## LECTURERS' CHALLENGES IN TEACHING EFL ONLINE USING ZOOM CLOUD MEETING

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**Abstract:** Zoom Cloud Meeting is one software that can be used in online learning. Nevertheless, it is assumed that some obstacles were found while teaching online using this tool. Departing from that point, this present study is an endeavour to investigate the lecturers' challenges in teaching EFL online using Zoom Cloud Meeting. A qualitative approach was used through a semi-structured interview. Three university lecturers were selected as the participants. The findings revealed that there were five challenges in teaching EFL online using Zoom Cloud Meeting. The first challenge was the lack of students' participation which made lecturers have to be more creative in teaching and make students happy to participate more. The second challenge was different students' characters, conditions, and readiness, The third challenge was lack of internet connection and lack of time. The last challenge was different uptake and understanding of students in receiving feedback. It can be concluded that it is necessary for lecturers to either follow some trainings regarding online teaching practice or getting involved in teachers' discussion forum or organization to do sharing and finding more effective ways in teaching in the context of online teaching mode.

**Keywords:** EFL online learning, online learning, zoom cloud meeting

## INTRODUCTION

The covid 19 pandemic has altered the education scheme to apply online learning. Hence, ICT- based learning becomes the only one alternative to employ in Indonesia, including in EFL teaching context. This means that ICT helped lecturers carry out online learning due to conditions that did not allow full face-to-face learning. It is further explained by Saveyene & Hong (2017) that this kind of learning is very closed to the use of Internet and any teaching platforms. Online learning is also assumed appropriate when the learners have limited mobility. Therefore, online learning is a suitable solution for Lecturers to carry out EFL Learning at this time ( Joksimović, et al., 2015; Ghirardini, 2011).

One technology which can be applied is Zoom Cloud Meeting Software. This platform is a cloud-based video conferencing service utilized to meet virtually with other people and allow you to record sessions for later viewing (Tillman, 2021). Zoom meetings

can also be used to conduct online learning and have features that support the learning process, such as raising your hand, live chat, sharing screen, etc. With features in Zoom, lecturers can present their course content in a variety of ways (Guzacheva, 2020). As an instance, zoom meeting is effective to employ on teaching variety of subjects such as grammar (Octaviani, 2021), speaking (Putri & Suryaman, 2022), and writing (Erna et al., 2022) and other aspects (Helda & Zaim, 2021; Mu'awanah & Sumardi; Suparno, 2021). In addition, EFL lecturers must also be responsible for making creative teaching methods through Zoom Video Conferencing to achieve learning outcomes (Sanjaya, Fitri, & Hadiyatulloh, 2021).

Nevertheless, many EFL lecturers found some obstacles in conducting online learning process, so is in using Zoom Cloud software. First, poor internet connection is the main concern (Mu'awanah, Sumardi, & Suparno, 2021; Laili & Nashir, 2020). Second, limited equipment is owned by students, such as inadequate devices and not being familiar with the learning platform (Mu'awanah, Sumardi, & Suparno, 2021). Third, the software or application uses a large amount of internet data or quotas (Rahmat & Fachrunnisa, 2021; Laili & Nashir, 2020). In the other hand, the teachers also found several problems when teaching online using Zoom Cloud Meeting. Teachers have limited time to organize classes when using Zoom Cloud Meeting (Sanjaya, Fitri, & Hadiyatulloh, 2021). Then, Teachers also experience difficulties monitoring student progress (Gunawan, Kristiawan, Risdianto, & Monicha, 2021).

From previous research, it can be said that only teachers and students experience technical problems in the online learning process with Zoom Cloud Meeting. Therefore, there is still a need for more in-depth research with another focus. This research aims to find out lecturers' challenges in teaching EFL online using Zoom Cloud Meeting by focusing on the learning instruction components; pre-instructional activities, content presentation, and learners' participation.

**LITERATURE REVIEW**

In relation to the research aim, this part elaborates relevant theories about the platform (Zoom Meeting), and the learning instruction as the focus of this study.

