

THE USE OF ZOOM CLOUD MEETING FOR TEACHING ENGLISH GRAMMAR IN AN ONLINE CLASS

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Abstrak

Studi kasus ini adalah tentang penggunaan Zoom Cloud Meeting untuk mengajar Bahasa Inggris Grammar di kelas daring. Zoom adalah *platform online* terpopuler yang memiliki banyak pengguna untuk pertemuan daring di banyak negara. Namun, seorang guru bahasa Inggris jarang menggunakan Zoom untuk mengajar bahasa Inggris di SMA di Gresik. Meskipun pihak sekolah menyarankan agar *platform* ini menjadi salah satu *platform online* untuk pengajaran seperti Zoom, Google Meet, Google Classroom, dan WhatsApp, mereka lebih memilih menggunakan Google Classroom daripada Zoom. Oleh karena itu, peneliti memilih satu guru bahasa Inggris yang menggunakan Zoom di kelas daring yang mempunyai 36 siswa yang mempelajari materi grammar dengan topik "Passive Voice" diantaranya "Simple Tense, Continuous Tense, Perfect Tense, dan Perfect Continuous Tense" karena grammar merupakan materi yang paling sulit jika tidak diajarkan secara langsung. Tujuan dari penelitian ini yaitu mendeskripsikan penggunaan Zoom untuk pengajaran Bahasa Inggris Grammar di kelas daring meliputi implementasi, kendala guru, dan solusinya. Peneliti melakukan observasi partisipan dan wawancara semi terstruktur secara daring dan luring untuk mendapatkan data. Hasil observasi menunjukkan bahwa implementasi penggunaan Zoom tidak cukup berhasil karena koneksi buruk. Sementara itu, hasil wawancara menunjukkan bahwa guru berpendapat Zoom berguna untuk pembelajaran Grammar meskipun baik guru maupun siswa mendapat kendala dari media dan perangkat, akses dan jaringan internet, serta fasilitas. Oleh karena itu, guru menyelesaikannya dengan menggunakan *platform* lain yang memiliki fungsi yang sama sebagai media untuk pengajaran daring.

Kata Kunci: *Zoom Cloud Meeting, Pengajaran Grammar, Kendala, Kelas Online.*

Abstract

This case study was about the use of Zoom Cloud Meeting for teaching English grammar in an online class. Zoom was the most popular online platform that had many users for a virtual meeting in many countries. However, an English teacher was rarely using Zoom for teaching English in a Senior High School in Gresik. Even though the school suggested that this platform was one of the online platforms for teaching such as Zoom, Google Meet, Google Classroom, and WhatsApp, they preferred to use Google Classroom than Zoom. Therefore, the researcher chose an English teacher who used Zoom in the online class that had 36 students who learned grammar materials with the topic "Passive Voice" including "Simple Tense, Continuous Tense, Perfect Tense, and Perfect Continuous Tense" because grammar was the hardest material if it was not taught synchronously. The aim of this study was to describe the use of Zoom for teaching Grammar in an online class including implementation, teacher obstacles, and the solutions. The researcher conducted participant observation and semi-structured interview which were online and offline to obtain the data. The result of the observation showed that both the implementation of using Zoom was not successful enough because of bad connection. Meanwhile, the result of the interview showed that the teacher thought that Zoom was useful for teaching grammar even though both teacher and students got the obstacles from media and devices, internet access and network, and facilities. Therefore, teacher solved them by using other platforms that have same function as media for teaching online.

Keywords: *Zoom Cloud Meeting, Teaching Grammar, Obstacles, Online Class.*

INTRODUCTION

Nowadays, online learning became a current issue around the world because of COVID-19 (Coronavirus Disease) pandemic which has been confirmed by the WHO (World Health Organization) since March 2020. Therefore, the process of teaching and learning was not running well in

this pandemic era. According to Bao and Chen et al (2020), the process of teaching and learning in many countries especially China forced to suspend because of spreading this virus. More than 60% of college students had problems with their learning environment when at home. Furthermore, many educators also had a lack of online teaching experience. Thus, it affected all schools in many countries being postponed until the situation is safe.

