CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will present the findings of the study. It is intended to answer the research question. The researcher reports the findings during data collection at one of Islamic Universities in Kendari. The researcher will describe the process of calculating and presenting the results of the data. The researcher presents the results of this study as a finding and analyzes it in the discussion.

4.1 Findings

This study aims to find out EFL learners' challenges of zoomthe use in listening class platform during the covid-19 period by using two categories of online platform uses. Regarding usability, this study reveals that most students like to use the zoom platform because it makes it easier to communicate directly, but most of the students don't like using the zoom platform in listening class because the zoom platform often causes bad internet signal interference. Actually the zoom platform is easy to use to communicate, this is because Zoom has interesting and attractive features that make students feel more involved and challenged in using this platform.In this case the zoom platform is not suitable for use in listening class. Meanwhile, in terms of satisfaction, most students are challenged by using audio via share screens on the zoom platform. This is because zoom has a big problem with poor networks that can interfere with students' hearing through shared screens.

4.1.2   Finding from Students' Reflection

The research reflection is divided into 2 questions related to the concept of using online platforms, namely efficiency and satisfaction. Students' reflections on the challenges of EFL students in using the zoom platform in the listening class during Covid-19 revealed that in terms of efficiency, zoom has problems in the listening class, namely Internet access in the village is not good, the limitations of internet packages, and the sophistication of smartphones. Meanwhile, in terms of satisfaction, students are challenged to not be able to focus on listening and doing assignments directly through the zoom platform in the listening class.

4.1.3   Challenges Dealing with Efficiency of Zoom Platform

Efficiency relates to the efficiency of the user after using the application. Efficiency measurements include constraints and student interests obtained from users when using the application. Starting from reflection questions (Q1) which focus on student obstacles to using the Zoom platform in listening classes during covid-19. First, this is because internet access in the village is not supported and requires distance to find a stable network in certain places. As a result, when the class starts listening, network access is weak and poor. Then the second is the limitations of the internet package/quota of students who do not fulfill the listening class so that students often miss the material. And finally, students are also constrained by the sophistication of smartphones which are still not good enough to access zoom, this can affect the audio quality that is not good when in listening class. The following are student responses about the obstacles while using the Zoom platform in listening class:

4.1.3.1 The following are the student's problems with accessing the Zoom application's internet in the listening class:

Network problems, because the network is less stable causing the audio to be heard is not clear. In addition, the explanation from the lecturer also became less clear. (Q2 P10)

Audio/sound that sometimes sounds intermittent due to an unstable network. Second, the use of the data plan on zoom takes up a lot of data, so if you zoom for a long time, the data plan will run out and the lesson will not be finished. (Q1 P1)

The obstacle is that the sound that is heard is not clear due to the network, the network is the most important thing when using the zoom application because this application is very sensitive when the network is slow. (Q1 P11)

From the answers above students are often constrained by the network which makes them uncomfortable in listening to audio directly through the zoom platform, in the end they have difficulty listening to the lecturer's explanation well. In this case they must have a different way of dealing with the problem.

Constrained Network suddenly disappears, and bounces from the zoom room due to an unsupported network, especially when we are in a village that is very far from the network so we will look for a signal far from home. (Q1 P15)

problems due to poor network. Because the zoom application usually takes quite a lot of data packets, in my opinion, this is quite wasteful. Then, if the network is not good, then I can't listen to the lecturer's explanation properly so that it makes me left behind if the lecturer gives a question. (Q1 P2)

Until now, the obstacles to using zoom, especially in the listening class, for myself are the network and the voices from friends and lecturers which sometimes sound less clear, because listening classes need a good network to listen to material. (Q1 P12)

The frequent occurrence of unstable networks in listening classes, students complained about the network being unsupported when the class started. Zoom requires a stable network before using it, while students in villages find it difficult

to stabilize the network. In this case, students have problems that make them solve them in various ways so that they can follow the listening class well.

> *My obstacle is the difficulty of networking in my village. The network makes it difficult for me to learn through the zoom platform because listening classes are listening lessons that trigger us to focus on learning through zoom. (Q1 P18)*

> *The obstacle that I often get is the network with the type of smartphone that I use. As I said before that the network can affect the clarity of the voice. For this type of smartphone, I still use an old version so that my smartphone sometimes lags or loads because it is caused by the type which is quite old. (Q1 P3)*

> *Constraints that are often experienced by many students, as usual, of course, the network, but we can't blame it all. Using a special zoom platform in the listening class, sometimes it happens that the lecturer's voice is interrupted while explaining the material. (Q1 P13)*

From the students' responses above, he said that the network in the village that was not supportive could result in inconcentration in listening because the listening class triggers to focus on listening to the material being delivered. In this case, students should find a good network before the listening class starts.

