dealing with the use of Zoom for remote learning involving particular language learning aspects in the English Language Teaching practice.

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