# Teachers' Perception on the Implementation of Zoom Cloud Meeting in Online English Learning

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## Abstrak

Penelitian ini berfokus pada analisis persepsi guru terhadap penerapan Zoom Cloud Meeting dalam pembelajaran bahasa Inggris daring di SMP Negeri 3 Gorontalo. Penelitian ini dirancang untuk mengetahui persepsi guru tentang penerapan Zoom Cloud Meeting dalam pembelajaran bahasa Inggris daring. Penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian dikumpulkan melalui wawancara dan dianalisis berdasarkan analisis tematik. Jumlah total peserta dalam penelitian ini adalah 3 guru bahasa Inggris yang sudah memiliki pengalaman dalam menerapkan Zoom Cloud Meeting dalam pembelajaran bahasa Inggris daring. Berdasarkan hasil penelitian, ditemukan bahwa guru memiliki respon yang baik positif maupun negatif. Meskipun demikian, guru menunjukkan respon yang positif. Para guru beranggapan bahwa Zoom Cloud Meeting dapat memfasilitasi dan meningkatkan kompetensi dalam pembelajaran bahasa Inggris. Meskipun ada beberapa masalah yang dihadapi, mereka dapat menyelesaikannya jika ada komunikasi antara guru dan siswa. Kesimpulannya, sebagian besar peserta setuju dengan penerapan Zoom Cloud Meeting sebagai media pembelajaran, mengingat keunggulan platform ini yang membantu mereka dalam pembelajaran bahasa Inggris secara daring selama pandemi COVID-19.

Kata kunci: Persepsi Guru, Pembelajaran Daring, Zoom Cloud Meeting

*Abstract -* *This Research was focused on analyzing the teachers' perception on the implementation of Zoom Cloud Meeting in online English learning at SMP Negeri 3 Gorontalo. This research designed to find out what teachers' perception on the implementation of Zoom Cloud Meeting in online English learning. This research applied descriptive qualitative method. The data of the research has been collected by using an interview and it was analyzed based on thematic analysis. The total numbers of participants of this research were 3 English teachers who already have experience in implementing Zoom Cloud Meeting in online English learning. Based on the result, it was found that the teachers had both negative and positive responses. While the teacher showed with a positive response. The teachers assumed that Zoom Cloud Meeting can facilitate and improve the competence in learning English. Although there are some problems that encountered, but they can solve it if there is communication between teacher and students. In conclusion, most of the participants agreed about the implementation of Zoom Cloud Meeting as a media of learning considering the advantages of the platforms that help them in learning English through online during the pandemic of covid-19.*

*Keywords: Teachers' Perception, Online Learning, Zoom Cloud Meeting*

## INTRODUCTION

The case of corona virus disease had become a global pandemic in 2019 until 2021. The spread of corona virus forces social distancing policy to minimalize the space of Covid-19. It has a big impact on various sectors of life, especially education. The Ministry of Education and Culture of Indonesia responds with educational policies mentioned in the Circular No 4 of 2020 concerning the implementation of education during the COVID-19 pandemic. One of the guidelines is that during Covid-19, teaching and learning in all levels of education will be done at home using online learning. Essentially, the goal of the COVID-19 emergency's Learning from Home (LFH) system is to guarantee that students' rights to receive educational services are met Wardani and Sayekti (in Aulia & Widyanita, 2021). This policy forces all of teacher in Indonesia to make the transition of the way they teach from face to face learning to online learning.

During Covid-19 period most of the higher institutions implemented online learning. Another teaching strategy is emergency remote learning. when reacting to emergency situations (Wang et al., 2020). The advantage of doing online learning is to increase the level of interaction between students and lecturers, learning can be done anywhere and anytime (time and place flexibility), reach out to students in a broad scope (potential to reach a global audience), and facilitate the improvement and storage of material learning (easy updating of content as well as archivable capabilities).

Distance learning (online) is a new thing that must be done in the world of education. Educational institutions are finding challenging to come up with solutions for this difficult circumstance. These situations highlight the critical need for academic institutions to engage in scenario planning Rieley 2020 (in Firman, 2020). Before the pandemic, online teaching was rarely implemented at the junior high school level. Most teachers at the junior high school level familiar with the face-to-face method. Therefore, at the time of online teaching policy, it is very necessary to adapt to the conditions of teaching and learning activities. Bazimaziki (2020) said that changing offline teaching methods to online has more complex problems if learning must include ethical values, critical and analytical thinking, and communication skills.

