

INVESTIGATING THE ZOOM APPLICATION AS A VIDEO CONFERENCING PLATFORM IN THE ONLINE LEARNING PROCESS BASED ON TEACHER'S PERCEPTION

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Abstrak

Penggunaan platform Zoom merupakan salah satu solusi dalam mendukung pelaksanaan pembelajaran online yang masih memiliki kelebihan dan kekurangan dalam penerapan dan pemanfaatannya. Studi ini mengeksplorasi persepsi guru tentang penggunaan platform ini dan kelebihan dan kekurangannya dalam proses belajar mengajar. Penelitian ini merupakan penelitian kualitatif dengan mengikuti Model Analisis Data Kualitatif oleh Miles, Huberman, dan Saldaña (2014). Data dikumpulkan melalui kuesioner terbuka melalui Google Form, melibatkan 12 guru bahasa asing. Kajian tersebut mengungkapkan bahwa para guru menganggap Zoom sangat bermanfaat dalam proses belajar mengajar, terutama di masa pandemi ini dalam menyampaikan dan menjelaskan materi pembelajaran karena Zoom menyediakan berbagai fitur bermanfaat yang mendukung pembelajaran bahasa asing. Guru menganggap Zoom sebagai platform yang efektif untuk memfasilitasi pembelajaran online selama pandemi. Namun, para guru juga mengakui beberapa tantangan yang mereka hadapi dalam menggunakan Zoom dalam pengajaran bahasa asing mereka, seperti koneksi yang tidak stabil, pulsa internet yang mahal, dan keterbatasan waktu.

Kata kunci: Virus corona, persepsi guru, media pengajaran, platform Zoom

Abstract

The use of the Zoom platform is one solution in supporting the implementation of online learning, which still has advantages and disadvantages in its application and utilization. This study explores teachers' perceptions about using this platform and its advantages and disadvantages in teaching and learning. This research was qualitative, following the Model of Qualitative Data Analysis by Miles, Huberman, and Saldaña (2014). The data were collected through open-ended questionnaires through Google Form, involving 12 foreign language teachers. The study revealed that teachers found Zoom very useful in teaching and learning, especially during this pandemic period in delivering and explaining learning materials because Zoom provides various helpful features that support foreign language learning. Teachers perceived Zoom as an effective platform to facilitate online learning. However, teachers also admitted several challenges in using Zoom in their foreign language teachings, such as unstable connection, expensive internet credit, and time limitations.

Keywords: Coronavirus, teachers' perception, teaching medium, Zoom platform

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INTRODUCTION

The spread of the Coronavirus pandemic since the beginning of the year has caused many countries to make changes to avoid and reduce its negative impact. Indonesia is also one of the countries affected by this virus

and has begun to make changes. One of the changes is that the Indonesian government issued a stay-at-home policy to break the chain of spreading the Corona-19, which is spreading easily and quickly [1]. Each activity, such as conferences, seminars, and meetings, is held at

home virtually [2]. Education is one of the various fields affected by this pandemic situation. The teaching and learning process is held at home through online learning to keep teachers and students healthy using technology and the internet [3]–[5].

Despite the negative perception of online learning [6]–[9], the whole world maneuvered to switch to online learning, a learning mode relying on the support of computer and mobile technologies. Technologies, teaching strategies, and students' behavior establish the ground for successful online learning [10]–[12]. Concerning the technologies, online teaching platforms are available along with their specified features [13]–[18]. The most common platforms are video conferencing tools such as Cisco WebEx Meeting, Google Meet, and Zoom, learning management systems such as Moodle, Google Classroom, and Edmodo, or online messenger such as Telegram, WhatsApp, and Facebook Messenger [19]–[23].

Zoom Meetings is a video conferencing platform that allows the user to communicate with several people simultaneously and exchange visuals and audio information [2], [5], [13], [22], [24], [25]. It provides the users with several features such as schedule, share screen, upcoming meetings, personal notes, status, chat tab, starred message, and message box [2]. This platform can be used for free and with payment [2], [26]. The free account has limited time for each meeting, while paid account can use it for free [2], [5].

The Zoom platform has been found effective as a medium for virtual teaching and learning [27]–[29]. It is a beneficial platform both for teachers and students [29]. This platform allows teachers and students to communicate digitally, such as delivering, sharing, and receiving information and the learning material [27], [28]. Despite the benefits, previous studies have found the weaknesses and challenges of zoom as a teaching medium [13], [29]. Therefore, this article investigated teachers' perception of the Zoom platform as a teaching and learning tool especially with the massive need for online learning after the outbreak of the pandemic while maintaining minimal physical contact. The results are expected to describe the situation in the field faced by educators so that it can be taken into consideration when designing online learning using Zoom.

