

CHAPTER II

REVIEW OF THE LITERATURE

This research discussed several points related to theoretical study. Theoretical studies contained Zoom platform as an online learning platform, limitation of zoom as an online learning platform, online research consultation, and also previous study.

2.1 Theoretical Framework

The theoretical framework contained the discussion or review of relevant previous studies. It described formulations made from the results of deductive thinking that were carried out to produce new concepts and theses that make it easier for researchers to formulate hypotheses and perform data analysis.

2.1.1 Online Learning Platform

The COVID-19 pandemic has had an impact on various fields including education in the world. Various countries are adopting policies to change physical face-to-face teaching methods to distance learning to prevent the spread of the pandemic. Since the pandemic, various online learning platforms have been widely used to facilitate distance learning, such as Google Classroom, Google Drive, Google Hangout and Zoom. However as a online learning platform, those application has different advantages (Utomo, Sudaryanto & Saddhono, 2020).

Google Drive and Google Classroom are platforms that function as content sharing. Students can submit their assignment files to this platform. Besides that, their assignment data will be safe because this platform uses student email accounts to access this platform. On the other hand, Google Hangout and Zoom are online platforms for video converencing. This platform makes it easier for students to take online classes because they can still learn face to face without having to meet in person (Pramana et al., 2021).

2.1.2 Zoom as Online Learning Platform

Nowadays, Zoom platform is one the video conferencing platforms that teachers always use when they have online classes. Zoom is a web-based collaborative video conferencing tool that provides quality audio, video, and screen sharing. It has been used for virtual conferences, online lectures and meetings, webinars, etc. Lecturers can use the different features of Zoom to create interactive learning environments, which include a virtual white board with annotation capacity to explain concepts, breakout rooms to create small collaborative group work, polls for students' feedback, and chat to facilitate class discussions, to name just a few. In addition, Zoom meetings can be recorded and made available for future reference (Serhan, 2020).

Virtually Zoom platform is a face-to-face conference platform where Educators and students can interact directly as they meet face to face. In this application there

are many advantages such as file sharing in PPT format that can be done easily (Archibald, Ambagtsheer, Casey, & Lawless, 2019).

Additionally, Zoom offers the easiest facilities for individuals who want to participate in conferences or meetings by using link or room number (Archibald, Ambagtsheer, Casey, & Lawless, 2019). While Mabragaña et al (2013) argued that Video conferencing software such as Zoom platform highlighted that participants appreciated being able to see their interviewer when discussing a sensitive topic (Mabragaña et al., 2013).

There are several benefits of zoom as an online learning platform. First, using zoom is as effective as learning face-to-face in class. Some research concludes that collaboration via video conferencing is just as effective as face-to-face (Jung, 2013; Rassaei, 2017). Second, the use of the zoom facilitates distance learning and enables interactive communication between the lectures and students like face-to-face meetings in a real classroom. By utilizing the Zoom application, lectures and students can be easier to communicate verbally than in writing or via chat. The process of communication through oral can receive a clearer understanding than in writing (Wisman, 2017). Third, the Zoom application can be a medium for students to collaborate, discuss and practice independence in learning. Hopper (2014), shows that video conferencing (Zoom platform) can be used to extend the existing curriculum and help act as a medium for incorporating critical thinking, problem-solving, communication, collaboration, independent learning, information media, global and cultural awareness, and technological literacy.

2.1.3 Limitations of Zoom as an Online Learning Platform

There are some limitations of using zoom as an online learning platform. First, the use of the Zoom Platform depends on the network connection. An unstable connection will result in irregular sound and video so that students cannot listen to the lecturer's explanation clearly. The unstable connection is a significant reason for the disadvantages of web-based learning (Hasan & Khan, 2020). Second, using Zoom platform as an online learning media makes some students' felt uncomfortable. It is because they are more comfortable meeting in person than through an intermediate zoom application (Serhan, 2020). Third, using the Zoom application takes up a lot of internet quota. This is in accordance with opinion from Putri et al., (2020) that parents claimed that the cost of internet quota increases as a consequence of online learning, and it becomes an additional cost to be paid.

2.1.4 Online Research Consultation

In these unprecedented times, the spread of the COVID-19 has led to profound changes in social interaction and organization, and the education sector has not been immune (Haqien & Rahman, 2020). During this pandemic, many schools and colleges decide to close schools and do online learning processes by utilizing adequate technology for all students (Baron, 2020).

Lee (2004) described the goal of research consultations to help students improve the skills needed to achieve their research goals. Unfortunately, research consultations are rarely documented in the scholarly literature. For the virtual

research consultation, Steiner (2011) explained the goal of virtual research consultations to combine the virtual learning landscape of students working entirely online with an exemplary instructional reference service traditionally offered strictly physically in a face-to-face environment (Bezetz, Duncan & Litvin, 2018).