Until the end of 2021, the implementation of teaching and learning activities still uses the online method. Teaching and learning in the pandemic situation was not easy, especially English Course because it had a lot of forms that should be shown and explained, it is difficult for the students to process the form and meaning spontaneously, Bessette (2020). The issue at face at the moment is not whether online teaching and learning approaches can deliver high-quality education; rather, it is how academic institutions will be able to implement online learning on such a large scale (Haqien & Rahman, 2020).

Many teachers neglected teaching English. In fact, there are lots of students who cannot use English and they have a lack of accuracy. English will be difficult to understand if it is not explained directly. In order for students to be able to understand English adequately at SMP Negeri 3 Gorontalo, teachers and learning media must be well integrated into the teaching and learning process.

Based on the observations that have been made by researcher when researchers engaged in PPL program at that school over time the Covid-19 Pandemic, it was found that using the Zoom application for online learning has more advantages than disadvantages. The teacher found the advantages of using this media, especially in SMP Negeri 3 Gorontalo, because the online learning process can be more flexible, and students do not need to go to school in the morning because they only need to take lessons from home. Thus, I want to know more about how teachers perceive online learning in English lessons, especially in using the zoom cloud meeting application.

According to Abbasi et al. (2020), teachers' perception is an important thing because teacher is the spearhead between the material and the learning objectives. They know how students' psychical situation, they make the design and learning material, they know students' needs. It will impact how teachers applied their teaching technique and this will influence their teaching performance.

## METHOD

This study used a qualitative method that using descriptive-qualitative method. Qualitative methods offer a dynamic approach to research, where the researcher has an opportunity to follow up on answers given by respondents in real time, generating valuable conversation around a subject. The researcher went to SMP Negeri 3 Gorontalo and did the interview to English teachers one-on-one interview, based on Creswell (2008, p. 226). In this study, the subjects were three English teachers at SMP Negeri 3 Gorontalo, and the data of this study was obtained from interview. The researcher prepared twelve questions related to teachers' perception on the the implementation of zoom cloud meeting in online English learning at SMP Negeri 3 Gorontalo.

In collecting data through interview, the researcher did some procedures. Those were (1) Determine the theme or topic of the interview, (2) study problems related to the interview topic, (3) compile a list or outline of questions to be asked to the resource persons (WH questions), (4) determining sources and knowing their identities, and (5) call and make appointments with resource persons. Kvale, (1996, p.105) states that semi-structured interviews are particularly suited for studying people's understanding of the meanings in their live world, describing their experiences and self-understanding, and clarifying and elaborating their own perspective on their lived world.

In analyzing data, researcher used thematic analysis. Thematic analysis is the process of identifying or analyzing patterns or themes within qualitative data, (Braun & Clarke, 2017) as cited in (Taib, 2020). The aim of using thematic analysis is to identify the themes. Searching for overarching themes in the data is the first step in thematic analysis. The researcher converted audio data to text at this point. Then, the researcher must make decisions on what to utilize, what to code, and which code best captures the content at this point. After being familiar of the theme, code, and sub-theme. Then the topic must be evaluated by the researcher. At this point, the researcher would make sure that everything categorized as a theme corresponds to the data and is present there. A common pitfall is to use the main interview questions as themes (Braun & Clarke, 2013).

## RESULT AND DISCUSSION

The researcher found four themes through the use of thematic analysis. Researcher look for identical patterns in the data to create codes, which are then used to classify patterns. After successfully coding, the researcher seeks a broad representation of the code, which eventually becomes a theme. There are two themes found by researcher which are describe as follows.