METHOD

This research used a qualitative research design by [30]. The subjects of this research

were 15 foreign teachers of elementary schools in Denpasar. The 15 foreign teachers were selected purposively from seven elementary schools in Denpasar, consisting of 11 female teachers and four male teachers as samples who teach foreign languages and use the Zoom platform as a medium to facilitate teaching and learning process. This research aimed to describe foreign teachers' perceptions of using Zoom as a platform during the Covid-19 pandemic. This research was conducted during online learning due to the Covid-19 pandemic. The method used in collecting the data was an open-ended questionnaire delivered through Google Form. The researcher uses an interactive model by Miles et al. [30] to analyze the data as presented in Figure 1.

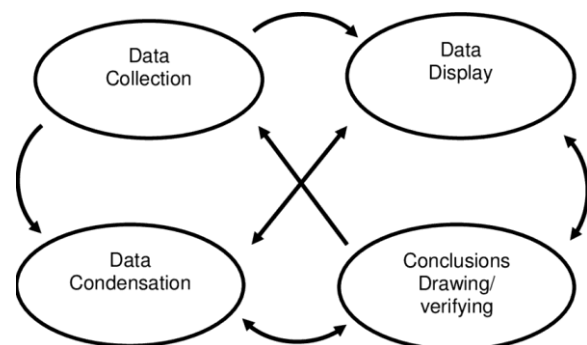


Figure 1. Interactive Qualitative Data Analysis

After the Google Form was filled by the participants, data condensation was conducted by reading the teachers' responses on the Google Form. This process aimed to eliminate invalid data irrelevant to the research problem. Then researcher proceeded to display the data, where data is collected, organized, and compressed to help researchers understand, conclude, and act. Lastly, the researcher drew and verified the conclusion.

FINDINGS AND DISCUSSION

According to [31], excellent online learning facilitates the users, both teachers, and students. They emphasize that online learning should allow teachers and students to contribute to the class activity, communicate, and share information and material they know. For [31], online learning should promote differentiated learning. In online learning, by using technology, educators can meet the needs of their students by presenting documents, videos, and pictures. Zoom, as a foreign language teaching medium, was beneficial in supporting the teaching and learning process carried out online [26].

In general, teachers use zoom as a video conferencing platform. They usually started their

class through video conference and accompanied with use of the screen sharing feature is used by teachers to display and share images, videos, or document files such as writing from Ms. Word or PowerPoint related to the material being taught that can be seen by all students and then discussed together. In addition, the use of screen sharing can be integrated with the use of additional applications such as Mentimeter to explore students' opinions. When teacher needed to hold group discussion activities, they used the breakout room feature. They used this feature to group his students and visit each room to see the discussion activities carried out by students. The chat box is used by teachers to share learning materials, then they can conduct written discussions with students so that all students have the same opportunity to express their opinions about what is being studied or discussed.

The present study revealed that teachers considered Zoom beneficial, as shown in Figure 2. However, it is also found that Zoom in the implementation provided some challenges, as illustrated in Figure 3. The table below summarizes teachers' positive perceptions and challenges in using Zoom as a foreign language teaching medium.

Teaching foreign languages during this pandemic has become quite challenging. However, with the features available on this platform, the teaching and learning process is

greatly helped where many activities can be done in offline classes. Based on the table above, six positive perceptions of teachers show excellence, and three negative perceptions indicate challenges in implementing the Zoom platform in foreign language classes. According to [31][32], and [33], online learning is distance learning supported by applications such as video conferencing and internet connections. This finding is supported by [34], who revealed that implementing online learning that involves the role of technology has pros and cons.

1. Teachers' Perception of the Use of Zoom in Foreign Language Classrooms

Based on the questionnaire responses, it is described that the Zoom platform is an all-in-one platform. Most teachers revealed that the Zoom platform has six advantages in its use as a distance learning medium. These advantages, as illustrated in Figure 2, are revealed to be very supportive of the teaching and learning process because of the various exciting features available on this platform. According to [22], the advantages of the Zoom platform are that it is easy to use and helpful in building verbal communication during online learning. In addition, Zoom provides beneficial features such as mute, chat, screen sharing, and breakout rooms.

