

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is 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 discuss the implementation of that related theorist in prior studies

2.1 Theoretical Framework

2.1.1 EFL Learners' Challenges in Using the Learning Media Provided by the Lecturer

This development of technology enables teachers to conduct a better online learning. Before the pandemic, the online learning platforms usually used as a supplementary tool as stated by (Cakrawati, 2017) that the platform of online learning are utilized to promote independent learning. However, before the pandemic, e-learning was not a compulsory program. Thus, in COVID-19 outbreak, teachers, including EFL teachers, might be less prepared to conduct e-learning. Meanwhile, online courses should be well organized from the beginning and provide the students with thorough expectations and instructions (Gilbert, 2015). Literature has underlined that the implementation of technology may pose challenges to students and teachers (Khatoony & Nezhadmehr, 2020). In conducting e-learning, EFL teachers had important issues related to the lack of reliability of the software (Al-furaydi, 2013), the inadequate resources and facilities (Songbatumis, 2017), and also time constraint (Al-furaydi, 2013; Songbatumis, 2017).

During the COVID-19 pandemic, it is undeniable that all students and lecturers experienced confusion in carrying out the learning process (Sakkira, Dollaha and Ahmad, 2020). With the situation coming suddenly and the entire campus being temporarily closed, lecturers and students were forced to study from home. Therefore, there needs to be a solution to connect students and lecturers in order to carry out the learning process even though they cannot meet directly on campus. The changes imposed by the COVID-19 pandemic are fast. Causing preparation for various changes to be not optimal. This is also felt by the world of education. Readiness to learn online (E-learning) set by the government is almost non-existent. Campus in this case lecturers are required to try to create learning so that it continues even though it is not on campus. Familiarize yourself with online learning. Most online learning in listening classes has challenges for lecturers to better prepare for students and be able to optimize listening classes during distance learning. Students are given the opportunity to often communicate with lecturers to consider online learning such as what can influence students to be motivated to participate in listening learning with learning methods that have been prepared by the lecturer. Learning media in e-learning can be seen as a way of delivering information to students through various electronic sources (Mayeret al. 2014). From a learning point of view, media can have a profound impact on how learners process and ultimately understand content because of its important role as content senders.

Bozan (2015) provides extensive supporting evidence listening programs contribute to a student's overall language skills and proficiency level. Interestingly, it was also found that there was a positive correlation between

extensive listening and proficiency level. Students expose themselves by listening extensively, the better the improvement of the global language skills they acquire. Another important finding is that extensive listening can improve motivation of students to participate in continuous listening activities. Nurani and Widiati (2021) A challenge for the teacher in the listening classroom, is to give learners some degree of control over the content of the lesson, and to personalize content so learners are able to bring something of themselves to the task. There are numerous ways in which listening can be personalized. For example, it is possible to increase learner involvement by providing extension tasks which take the listening material as a point of departure, but which then lead learners into providing part of the content themselves. For example, the students might listen to someone describing the work they do, and then create a set of questions for interviewing the person. Learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. To understand the nuances in a particular language, one must be able to listen. As we get to understand spoken language by listening it is easier to improve the other skills and gain confidence (D, 2014).

2.1.2 Advantage and Disadvantages of Zoom as Online Learning Platform

The zoom application is a platform that is used as a media distance learning. Zoom can be used via mobile phones or laptops or computer. Currently the application of learning (E-Learning) is very developed with rapid development, due to the large number of users who use it as a substitute for face-to-face learning methods. The Zoom application founded by Eric Yuan was inaugurated in 2011 based in San Jose, California, this application is free, it's just

that there is a time limit, namely forty minutes, if paid there is no time limit (Haqien & Rahman, 2020). The development of zoom really dominates a platform that can replace the existence of a face-to-face class via online. With several features what's interesting about zoom, makes zoom an attractive place to deliver messages, record, provide feedback, and can provide convenience in run the zoom application.

Online meetings will certainly be very bad if the sound quality and video resolution displayed are not good. Maybe video users have a hard time capturing what they're talking about via video. One of the advantages of Zoom Cloud Meeting is that it is able to provide clear video quality and clear sound so that it will be easier to communicate. The use of video conferencing has a very good role, especially if it is done properly. Then the advantage that is no less amazing than the Zoom Cloud Meeting application is the availability of various interesting features. users can record and save videos during meetings, brighten skin tone, change the background as desired, to schedule online meetings. These features may only be available in the Zoom app. This application can be downloaded for free, but still works, the features available include: phone calls, webinars, presentations, and many others. This application is considered to have good quality, as evidenced by companies that have entered Fortune 500 already using this service. (Wibawanto, 2020).