### Teachers' familiarity of online learning

In this section, teachers were interviewed regarding the questions that had been prepared, which relate to their understanding of online learning and the use of online learning applications, especially in using Zoom Cloud Meeting. Participants in this study had various ideas on how they view English instruction delivered online. After interview, the participants had a proper concept of what online learning is and how to use it in a pandemic. Regarding its applicability, this is also connected to teachers' perspectives. The goal of this research was to understand how teachers' perceptions alter when online learning was implemented. Based on the recorded interview results, the researcher found that Asti said,

*"online learning is one way to give a learning activities because of some problem to make a real class. Example a year ago because of Covid-19. Online learning also can we used when we can't collect the student all the students in one place."*

Online learning was initiated by a pandemic which resulted in the learning process being carried out from home. This is the same as what Tia said, that

*"in my opinion online learning means we study remotely, we can do the learning process anytime and anywhere by using online learning application without meet directly with the students."*

Teachers treat online learning very wisely, because their time becomes more efficient when there are other activities. Meanwhile, Tika argues that

*"Online learning is the learning process that utilizes the internet and digital media in delivering learning material."*

Thus the teachers already understand very well how to apply this online learning in English lessons.

The respondents stated that their perception of the implementation of online learning media, especially the zoom cloud meeting, was very good. This allows teachers to still be able to guide their students in order to achieve predetermined learning objectives. The findings of this study suggest that each teacher and student develops a unique impression of online learning. This can result in various perception because there has been a noticeable change in learning habits.

### Teachers' improvement in teaching English

This section highlights how teachers have improved when using Zoom to teach English. In particular, it concerns whether people find the content easier to apply or more difficult to understand. The results of the interview indicated that certain teachers had different experiences with different improvements. The need for communication skill in teaching approaches has increased due to a significant shift in the twentieth century (Arafah, Kaharuddin, et al., 2021). There is a specific cultural definition of how education or the teaching and learning process functions in Indonesia. Indonesian students, in particular, frequently exhibit surface learning strategies that encourage rote memorization, poor critical thinking abilities, unreflective learning activities, passivity, and conformity. In this case, creating tactics that serve as external motivation for students to study, teachers can improve their students' encourage for learning. The techniques and tools used in process learning are also included in strategy learning. On her opinion, Tika said that,

*"I usually create fun educational videos to help students stay motivated to learn and avoid getting bored while they're studying, and also create gallery of student work."*

In the meantime, other teachers think that in order to keep classes interesting, students should not only watch instructional videos but actively engage in kinesthetic practice while they are studying. According to Tia and Asti,

*"I apply multiple tactics in the same meeting because every student has a distinct learning style. I do this because some people learn best through visual means, others through auditory means, and some through kinesthetic means. The components are distinct."*

To ensure that learning proceeds smoothly, teachers must be able to improvise in the classroom.

### *Teachers' opinion on the advantages and disadvantages of online learning*

The application of zoom media in online learning can actually provide several benefits for teachers and students who use it as a tool to support distance learning. Some of these advantages include making it easier to achieve learning goals, facilitating interaction between teachers and students, and providing variety in online learning. The following is a description of the advantages of using the Zoom Cloud Meeting application. The explanation above relates to the results of the researcher's analysis when interviewing the respondents. When interviewed, Asti said

*"The advantage of using zoom cloud meeting is that we can make a meeting anywhere, so that people can become participants wherever they are. Besides that the time is also flexible, we make an appointment first to continue the lesson when there are hours that are delayed."*

Teachers prefer using the Zoom program as a learning medium since it allows for flexibility in time and location, making the time spent more productive. In addition, Tia said that,

*"I think learning English by using zoom cloud meeting is good, because we can teach anytime and everywhere. But in this time I like to attend to the classroom."*

Teachers like learning with the zoom application, but they say it would be better if learning was done directly in class. Meanwhile, according to Tika, online learning is very helpful in increasing student learning, she said

*"In my opinion, the zoom meeting application is very good if used to improve students' speaking skills because through the zoom meeting students can interact with each other and can be directly observed by the teacher."*

All of these teachers' viewpoints support the effective use of the Zoom application for online learning procedures.

In addition to being flexible in time and location, it can also help students' speaking abilities because they can speak without worrying if they are doing it correctly. As opposed to the situation when they are in the class, where they may lack speaking confidence because they are worried about being teased by their friends. In the online learning process, besides the advantages, there are also disadvantages in using the Zoom cloud meeting application. This was discovered by users of online learning applications.

The disadvantages of using the zoom cloud meeting is network instability which can affect student concentration while studying, then teachers cannot monitor students directly while studying, besides that some students sometimes do not join due to the condition of students who don't have quotas or other problems. In online learning, network stability is

needed because it can affect the concentration of students and teachers during the learning process. In addition, it is feared that obstacles like this can affect student learning interest.