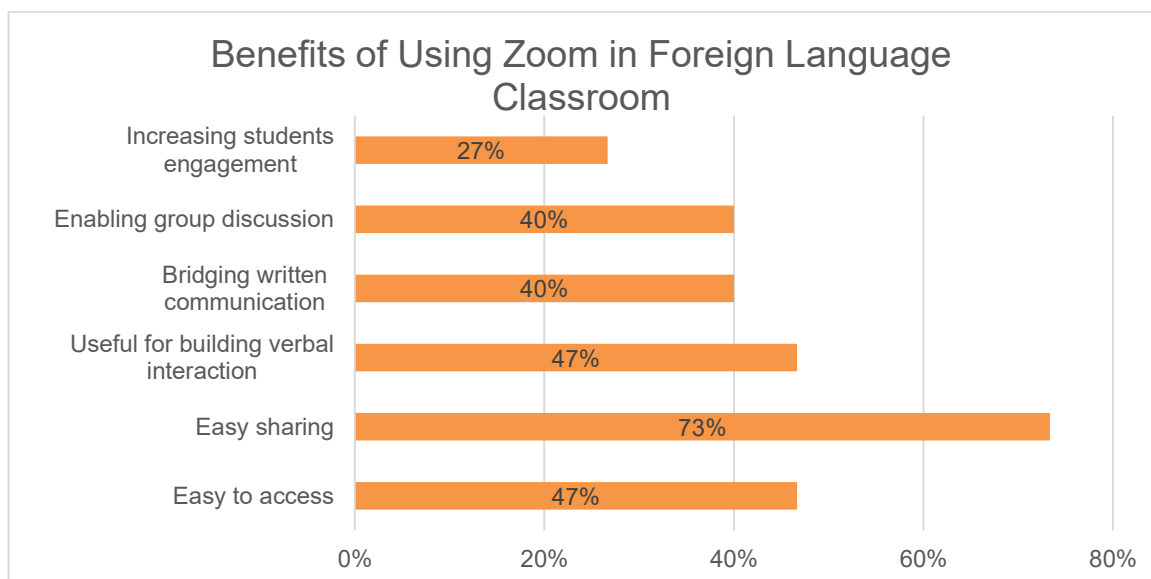


Figure 2. Teachers' Perception of the Benefits of Using Zoom in Foreign Language Classrooms

a. Easy to Access

Zoom is one of the platforms that is often used as a medium to teach foreign

languages during online learning. It was chosen because of its practical use and is considered easy to access by its users. Seven out of fifteen

teachers liked to use this platform because of its ease of access, namely Teachers 1, 2, 4, 5, 6, 7, and 8.

The zoom platform in foreign language classes is easily accessible. Teacher 1 categorized the Zoom platform as a friendly platform for teaching and very helpful for teachers because of its practical use. Similarly, Teacher 4 also put Zoom as *"user-friendly since it is easy to use. It allows real-time interaction between teacher and students."* In other words, this platform has a lightweight way of use and access. Meanwhile, Teacher 2 stated that this platform was easy to use to build teaching and learning activities. The teacher mentioned, *"Yes, of course, it facilitates online learning. The teacher can teach virtually for the students."* Many activities can be done with this platform which significantly helps the success of the online foreign language teaching and learning process because its use is not complicated. The same perception was expressed by Teacher 7, where Zoom made it very easy to conduct virtual classes and other teaching and learning activities.

In addition, Teacher 5 revealed that Zoom was *"easy to use and more flexible, it has some feature and useful for online learning,"* emphasizing that this platform is easy and flexible to use where users can access it wherever they are. In addition, Teacher 6 also gave a statement that was in line with Teacher 5, who stated that the use of Zoom greatly facilitated the teaching and learning process of foreign languages during this pandemic. With this platform, teachers and students could join anywhere outside the classroom. On the other hand, the ease of access was also highlighted by teacher 8 with a different perspective. This platform was easily accessible from laptops or smartphones without additional costly devices.

Based on the responses above, it is clear that Zoom is easily accessible to teachers. This finding is supported by [25], which states that Zoom is a platform with simplicity in installation. Easy installation is the most important thing for a platform before use. In contrast to [21] which revealed that Zoom is an easy-to-use platform for teaching virtual classes during the pandemic, supported by its features. In line with [24], [29], they revealed that the features available on Zoom are straightforward for educators to run during online classes.

b. Easy Sharing

Easy sharing also benefits teachers when using Zoom as a medium for teaching foreign languages. Users can share the learning

material in many forms, such as documents, pictures, and video forms. Eleven of fifteen teachers agreed that this platform was easy to share anything through screen sharing and chat box features. They were Teachers 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, and 15.