**Zoom Cloud Meeting**

Zoom Cloud Meeting is a cloud-based video conferencing service that you can use to meet virtually with other people and allow you to record sessions for later viewing (Tillman, 2021). Zoom meetings can be used to conduct online learning and have features that support the learning process, such as raising your hand, live chat, sharing screen, and so on. With features in Zoom, lecturers can present their course content in a variety of ways (Guzacheva, 2020).

When the spread of Covid-19 occurred throughout the world, including Indonesia, Zoom became more widely known and widely used by many schools and universities as a media to carry out teaching and learning activities synchronously.

The Zoom app is effective when it comes to place and time (Oktaviani, 2021). By using Zoom app, Students can do lectures online at their respective homes without having to go to campus. Zoom also help lecturers become easier in monitoring student attendance because during face-to-face lectures, lecturers often wait for students who are late to attend lectures.

Not only effective in terms of place and time, the use of Zoom also has a positive effect which has an impact on independent learning and makes students feel more confident and able to manage the time(Vellanki & Bandu, 2021)

**Learning Components of Instructional Strategies**

An instructional strategy is a strategy in learning which is a set of teaching materials and procedures used with these materials to enable student mastery of learning outcomes (Dick, Carey, & Carey, 2015).

To facilitate the instructional design process, Gagné's events of instruction are organized here into five major learning components that are part of an overall instructional strategy:

1. Pre-instructional activities
2. Content presentation
3. Learner participation
4. Assessment
5. Follow-through activities

*Pre-Instructional Activities*

There are three factors at this stage: motivating students, informing the learning objectives, and stimulating recall of relevant knowledge or skills they already know.

*Motivating Students*

The lack of interest and students' attraction to a material becomes a problem in instruction. One of the instructional designers, based on John Keller's psychological literature on motivation review in 2010 , he tried to overcome this problem by developing the ARCS (Attention, Relevance, Confidence, and Satisfaction). The first aspect of motivation is gaining and then maintain it throughout the instruction. Students' attention can be earned by using emotional or personal information, asking questions, creating mental challenges, and perhaps the best method of all, using examples of human-interest. The second aspect of motivation is relevance. Students will lose attention when they do not perceive subsequent instructions as relevant to them. When instruction is believed to be irrelevant, learners ask, "Why do we have to study this?". To keep their motivation, an important purpose in the life of the student should be linked to the teaching process. Third, component of the ARCS model is confidence. Students must be sure that they can master the teaching objectives, In order for them to be highly motivated. If they lack of confidence, it means that they less motivated. The last component of the ARCS is satisfaction. High motivation depends on whether students get satisfaction (also known as encouragement) from the learning experience.

*Informing The Learner about the Objectives*

This component is use to inform the learners of the objectives of learning. By telling the learning objectives they will know what to memorize, solve and interpret. In addition, students will be helped in focusing their learning strategies.

*Stimulating Recall of Prerequisite Learning*

This component is to inform students about the prerequisite skills needed to start instruction. It is used as a test to ensure that students get an initial sight of the relationship between what are they going to learn and what they already know. Instructor can give learners a brief test on the entry skills and requiring demonstrated mastery before proceeding or by giving sketchily explanation of the required entry skills and informing learners that instruction will continue on the belief that they can perform these skills.

*Content Presentation*

The next step is to determine exactly what information, concepts, rules, and principles must be presented to the learner. This is the basic explanation of what the unit is all about.

## Learner Participation

Another important component in learning process is practice with feedback. The learning process can be enhanced greatly by providing learners with activities that are directly relevant to the objectives, giving learners an opportunity to practice what you want them to be able to do. One approach is to embed practice tests —a test to provide active learner participation during instruction— into the instruction. Not only should learners be able to practice, but they should also be provided feedback or information about their performance.

## Assessment

There are four types of criterion-referenced tests that can be used as strategies for constructing instruction, including entry skills test, pre-tests, practice tests, and post-tests.

Entry skills test is given to students before they start teaching. This test refers to this criterion assessing students' mastery of prerequisite skills, or skills that students must have mastered before starting teaching. Pre-tests are given to students before they start teaching for efficiency—to determine whether they have previously mastered some or all of the skills to be included in the teaching.

Practice tests are given to provide active participation during instruction. Practice tests can train students' new knowledge and skills, as well as self-assess their level of understanding and skills. Post-tests are administered following instructions, and they are parallel to protests. Except they do not include items on entry skills. Posts used for measuring purposes are included in the instructions. The post-test should assess all goals, especially focusing on the final goal.