During the Covid-19 pandemic, the government required schools to carry out online learning at their respective homes. This turned out to have a negative impact on the learning process, due to the lack of direct interaction between teachers and students. Teachers cannot monitor directly when students are working on assignments, or even during exams. The many obstacles that occur during the online learning process, in fact have an impact on the external and internal conditions of students. This resulted in many of them not even following the lesson. The condition of students was explained by the respondents on result of interview, Tia and Tika said that,

*"The difficulties that I found, the first is unstable internet network when I was teaching while learning is taking place, suddenly the network error. Then there were some students who did not take part in the learning process, maybe because they didn't have facilities such as cellphones or laptops. Then when they join the meeting, their camera is off, so I don't know if they pay attention to the learning process or not."*

Studying from home is very different from the conditions when they learn from school, which will ultimately affect their learning outcomes. Moreover, on the interview, Asti with her opinion said,

*"the difficulty is that we can't see the seriousness of the students, as well as other difficulties we can't force them to take part in learning, because if in class we can monitor students directly, so that's the real difficulty during this online learning."*

Many difficulties experienced by teachers and students when carrying out the learning process online. Apart from not being able to interact directly, it turns out that the network also greatly influences the course of the learning process.

### Common problems teachers encountered using Zoom

This section explains the issues that occur for teachers and students when Zoom is used in the classroom. The participants were interviewed regarding the difficulties they faced with online education and the types of obstacles they encountered when using Zoom to teach English. They all have different responses to that. There are internal issues like feeling lagging and finding it difficult to absorb the material that the teacher is teaching, as well as external issues like network issues and phones running out of storage. In her opinion, Asti said,

*"The problem lies in our inability to gauge how serious the students are. While teachers are able to observe students in action in the classroom and correct any students who are not paying attention in class."*

In addition, a few teachers mentioned that some students were not paying attention to the lesson when they were studying online. As Tia and Tika said,

*"Some students elected not to participate in the learning process. This could have been due to network instability or even the fact that they were unable to participate in the online learning since they did not have an internet limit."*

Teachers are expected to be able to handle issues that may arise during online learning based on this expertise. In order to address issues that arise during Zoom instruction, the teacher must make improvements to the classroom while students are studying.

**Discussions**

*Teachers' familiarity of online learning*

Participants in this research have different opinions about their perception when teaching English by implementing online learning. The results of the interviews showed that the participants' understanding of the meaning of online learning and how to apply online learning during a pandemic was appropriate. This is also related to the perceptions of teachers in its application. Knowing how teachers' perception when implementing online learning is the purpose of this research. In a broad sense, perception is a way of thinking about something that shapes a particular attitude pattern. Perception, according to Robbins & Judge (2008: 175), is the process through which people arrange and interpret their sensory impressions to give the environment meaning. The set of senses that allow one to recognize changes in bodily postures and movements is included in perception. Perception can be defined as the process of seeing what is readily visible. However, the perceiver, the object, and the surroundings all have an impact on what is seen. All three of these ideas are emphasized by the definition of perception.

This theme was also determined because the researcher wanted to know the experiences of the teachers when they are teaching. Jalaluddin (2012) said that an individual perception on objects, events or relationships is obtained by inferring information and determin the message. The results of this study indicate that online learning creates different perceptions for each teacher and student. This is due to a significant change in learning habits that is felt, therefore it can lead to different perceptions. According to Young in Adrian (2010), perception is an integrating action that involves the senses. Additionally, it offers an evaluation of tangible or intangible goods. Sensing typically depends on environmental physical and social stimuli. Sensory input from this environment will be processed along with previously studied information in the form of beliefs, ideals, attitudes, and more. Additionally, the definition of perception includes the process by which people organize and interpret their sensory impressions to impart

meaning or impressions to their surroundings (Slameto, 2010). Perception is also the process through which information or messages enter the human brain.

From a physical, psychological, and physiological standpoint, perception can be defined. The process by which a person assigns meaning to experience is called perception; that is, even after specific inputs have been stored in a person's sensory memory, the processing is still considered perception. Due to its impact on how information enters the memory, perception is crucial. Perception is a process that people go through to organize and interpret their sense impressions in order to give their surroundings meaning, according to Wagner and Hollenbeck (2003: 160). According to Robbins (2008), contexts, perceived objects or objectives, and perceptual actors all have an impact on perception. Attitudes, goals, interests, and prior experiences are some of the human traits of perceptual agents that are more relevant to influence perception.