As a great platform, Zoom indeed would serve the users with useful features, one of the great features provided is screen sharing. Teacher 3 expressed that the screen sharing feature is beneficial for sharing the learning material with the students. They can see the material share by the teacher on their screen. Teacher 5 also expressed that Zoom *"...provide a feature that can use by the teacher... For example, Zoom provides a whiteboard and share screen features. So, the students can see when the teacher explains the material even though the class was conducted online."* Similarly, Teacher 6 also revealed that using Zoom makes it easier to share the learning material during this online learning.

The screen sharing feature uniquely helps teachers to share material while explaining it. Teacher 7 revealed that Zoom allows them to share videos with students to watch during class. Meanwhile, according to Teacher 9, one of the advantages of Zoom is also shown from the screen sharing feature where various types of learning materials are mainly images because teaching elementary school requires attractive visual aids.

Interestingly, the screen sharing feature helps teachers teach like in offline classes, where this feature can be helpful as a whiteboard or LCD projector to display learning materials. Teacher 10 stated that the screen sharing feature is helpful for distance learning because it makes it easier for teachers to convey their teaching material. In addition, Teacher 11 proves that Zoom is convenient for sharing material in the form of PowerPoint files as it is done in the classroom. All forms of learning material can be easily shared with students.

Similarly, Teacher 12 expressed that the Zoom platform has many things, one of which is screen sharing, with which the teacher *"can teach during zoom meetings by sharing our material using the share screen menu."* The teacher added, *"I really like this menu because we can explain more to our students our learning material."* It indicates the screen sharing feature was helpful because it can be used to explain the learning material to students in more detail, similar to the use of whiteboard in a conventional class. In addition, Teacher 13 also revealed that sharing material is not a difficult thing to do with the screen sharing

feature. It is a very convenient feature for online learning when the teacher has to ensure all students have access to the learning material.

On the other hand, the other features, such as chat box, also help the teacher share the learning materials. According to Teacher 14, he *"uses chat box to have discussions"* in addition to the screen sharing feature. The chat feature is also a favorite feature that helps the teachers convey material to students through images and other material forms. According to Teacher 15, the chat feature allows instructors to enter URLs, images, and documents so the entire class can view these materials in real-time. It is shown that during teaching and learning activities, students can access or download learning materials provided by the teacher in this feature.

The most important thing that educators must pay attention to during the online teaching and learning process is how to choose a platform that makes it easy for them to share information, materials, and learning topics. According to [34] and [35], Zoom is a platform that makes it easier for teachers to share information because it has a screen-sharing feature. The screen sharing feature acts as a whiteboard helping teachers to share text, images, videos, and other forms of material [24], [25], [37]. In addition, the chat box feature also allowed teachers and students to share links and documents [22], [24]. Based on these benefits, Zoom is highly recommended for online classes because it has screen sharing and chat box features that make it easier for teachers to convey information, such as using whiteboards and LCDs in offline classes.

c. Useful for Building Verbal Interaction

As we know, speaking is one of the essential skills that must be taught to students to communicate with the people around them. However, during this online learning, verbal interaction between teacher and students becomes very limited and challenging. The proper use of platforms such as Zoom is revealed to support the teaching and learning process of foreign languages because this platform connects teachers and students in verbal interactions such as offline classes. Based on the teacher's responses to the questionnaire, it was found that seven out of fifteen teachers revealed that using Zoom helped establish verbal interactions between teachers and students, seven of whom were Teachers 2, 4, 6, 7, 8, 9, and 12.

Zoom is an excellent platform for connecting teachers and students. Teacher 2 expressed that one of the many advantages of Zoom is that teachers can conduct teaching and learning activities face to face with students and interact with them. Face-to-face classes via zoom will help teachers to interact directly with students. Similarly, Teacher 9 also responded that direct interactions between students and teachers occurred as was done in the classroom without any awkwardness. It shows that Zoom has facilitated online learning because students feel like they are learning in the classroom.

Based on responses from Teacher 7, Zoom has the benefit of holding video meetings that allow verbal interaction using the audio feature. The audio feature is vital in this platform as it allows users to communicate in any direction where teachers and students provide feedback on what is discussed. In addition, Teacher 8 stated that this platform is very good for building communication, especially for lower grade students, because of its simple features. The simplicity of the feature is constructive for direct communication between teachers and students.