Waste of data quota is one of Zoom's shortcomings which has become an open secret in general, because Zoom's extensive access allows the use of increasingly large internet data (Setiani, 2020). So, users are advised to provide sufficient internet data. Or if necessary, the users use the type of unlimited quota

which is not limited to the use of data access. Monica, and Fitriawati (2020) show that students must have an extra network, so that when studying there are no problems with limited quotas. However, it should be noted that the use of wasteful data depends on each individual. So, there is no need to think the same for everyone. recommends that Zoom users use this technology as wisely as possible. Using the meeting room is still very possible. Maybe Zoom could be the next choice if users want to meet face to face remotely. (Zuo et al.. 2020)

Online learning can also be done in the form of video conferencing. Most lecturers use the Zoom cloud meetings platform to conduct video conferences with students. The drawback is that the use of this platform is only effective for about 40 minutes for free, the rest of the account owners must install premium or paid applications (Haqien and Rahman 2020). Zoom Cloud Meeting is not only able to make video calls to one user, but has up to 100 members. In addition to video calls, users can also send text messages, share files, or share screens so that they can make live presentations like face-to-face lectures in general. However, (Sharma et all., 2020) in his article stated that the security level of the zoom application is still in doubt in some countries, even Google has banned its employees from using the zoom application to conduct online meetings.

This innovative zoom cloud meeting technology allows all participants to see and hear each classmate and discuss using any device, including iPhones, tablets and computers (Barbosa, 2019). Zoom connects easily across room systems, desktops, and mobile devices to bring together multiple campus sites and remote participants (Sutterlin, 2018). In addition, video conferencing on Zoom

facilitates written and verbal interactions between lecturers and students or fellow students (Dharma et al., 2017).

E-Learning zoom has several advantages and disadvantages as a method online learning, namely:

2.1.2.1 Advantage Zoom

1. Large learning room capacity
2. Various features
3. Privacy guaranteed safe
4. Good sound and video quality
5. There is support for sharing screens and presentations
6. Easily accessible
7. Cost is more affordable
8. Flexible study time
9. Wider insight

2.1.2.2 Disadvantages Zoom

1. Its use consumes a lot of quota
2. Not bound by many languages, especially Indonesian
3. Very prone to data leaks
4. Limited internet access
5. Reducing direct interaction with teachers or fellow students
6. student
7. Lack of understanding of a material
8. Lack of supervision in learning

The zoom application also has several functions in its use as

distance learning media:

1. Side by side

This feature is found on the zoom screen display while it is in progress, This feature acts as a separator between the main screen and the student screen others in the learning process takes place and can change position when there are from several other Students activate microphone.

2. Sharing white boards

This feature is used as a way to share the sharescreen system against some Students who will display the screen for presentation and will be witnessed by other students via zoom meetings.

3. Virtual backdrops

This feature is used when participating in an event or event held by several places it follows, can activate virtual button background as a background decoration of the entire screen zoom meeting that is used to make it look more attractive and focused on each face that is following the zoom meeting.

For example, when students are learning online as usual, students and lecturers will make a zoom meeting so that can be loaded by many other students. But on the other hand there are several Students who don't activate the camera and mostly mute when the lecturer is provide an explanation of the subject being discussed. In the process teaching and learning is in progress, not many students answer because may be hindered by the connection, obstructed because they are still outside the house or leaving Work. This is common, and the lecturer tolerates it.

2.1.3 EFL Students experience during Listening Class

Online class lecturers and students must learn new concepts of listening classroom learning. As a result, they get additional problems and difficulties in listening class related to the teaching and learning process. As a result, they get additional problems and difficulties in listening class related to the teaching and learning process. So that students can carry out the learning process through several online classes using platforms such as WhatsApp groups, Google classes, and the Zoom platform (Atmojo & Nugroho, 2020).

All online classes certainly require high technology to use it. Hasan and Khan (2020) The students not only have to master the material in English listening class but also technology to demonstrate their performance. Especially on the Zoom platform, students are challenged to use the Zoom platform in listening classes. According to Vo (2010) the massive development of computer technology has supported language learners both inside and outside of the classroom. The difficulty they often experience is when the lecturer gives audio from the zoom platform and then plays it, then that is where the unstable network sometimes interferes with the concentration of students who are really focused on listening to the material. In terms of teaching listening in universities, lecturers are challenged to use the most suitable platform for them (Mahyoob, 2020).