The researcher found that online learning is an effective way to provide learning activities when there is a problem to make a real class, such as a year ago due to Covid-19. The second respondent said that online learning means studying remotely and can be done anytime and anywhere without meeting directly with the students. The third respondent argued that online learning is the learning process that utilizes the internet and digital media in delivering learning material, and that teachers already understand how to apply this online learning in English lessons. Online learning is just as successful as traditional classroom instruction, claims Jacobs (2013). The caliber of the online training determines how much or how well a student learns. Students will learn more in a well-planned course than they would in one that is badly constructed.

### Teachers' improvement in teaching English

The development of technology has altered people's perspectives on a wide range of issues in today's society, including education. Carliner (2003) defined online learning as having access to educational opportunities through technology. A major change in the twentieth century has led to an increased necessity for communication skills in instructional approaches. One of the most recent developments in education is the invention of online learning activities. Thus, the definition of the teaching and learning process in Indonesia is based on a certain cultural viewpoint. For example, Indonesian students frequently use surface learning strategies that encourage rote memorization, poor critical thinking abilities, unreflective learning activities, passivity, and conformity. In this case, teachers could boost their student's motivation to learn by creating techniques that function as an outside source of support for their academic pursuits. The techniques and materials used in Methods Development are incorporated into Strategy Learning.

The results of the interviews showed that the teachers have the ability to adapt their lessons for online learning. This is evident from the fact that educators provide educational resources for each meeting, such as animated learning motion pictures, and they also

consistently prepare power point presentations. This indicates how important a teacher's approach is in stimulating students' passion for learning. Certain teachers are aware that students' comprehension of the subject matter varies. Thus, a variety of approaches are required to effectively meet learning objectives. Unfortunately, cheating through various means remains one of the primary drawbacks of online learning. Online students are more likely to cheat on exams than on-campus students because they take exams in their own homes and on personal computers. Cheat detection is more difficult during online assessments than it is during conventional testing processes since the students cannot be immediately viewed during assessments without a video feed. The use of smartphones in learning English as a foreign language provides a positive side for both students and teachers (Cavus, 2016). Additionally, students taking online exams might be able to allow a third party to take the test in place of themselves without a sufficient identity verification system in place, leading to a completely bogus test score.

### *Teachers' opinion on the advantages and disadvantages of online learning*

Online learning is a type of instruction where students are immersed in a virtual setting. The learning is internet-based, takes place remotely, and does not take place in a typical classroom. It connects students from different backgrounds. The way we teach and learn is changing pedagogically as a result of online learning. Through in-class activities that use interactive video technology, students are able to gain deeper understanding of the material (Gautam & Tiwari, 2016). This represents a change from lecturing from the top down to a more collaborative, interactive style in which the instructor and students co-create the learning process.

This method is based on the students and encourages them to become active learners. In online learning, there are several benefits felt by teachers, this is obtained from the results of interviews conducted, which then develop into themes. According to Almosa (2002) Online learning is becoming a trend today and can be used as an alternative to learning. For instance; online learning allows to observe much flexible learning ways to go for classes with much reduced need for travel.

Online learning is starting to become a trend in the digital era and can be used as an alternative learning in many situations. The nation now places a high priority on the ongoing development of English teaching and learning (Rahman et al., 2019). As for the benefits of online learning obtained from the interview results, they are practical and flexible. The first benefit of online learning is in terms of practicality. With online learning, interactions between teachers and students will be more practical because they don't have to travel to meet. In addition, there are no classrooms as a place for formal learning. The teaching and learning process can take place anywhere as long as it is conducive and can help to focus.