In addition, Teacher 4 also revealed that this platform *"... allows real-time interaction between teacher and students"*. By interacting directly with students, teachers can find out how students' speaking skills are. Similarly, Teacher 6 stated that in addition to measuring students' interaction skills, Zoom also helps teachers explain learning material that students found difficult to comprehend on their own. It is imperative to explain learning material to students, especially in this situation. Then, Teacher 12 revealed that question and answer activities could be easily carried out with this platform. This activity helps teachers explore students' learning needs and allow students to build their assertiveness in expressing their opinions about a term.

Several studies support that Zoom helps facilitate direct interaction between teachers and students. According to [24], Zoom allows teachers and students to interact face-to-face like in an offline classroom. Virtual classrooms using Zoom were found to be effective in facilitating reciprocal verbal interactions between teachers and students [21], [37]. In line with [35], utilizing the Zoom platform during online learning can create direct and natural communication for all class members. These findings show that Zoom is excellent for establishing reciprocal verbal communication between teachers and students during this pandemic.

d. Bridging written communication

Besides helping build verbal communication, Zoom allows written communication using the chat box feature. Students and teachers use the box feature to express their opinions and feelings. Based on the questionnaire responses, six teachers expressed that Zoom effectively bridges written communication: Teachers 5, 6, 7, 10, 11, and 13.

The chat feature available on Zoom helps teachers explore students' ability to communicate in written form. Teacher 5 also revealed that Zoom had *"The ability to connect synchronously with your students over video (if bandwidth allows), audio, screen sharing, poll, and text chat."* The chat feature dramatically facilitates the teaching and learning process where teachers and students can communicate through this feature. The benefits of this feature are beneficial for teachers to encourage students to express themselves in written form. Teacher 6 responds that the chat feature can be used to communicate, just like chat in general, and is very helpful for teachers to get students' opinions if they are afraid to speak. Similarly, Teacher 7 also gave a similar statement where the chat feature can function to explore the understanding of students who are less able to express it verbally.

Students and teachers can do many activities using this chat feature. Teacher 10 stated that she/he used the chat feature to exchange thoughts between users. In the same perspective, Teacher 11 also revealed Zoom features such as a chat feature that helps students express their opinions during discussions. In addition, Teacher 13 also revealed that the chat feature helped students to convey their arguments. This finding shows that the chat feature on the Zoom platform facilitates students to communicate the learning material and express their opinions.

Written communication will allow students to express their feelings and views on the discussed material. Zoom as a great platform facilitates students to be still able to communicate in the form of chat through its features. Based on [24], the chat feature helps teachers check students' understanding because students can express it by typing in the chat column. In addition, the available chat feature helps students develop written communication skills [36]. So the chat feature on Zoom is handy because it helps teachers hone students' written communication skills, making this platform suitable for online learning.

e. Allow group discussion

Group discussion activities are challenging during this online learning, as a lack of direct interaction may diminish their ability to work collaboratively. To overcome this, teachers must choose platforms that can support discussion activities. Interestingly, the Zoom platform is one platform that provides a variety of great features, one of which is the breakout room feature. This feature can help teachers facilitate their students with face-to-face group discussion activities. Based on the questionnaire responses, 6 out of 15 teachers revealed that this feature helped teachers hold group discussions, including Teachers 2, 5, 7, 9, 13, and 14.

Group discussions are part of educational activities that should persist. The online teaching and learning process is not an excuse for educators to eliminate these activities. According to Teacher 14, Zoom allows students to have group discussions, *"either when you enable breakout rooms for them, or when they use their personal meeting rooms to meet with peers."* Likewise, according to Teacher 13, group discussions can still be carried out where students are divided into several rooms using the breakout room feature. Based on the responses of the two teachers, it became news for teachers who could still help students conduct group discussions using the Zoom platform.

Face-to-face discussions can be carried out using the breakout room feature provided by Zoom. According to Teacher 2, it is very easy to divide students into several groups and facilitate face-to-face discussion activities using the Zoom feature. Similarly, Teacher 7 revealed, *"Breakout rooms and hands-up options help facilitate small group discussions with spontaneity previously only achievable in a physical classroom setting."* Using the breakout room feature, the teacher can divide students into several groups conveniently and provide opportunities for students to choose their respective groups. The responses of the two teachers illustrate that dividing students into discussion groups is very easy. Besides, students can also be free to choose their respective groups by relying on the breakout room feature provided by Zoom.