The success of E-Learning is determined by two elements such as design instructional and user interface design. This study focuses on research user interface. This study uses data mining on E-Learning participants to get user interface design and study using mining

association rules to the user interface design of E-Learning applications. (Supangat et al.,2018)

Some lecturers teach listening courses using email by sending audio and worksheets to students, or using platforms like Google Classroom. In the first place, different from conventional listening teaching where lecturers can discuss material after playing audio, teaching listening during the COVID-19 pandemic prevents the teacher from doing so (Nurkhamidah, 2021). This results in students not being able to learn because they donot know whether their question is correct or not. Second, choose email or Google Classroom as a platform to reject an important aspect of teaching listening that activates knowledge or schema. Activating prior knowledge is very important for students because it helps them understand the audio better. According to Martinez (2010) designing listening class suitable for fully online learning is not easy, there are potential difficulties that might be faced by teachers and students. This difficulty is the limitation in delivering and listening to the material when the network becomes unstable.

2.1.4 Usability in E-learning Platforms

Usability is the basic parameter for the evaluation of e-learning technologies and systems. Usability is a qualitative analysis that determines how easy it is for users to use the interface of an application (Nielsenand Madsen 2012). An application is called usable if its functions can be run effectively, efficiently, and satisfactorily (Nielsen, 1993). Effectiveness relates to the success of users in achieving goals in using software. Efficiency is concerned with the smoothness of users to achieve these goals. Satisfaction relates to the attitude of

user acceptance of the software. Usability testing is carried out to evaluate whether an application is in accordance with user needs or not.

Usability play an important role on the quality of the LMS and in the learning process. While usability is focused on the pragmatic aspects such as user's tasks and their accomplishment, user augments the subjective, focusing on hedonic aspects, such as user's emotions and stimulations while interacting with a product (Hassenzahl et al., 2006).

Rubin and Chisnell (2008) state that Usability comes from the word usable which generally means it can be used well. Something can be said to be useful properly if the failure in its use can be eliminated or minimized and provides benefits and satisfaction to the user. Handiwidjojo and Ernawati (2016) in their research mentioned five elements which are the main elements of reusability, namely:

- 1) Learnability, relates to how easy an application or website is to use. This convenience is measured by using the functions and features available.
- 2) Efficiency, related to the speed in carrying out "tasks" in certain websites or software applications.
- 3) Memorability, related to the user's ability to maintain their knowledge after a certain period of time. This capability is directed by the relatively fixed layout of the interface design.
- 4) Errors, related to errors made by users during their interaction with certain websites or applications.

5) Satisfaction, relating to user satisfaction after using the website or application. Measurement of satisfaction also includes aspects of the benefits obtained from users.

Usability is a qualitative analysis that determines how easy the user is using an application interface (Nielsen, 2012). An application is called usable if its functions can be carried out effectively, efficiently, and satisfactorily (Nielsen, 1993). Effectiveness relates to the success of users in achieving goals in using a piece of software. Efficiency with regard to the smoothness of the user to achieve that purpose. Satisfaction is related to the user's acceptance of the device soft. Usability testing is carried out to evaluate whether an application is appropriate according to user requirements or not. There are several usability testing techniques, for example Parlangeli et al measure usability Multimedia-based e-learning can be done with a heuristic evaluation approach and using an evaluation based in the form of a questionnaire (Parlangeli et al. 1998).

Usability or "usability" is the quality level of a system that is easy to learn, easy to use and encourages users to use the system as a positive tool in completing tasks. In this context, what is meant as a system is software. Usability can also be interpreted as a measure, where users can access the functionality of a system effectively, efficiently and satisfactorily in achieving certain goals. There are many definitions of usability according to some good references be it individuals or institutions. Here are some definitions of usability:

- 1) Jakob Nielsen Defines usability as a measure of the quality of the user's experience when interacting with a product or system whether it is a

website, software application, mobile technology, or other equipment operated by the user.

- 2) International Organization for standardization (ISO) Defines usability as the degree to which a product can be used by certain users to achieve its goals more effectively, efficiently and satisfactorily within the scope of its users.