It automatically changed from traditional learning to virtual learning. Online learning meant the learners prepare their own learning via technology by accessing an internet network (Lamb & Callison, 2005; Moore et al., 2010). There were a lot of online platforms and applications that can be used for an online teaching and learning process such as Google Classroom, Google Hangout, E-Learning, WhatsApp, Telegram, Youtube, Instagram. Other video conferencing platforms were Google Meet, Microsoft Teams, Zoom Cloud Meeting, Skype, GoTo Meetings, and CiscoWebEx Teams (Adenegan & Abiodun, 2018; Kohnke & Moorhouse, 2020; Singh & Awasthi, 2020). Currently, the most popular online platform that had many users for a virtual meeting in many countries was Zoom Cloud Meeting because it was appropriate for synchronous activities (Cubukcu & Akturk; Spathis; Stafford, 2020). However, there are few research about the use of Zoom Cloud Meeting including implementation, strenghts, and weaknesses especially for English Language Teaching in Indonesia context.

Another previous study was from Rosyid, Thohari, & Lismanda (2020). Their study was conducted in the level of university students at the Faculty of Islamic Studies, Islamic University of Malang in statistic course. The aim of this study was to find the effectiveness of Zoom Cloud Meeting in the online lecture. However, there were still a few schools which used this platform in Indonesia, especially in a Senior High School because it was only in university levels which use Zoom (Chen et al., 2020; Kamal et al., 2020). Most studies that have been conducted, described the use of online and learning platforms based on the students' perception. Many students had a positive attitude towards the use of online learning platform but some students also got difficulty when they used this platform. According to Roy et al (2020), students perceived that using Zoom App was very effective to understand the material about anatomy well. Technology could enhance students' motivation for online learning (Liton, 2015; Tezci, 2010). Although technology brought a positive attitude, it required students' challenges of using it because they have a lack of it. However, there is still few research that showed about teacher obstacles and solutions about the use of teaching and learning platforms particularly Zoom Cloud Meeting in English Language Teaching.

Teaching English in the pandemic situation was not easy, especially grammar because it had a lot of forms that should be shown and explained (Lopez, Martinaez, Jimenez, Perez & Mateo 2019). There were three steps of teaching grammar such as presentation, practice, and production based on the fundamental theory

(Cunningsworth, 1984; Harmer, 1991; Richard, 1985; Rixon, 1981; Ur, 1988). Although grammar should not be taught separately and it is through other skills in a current method but it is not successful. Meanwhile, grammar teaching is the crucial thing for producing the language. Additionally, Ellis (2006) and Zhang (2009) agreed that students are difficult to process the form and meaning spontaneously. Many teachers neglected teaching grammar. In fact, there are a lot of students who cannot use the structure in context and they have a lack of accuracy. Grammar will be difficult to understand if it is not explained directly. Moreover, many students in senior high school were still confused about the use of grammatical rules, especially in the rural area (Anisaa & Hameed, 2016; Ponmozhi & Thenmozhi, 2017). Based on the preliminary study, a Senior High School in Gresik was still doing online learning fully even though many schools was trying to do blended learning. However, not many teachers of Senior High School used this Zoom as a platform. They were rarely to use Zoom Cloud Meeting in the teaching and learning process. Although the school suggested that the online platforms for teaching such as Zoom, Google Meet, Google Classroom, and WhatsApp, they preferred using Google Classroom to Zoom Cloud Meeting. Based on the background of the study above, the researcher decided to describe the use of Zoom Cloud Meeting in teaching English Grammar in an online class.

Based on the background above, the following research questions are:

1. How does the teacher implement Zoom Cloud Meeting for teaching English Grammar in an online class?
2. What are teacher obstacles of using Zoom Cloud Meeting for teaching English Grammar in an online class?
3. How does the teacher solve the obstacles of using Zoom Cloud Meeting for teaching English Grammar in an online class?

METHOD

The research design of this study used a qualitative approach. The research was a case study design. According to Ary et al (2010), the purpose of using qualitative research was to present current phenomena information through observation and depth interview. It described the real situation in the class and the teacher's experience in a common phenomenon through their stories. Thus, the aim of this study was to describe the implementation, teacher obstacles, and the solutions of the use of Zoom Cloud Meeting for English Language Teaching. Therefore, this research did not manipulate the result because it was explained by natural language. The

qualitative research was appropriate because it answered three research questions.

Participants of the study

The subject of this study was an English teacher of Senior High School in Gresik to describe the use of Zoom in Senior High School. There was an English teacher who used a Zoom. The reason of choosing the subject was the researcher described how the teacher implemented this platform from the teacher who used it and showed the teacher obstacles and when the teacher used a Zoom in the XI IPA 3 class. Another reason was to find solution from the teacher obstacles. The reason for choosing this class was a recommendation from the teacher because the teacher used Zoom in this class and the students were smart, diligent, and ambitious. There were 36 students in the XI IPA 3.