4.1.3.2 The following are the students' obstacles to the limitations of internet packages/quota for the Zoom application in the listening class:

> *Connection problems, insufficient quota because that's the main reason for using the Zoom platform during listening class, listening class requires a good connection so we can listen well, Zoom is a virtual application that quickly eats up internet quota quickly. (Q2 P17)*

> *The first is the Network because it can make video zoom stuttering and dropping out. then the data package, running out of data packages in the middle of zooming is also an obstacle for me plus the capacity to use data packages on zoom. (Q1 P4)*

> *The obstacle most often experienced is signal instability which sometimes makes us not hear or even understand what is being discussed. (Q1 P14)*

From the students' responses above that students have limited internet quota, so students often run out of quota in the middle of the class being started.

The zoom application eats up internet quota very quickly when using share screen with video for listening material. In this case, students find it very difficult to take listening classes on Zoom, not to mention the existence of a network that often interferes with students' concentration to listen.

Constrained by a poor network, data packets are wasted when using zoom. Therefore, I can't listen to the lecturer's explanation well, so I'm left behind if the lecturer asks a question. (Q2 P2)

The obstacle in zooming during the listening class is the network because if the network is not good or unstable then the sound will be interrupted so it will be difficult to understand. (Q1 P5)

The problem with zooming is definitely a network problem, almost all students experience it. I think it will be difficult for students to listen to a video or audio that might be shown by the lecturer when the network used is unstable, so that learning is less effective. (Q1 P16)

This student's response has two obstacles, namely the network is less stable and students feel internet quota is wasted because when using it in listening class there is often a signal interference that makes students uncomfortable when listening class goes through the zoom platform. In this case, students have difficulty asking questions when the network is unstable.

Constrained by limitations with internet quota, when the class was zoomed in, I ran out in the middle of the class. Then the capacity of using data packets on the zoom platform is quite wasteful. (Q2 P4)

The problem was that during my presentation I was still confused about screen sharing, always leaving when class was in progress, and most often the lecturer's voice was intermittent. (Q1 P6)

Connection problems, inadequate quota because that's the main reason for using the Zoom platform during listening class, listening class requires a good connection so we can listen properly, zoom is a virtual application that quickly eats up internet quota quickly. (Q1 P17)

The students' responses above can be said that the limited quota can hinder online learning in the listening class, moreover, the listening class requires more quotas so that when the class starts, students can follow it well and clearly.

4.1.3.3 The following are student obstacles to the sophistication of smartphones against the Zoom application in the listening class:

The obstacle that I often get is the network with the type of smartphone I use. As I said earlier, the network can affect the clarity of the sound. For this type of smartphone, I still use the old version, so my smartphone sometimes lags or loads because it is quite old. (Q2 P3)

The obstacle is that the network is less stable from students and from lecturers, because of that we don't focus when studying because there are differences between online and offline learning, so during online classes we sometimes don't understand what material the lecturer is delivering because it is interrupted by the network. (Q1 P7)

My obstacle is the difficulty of networking in my village, the network makes it difficult for me to learn through the zoom platform because the listening class is listening learning which triggers us to focus on learning through zoom. (Q1 P18)

The above constraints from student responses can be said that the sophistication of smartphones can affect the clarity of the audio shared by the lecturer. This can trigger students to be disturbed during listening classes, old versions of smartphones can affect online classes not smoothly.

The problem that most often occurs is the type of smartphone that causes network connections to deteriorate because it can interfere with the learning process through the zoom platform. This resulted in us not concentrating in listening class which must require a really good connection. (Q1 P9)

The obstacle that I usually face is the network which makes the sound intermittent and it's also common for a friend to turn on the mic and forget to turn it off, it makes it hard for us to hear. (Q1 P8)

Bad network or connection, unstable network is one of the obstacles because we can't hear material clearly through the zoom application

because there are frequent going in and out of zoom due to an unstable signal. (Q1 P19)

The students' responses above will indeed be constrained even though the type of smartphone is still said to be not sophisticated or signal interference is frequent. Students cannot concentrate on listening to audio that is played through zoom. In this case they must have a different way of dealing with the problem.

The problem is that the type of smartphone is somewhat less sophisticated as a result the sound that is heard is not clear, this results in the network not being smooth. network is the most important thing when using a zoom application because this application is very sensitive when the network is slow. (Q2 P11)

Network problems, because the network is less stable, the audio that is heard is not clear. In addition, the explanation from the lecturer also became less clear. (Q1 P10)

The problem I'm facing is the network connection. If the network connection is interrupted, when the lecturer explains the sound will be intermittent so that sometimes the lecturer does not understand what is being explained. (Q1 P20)

The student's answer above means that the old type of smartphone will affect the network and cause online classes to fail via zoom. Students find it difficult to take classes just because of the type of smartphone. This network problem often occurs with any type of smartphone, especially when the signal in the area is weak.