In addition, there is no need for extras such as having to "dress up well" or "look formal" so that it is more flexible. Online learning involves students being fully immersed in a virtual environment. The instruction is web-based, remote, and does not take place in a conventional classroom. It brings together students from all backgrounds. Online learning has a profound pedagogical impact on how we teach and learn. This is an evolution away from top-down lecturing toward a more collaborative, interactive approach where the teacher and students co-create the learning process. With the help of information technology, it is possible to operate as a conduit between students and professors, supply learning resources, and facilitate learning evaluation (Windhiyana, 2020). Based on the needs of the students, this approach motivates them to engage in active learning. Furthermore, Anderson (2008) lists the following benefits of online learning for students: While synchronous online learning offers real-time interaction between students and teachers, the students can use the internet to access current and pertinent learning materials and can communicate with experts in the field they are studying. Asynchronous online learning has no restrictions on time zones, location, or distance. Students can access the online materials at any time. The ability to attend classes from any location of choice is another benefit of online education. Additionally, it frees schools from the limitations imposed by geographic limits and enables them to connect with a wider network of pupils.

Online lectures can also be recorded, saved, and distributed for later use. This enables students to access the instructional materials whenever it is convenient for them. While, internet connectivity may not be an issue for students who live in metropolitan regions, it is for kids who reside in rural areas. The learning process is hampered in rural locations by the frequent difficulty in obtaining internet access. Limited network capacity, the ability to purchase quota, and other factors can make it difficult to access the internet. The online classroom is available every day of the week, all day long. Students get 24/7 access to their courses. This is even more practical for people who may want to review a lecture or need extra time to think about a particular passage before going on to the next one. The ability to learn anywhere and at any time (time and place flexibility), reaching students broadly (the potential to reach a global audience), and making it easier to perfect and store learning materials (easily updating of content as well as achievable capabilities) are some of the benefits of doing online learning, according to Waryanto (2006). Furthermore, before answering or moving on to the next issue in an online discussion, the student may pause and consider the remarks made by others. Students can express their opinions more clearly and in-depth thanks to this arrangement than they could in a typical face-to-face discussion setting. Resources and materials that may be physically placed anywhere in the world are available to students. In an online class, it is simple to bring in outside speakers or students from other schools.

Moreover, a fun learning experience in online learning has released learning items in the classroom such as teachers with markers and blackboards, as well as students with notes and pens. You will get more interesting teaching with various media formats, be it

photos, videos or audio. Then the delivery method used in online learning classes is also generally a combination of formal and informal. For efficient use of zoom, both instructors and students rely substantially on the internet (Brahma, 2020). An alternative during social distancing The Covid-19 outbreak has forced us to limit social interaction to break the chain of transmission, including the teaching and learning process in class. Even so, education must continue, one of which is by utilizing the online learning system. With this system students and teachers do not need to meet but the teaching and learning process can continue.

If there are advantages, then of course there will be disadvantages. In this study, researchers also obtained information about some of the disadvantages caused by online learning. One of the largest difficulties of online learning for many students is their inability to maintain their attention for extended periods of time. Online education has a number of disadvantages, such as the need for suitable infrastructure and financial resources, delayed or difficult communication through the internet (Waryanto, 2006). Additionally, online learning is more likely to cause students to become easily distracted by social media or other websites. Teachers must keep their online classes as succinct, fascinating, and interactive as possible to keep students engaged in the material. Online learning can offer limited access to resources and support compared to traditional on-campus classes, so it is important to choose an online university that offers direct access to all the resources and support you might need. This will help ensure that you have access to the resources and support you need.

Zoom's disadvantages include the fact that the initial session only lasts 45 minutes and that you must sign in again to join the conference for the subsequent session. Spending 15 to 20 minutes getting everyone ready for the video conference is another negative. Zooming out early on inhibits learning due to a variety of student limitations, such as first poor network connections and imprecise voice and pictures. But the zoom can be useful after everything is present and prepared, Brahma (2020). In conventional classrooms, teachers are able to provide students with quick, in-person feedback. If a student has a question about the curriculum, they can get an immediate response during the lecture or during set office hours. Students benefit from personalized feedback since it makes learning processes simpler, richer, and more significant while also increasing students' motivation levels. On the other hand, e-learning still has a tendency to struggle with student feedback. When regular assessment participants receive impersonal feedback, they grow unhappy.

According to Kasmir (2020), online learning via Zoom is occasionally limited by an inconsistent signal, resulting in the Zoom they access becoming disconnected. Online education providers are compelled to explore at other techniques of providing feedback because the conventional approaches don't always function in an E-Learning setting. It may take some time before any particular tactics are completely supported by research and

shown to be successful because giving student feedback in an online setting is still a relatively unstudied subject.