Instrument

The researcher applied two instruments including observation checklist and interview guideline. Observation checklist was applied while the teaching process. The function of this instrument was almost the same as field note which was to observe and collect the data from the process of teaching and learning. The information is gained from the steps of teaching English by using Zoom. To collect the data, the researcher gave a checklist (✓) in the column observation sheet about the steps of teaching grammar while using Zoom with the features. The steps for teaching grammar were checking the students presence, brainstorming the students, explaining the materials about "Passive Voice", giving examples with the sentences, giving practice and exercise, and giving feedback. The features of Zoom were camera, speaker, share-screen, chat-box, raise-hand, annotation tools, and recording. And then, the researcher did not only give the checklist but also describe it. It answered the first research questions.

Interview guideline was a list of questions for interview. The researcher has already prepared 12 questions before the interview session in order to make it organized well. The aim was to describe the teacher obstacles and also their solutions while using Zoom in the online class. The list of questions related to their obstacles about the use of Zoom in teaching English and their solutions about the obstacles. Thus, when the interview was conducted, the researcher would be easy to ask by looking at the guideline. It answered the second and third research questions.

Data collection

Data were collected online and offline. The data were taken from observation and interview. There were two

meetings to obtain observation data. The first and second observations were conducted online through Zoom. Both observation data were recorded from the observation checklist as the instrument while the teacher taught grammar in the class by using Zoom. For interview data, it was taken from audio-recording that was conducted face to face with the teacher in the school. The offline activity was conducted with obeying COVID-19 protocol.

Data analysis

The researcher analyzed the qualitative data by using three steps of analyzing such as familiarizing and organizing, coding and reducing, interpreting and representing. The first step was familiarizing and organizing. The researcher transcribed audio and video recording into script from observation and interview and then the files were separated based on the topics including the implementation, teacher obstacles and the solutions of using Zoom for teaching grammar. The second step was coding and reducing. The researcher gave a code by using abbreviation with letter and number such as S for Student, T for Teacher, TO for Teacher Obstacles, and TS for Teacher Solution. The number was used as the sequence. After that, the researcher omitted the data which are not appropriate such as the same answer, not related to questions, and not answering three research questions. The third step was interpreting and representing. The researcher described the significant information based on the observation and interview data and then the information was presented in the form of description. The three steps were for analyzing the data of the observation and interview.

RESULTS AND DISCUSSION

The results showed three points of this study that answered three research questions. First, the implementation of using Zoom has been recorded from observation. Second, teacher obstacles of using Zoom was also from interview session. Third, the solution from the obstacles of using Zoom was from interview.

The implementation of using zoom for teaching english grammar

The steps of teaching grammar included brainstorming the students, explaining the materials, giving examples related to materials, students' practice and exercises, and giving the feedback (Afandi, 2019). Compared with another previous study, it showed that Zoom improved the English skill in speaking (Laili & Nashir, 2020). There was also a study that Zoom engaged the students' reading ability (Khusniyah, 2020). However, this study was focused on grammar that teacher applied those steps in the first

meeting or explanation meeting. The use of Zoom features also showed in this study. The researcher found that there were similarities between first and second observations. Both meetings showed that the teacher applied the use of Zoom features were the same including chat-box, share screen, raise-hand, and annotation tools. Based on the researcher observation, The activities before teaching and learning process were checking the students presence by using chat-box and brainstorming the students. During the teaching and learning process, the steps were explaining the materials by using recording and share-screen, and giving examples about "Passive Voice" by using share-screen. After the teaching and learning process, the activities were giving students' practice and exercises by using raise-hand, and annotation tools. and giving the feedback.

Before teaching and learning process

Step 1. Checking students' presence by using Chat-Box

In the opening activity, it showed that the teacher checked the students' presence. Before the teaching and learning process, the teacher asked them to use Zoom features like chat-box. All students typed their names and number on the chat-box because the teacher wanted to know who had joined Zoom and who has not joined yet because many students ignored the online meeting. The evidence was on the T22 below.

"OK students... By waiting your friends to join, please you write your name on the chat-box for your participation." (T22)

Step 2. Brainstorming the students

The observation data showed that before the teacher started the class, the teacher tried to make the students to have the first understanding about the topic. The researcher found that in both meetings the teacher engaged the students to focus on the materials about "Passive Voice". In the first meeting, she asked the students about the video that is shared in the last meeting. The evidence was on the T16.

