The Analysis of Students' Difficulties in Understanding Learning Concepts on Using Zoom Cloud Meeting in Virtual Classrooms

Rury Ayu Agustin[1], Marisa Fran Lina[2]

[1,2] Faculty of Teacher Training and Education, UIN Salatiga, Indonesia

Contact:	Rury Ayu Agustin Marisa Fran Lina	✉	rurypalika@gmail.com marisafl@iainsalatiga.ac.id

ABSTRACT

Today many people are interested in implementing the concept of virtual classes, such as using Zoom Cloud Meetings for learning. Therefore, the authors are interested in discussing the difficulties of students in understanding learning activities using Zoom Cloud Meeting in virtual classes. The purposes include describing the kind of learning activities using Zoom Cloud Meeting in virtual classes and determining the students' difficulties using Zoom Cloud Meeting in virtual classes. This study uses qualitative methods. The data collection techniques are interviewing ten respondents from the fifth-semester English Education Department of an Islamic University in Central Java, and the documentation. The results of this study indicate that learning by using zoom helps students and teachers meet virtually face-to-face. Zoom has various features that support the learning process, such as screen sharing, raising hand icons, chat comments, screen recording, and many other potential features. However, many students say that although Zoom has complete features, this application also has several shortcomings that become obstacles for students in understanding the concept of learning. These include limited-time usage and lag applications if the network or quota is insufficient. This study implied that Zoom Cloud Meeting makes the learning material not conveyed well; thus, the students' understanding becomes incomplete or partial.

Introduction

Currently, many people are interested in implementing the concept of Virtual Classrooms (VC). Virtual classroom is a contradictory concept compared to the conventional learning process, which eliminates the existence of physical classes. Virtual classroom learning has been defined as a teaching and learning method that focuses on delivering materials, graphics, simulations, and evaluations and using interactive multimedia learning materials (connected to the internet) to provide virtual-based materials and guidance (Novantara, 2018).

Virtual classroom uses the synchronous learning process, which is a process in which instructors and students learn the same thing at the same time. This procedure is further split into face-to-face (live synchronous) and virtual synchronous (virtual synchronous), in which the teacher and pupils are separated or in different locations. Using modern technology, the virtual classroom in education is an inclusive and lifelong education that can be accessed remotely and transcends temporal and geographical gaps in asynchronous ways. Meanwhile, it is believed that face-to-face interactions during online learning can lessen students' misunderstandings. MacIntyre et al. (2011, as cited in Rahmatika, 2021) stated that the purpose of communication is to have a conversation with certain individuals.

Various types of video conferencing systems and applications can be used as e-learning media, such as Zoom Cloud Meeting. Zoom Meeting is a video-based learning platform. Eric Yuan, the creator of Zoom Meeting, founded the company in 2011 and is based in San Jose, California. The Zoom application is one of the most widely used communication technologies in VC. The Zoom application helps company staff, students, teachers, and academics to facilitate activities or carry out teaching and learning activities (Haqien & Rahman, 2020). Compared to other video conferencing services, Zoom Cloud Meeting is very popular because of its ease of use and the inclusion of complete features that help the e-learning process (Putri & Wulandari, 2021).

Based on a preliminary interview with one of the students who have used Zoom Cloud Meeting as a learning media, the researchers know that in the distance learning process using Zoom Cloud Meeting, the problem is not only the availability of learning facilities but the absence of Internet quota which requires a reasonably high cost, in order to facilitate online learning needs This condition makes it challenging for students and lecturers to hold conferences in real-time through Zoom because students do not have sufficient internet quota, and some return to their hometowns because they do not have jobs (Purwanto, 2020). The Zoom Cloud Meeting platform is a platform that requires a reasonably high internet connection. This problem often occurs in students who take online learning, so its implementation is less effective.

Putri and Wulandari (2021) state that understanding (comprehension) is how a person maintains distinguishing, guessing (estimates), explaining, expanding, concluding, generalizing, giving examples, rewriting, and estimating. With understanding, students can be asked to prove and understand superficial relationships between facts and concepts. The use of appropriate technology can improve group learning achievement that has been taught, and students can perceive a higher understanding of the ability of the material presented.

Zoom Cloud Meeting is trendy because of the easiness of usage and the inclusion of comprehensive features that help the e-learning process. The Zoom application helps company staff, students, teachers, and academics to facilitate activities or carry out teaching and learning activities. Haqien and Rahman (2020). Nowadays, it is challenging for students and lecturers to hold conferences in real-time through Zoom because students do not have sufficient internet quota, and some return to their hometowns because they do not have jobs (Purwanto, 2020). Zoom application is often used to start learning virtually. However, many students and teachers say this application is unsuitable because of network constraints, the capacity of people who enter, and facilities such as quotas that make some students complain about the material.