## Follow-Through Activities

Follow-up activities are activities to review all strategies to decide whether the learner's memory and transfer needs have been addressed. These questions can be answered first by reviewing the analysis of the performance context, which should describe the conditions under which learners must perform the instructional objectives. Memory skills is used to Consider what learners must recall from memory while performing the instructional goal.

Transfer of learning occurs when learning in one context or with one set of materials impacts performance in another context or with other related materials. Content presentation and learner participation are repeated for each instructional goal or goal group; they are also repeated in summary form for terminal purposes. Components of Pre-instructional activities and Assessment activities are repeated selectively as needed for goals or groups of goals based on content, length of lesson, teaching flow, student needs, and so on.

Additionally, as stated in the background part, most of previous studies centred on the analysis of technical barriers in using Zoom Meeting in online learning. Hence, this study is an endeavour to focus on the components of pre-instructional activities, Content presentation, and Learner participation.

## METHOD

This study was carried out to find the lecturers' challenges in teaching EFL online using Zoom Cloud Meeting. Therefore, this study employed a case study design due to several things. First, this research is based on a case where lectures are still being held virtually. Second, this research focuses on a very small scope, namely what challenges are faced by lecturers in teaching EFL using zoom, especially on the components of learning; pre-instructional activities, content presentation, and learners' participation. Third, this

study was not used to generalize the findings, meaning that this study only focused on the context in which this research was conducted. In relation to this, case study design is used to investigate a contemporary phenomenon in depth and within its real-world context (Yin, 2018). It means that the findings in this study could not be generalized since the challenges of lecturers in undertaking online learning using this platform are not same.

This research was conducted in one of the universities in Garut, West Java, Indonesia where there are several lecturers who have conducted online learning using Zoom Cloud Meeting. Participants in this study were three EFL lecturers. Research participants were selected after considering two criteria, which are; an EFL lecturer and has taught using Zoom Cloud Meeting.

In collecting data, semi-structured interviews were conducted by involving three English lecturers with qualifications of online teaching experience using the Zoom application as respondents with the aim of getting the desired answers related to research. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. The interview will be in the form of questions related to problems and challenges in teaching EFL online using Zoom Cloud Meeting that focuses on problems in learning components of instructional strategies with only three of five components, there are; Pre-instructional Activities, Content Presentation and Learner Participant, while the other two components, Assessment and Follow-Through Activities were not selected because these two activities are not activities that can be done face-to-face virtually using zoom. This interview was conducted once for each respondent with a duration of 10 to 16 minutes in each interview and during the interview process the researcher recorded the audio of the interview and the results of the interview were transcribed.

Interactive model of Miles & Huberman (1994) was used to analysed the data. Including 3 steps, namely: (1) data reduction, (2) data display, and (3) conclusion drawing and verification. In the data reduction stage, the researchers reduce the data obtained by eliminating irrelevant data and selecting the required data, collecting field data, selecting and classifying them. In the data view, the researchers organize and condenses a collection of information that allows drawing conclusions. Finally, drawing conclusions and verification involves the researchers in interpretation.

## FINDINGS AND DISCUSSION

### Challenges in Pre-Instructional Activities

According to the collected data, there are several challenges in the pre-instructional activities. First, the challenge is that not all students answered the questions that the lecturer asked when the lecturer asked the question at the lecture's opening. It is supported by the statement of lecturer one.

> Excerpt 1
> Not all students are active, the response from students is always lacking, so I always choose students randomly to answer questions. (Lecture 1)

It means that the students' activeness and responses in pre-instructional activities are still lacking. Another challenge faced by lecture 2 is about the students' readiness in answering the question in pre-instructional activities. it is supported by the statement of lecturer 2.

> Excerpt 2

> When giving questions, there are some students who are not ready to answer, especially low achievers, but high achievers always answer. The response varies. (Lecture 2)

It means that there were differences in student readiness when answering the question from the lecturer. The high achiever student always answers the asked question. On the contrary, the low achiever students rarely answer questions because they are not ready to answer them.