"Students... For the last online meeting, we have learned about "Passive Voice" from the video that I shared. Did you learned all of that? I mean from the video explanation. The video that I shared in the Google Classroom." (T16)

Similarly, the second observation showed that the teacher asked the students to remember the materials and also the exercises last meeting on the T17 and S1 below.

"Today, we meet on zoom again to discuss exercise that I shared last week. Did you still remember what materials that we discussed last week?" (T17)

"Yes, Maam. "Passive Voice"" (S1)

During teaching and learning process

Step 1. Explaining the materials by using Recording and Share-Screen

The data showed the difference about the use of recording feature based on the observation checklist, the teacher recorded the meeting because it was a material explanation in the first observation, nevertheless the teacher did not record it because it was an exercise in the second observation. It also found the use of share-screen. The teacher used a PC in the teaching process. She also became a host in this meeting. On the T2, it showed that before the teacher explained the materials, the teacher tried to use share-screen to share her PowerPoint about "Passive Voice" including "Simple Tense, Continuous Tense, Perfect Tense, and Perfect Continuous Tense" in the first observation.

"I will Share Screen. Look at the slide about Passive Voice..." (T2)

The teacher explained all of "Passive Voice" one by one in detail. It found the explanation about "Simple Tense" on the T3. T4 also showed the teachers' explanation about "Continuous Tense". Moreover, T8 showed about "Perfect Tense" and T10 showed about "Perfect Continuous Tense". She mastered the materials very well such as gave new structures, forms, and examples of "Passive Voice" in the first meeting but she did not share the materials before the meeting. She gave the PowerPoint after the meeting was finished via WhatsApp. The findings were on below.

"Change the Subject and Object position. Move it. S = Father O = Fried rice change to O = Father S = Fried rice. Verb part, if V s/es it means Simple Present. If Simple Present, to-be should use "is/am/are". Here is the example "She helps him", so for the passive, "him" change position as a subject and become "he". And then "helps" is V s/es, so it becomes "is helped" with using to-be "is/am/are. Why "is"? Because "he". After that S = She change position and become O = her. So, "He is helped by her". If Simple Past, there is "She helped him". So it becomes "He was helped by her". Yeah, if Simple Future, it uses a modal." (T3)

"If Present Continuous the "to-be" is "is/am/are + V.ing". If Past Continuous is "was/were + V.ing", while Future Continuous is "will be + v.ing", so the passive is added with word "being".. the "Verb" is changed V3 or "being + V3". If "She is helping him", so it becomes "He is being helped by her". And then "She was helping him" becomes "He was being helped by her". If "She will be helping him", so it becomes "He will be being helped by her". Like that.."(T4)

"We can continue to Perfect Tense. If use perfect it's easy, Dear. Because the "Verb" has been "V3. So you don't need to change anymore, it only adds "to-be" to become passive. Present Perfect is "has/have + V3". So it will be "has/have + been + V3" it

depends on the new Subject. If Past Perfect use "had + V3", so it will be "had + been + V3", like that.. If Future Perfect is "will + have + V3" so it changes into "will have + been + V3." (T8)

"If Present Perfect Continuous "She has been helping him" becomes "He has been being helped by her". So... What is called? "helping" becomes "being + helped". While "has + been" is still used. It's very easy if it is continuous, "to-be" has been appeared. If Past Perfect Continuous is "had + been + V.ing", automatically "being" is used to all subjects and "v.ing" change into "being + V3". So, if "She had been helping hi.", automatically change into "He had been being helped. How about Future Perfect Continuous? So "had + been + V.ing" changes into "will + had + been + V3"." (T10)

Meanwhile, the researcher found that the teacher used a mobile phone and asked one student who used a PC to become a host on the second observation. Therefore, the material in PowerPoint was shared by the student as a host. The evidence were on the T19, T20 and T21.

"I want to ask 1 student who will be the host, to help me Share Screen because if I share screen from my phone, it will be difficult and unclear. Marsha... Do you use PC?" (T19)

"I'm so sorry I use my phone to join zoom, so I can't look at the student who has joined clearly. My PC is very trouble if I use it to join zoom..." (T20)

"I will make you as a host first. Because if a participant, it can't share screen. What is your name? Marsha..." (T21)

Unfortunately, the researcher noticed that the teacher got difficulty while share-screen because her PC got trouble in the first observation. She also asked the students to be patient. The following findings were on the T2, T5, T6, and T7 below.