When the online learning platform used in online research consultation, it has many advantages. First, help students to conduct consultation sessions without having to meet face to face in person (Steiner, 2011). On the other hand, online research consultation also helps students in remote areas so that they can consult their research without having to come to campus directly to meet with their supervisor (Serhan, 2020). However, online research Consultation has disadvantages that are including poor access to the internet and unstable internet connection (Hasan & Khan, 2020).

2.2 Usability of Online Platform

Nielsen (in Handiwidjojo & Ernawati, 2016) states that usability is the level of assessment of a program or product in which it is related to the level of user satisfaction regarding the program. The elements in it are related to the ease, effectiveness, and satisfaction of users in accessing a website or a program. Usability is measured by five concepts, namely: Learnability, Efficiency, Memorability, Errors, and User's Satisfaction. (Nielsen in Handiwidjojo & Ernawati, 2016).

1. Learnability measures the level of ease of use in performing simple tasks when first encountering a design. An example of a question is “How easy is it for users to learn how to use the website?” This factor has indicators or

criteria that can show that a website has met the learnability factor as a factor in the success of the usability aspect performance (. The indicators are as follows.

- a. Easy to understand: the website can be understood how to use it and can understand the purpose or information that can be obtained on the website easily.
 - b. Easy to look for specific information: users can easily obtain information or an insight from what is presented by the website content, and the information obtained is useful for users.
 - c. Easy to identify navigational mechanism: users can identify the navigation mechanism for each of the features available on the website easily.
2. Efficiency measures the speed at which a particular task is performed after studying the design. Examples of questions such as: “How fast is a task done?” This factor has indicators or criteria that can show that a website has met the efficiency factor as a factor in the success of usability aspect performance. The indicators are as follows.
- a. Easy to reach quickly: users can get information and go to the features they need, as well as complete tasks quickly.
 - b. Easy to navigate: users can navigate themselves or their knowledge of the use of the website through browsing the features and content available on the website easily.

3. Memorability looks at how quickly the user regains proficiency in using the design when returning after some time. An example of the question is "How is the user's ability to retain his knowledge after a certain period of time?". This factor has indicators or criteria that can show that a website has met the memorability factor as one of the factors for the successful performance of usability aspects. The indicators are as follows.

a. Easy to remember: the website and how it is used can be easily remembered by users in exploring every feature and content contained on the website.

b. Easy to reestablish: the website can be accessed for reuse by users easily, accompanied by the access process for using the same website as the previous time the user had accessed.

4. Errors look at how many errors the user made, how severe the errors were, and how easy they were to get a solution which refers to questions like "how many errors and what errors did users make?" This factor has indicators or criteria that can show that a website has met the errors factor as a factor in the success of usability aspect performance. The indicators are as follows.

a. Few errors detected: few errors or errors were detected on the website when used by users and minor errors made by users in using the website were also detected.

b. Easy to fix: detected errors can be fixed easily.

5. User's Satisfaction measures the level of satisfaction in using the design which refers to questions such as "are users satisfied with the web?", "Do users get great benefits from the system?", "How long has the system been used by users to help make decisions?" This factor has indicators or criteria that can show that a website has met the satisfaction factor as one of the factors for the successful performance of the usability aspect. The indicators are as follows.

- a. System pleasant to use: the website gives a pleasant impression to be used by users.
- b. Comfort to use: users feel comfortable when using the website without being burdened by certain terms & conditions that make it difficult to access the website

Rubin and Chisnell (2008) stated 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. In research mentions five elements of usability by "Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Test" by Jeffrey Rubin and Dana Chisnell, 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.

(Rubin & Chisnell, 2008)

2.3 Previous Study

To give a wide insight about EFL learners' experience of zoom platform use in online research consultation during covid-19, various previous studies related to this are discussed:

The first study was conducted by Bennett (2017). This study aims to identify the level of students' perception of using zoom meet webinars during COVID-19. This study involved eight respondents who joined the virtual research consultation. The data was gathered from the Google form survey that was given to students' at the end of each session. This research using both qualitative and quantitative and the survey consist of six questions. The results of the study showed that the students' have a very good experience. Most of the students' found that virtual research

consultations are really helpful especially for students who have taken a lot of time on travel from their home to their university.

Subsequence research was carried out by Bezet, Duncan and Litvin (2018). This study focused on the use of online platforms or virtual platforms by Librarians at NCU provide online synchronous research consultations to discuss resources and search strategies for class assignments, papers, presentations, theses and dissertations of students'. The finding of this study showed that satisfaction with online research consultations is high and online research consultation success helps students' success and helps students to conduct consultation sessions even if students live far from the university.

Other research was conducted by Serhan (2020). This study aims to investigate students' attitudes towards the use of Zoom in remote learning, and their perceptions of its effects on their learning and engagement in comparison to FTF learning. The participants of this study are thirty-one university students'. Data were collected using a 5-point Likert-type survey. The data collected shows that students have negative attitudes towards using Zoom and consider it to have a negative effect on their learning experience and learning motivation and the advantage of learning using zoom is that they can be more relaxed without having to be afraid to be late for class because they are learning and doing guidance from home.