(Nurhadryani et al. 2013) There are 5 conditions that must be met for a website to reach an ideal level of usability, namely: Learnability, Efficiency, Memorability, Errors, and Satisfaction. Technology is a design of instrumental steps to minimize doubts about causal relationships in achieving the expected results.

In his book entitled Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Tests (2nd edition), IN: Wiley Publishing, Inc. explained that a product can be said to be usable if in using it there is no frustration from the user. Users can do what they want to do according to expectations without hindrance, without difficulty, without doubts and even without questions.

To measure Usability depends on the user's ability to complete a series of tests. Some of the parameters to measure Usability include:

- 1) Success Rate, measures the level of success of users in completing all the "tasks" on a website.
- 2) The Time a Task Requires, measures the time needed by a user to complete a "task" on the website.

- 3) Error Rate, the level of errors made by users when completing "tasks" on the website.
- 4) User's Subjective Satisfaction, the level of user satisfaction in completing the entire "task" when interacting on the website.

2.1.5 E-learning Platforms

The following section outlines some of the more common e-learning platforms (not including bespoke platforms made by universities to meet their particular needs (Jain, 2015)).

2.1.5.1 Blackboard

Matthew Pittinsky and Michael Chasen, introduced Blackboard in 1997. Blackboard is a Virtual Learning Environment (Logan and Neumann, 2010), where students are able to access course information (often in secured areas) and download and upload course materials and homework (Conrad, 2016). It can also be used to improve the efficiency of communication between learners and their institution. It supports a number of additional learning activities including conveying daily messages, tasks, course content, chat rooms, assignments, quizzes, exams, and grades (Eldridge, 2014).

2.1.5.2 Modular Object-Oriented Dynamic Learning Environment (Moodle)

The Moodle VLE platform is used widely all over the world by institutes, universities, companies and independent educators (Al-Ajlan and Zedan, 2008). It has been used by more than 94 million users in 233 countries (Moodle.org, 2018). Moodle was originally created by Martin Dougiamas in Australia in 1999,

(Fuentes et al., 2012) and is an open source product (Kumar, Gankotiya and Dutta, 2011).

2.1.5.3 Sakai

Sakai is a platform developed by a group of academic institutions and commercial organizations, working together to develop a Collaborative Learning Environment (CLE) (Aggarwal et al., 2012). Sakai was released in 2005 and is currently on version 12.0, which was released in March 2018. Similar to Moodle, Sakai is an open source platform and has been used within e-learning by over 350 institutions and by 4 million learners around the world (Sakaiproject.org, 2018). However, to be able to modify the user-interface of Sakai you need to have relevant programming skills in this field (Chauhan et al., 2015).

2.2 Previous of Study

To give a wide insight about EFL learners' challenges to Zoom platform use in listening class during COVID-19, various previous studies related to this are discussed:

The first research was carried out by (Mahyoob, M.,2020). The study which is entitled "*Challenges of E-Learning During the COVID-19 Pandemic Experienced by EFL Learners*". The present study aimed to investigate the online education issues faced by EFL learners during the current pandemic. Some of these issues are e-learning challenges, learners' interaction with information technology tools in e-learning, and learners' satisfaction with online learning. According to the results, many students (more than 30%) missed many tasks, duties, and communications with teachers, which are essential in the educational

process activities. The study was conducted at the undergraduate level for English language learners in the Faculty of Science and Arts–Alula, Madinah, Taibah University, Saudi Arabia. It was performed after completing online teaching classes and during the final examinations in the second semester of 2020. The results indicated some technical issues in using the Blackboard tool, such as online class access, class materials downloading, audio, and video playing. The study recommended that technical support is needed to enable reliability in online learning. Teachers And students were forced to tackle this issue and utilize other online education platforms for uninterrupted learning during the crisis. They used platforms such as emails for submitting their assignments, Microsoft teams, Google, and Zoom platform for conducting some lectures either due to the non-availability of the course in Blackboard at the beginning of transition for students would not log in to the Blackboard. Besides, the WhatsApp platform was used by most of the students during online learning. The availability of mobile phones helped online learning succeed because most students used their mobile phones in this context.

The second study which was conducted by (Archibald, Ambagtsheer, Casey, and Lawless, 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 Video Conferencing 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 video conferencing 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, (2021), 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 accommodating 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

reveal that the Zoom platform was effective, the researcher used a different variable that students' challenges regarding the Zoom platform. This research attempted to find out the online learning challenges related to the Zoom platform used in the EFL classroom context during the COVID-19 pandemic by using a qualitative method.