"...It is loading.. I don't know why Wi-Fi in my house is trouble a few days ago. Yesterday, I complained" (T2)

"I will try it. Is it Wi-Fi or PC?" (T5)

"Like this? It lagged, right? Be patient..." (T6)

"This internet connection is not stable. It is still loading." (T7)

In the middle of the teaching and learning process, there was a problem again. There were some students who went out from Zoom. Apparently, the teacher focused to explain the materials. Thus, the students could not join again because she did not notice that she should admit them. The following conversation between the teacher and the students were on the S9, T11, S10, T12, T13, S11, and T14 below.

"They can't join, Ma'am. There are Imamul, Doni Ari. They said they can't join." (S9)

"OMG, I've just admitted them." (T11)

"Suci said she also can't join". (S10)

"Yes, I've already admitted." (T12)

"There is someone who has already joined?" (T13)

"Eli said she can't join, Ma'am." (S11)

"I've already admitted all of them." (T14)

Based on S4 and S5, the researcher noticed that the students gave their response from their verbal response by saying it directly. It was not only the teacher who got troubles, but the students also felt that they had a bad signal a few days ago. They agreed about what the teacher has been said. The findings were on below.

"Yes, Ma'am. It is from yesterday, we used zoom like that, it was trouble." (S4)

"This Zoom is still error. It is like that yesterday, Ma'am." (S5)

The problem about bad connection was not only in the first observation but also in the second observation. All of these processes had been going well in the second meeting until the host got trouble connection. Suddenly, she was out from the room and then the screen was gone. Fortunately, the students had their own notes, thus they could continue the discussion by waiting the host to come back. After she came back, she tried to share screen again. The teacher said it was their usual problem when they were in an online meeting. She knew about the situation.

Step 2. Giving examples by using Share-Screen.

All of the materials, examples, and exercises were on the PowerPoint that the teacher shared on the screen on Zoom. T18 showed that during the process of teaching and learning, the teacher explained the new structures, the forms, and the examples in a sentence to make the students understanding. She created an easy sentence like in the daily activity. She told about part of speech in the sentence one by one.

"The important point about "Passive Voice", there should be "to-be" and Verb 3. So, the first is there are "to-be" meet "Verb". Passive means still doing with "di-" (Indonesia). If it is in the active, it means "me-", right? For example, "My father eats fried rice". (T18)

Giving examples to the students was the crucial thing while explained the materials especially about grammar. The teacher said grammar was so difficult if there were no examples. It would help the students to do the exercise easily.

Step 3. Students' practice by using Raise-Hand and Annotation Tools

The researcher noticed that the teacher asked the students to click raise-hand if they had a question while in the teaching and learning process. The following finding was on the T1 in the first observation below.

"If there is someone who wantsto ask question, you can use that raise-hand, when I'm explaining Passive Voice". (T1)

Similarly, the students clicked raise-hand when they wanted to answer the questions on the T23 in the second observation.

"There is someone who raise-hand. Diah Ayu... Go a head, Diah." (T23)

The other Zoom feature was annotation tools on the T25. The teacher used annotation tools like underline to emphasize the difficult words that should be remembered. For instance, in the "Perfect Tense and Perfect Continuous Tense", there were some students who got difficulty. Therefore, the teacher explained again to them by using annotation tools to attract the students' interest. Because there was a student who got confused about modal, thus the teacher underlined it.

"I underline this modal....." (T25)

After teaching and learning process

Step 1. Students' exercise

However, there was a difference in the second observation. If the first meeting was about explanation fully, the meeting was doing exercises about "Passive Voice" that contained 20 questions. She asked students to practice it by giving some exercises. She gave an opportunity one by one to students to practice in order to check the students' understanding by calling the students' name. The evidence were conversation between the teacher and the student on the T9 and S7 below.

"What is the passive, Deni?" (T9)

"Fried rice is eaten by my father." (S7)

The second observation indicated that she only controlled the students' for answering questions. The findings were on the T36, S22, T37, and S23 below.

"Number 1, Niken? What is the answer of number 1?" (T36)

"He is writing that book" (S22)

"What is the answer, Bagas? Is the Niken's answer correct?" (T37)

"Yes, that's true, Maam" (S23)

Step 2. Giving feedback

The researcher found on the T33 and S21 that the teacher gave the feedback directly to the students after they answered the questions. Thus, the students will understand easily about the materials that they felt very difficult.