On the other hand, collaborative skills are crucial for students because they can exchange perspectives on the topics covered. Teacher 5 revealed that group discussions allowed students to get new information, which Zoom facilitates by providing features that allow

collaborations. In addition, Teacher 9 also stated that his students could gain new insights after group discussions by using the breakout room feature. It shows that the breakout room feature facilitates group discussion activities. Although the teaching and learning process takes place online, collaboration skills are essential skills students have to build through the learning process.

The Zoom breakout room feature supports the teaching and learning process, making it easier for teachers to hold discussion activities. Breakout room features on Zoom turn out to be the advantage of Zoom [22], [25]. According to [24], group work activities are activities that are pretty difficult for teachers to do during this pandemic. However, with the breakout room feature, teachers can place students in small groups or pairs in one session to engage in spoken language practice, discussion, and role-play. As a platform that facilitates collaborative work, Zoom is highly recommended as a platform that facilitates online teaching and learning activities.

f. Improves Students Engagement

Online learning makes students miss what they are doing in the classroom. However, with the Zoom application as a medium that bridges the online learning process, students feel like learning directly in the classroom. Teachers' responses regarding the use of Zoom revealed that another advantage of Zoom is that it makes students more active in online classes. Four teachers, namely Teachers 1, 6, 7, and 15, revealed that Zoom increases student engagement.

Student engagement in teaching and learning activities is vital. Therefore teachers must be good at designing teaching and learning activities and using engaging media such as Zoom to increase student engagement. According to Teacher 15, the use of Zoom was revealed to effectively engage students during the teaching and learning process in which learners can experience various activities. In addition, Teacher 7 also revealed that student engagement increased because Zoom allowed teachers to conduct polls using Mentimeter to engage students' participation. Zoom is interesting because it provides users with advanced features so that various activities can be carried out online.

On the other hand, Teacher 1 shows that students enjoy learning to use Zoom because they feel like studying in a classroom,

making them more willing to participate actively. Their activity helps them to understand the material taught by the teacher. According to Teacher 6, Learning by using Zoom allows students to get new, fun, and exciting learning experiences because Zoom can display various learning materials. The sophistication of this platform helps teachers to be able to present learning materials in various forms that can undoubtedly attract the attention of students.

Several studies also support this finding where it was revealed that Zoom was able to increase student engagement. According to [29], students become more active in Zoom classes because they can still communicate orally and in writing with their friends and teachers. In addition to communicating, this platform allowed teachers to build enjoyable class activities that engage students' activeness, such as group discussion and question and answer [25]. In addition, to engage learners' participation, polls or surveys can be integrated with Zoom which the link can be shared through the chat box feature, and the responses can be shared using the screen sharing feature [24].

Teaching and learning activities are more limited during this online learning than usual. However, the online teaching and learning process using the Zoom platform was revealed to be able to facilitate teaching and learning activities that are difficult to do in a situation like this because it has many features that support the teaching and learning process [22], [29], [37]–[39]. Based on the data above, it is revealed that the six advantages of Zoom as a learning medium are easy to access, easy to share, helpful in building verbal interactions, bridging written communication, enabling group discussions, and increasing student engagement.

2. Teachers' Perception of the Use of Zoom in Foreign Language Classrooms

Using the Zoom platform in the teaching and learning process gives a distinct impression to teachers. Based on the responses to the questionnaire, it was revealed that Zoom also has disadvantages, as shown in Figure 3. Some teachers revealed that Zoom's shortcomings were generally caused by technical support such as unstable connections, expensive internet credit, and limited time. Based on [22], using Zoom to support online learning provides advantages such as unstable connections. Meanwhile, the expensive internet quota is also a challenge in Zoom online classes [37].