Based on the questions above, it is known that the Zoom platform lacks efficiency in the listening class, especially the unsupported network, limited internet quota, and the sophistication of smartphones. This resulted in when the lecturer shared the screen with students, the network connection made it difficult for students to listen and faltered so that students had difficulty understanding the material being explained.

4.1.4 Challenges Dealing with Satisfaction of Zoom Platform

Satisfaction relates to user satisfaction after using the application. Measurement of satisfaction includes challenges as well as student interest obtained from users when using the application. First, students cannot focus on listening through the Zoom platform. Second, students work on assignments directly through the Zoom platform. Starting from reflection questions (Q2) which focus on students' biggest challenges to using the Zoom platform in listening classes during covid-19. The biggest challenges for students based on Zoom platform satisfaction in Q2 are as follows:

4.1.4.1 The following are the challenges of students not being able to focus on listening through the Zoom platform:

My biggest challenge was having to stay focused while learning to zoom. Because if I don't focus, even though the network doesn't support it, I will have trouble understanding the material that has been delivered because zoom is not the same as WhatsApp, which can scroll up when I miss it. (Q2 P2)

The biggest challenge is if an unstable network causes the learning process at zoom to not run smoothly. This makes me uncomfortable with unstable signal interference because we have to really focus to listen well in listening class. (Q2 P1)

At the moment my biggest challenge is during the listening class, when we are given the task of listening directly via zoom carefully, it makes me have to really focus on listening because I might miss the sentences that the narrator mentioned because I didn't understand what he was saying. (Q2 P14)

In this case, the students' challenges above, when an unstable network makes them unfocused during listening class, loss of concentration is something that can encourage them to look for signals in places where the situation is to help fix unstable signals. Students prefer other applications for listening learning

because the zoom application cannot repeat what had been saying. Students

prefer the WhatsApp application as material sharing such as sharing audio links

because students can repeat it and learn with their friends.

> *The biggest challenges to understand the audio given, fail to focus on the pronunciation of foreign peoples, difficulty listening to fast and fluent pronunciation. (Q2 P7)*

> *The challenge is when we repeat what we have heard, because this makes it difficult for me to repeat it with the correct pronunciation. The Zoom platform is quite helpful in listening class but not for learning and listening through the Zoom platform because there will be an unstable network so we cannot listen properly, therefore the Zoom platform is less helpful in listening class learning. (Q2 P5)*

> *My biggest challenge in listening class while using the zoom application is that when the lecturer tells us to listen to audio via zoom, we have to really focus on listening, because if we are negligent in listening we will not understand the audio. (Q2 P15)*

The students' challenges above are who listened to audio using share

screen, they often find it difficult to hear the pronunciation which is very fast

because students are not familiar with the pronunciation offoreign peoples whose

pronunciation may be difficult to understand and listen to via Zoom when the

network is less stable. In this case, students are triggered to be motivated to

encourage their ability to stay focused on listening.

> *Catching voices still has to be a challenge because there are obstacles such as rain or other sounds, because listening class is a class that we really need to focus on properly. (Q2 P17)*

> *The challenge that I experienced when the listening class took place was that I was challenged to really focus on listening to material that was often brought by the lecturer or to listen carefully to the audio that was being played via the zoom platform. (Q2 P8)*

> *You have to start getting used to learning to listen from any media, especially through the zoom application during listening class, you have to really focus on listening to the material delivered by the lecturer or the audio that is played by the lecturer to students. (Q2 P16)*

Students are challenged by capturing audio sounds that are influenced when the weather is unfavorable such as rain which can disturb students' concentration when listening class is in progress. In this case, students should keep looking for solutions as possible so that the class continues and there are no other disturbances.

4.1.4.2 The following are the challenges of students working on assignments directly via the Zoom platform:

The biggest challenge is that when the narrator speaks very fast and is difficult for me to understand, then the pronunciation is almost the same as sea - see. challenged with the task through the zoom application by playing audio. (Q2 P6)

My biggest challenge is having to listen to the material well because if not I will find it more difficult to understand the material that has been presented. In the listening class we are challenged to listen carefully to what is displayed by the lecturer who is an outsider speaker for the listening class. (Q2 P9)

My challenge is having to listen to the material in zoom even though the network is rather difficult, because in this listening class we have to really focus on listening and digesting the material presented. (Q2 P18)

Students' responses to the challenges above said students had difficulty in distinguishing words and sounds, such as the same pronunciation but different writings and meanings. This resulted in students being challenged to focus more on digesting the pronunciation in detail until students really understood what the audio or material conveyed by the lecturer was.