"What is the passive, Kris?" (T33)

"His girlfriend may be visited by the boy." (S21)

"Because there is modal, so it should be "is" must become "be" and the position is after modal. What are the modals? There are "may", "should", "can" and many more. Do you understand? If passive, the characteristic is "to-be + V3". It always like that even though what kind of tense it is. Yeah, the "to-be", if there is a modal, the position of "to-be" always in the end of the sentence and use "be", like "can be", "may be", "should be", "must be..." Yeah.. it has already appeared, right? So, what tenses number 4?" (T34)

Because there was still little more time, she asked the students to answer the exercise. The students clicked raise-hand again, then the teacher chose one of them who clicked fast. After that, she gave a point for student who answered the question. The finding was on the T15 below.

" There is scoring, I bring this score book. Maybe, anyone want to try? Faisal? Or anyone? You can give a sign to me. Who wants to answer, please? You can choose the number." (T15)

Based on the observation, both first and second observations were applied in 40 minutes because the teacher used a free Zoom. For every meeting in a Zoom, the teacher only used 40 minutes and then she continued the discussion on WhatsApp or Google Classroom. Even though there were still some students who were very active. Zoom must be ended. Therefore, the teacher asked them to did as homework and then submitted it in Google Classroom but they discussed it in the next meeting. The teacher asked them to leave the meeting because a few minutes more the meeting was finished.

In some previous studies, many students have positive attitude towards the use of online learning platform but some students also have difficulty when they use this platform. According to Roy et al (2020), students perceived that using Zoom App was very effective to understand the material about anatomy well. They also expressed their interest in the Zoom meeting because it was very helpful. According to Wargadinata et al (2020), the students felt effective by using Zoom App because they can meet face to face, talk directly, and present the materials. Meanwhile, this study also indicated that Zoom was needed for Senior High School students. It supported that not only university students who usually use Zoom in online learning but also Senior High School. Similarly, this study showed that the teacher thought that the use of Zoom in Senior High School was very useful because of many Zoom features but the teacher had many challenges.

It concluded that the implementation of using Zoom for teaching grammar was going quite hard from the first and second observation. It was impossible to explain all the materials about "Passive Voice" only in the first meeting with 40 minutes, whereas the second meeting was only for doing exercise. Although the teacher explained materials including structures, forms, and examples very well and gave the feedback directly to the students, she had difficulty to use this platform. Both teacher and students also had a struggle because of trouble connection. They almost used all of the features on Zoom but it was not be successful enough because of the devices and networks.

Teacher obstacles of using zoom for teaching english grammar

Some previous studies about the use of Zoom was very effective for university students that investigated the implementation of Zoom and the students' response about the use of Zoom application in the online learning. The study claimed that the university students felt Zoom application or video conferencing is online media which is appropriate to learn from home because it was an innovative and effective media (Brahma; Laili; Zaki, 2020). On the other hand, this study showed about the reason why the teacher was rarely to use Zoom for teaching and learning process based on the interview session. The researcher found that the most obstacles came from technical problems such as media and devices, internet access and network, and facilities.

Media and devices

There were some obstacles while applying online platforms especially Zoom in the previous study. According to Ertmer et al (2007), the teachers got difficulty from internal factors such as their knowledge, ability, and experience. It was supported by this study which showed the teacher had a lack of experience in applying this online platform. It was in line with this study that the interview showed that the teacher applied Zoom as a something new because she has already known this platform since she taught in this pandemic situation. Therefore, she did not master Zoom even though she explained the material well. The teacher was still confused to use Zoom properly because she rarely used Zoom while teaching English. Sometimes, the teacher got difficulty to apply all of online platforms or media such as Google Classroom, Google Meet, Zoom, Ms. Teams, and others. She needed training more about technology. She also said when they tried to use a new platform, she forgot about the last platform that is used before. She got a struggle because of this situation. She had not had much experience

applying the platform. The evidence that can be proven was on the TO3.

"...Besides, the costs, internet connection, and then I still learn to use Zoom while in this pandemic. So, everything is still learning. Yeah, hopefully, this pandemic will be end soon so everything can handle well. The students can back to normal study." (TO3)

The other obstacle was from the use of features in the Zoom on the TO6. Even though the teacher said that she felt easy to use Zoom, she did not know how to use some feature which was crucial to use like break-out rooms. The teacher felt that because the school was not making Zoom as one of platforms that must be used.

"...Break-out Rooms. Because I use free Zoom, so I don't know if there is this feature. I also use Zoom while joining webinar and some meetings so I only join as a participant" (TO6)

However, the students should be taught synchronously. The students need first understanding especially about grammar topic "Passive Voice". In fact, the school preferred Google Classroom. Therefore, the teacher had a lack of experience about the use of Zoom because they are usually using Google Classroom.