As previously explained by relevant studies, Zoom Meeting is one of the platforms used to support learning activities that may be applied in virtual courses, as prior research has shown. Despite the disadvantages of utilizing Zoom in learning, such as the need for a bigger internet allowance, the researchers want to learn more about this issue in the English language learning settings at an Islamic university in Central Java's English Education Department.

The researchers plan to elaborate on whether this issue will become the greatest barrier to students' comprehension in the future or if other aspects will have a greater impact, which previous researchers have not thoroughly explored. Therefore, in this study, researchers investigated the problems students had in comprehending the notion of learning while utilizing the synchronous learning technique using Zoom Cloud Meeting media in a virtual classroom.

Additionally, the virtual class is an activity of teaching and learning using the room where virtual learning activities occur. In virtual classes, the progress of the learning process can be known and monitored by both the teacher and the students. Apart from being primarily used for distance education, the system can also be used as an addition or support in face-to-face classes (Budi, 2017).

Virtual classrooms are part of distance learning with the help of information and communication technology media connected via the internet. A virtual classroom starts with learning electronic or e-learning using computer media, along with the development of learning media technology (Salma, 2021). This kind of learning system provides opportunities for educators to produce innovation in learning.

The use of appropriate technology can improve group learning achievement that has been taught, and students can perceive a higher understanding of the ability of the material presented. According to Sumarmo (1987, as cited in Kesumawati, 2008), learning is defined by the word understanding, where the degree of understanding is determined by the degree of

the interrelationship of an idea, procedure, or mathematical fact understood thoroughly if these things form a network with high linkages.

Every instructor in the teaching process must comprehend the fundamental importance of student engagement in the learning process and work to promote it Arifiyanto and Ali (2019). According to this, students must use it in all forms of educational activities. The term "activity learning" refers to a task that students carry out as part of the learning process in which they work or actively participate in the lesson in order to gain knowledge, experience, and understanding as well as other facets of what has been done (Astuti & Kristin, 2017).

Based on the explanations above, the authors infer that Zoom Meeting is one of the platforms used to support learning activities that can be implemented in virtual classes. Therefore, in this study, researchers analyze students' difficulties in learning activities using the synchronous learning method with Zoom Cloud Meeting media in a virtual classroom.

Method

In this study, qualitative descriptive research was used. Interviews make it simpler for researchers to get information and collect higher-quality, more complete data. This study's participants are fifth-semester students in the English Education Department of an Islamic university in Central Java. Ten students were selected at random and volunteered to participate. During the epidemic, the researchers recruited fifth-year students since they often utilize Zoom Cloud Meetings for studying.

In accordance with the study approach, data was gathered via interviews utilizing virtual interviews. During the course of their education, participants will be given a series of questions on their English-related issues while using Zoom in order to determine their perceptions on the application. The researchers obtained information through a formal interview using a systematic approach. The respondents replied and discussed their situations in response to a series of sequential questions. The responses were then recorded and transcribed.

Result

Researchers conducted interviews with ten respondents who used Zoom Cloud Meeting in virtual learning in semester five and the difficulties faced by students through interviews and documentation via WhatsApp video call conducted in July 2022.

Student's opinions on how learning activities in the use of Zoom Cloud Meeting
After collecting data by conducting interviews with respondents about difficulties in understanding the concept of learning through Zoom Cloud Meeting, the research obtains

various perceptions from respondents about it. Before the researchers turn to specific findings regarding the problems that make it difficult for students to understand the concept of learning using Zoom Meetings in virtual classes, the researchers want to explain respondents' perceptions of virtual learning activities using Zoom Cloud Meetings first.

In learning activities, learning media is needed to help the student's learning process to understand the concept of learning well. During the pandemic, face-to-face learning activities have mostly turned to virtual classes as an introductory medium between students and teachers, such as Zoom Cloud Meetings, Google meet, and others. Virtual classes can be done anytime and anywhere but depend on user conditions such as signal or quota. Learning activities through Zoom facilitate interaction between students and teachers, such as the following table:

Table 1. Zoom Learning Activities

No	Code of Respondents	Learning Activities Using Zoom
1	SR	Virtual face-to-face learning, using the Share Screen feature like a whiteboard in class.
2	ZSI	Using Share Screen.
3	CCDS	Virtual communication using video and audio, displaying learning resources such as PPT using Share Screen.
4	NJ	Virtual learning anywhere and anytime, all students and teachers can meet via Zoom, providing a share screen to display learning outcomes or material, and everyone can see the material in Zoom.
5	BA	Zoom, provides good benefits for teachers and students. Learning activities are carried out by showing material through Powerpoint at Zoom Meetings, students present the information written in the PPT through spoken language.
6	MS	Presentation and comment via the chat box or comment box
7	ELRK	Teachers manage learning schedules, The teacher can determine the learning topic, describe the learning to be carried out, the learning time, and the duration of the lesson., and teachers also provide access links to take part in learning activities.
8	ZA	Zoom has a time limit, so sometimes learning activities are supported by WhatsApp groups or google classroom as a medium of communication between students and lecturers.
9	SMP	A virtual learning application supported by a good signal.
10	FA	Students can interact directly, give questions and answers, discussions and presentations about their learning problems.

Student's opinions on the problem that makes students challenging in learning activities using Zoom Cloud Meeting

In this study, the researchers found out about the difficulties faced by students in learning using Zoom Cloud Meeting. Researchers ask questions about the difficult factors using Zoom that make students have problems in learning. All respondents shared their opinions based on personal experiences when learning to use Zoom Cloud Meetings in virtual learning during a pandemic. Here are various views from students about whether Zoom Cloud Meeting can be used as a learning medium to understand the concept of learning.

Table 2. List of Student's Difficulties

No	Code of Respondents	List of Difficulties
1	SR	Lost signal, easily sleepy when listening to the material on a screen, large quota
2	ZSI	Bad signal and network that causes the application to lag easily, a time limit that can only be 40 minutes for free usage
3	CCDS	Difficult access to the internet, monotonous learning media, and many tasks with short deadlines
4	NJ	Terms of usage time require a good network
5	BA	We need a lot of quota and signal
6	MS	Signals that cause a delay in sound or share screen
7	ELRK	The lecturers are not enthusiastic and not interactive, class vibes or class audiences are less supportive and not participative, and some obstacles, such as signals and quotas
8	ZA	Quota and signal
9	SMP	The signal causes the application to close automatically, the quality of the material sometimes blurs, and the application lags
10	FA	Missing material when the quota runs out in the middle of learning

Discussion

This study was conducted to find answers to the problems contained in chapter 1. Based on the data analysis, the researcher obtained the following discussions:

Student's learning activities in the use of Zoom Cloud Meetings

The results of this study show many diverse responses from students who use Zoom Cloud Meeting to support the learning process through virtual classes. From the data above, the researcher found many good responses from the respondents. Most respondents think that Zoom Cloud Meeting is an application that is used as an audio-visual-based virtual media that can be accessed anytime and anywhere. According to Eskandian and Nejhadian (2021), virtual education is an inclusive, lifelong education that can be accessed remotely and using modern technology; it can transcend temporal and geographical barriers in asynchronous ways. This facilitates communication between students and professors who do not meet in person.

The main point of the perception of students is the same as that stated by Dariyadi and Fauzan (2019); virtual classroom allows students to learn via computers in their respective places without having to physically go to lectures in class. This is in line with the opinion of MacIntyre et al. (2011, as cited in Rahmatika, 2021) the purpose of communication is to participate in a dialogue with certain individuals. It also supports research by Arifiyanto and Ali (2019) that teachers who are creative want to employ a student-centered approach to increase their students' participation in learning processes. Students take use of the media and learn where they are in terms of this application and the development and distribution of learning materials via these media. Teachers may speak visually with their pupils on a variety of subjects using Zoom and give them direct guidance. In addition, Zoom Cloud Meetings may be accessed from any location by anybody with sufficient bandwidth and signal strength.

In addition, Zoom Cloud Meeting also has features that support learning activities, such as a share screen that displays material on the screen, a comment column, and a raised hand for those who want to ask questions. Some students think that Zoom Cloud Meeting can replace the blackboard in the classroom during online learning so that students can see virtually without having to guess the explanation from the teacher. This data follows the opinion of Octaviani (2021), who stated that learning using Zoom Cloud Meeting has a few steps to explain and provide the materials using the recording and sharing screen. After the learning process, students can provide feedback by using raised hands.

The features described above make learning activities through Zoom Cloud Meeting easy to use. When using Zoom, teachers can see student activities during learning. This can be very helpful for students to learn compared to just reading the source or watching learning videos without explanation. This is as stated by one of the students who thought that the concept of learning would be conveyed and understood well if the teacher could use it well. The material presented by audiovisuals can be more easily understood than text-based learning media or chats such as WhatsApp group, Google classroom, and others.