However, Zoom is a video conferencing service that has practical capabilities in presenting an online meeting atmosphere, according to Muhibuddin (2015). There are fewer extrinsic variables that encourage the students to perform well in an online learning environment. During their learning activities, students are frequently left on their own with no one prodding them along toward their learning objectives. Students who enroll in e-learning courses will discover that they frequently have to master challenging subject in a relaxing home environment without the added pressure typically connected with traditional universities. As a result, students who lack strong self-motivation and time management skills may find it challenging to meet regular deadlines while studying online.

### Common problems teachers encountered in using Zoom

This section explains the issues that occur for teachers and students when Zoom is used in the classroom. The participants were interviewed regarding the difficulties they faced with online education and the types of obstacles they encountered when using Zoom to teach English. They all have different responses to that. There are internal issues like feeling lagging and finding it difficult to absorb the material that the teacher is teaching, as well as external issues like network issues and phones running out of storage.

Besides the current issues, the participants possess certain strategies for handling such issues. This was created to improve the efficiency of the online learning process and increase the students' comprehension of the subject matter. In order to better understand the subject, students typically read it aloud several times. However still struggle to understand the content, them can usually find more information on Google and use Google Translate to help anyone learn it better. Talking to friends who are more knowledgeable about the subject is also a common way to solve this problem.

Additionally, E-learning is less effective than face to face learning, lack of communication among the learners to share their knowledge, cheating during examination because the teacher cannot control the students, students mostly copy and paste from the internet, the subject that needs more practical skills cannot be done by e-learning, and it spends more cost in time and money Arkorful & Aibadoo (in Firmansyah, 2020). Furthermore, another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process.

Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This

often results in a sense of isolation for the students. In this situation, it is imperative that the school allow for other forms of communication between the students, peers, and teachers. Students believed that utilizing the Zoom App was very successful in helping them fully comprehend the information on anatomy, according to Roy et al. (in Wilson, 2020). The use of technology might increase students' motivation for online learning. This can include online messages, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation. One of the main causes of students failing to finish online courses is still a lack of self-motivation on their own.

## CONCLUSION

The application of online learning during the Covid-19 pandemic turned out to make teachers have different perceptions. In addition, online learning turns out to have both positive and negative impacts in its application. This elaboration was obtained from the results of interviews with researchers to educators who at that time had to implement a system that had been determined by the government, namely online learning. Because of this, researchers can conclude that teachers feel helped by the zoom cloud meeting media as a means to support learning during a pandemic. Researchers also see that there are positive impacts caused by online learning, including more flexible study times because teachers and students can learn to adapt to existing conditions.

Online learning has fewer extrinsic variables that encourage students to perform well. During their learning activities, students are often left on their own with no one prodding them along. Additionally, cheating through various means remains one of the primary drawbacks of online learning. Online students are more likely to cheat on exams than on-campus students because they take exams in their own homes and on personal computers. Cheat detection is more difficult during online assessments than it is during conventional testing processes, and students taking online exams may be able to allow a third party to take the test in place of themselves without a sufficient identity verification system in place, leading to a completely bogus test score. Then another positive impact is that students can play an active role while learning. This was said directly by the teachers, that students who were passive in their class became more active when learning from home. This might happen because it is possible that there are some students who feel embarrassed if they are active in class, not infrequently those who are afraid of making mistakes will be laughed at by their friends in class.

In addition to the positive impacts, there are also negative impacts, including teachers cannot directly monitor student performance while studying because they can only teach via zoom. The negative impact of online learning is also influenced by a poor internet connection, then the limited quota that students have, which then makes these students not take part in learning and will ultimately affect their abilities and their learning outcomes later.

In order for a comfortable teaching and learning process to occur, the government should fully support it by providing free internet quota and improving internet connection systems in areas that cannot reach internet connections, because the internet connection is also very influential when this online learning process is carried out. For teachers, teachers are advised to be able to build a comfortable and innovative learning atmosphere during the learning process from home. This can make students more easily understand the material, so that the objectives of learning can be achieved. For other researchers, this research is limited to examining how teachers perceive the implementation of zoom cloud meetings in online English learning. Readers' feedback and the research of other researchers are needed as there is still much work to be done in this area of study.

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