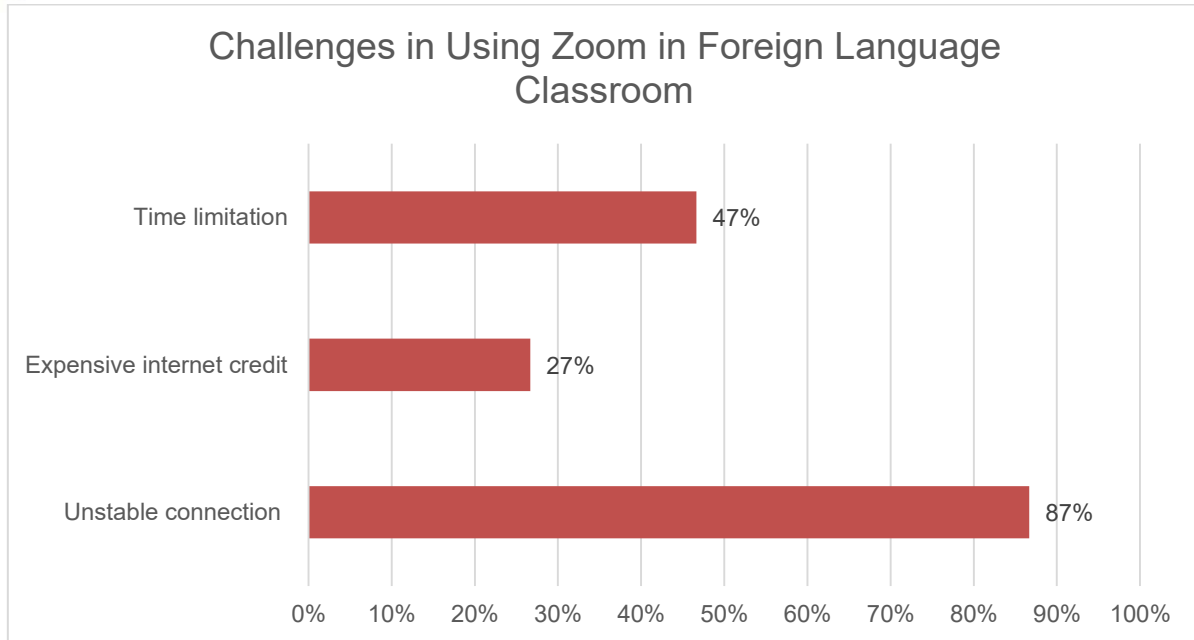


Figure 3. Challenges faced by teachers in using Zoom in their Foreign Language Classroom

a. Unstable Connection

The first disadvantage when using Zoom as a teaching and learning medium is an unstable internet connection. The responses of 13 out of 15 teachers indicated that connection is the main obstacle teachers face in teaching, where the Zoom platform requires a stable and fast connection. Those 11 teachers includes Teachers 1, 4, 6, 7, 10, 11, 12, 13, 14, and 15.

An internet connection is essential in the Zoom platform's teaching and learning process. According to Teacher 1, it was revealed that network problems hinder the continuity of the teaching and learning process. As the teacher said, "...although sometimes we have problem in-network." In line with that, Teacher 2 revealed that teachers often face the loss of internet connection when teaching. In addition, Teacher 6 also stated, "Sometimes, when I lost the internet connection, it suddenly ends without any warning," signaling that the network often disconnects by itself so that users will automatically enter and leave the room. Teacher 12 also provides a similar perspective that users need a strong connection for meetings to start and end properly. These responses show that connection turns out to be the most crucial aspect when we want to use Zoom as a learning medium.

On the other hand, a strong connection is needed when we want to use Zoom as a teaching and learning medium. According to the teacher, connection problems are inevitable when connecting to the Zoom using cellular data quota. In addition, Teacher 13 also revealed,

"Zoom needs a strong connection to use. It has limited time for a meeting if the user is not using premium Zoom." Similarly, Teacher 14 stated that all members need fast and reliable internet access. These responses show that having an internet connection is not enough to use Zoom, but the internet connection must be stable and strong to smoothen its use.

An unstable internet connection affects video and audio quality. According to Teacher 7, poor internet connection displays poor video quality and intermittent audio. In addition, Teacher 10 said, "Zoom must be used in a good internet connection to get smooth videos ."Meanwhile, Teacher 11 revealed that having a bad connection sometimes hinders screen sharing. In addition, Teacher 15 revealed that an unstable internet connection affects students' understanding of the learning material because they cannot hear the audio and see the screen. The poor network makes the audio and video quality poor, affecting students' understanding of the material.

The most common problem during Zoom classes is an unstable internet connection. Similarly, [24] stated that an internet connection is an obstacle to using Zoom because it needs a connection to connect. On the other hand, a bad internet connection affects the smoothness of the meeting where the audio and video quality becomes poor or does not connect anymore. So internet connection must be highlighted when we want to hold Zoom classes [39], [40].

b. Expensive Internet Credit

Apart from connection problems, expensive internet credit turns out to be the second disadvantage of the Zoom platform, where this platform requires much internet quota. Based on the responses, only four teachers revealed that using Zoom used a lot of internet quota, including Teachers 1, 4, 11, and 13.