However, the first finding does not demonstrate the utilization of Zoom's capabilities; rather, it refutes the conclusions of a prior study, which stated that Zoom Cloud Meeting is very popular due to the fact that it is simple to use and includes a comprehensive set of features that facilitate the e-learning process (Putri & Wulandari, 2021). Therefore, consumers are unable to make full use of certain of Zoom's capabilities in an easy manner.

The problem that makes the students difficulty in learning activities on using Zoom Cloud Meeting

Eripudin (as cited in Khayati, 2021) states that learning difficulties are defined as anything that makes students difficult or prevents them from learning and mastering something to achieve goals. Difficulty in learning is characterized by low or below-average achievement, and the results are not balanced with the effort made. Based on the data obtained from the respondents, the researcher found several things about students' difficulties in understanding the concept of learning to use Zoom Cloud Meeting, both caused by internal and external factors.

Miscommunication between students and lecturers is the internal problem that impedes the use of Zoom Cloud Meeting for English language instruction. This is strongly connected to the fact that students struggle to comprehend the lecturer's explanation of the offered contents since they do not meet face-to-face or engage immediately. In contrast to prior research, both the instructor and the students are able to observe the progress of the learning process in virtual classrooms. In addition to its primary usage for distant education, the system may also be utilized as an adjunct or supplement in face-to-face classrooms (Budi, 2017).

Respondents claimed that despite the fact that Zoom Cloud Meeting provides unique characteristics, students still face hurdles while using Zoom for English study. Naturally, the availability of an internet connection is the first factor to consider while using Zoom Cloud Meeting. This scenario makes it difficult for professors and students to perform real-time Zoom conferences since students lack adequate internet access and some have returned to their hometowns (Purwanto, 2020).

The Zoom Cloud Meeting platform needs a moderately fast Internet connection. If you do not have enough capacity for virtual learning, the primary difficulty is that you cannot view your audience and exchange content efficiently. Due to the absence of quota, the students may feel that they may quickly grow disinterested in their presentation. This obviously diminishes the advantages derived from optimum learning. Zoom application is often used to start virtual learning. Nonetheless, many students and professors assert that this program is

inappropriate for them due to network limitations, entry capacity, and amenities such as quotas that lead some students to complain about the content.

According to the findings of interviews, the majority of students complained about quotas demanding a rather large quota while utilizing Zoom Cloud Meetings. This is consistent with the opinion of Asmuni (2020), who states that the problem is not only the lack of learning facilities but also the absence of a quota that requires a high enough cost to facilitate the needs of online learning, particularly for parents of students from the middle to lower economic classes, who do not have the funds to provide an internet network.

In addition, Zoom Cloud Meeting has a 40-minute duration restriction. For extended usage, we are required to pay. According to Octaviani (2021), the usage of free media is restricted in numerous ways. Zoom Cloud Meeting's free service may be used for forty minutes before alerts display on all screens and the program shuts down automatically. Frequently, learning content is not completely delivered, resulting in fragmented pupil comprehension. Thus, it is less probable that ideas that tend to link would generate concepts that pupils can comprehend. According to Lina (2021), the issue of virtual learning is that some students do not completely comprehend the content even after the instructor explains its significance.

Conclusion

Based on the findings discussed, the researcher concludes that the opinions of English Education Department students at an Islamic University in Central Java on the use of Zoom Cloud Meeting in virtual classes consisted of several perceptions. First, students and teachers can carry out learning like learning in class through Zoom. Learning activities are carried out creatively so students do not feel bored and learning concepts can be adequately conveyed. In addition, according to respondents, learning activities using Zoom provide good benefits as long as adequate signals and quotas support them.

Second, many respondents have difficulty understanding the concept of learning when using Zoom. In addition to using time constraints, other difficulties such as poor connections, applications that sometimes lag, and auto close, which causes delays in information, either sound or shared screens from the teacher, also become obstacles in supporting a good understanding of learning concepts. In addition, if the learning media used by the teacher is monotonous, Zoom reduces student interest in learning and makes students learn while learning.

Based on some findings above, the researchers add some recommendations for teachers and further researchers. It is suggested that the use of Zoom can collaborate with a

faculty with a premium account, so the time limit for using Zoom can be solved. Additionally, some ideas for making creative learning activities through Zoom can be done by the teachers, such as using online quizzes or surveys, jeopardy games, and creative presentations. Therefore, those activities can be studied further by the following researchers, and it is expected to reduce students' difficulties in understanding the learning concept.