Then the next challenge is the condition of students who are different when the lecturer starts to lecture, making them less enthusiastic in opening the lecture. This is evidenced by lecturer three, who said that the condition of students who were tired when lecture hours started in the afternoon or evening would be less enthusiastic in opening lectures.

Based on the obstacles above, it can be concluded that there are three challenges in pre-instructional. The first obstacle is the lack of students' participation and responses. The lack of students' participation and responses may be caused by low student motivation. The previous study supports that the lack of motivation means no action and difficulty reaching the desired goal (Demir & Budak, 2016). On the contrary, if the students are motivated for learning, they participate actively in activities (Tasgin & Tunc, 2018). This makes lecturers have to be able to prepare strategies or take action to overcome if there are no students who answer questions at the beginning of the lecture or when student participation is lacking.

Moreover, the lecturers' role is the most crucial factor in creating motivation in online learning and maintaining the students' motivation. The lecturers have to be friendly, warm and enthusiastic during online learning (Selvi, 2010). Research also supports this sound that If the teachers can use supportive, gentle, friendly and warm-hearted gestures and mimics, the students can be more active (Dallimore, Hertenstein, & Platt, 2004; Fassinger, 2000). This is a challenge for lecturers for creating good students' participation in online learning through Zoom Cloud Meeting,

The next is different students' readiness in online EFL learning. Students' learning readiness is vital for every learning process so that students can easily follow lectures and understand the material presented by the lecturer. (Hadiningrum, 2019). It means that when students are not ready to follow the class, they may not answer the questions asked by the lecturers. This is also a challenge for the lecturer to provide an active learning environment, understand students' behaviour, and understand the students' character (Vonderwell, 2004).

The last is students' condition, when lectures start at noon or afternoon, where students have conditions that do not support learning, in other words, when the students are tired. This means that the main factor of this problem is the start time of lectures which affects student participation, supported by research that found that learning was better in the morning (Muhammad, Sidhu, & Srinivasan, 2020). This is a challenge for lecturers who must be able to change the learning atmosphere that can make students enthusiastic about learning. This also means that lecturers have to be able to see the situation and condition of students before asking questions in pre-instructional activities.

**Challenges in Content Presentation**

Some conditions that became obstacles were also found at the content presentation stage. The first challenge in content presentation is there were students who did not turn on the camera. It is proven by the statement of lecturer 1.

Excerpt 3

> Sometimes there are students who don't activate the camera so that the participation of students is very less. (Lecture 1)

It means when the student turns off the camera, it shows that student participation in listening to material explanations from lecturers is still low. The second challenge in content presentation is the internet connection problem. It is supported by the statement of lecturer one.

> Excerpt 4
> Since there are some other obstacles such as connection sometimes, I need to explain the material twice. (Lecture 1)

It means that sometimes lecturers face internet connection problems which cause lecturers to explain the material twice to students. Then, the last challenge in content presentation is the lack of time in explaining the content. It is proven by the statement of lecturer three, who said that there was a delay in transferring material to students; therefore, the lecturer makes analogies and illustrations until students understand. It means that when the lecturer presents the content, it takes more time to transfer the material. In addition, it is also supported by the statement of lecturer two.

> Excerpt 5
> When I target a material to be completed in one meeting, but because there are other elements such as student factors, especially the student's ability to capture the material, there are always sudden modifications so that all students can catch. There must be a lot of adjustment of teaching strategies with certain techniques, and also the timing is sometimes lacking as well. (Lecture 2)

It means that the lecture time is longer due to differences in students' understanding of the material. The lecturer makes sudden modifications so that all students can understand the material being explained. In brief, there are three challenges in the content presentation stage.

The first challenge was the lack of student participation when the lecturer delivered the material, and sometimes students turned off their cameras. There are several reasons why students did not turn on their cameras, such as; students feeling shy or uncomfortable with the notion that everyone can consistently see them or are looking at them, Poor access to high-quality internet connectivity, and desire to maintain privacy (Castelli, 2021).

When the students turn off the camera, it will limit the interaction between the lecturer and students. In addition, the lecturers no longer receive nor have the opportunity to respond to students' body language, facial expressions, and general tone or vibe of the Zoom classroom (Lemelin, 2021). Therefore, lecturers must be able to control and monitor to pay attention to students, and the lecturer can ask the reason why the students turned off the camera.