Internet access and network

Many teachers showed their difficulty to get an internet connection, internet quota, and RAM mobile phones that were also in line with the findings of this study. (Archibald, 2019; Lismanda; Rosyid; Thohari; Nash, 2020). Meanwhile, this study showed the teacher obstacles which came from students' condition. Based on Bolliger (2009), the other obstacle came from external factors such as schools, students, and parents. It was in line with the study because the interview showed that the location of the school is in the rural area so that most of the students lived around those areas. In the few villages especially the houses in the remote spot, they often got a bad signal. Some students were in those areas, they always complained when the teacher wanted to teach by using Zoom. According to interview session, she said while using Zoom in the process of teaching and learning about "Passive Voice", many students got a bad connection and they often went out from Zoom. Thus, the teacher should know their condition. They must consider the students' condition that not all the students used Wi-Fi and got free quota from *Kemendikbud*. It can be inferred that it was the most reason why the teacher rarely to use Zoom on the TO1 and TO5 as the findings.

"... And then, the internet connection. Yeah, you know that the students are in the suburb area. So, if talking about costs and now quota from kemendikbud are not exist anymore. Last time, in one class, there are some students who have already got quota

but there are still 20% who haven't got it yet. So, we feel pity of them if they get a pressure about the costs' addition in the pandemic situation, like that.” (TO1)

“And then, not many students can buy a quota internet. Because the basis of data is big enough and it can spend more quota internet. That's why they are so difficult to be asked for using Zoom because their condition.” (TO5)

Facilities

Another disadvantage, Zoom spent more internet quota. It was very hard for the teacher to do it. It was the biggest obstacle for the teacher because they should catch the target of learning materials from the curriculum. It can be proven on the TO2 and TO4. It was the reason why the students did not like to be invited using Zoom. Based on the interview, the teacher said that the students always complained while the teacher asked them to use Zoom because it spent more quota. The students also complained if they did not get a quota from *Kemendikbud*. It was still 20% of students in every class that has not gotten the quota. If the teacher forced them to use this platform, they would be not 100% of students who joined it. It was a big problem and always happened in every online meeting. Thus, the teacher thought that Zoom was more expensive than other platforms.

“The students are not comfortable if we ask them to use Zoom, because the costs are expensive. And then, the internet connection. Yeah, you know that the students are in the suburb area. So, if talking about costs and now quota from Kemendikbud are not exist anymore. Last time, in one class, there are some students who have already got quota but there are still 20% who haven't got it yet. So, we feel pity of them if they get a pressure about the costs' addition in the pandemic situation, like that.” (TO2)

“..Yeah, because the costs condition. Then, the internet connection, the students' connection. They are using what is that? the house is in the remote spot, the connection is bad, they will be out suddenly and they can't join anymore. (TO4)

To sum up, the teacher had obstacles which are related to technical problems including media and devices, internet access and networks, and facilities. The teacher had obstacles such as lack of technology especially using many platforms in this pandemic era. The teacher assume that Zoom was expensive because it had limited time which is 40 minutes then they must pay if they want to use unlimited time. In addition, the teacher got obstacles from the students condition such as the internet quota or networks. The students felt not comfortable for spending more quota in this situation because some of them also complained that they did not have internet quota.

The solutions of teacher obstacles while using zoom for teaching english grammar

The researcher analyzed teacher solution of obstacles from teacher answers in the interview. The teacher thought that Zoom had a time limit which is only 40 minutes because they did not have a pro account because the schools did not make an obligation that Zoom must be applied. Thus, the teacher only used free Zoom. It could make the process of teaching not running well because Zoom must be stopped in 40 minutes before the teaching process was done. They would be not comfortable with this process. Because it happened when she taught related to the topic about grammar “Passive Voice” and then when the students tried to do the exercise, suddenly Zoom must be ended. She thought that Zoom was not appropriate because they should pay to get unlimited time. On the contrary, Google Meet can be accessed free without limited time. The teacher thought to change other platforms as fast as she can. Therefore, the teacher chose an alternative way in order to make their teaching process more effective. She preferred using another platform like Google Meet than Zoom. She also agreed that she preferred to use Google Classroom and WhatsApp to replace Zoom because it did not need more internet quota. It can be inferred that the teacher used platforms like Google Classroom, WhatsApp, and Google Meet in teaching and learning English based on the TS3.