References

Arifiyanto, S., & Ali, F. (2019). Mediating student teachers through Edmodo in an extensive listening class. *Journal of English Teaching and Learning Issues*, *2*(2), 143. https://doi.org/10.21043/jetli.v2i2.5723

Asmuni. (2020). Problematika pembelajaran daring di masa pandemi covid-19 dan solusi pemecahannya. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *7*(4), 281–288. https://doi.org/https://doi.org/10.21043/jetli.v2i2.5723

Astuti, W., & Kristin, F. (2017). Penerapan model pembelajaran teams games tournament untuk meningkatkan keaktifan dan hasil belajar IPA. *Jurnal Ilmiah Sekolah Dasar, 1(3), 155–162.* ., *1*(3), 155–162. https://doi.org/https://doi.org/10.23887/jisd.v1i3.10471

Budi, E. N. (2017). Penerapan pembelajaran virtual class pada materi teks eksplanasi untuk meningkatkan aktivitas dan hasil belajar bahasa indonesia siswa kelas xi ips 2 sma 1 kudus tahun 2017 virtual class. *Pendidikan Dan Ilmu Sosial*, *27*. https://doi.org/https://doi.org/10.2317/jpis.v27i2.5720

Dariyadi, M. W., & Fauzan, M. (2019). *Pengembangan model pembelajaran bahasa arab berbasis virtual classroom*. http://isolec.um.ac.id/wp-content/uploads/2020/02/5-Moch-Wahib-Dariyadi.pdf

Eskandian, A. H., & Nejhadian, M. R. (2021). Analysis of the mature and necessity of virtual education in the present age with emphasis on effective teaching methods in teaching english through virtual education. *Journal of English Teaching and Learning Issues*, *4*(1), 51. https://doi.org/10.21043/jetli.v4i1.10913

Haqien, D., & Rahman, A. A. (2020). Pemanfaatan Zoom meeting untuk proses pembelajaran pada masa pandemi covid-19. *Sap (Susunan Artikel Pendidikan)*, *5*(1). https://doi.org/https://doi.org/10.30998/sap.v5i1.6511

Kesumawati, N. (2008). Pemahaman konsep matematik dalam pembelajaran matematika. *Prosiding Seminar Nasional Matematika Dan Pendidikan Matematika Jurusan Pendidikan Matematika Fakultas Matematika Dan Ilmu Pengetahuan Alam Universitas Negeri*, 229–235. https://doi.org/https://doi.org/10.21043/jetli.v4i1.10913

Khayati, W. N. (2021). *An analysis of students' difficulties in doing English assignment during online class at SMK Diponegoro Salatiga in academic year 2020 / 2021*. teacher training and education faculty states institute for islamic studies IAIN Salatiga. http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/11416

Lina, M. F. (2021). Using social media for online english assignments: problems and solutions. *Teaching & Learning English in Multicutural Contexts*, *5*(2), 144–155. https://doi.org/https://doi.org/10.37058/tlemc.v5i2.3579

Novantara, P. (2018). Implementasi e-learning berbasis virtual class dengan menggunakan metode synchronous learning pada pembelajaran di universitas kuningan. *Buffer Informatika*, *4*(1), 1–7. https://doi.org/https://doi.org/10.25134/buffer.v4i1.1290

Octaviani, A. Y. (2021). The use of zoom cloud meeting for teaching english grammar in an

online. *Research on English Language Teaching in Indonesia*, *9*(2), 83–92. https://doi.org/https://ejournal.unesa.ac.id/index.php/retain/article/view/39947

Purwanto, A. (2020). Flipped virtual classroom learning model for the course study discourse analysis in translation. *Scope : Journal of English Language Teaching*, *5*(1), 1. https://doi.org/https://doi.org/10.30998/scope.v5i1.6717

Putri, H. R. E., & Wulandari, T. A. (2021). Pemanfaatan aplikasi zoom cloud meeting sebagai media e-learning dalam mencapai pemahaman mahasiswa di tengah pandemi covid-19. *Jurnal Common*, *4*(2), 171–190. https://doi.org/https://doi.org/10.34010/common.v4i2.4436

Rahmatika, L. (2021). Lecturer's feedback toward students' willingness to communicate in tertiary EFL classrooms interaction during the covid-19 pandemic. *Journal of English Teaching and Learning Issues*, *4*(2), 169. https://doi.org/10.21043/jetli.v4i2.12254

Salma. (2021). *Pengembangan media pembelajaran berbasis virtual classroom melalui instagram untuk meningkatkan efektivitas pembelajaran (Studi kasus di SMA Negeri 4 Bojonegoro)*. https://doi.org/http://dx.doi.org/10.21043/jetli.v5i2.17088

This page intentionally left blank