The second challenge is an unstable internet connection. Internet connection is the most important thing in online learning. An unstable internet connection is one of the obstacles in the content presentation stage. Sometimes, the lecturer has to explain the material twice when the internet connection becomes unstable. It is also supported by research that found that internet connection has become a problem in online learning (Williyan & Sirniawati, 2020; Champa, Rochsantiningsih, & Kristiana, 2019; Rosalina, Nasrullah, & Elyani, 2020).

Therefore, it is needed for a lecturer to have better class management and prepare everything needed for teaching online through Zoom Cloud Meeting. This is also supported by a previous study by Mardiani & Azhar (2021)

The last challenge in the content presentation stage is a lack of time or poor time management. When lecturers explain the material, they sometimes explain it a little outside the allotted time. When the internet connection is bad, sometimes the lecturer explains the material twice, which takes longer. Lack of time in teaching via zoom can also be caused by an unstable internet connection, as described above.

In addition, the lecturer also needs some time to prepare for the online class. This is supported by research which found that the lecturer started the course on time as always but needed a little bit ready for the type and needed more time to gather all of the students to join in ZOOM (Fatoni, Lukman, & Wafa, 2021). The lecturer needs to be more prepared 15 minutes before the class starts.

**Challenges in Learner Participation**

The first challenge in Learner Participation – practice and feedback – is not every student will take all the feedback. This is supported by the statement of lecturer two.

> Excerpt 6
> For this part it is more about uptake and understanding students. sometimes there are students who take all the feedback and sometimes also ignore some. (Lecture 2)

It is caused by the uptake and understanding of students when lecturers provide feedback to them. It means that not all students take all the feedback from the lecturer in the feedback process. Sometimes the students ignore the feedback from the lecturer and are still misguided.

This is related to the effectiveness of the feedback itself. Effective feedback must be dynamic, behaviour specific, timely, interactive, constructive (must enhance future learning) and attended to (Obilor, 2019). Therefore, lecturers must be able to make effective feedback so that students better understand effective feedback delivered and receive feedback that has been given.

Then the next challenge is the feedback process takes too long. It is supported by the statement of lecturer one, who said that when providing feedback, sometimes it takes a lot of time, so during lecture, more time is spent in the feedback process. The feedback process takes more time, and lecturers sometimes do not have enough time to provide feedback. This is also related to the effectiveness of giving feedback. In this case, the lecturer should be able to provide feedback in a short time.

The last challenge in learner participation is low students' participation. It is evidenced by statement of lecturer 3.

> Excerpt 7
> So student participation in a group there is less participatory, usually it happens because there is a connection problem, not on cam. this makes the lecturer confused whether the student is really listening or not, and when there is no response, it is very hindering. (Lecture 3)

It means that when students turn off the camera, it will confuse the lecturer whether the student listens to the explanation from the lecturer or not. It can indicate that student participation is low. Therefore, lecturers have to be able to encourage students to turn on their cameras and may ask why the students turned off their cameras.

Therefore, there are three challenges in learner participation stage. First, the different uptake and understanding of students in receiving feedback from the lecturer. Second, time-consuming feedback process. It means that lecturers must pay more attention to the time when providing feedback and must be able to explain feedback briefly but quickly understood by students. The last is low students' participation. It means that lecturers have to be more creative use different methods in providing feedback.

**CONCLUSION**

The conclusion reveals that three problems which should be overcome by EFL lecturers. The first challenge is the lack of students' participation and responses, making lecturers be more creative in teaching EFL online. Students are more interested in lessons and participate more in every learning activity. In addition, the attitude of the lecturers, who are pleasant, friendly, gentle, and supportive, will also make students happier to participate in learning. The second challenge is different students' characters, conditions and readiness, which makes lecturers have to provide an active learning environment and understand the students' conditions, characters and behaviour. The third challenge is the lack of internet connection and lack of time which make lecturers should be able to organize better classes and prepare everything needed for online teaching through Zoom Cloud Meeting. The last challenge is different uptake and understanding of students in receiving feedback which makes the Lecturer have to be more efficient and effective in giving material and feedback to students so they will understand the feedback easily.

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