The use of Zoom is revealed to be wasteful of quota. According to Teacher 1, in conducting meetings using Zoom, the teacher said, "... *the disadvantages are it takes much quota, and it needs stable internet connections.*" While Teacher 4 reveals that it consumes a lot of mobile data because Zoom can simultaneously display video, audio, and more. Similarly, Teacher 11 stated that teachers must pay much for the internet quota to conduct meetings using Zoom. Teacher 13 also provides a similar perspective where "*Zoom was effective but cost much quota*" this indirectly requires users to pay for expensive internet quotas. The high cost of credit will make it difficult for teachers and students to take Zoom classes.

As a platform that can display audio and video simultaneously, it is clear that this platform will consume a lot of internet quota. Zoom has many advantages in being a teaching platform where teachers can meet directly with students and normally interact in offline classes. Therefore users have to pay a lot for internet quotas to enjoy the advantages [37]. Undeniably, this platform's advantages are very much needed during this online learning even though it requires users to pay expensive credit or quota. In addition, [24] also stated that the weakness of Zoom is a waste of internet quota, which will burden teachers and students. It can be concluded that although this platform requires users to pay expensive credit and quota, this platform is still highly recommended to be used to support the continuity of the online teaching and learning process.

c. Time Limitation

The last disadvantage of Zoom is the time limitation. For regular users, Zoom has a usage time limit. Seven teachers revealed Zoom's weakness in the limited meeting time based on the questionnaire responses: Teachers 2, 3, 8, 9, 10, 13, and 14.

As a learning medium that currently facilitates online classes, Zoom has a time limit for use. Teacher 2 reveals that the drawback of

Zoom is the limited duration of use. Teacher 2 stated, "*For free plan account, meeting time is limited.*" Teacher 3 also stated that meeting time using zoom was limited. The same thing was said by Teacher 8, who argued that one of the disadvantages of Zoom is the time limit. It is annoying when time runs out while teaching or explaining the material. However, Teacher 13 reveals that hosts are limited to 40 minutes per meeting. Time constraints are an obstacle in using Zoom, requiring Zoom users to be good at taking advantage of the available time.

To be able to use Zoom indefinitely, users must upgrade their accounts. According to Teacher 9, teachers should pay for account upgrades, so that meeting time becomes unlimited. While Teacher 10 reveals, "*Zoom can't be used completely for free because users have to upgrade accounts.*" In addition to Teacher 10, Teacher 14 also revealed that Zoom is not totally free to use where teachers have to pay for an account so that meetings can be held without having to rejoin the room. To overcome the time constraints on Zoom, users can upgrade accounts requiring teachers to pay according to the specified price.

Zoom platform has three types of accounts that serve the users with advantages. The basic account is a free account that allows users to hold a meeting for forty minutes with up to a hundred people, whereas to use Zoom without time restrictions and get additional features, the user has to pay around fifteen to forty-nine dollars (Dale, 2020). In addition, the basic account turns out to be the first type of account with a time limitation of about forty minutes per meeting [36]. In this account, users must create a new link or rejoin the meeting to continue if the meeting time is more than forty minutes.

CONCLUSION

From the study results, it can be concluded that the teacher revealed that using Zoom was very useful in the teaching and learning process. It is also revealed that this platform is very easy and flexible to use. They feel that using the Zoom platform in online learning makes it easier for them to deliver learning materials by relying on various exciting features provided by this platform. It also helps teachers keep assessing student performance, such as students' speaking ability. Interestingly, this platform still allows teachers to monitor students while sharing screens where similar platforms have not provided this sophistication. Zoom was an attractive platform for facilitating and supporting the teaching and learning process [38]. Teaching and learning activities

have become more effective than expected in the digital space by implementing the Zoom platform, as expressed by [36], [37], [39]. This platform's features help teachers do many activities such as breakout rooms, chat boxes, and screen sharing. Teachers also reveal this application's weaknesses when used to facilitate learning, including limited facilities where not all students have laptops or smartphones and technical problems such as unforeseen network problems. However, the present study is subject to several limitations. The first is that the study was limited to teachers' perspectives on using Zoom for their teaching. Teachers' digital skills were not taken into consideration upon selecting the sample. Further research is needed to explore how teachers' digital skills affect their teaching success in online learning. However, given the drastic transition in learning as the aftereffect of the pandemic, Zoom is a great platform that provides some exciting features that can facilitate distance teaching and learning.

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