“If they are out, maybe we sometimes discuss it via WhatsApp Group or we schedule it on next meeting. And sometimes the students want to use other platforms which are cheap like Google Meet. So, Zoom doesn't continue and it is changed to Google Meet which is cheap so we can have long time for learning. Even though, if we use Zoom, it's clearer than others because of the features.” (TS3)

The researcher found that when the students got a trouble connection, they joined to their friends by coming to their house. Sometimes, they did Zoom together. It can be proved that the students very enthusiastic and they had an intention to learn. The teacher agreed with it but they should obey the COVID-19 protocol and maximum for two students.

Based on the interview session, TS1 showed that the teacher gave a lot of source from the materials like Youtube video. She found many videos and then tried to choose the best video to make the students understand easily about the topic. The criteria of the best video based on the teacher, it should have the explanation in English and Indonesian.

“...Videos from Youtube are very helpful. Now, there are a lot of videos, we can choose the best one. Because if it is for one material, it is many choices. So, we can choose what's the appropriate video for the students, the understandable for the language. Because there is the monologue language, sorry I mean monolingual or full English, we have to find the bilingual

videos. It is to help them to understand and absorb the materials.” (TS1)

It also showed that the schools must change the policy that curriculum can be reached only 50% because the teacher could not force the students to learn perfectly in this condition and situation. The finding was on the TS2 below.

“By online, the school doesn’t force them a lot, maybe only 50% from the curriculum is good enough. So, I also don’t force them to understand the material perfectly. We have to know this condition. From what I’ve seen, the comprehension is 50% is good enough for online learning.” (TS2)

To sum up, the teacher had the reason why she rarely to use Zoom because there were many disadvantages of using Zoom that become obstacles for the teacher. From those obstacles, she had her own solution to solve them. Thus, to deal with those problems, the teacher preferred to use other platforms which were easy and cheap that had the same function as Zoom such as WhatsApp, Google Classroom, and E-Learning. Those platforms had minimum drawbacks than Zoom. She also gave them video materials from Youtube for the explanation if there was no Zoom meeting.

Based on the results of this study and previous studies, they were still related to each other. Although the teacher felt that Zoom was very useful because of some unique features, she had a lot of obstacles that should be considered while using this platform. The teacher agreed that they decide to use Zoom at perfect time. If it was unnecessary activity, she would not be able to use this platform. She had better use another platform which had same function as Zoom such as Google Meet.

CONCLUSION

From the findings and discussion above, it can be concluded that the teacher used Zoom Cloud Meeting for teaching grammar in an online class that was going quite difficult because of the challenges. Most challenges were about the internet connection from teacher and students. The teacher taught about “Passive Voice” by using Zoom and applying all features of Zoom such as camera, speaker, share screen, raise-hand, chat-box, and recording which were very helpful. While the teacher taught the class by using those features, she used them appropriate with their own function. All of those features were useful for online teaching especially grammar topic because grammar was the difficult materials if it was not explained directly. However, the teacher did not use two features which are the virtual background and break-out rooms. Virtual background was not an crucial thing for online teaching process and Break-out room was actually crucial but the

teacher did not have Zoom pro-account. Unfortunately, the process of teaching and learning was not successful enough. There are teacher obstacles which related to technical problems including media and devices, internet access, and networks and facilities. The teacher did not master the technology very well because she had a lack of technology because she was rarely using Zoom. She should learn to use other platforms such as Google Classroom, Google Meet, Ms. Teams, and other platforms that made her very confused. The other was about devices and networks. Both teacher and students got an error whether the PC or Wi-Fi. The cause of those problems was because the location of this school was in the rural area and the students’ condition did not support the online meeting synchronously. Therefore, the teacher must change by using other online platforms which were simple, cheap, and effective.

Suggestion

Related to this study, the researcher indicates some suggestions for English teachers, the students, and the next researcher. For the teachers, the teachers should check all devices and internet connection before applying Zoom. They should also apply Zoom as possible as they need. If it is impossible, they can use another platform which has same function as Zoom, for instance, Google Meet. For the students, when using synchronous platforms, they should not think that they waste more quota for their learning. Moreover, this is a good opportunity for them to get the explanation from the teachers rather than only read the materials and watch the video themselves. For further research, the researcher should investigate many English teachers’ perception in many schools in Gresik, observe students’ responses in many classes, and focus on other English skills by using quantitative research with a large group of participants. It is because the researcher had limited time and participants since this study was only conducted at one school in Gresik and for a small group.

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