The challenge is, when we are given a listening question on zoom, we have to really focus on listening because we answer the question right away. (Q2 P10)

The biggest challenge for me during the online listening class was that I was very challenged to be able to listen properly, because when I was given audio it was fast and difficult to understand. (Q2 P12)

My biggest challenge is presenting listening material in class via zoom, because it challenges me to have assignments via the zoom platform because often the network makes my presentation unsatisfactory. (Q2 P19)

This challenge makes students difficult to do assignments directly through zoom because students are often disturbed by bad networks. In this case, the lecturer should share listening assignments using WhatsApp or the chat column on the zoom platform application.

The biggest challenge is when the lecturer plays audio through the zoom platform, I am challenged by that because for me the zoom platform is not suitable for us to learn listening through the application, due to the unstable network for listening to listening lessons. maybe if I am told to choose to use another application for listening learning then I will choose YouTube to improve my listening skills. (Q2 P20)

My biggest challenge is always being focused and thorough in listening to the lecturer's explanations. Somehow we can keep the network stable and listen to it. (Q2 P13)

From the students' answers, it can be concluded that students are often challenged by audio listening through the zoom platform, students feel that the zoom platform is not suitable for listening classes because of frequent signal interference. This means that students prefer youtube as a substitute for zoom so that students can learn to listen well at any time, then for lecturers to give students advice or consideration when listening class will use the zoom platform whether it tends to be easy to access or not.

Based on the students' answers above, regarding the satisfaction of the Zoom platform, students are not satisfied using the Zoom platform in the listening class because the listening class requires a network that must be stable when listening to audio that is shared via the screen. students also have difficulty doing

assignments directly via Zoom due to poor network using listening classes. In addition, students hope to use assistive applications to train their hearing well such as Youtube because a bad network interferes with students' concentration to listen.

4.2   Discussion

This section presents a discussion of the research results. This illustrates the challenges of EFL students to the Zoom platform in the listening class during covid-19. The data was obtained through student reflection instruments and divided into 2 categories related to the usefulness of the online platform, namely efficiency and satisfaction.

During the Covid-19 pandemic, there are restrictions on activities that involve many people, such as going to school, working, worshiping and so on. The government appealed to work, study and worship from home to suppress the growth of the Covid-19 pandemic in Indonesia. The existence of these limitations makes the teaching and learning process in schools take place online using applications. According to Milman, Posey, Pintz, Wright, & Zhou (2015), the use of online learning allows students and lecturers to be in different places during the learning process. Various media can be used to support the implementation of online learning. For example, virtual classes use the Zoom platform service (Iftakhar, 2016).

Based on the efficiency of the Zoom platform used by students during the COVID-19 pandemic in the form of reflection. Zoom's usability has a big problem during listening class, this is due to poor network and unsupportive weather/conditions during class which can disrupt the student's learning process and interfere with students' concentration to listen well. This agrees with

(Handayani, 2020) which states that the impacts that arise during online learning are related to technical problems and the learning process itself, including the high price of internet quotas, poor signal access, and lack of knowledge in operating E-learning applications.

Things that satisfy students related to the satisfaction of the Zoom Platform include Easy access and making it easier for students to communicate directly. Use in the student learning process is very easy because it has features that are simple and easy to understand. This is in line with Setiawan, Farid,and Fatimah(2021), who concluded that how easy or flexible it is to use Zoom for students in their online learning process. Besides being easy to use on a PC, Zoom can also be used on a cellphone. However, in this case, the Zoom platform takes up quite a lot of internet quota. Students are not satisfied using the Zoom platform during listening class because the audio that is shared via share screens is sometimes disturbed by bad internet signals so that students lack concentration in listening. The Zoom application has drawbacks when the internet network is unstable. This makes students have challenges in learning online using the Zoom application. During the use of the Zoom application during online learning, several obstacles were found, one of which was an internet network that was less stable (Hassan, et all. 2020)

These findings revealed that the students found many benefits of using the Zoom platform, but also had some difficulties or some obstacles in using this platform. The researcher found that all the students feel the benefits of using Zoom such as can help them to learn and change the real class, various interesting features can record and save videos during the meeting, brighten your facial skin

tone, change the background as desired, schedule online meetings, a Zoom feature that was easy to apply, displays many of the best features, Zoom that can record videos, so we can see the material again, record the entire meeting, facilitate clear presentations, support presentations, can display power points, exist via video calls. A similar study by Nurieva and Garaeva (2020) also revealed the same thing that Zoom platform comparing to other video web conferencing applications, the result findings showed that Zoom is better suited to distance learning than alternative platforms such as Skype because the connection is reliable; the quality of video and audio is excellent, more available tools. Simultaneous screen share, virtual background, active speaker view, desktop and application sharing, private and group chat, the option "Raise hand," breakout rooms were mentioned as one of the Zoom advantages. However, the students also had some problems when doing the online learning and also some obstacles of the Zoom platform.