



Utilizing online video conference platforms to teach English at universitas Bengkulu: Non-English department students' perceptions and their problems

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ABSTRACT

Learning English at Bengkulu University before and after the Covid-19 pandemic showed a very different process. Face-to-face learning has turned into a learning process called Learning from Home. This study aims to describe the perceptions of Bengkulu University students from the Non-English Department and describe the problems they face in participating in online learning of MKU Bahasa Inggris. The data collected by using a Google Form questionnaire were described in a qualitative descriptive method. The results showed that students' perceptions of learning English online during the covid-19 pandemic had a positive perception. This can be seen from the percentage of the data based on several dimensions, namely the dimensions of performance expectations, learning atmosphere, and student interaction. With this positive perception result, it is hoped that the implementation of the Bengkulu University Rector's Decree No. 25 of 2020 regarding certain TOEFL score requirements for UNIB graduates can be achieved. The process of learning English using an online video conference platform at Universitas Bengkulu is generally well implemented, so that it can support the implementation and achievement of the Rector's Decree in the future if the pandemic is still ongoing. Furthermore, most of the problems faced by the students in online learning are not in understanding the subject matter or in carrying out activities and doing the given assignments, but on technical barriers, such as signal and electrical problems.



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Coronavirus virus disease 2019 (COVID-19), which has become a global pandemic, first entered and spread in Indonesia in March 2020. To anticipate the spread of this virus, the Minister of Education and Culture of

the Republic of Indonesia has appealed for online learning (on the network) in areas affected by COVID-19 since 16 March 2020 (Minister of Education and Culture, 2020b). Shortly thereafter, with the increase in Covid-19 cases, the Minister of Education and Culture of the Republic of Indonesia demanded all education units to carry out online learning on March 24, 2020, as a health protection measure for students, educators, and educational staffs in schools and universities (Minister of Education and Culture, 2020a).

Educators and students as important elements in the teaching and learning process are required to make major changes from conventional face-to-face education to online education (Bao, 2020; Basilaia & Kvavadze, 2020). Online learning is a series of learning activities in a subject that is delivered through a network that provides access to knowledge exchange (Atmojo & Nugroho, 2020). Attitudes, interpretations, evaluations, assessments, motivations, and student's success are generally emphasized in online learning (Sun, 2014). This is in line with Sujarwo, et al., (2019), who argue that online learning can be done easily by students in all fields because it is not limited by space and time.

In addition, the current industrial revolution 4.0 has caused technological developments to be increasingly unlimited. This can support online learning to run effectively so that the learning process can be carried out even though the educators and students are in different places (Verawardina et al., 2020). In online learning, the teaching and learning process is independent and has high interactivity, able to improve memory, provide more learning experiences with video, text, audio, and animation, all of which can be used to convey information, and also provide convenience in delivering and updating content (Arnesti & Hamid, 2015). In addition, students can also send electronic messages to their friends, use chat rooms, exchange comments on discussion forums, and share video conference links that can be used to communicate face-to-face directly (Arnesti & Hamid, 2015). This online learning is expected to be able to solve the students' problems on obtaining education during the pandemic.

Online learning through face-to-face video can be done by using video conference platforms such as Google Meet, Microsoft Teams, Zoom, ClickMeetings, BigBlueButton and others. The researchers limited this current study to focus on the most frequently used video conference platforms based on the study conducted by Cavus and Sekyere-Asiedu (2021) on comparison of online video platforms in term of their contributions to education during COVID-19 pandemic. The result of this study revealed that, every or each of the selected online video conference has their various advantageous features. However, the comparative results pointed out that Google Meet and Zoom offer the longest free usage to the platform than the others just by creating an

account on either of the platforms. By considering this access-simplicity, the researchers applied these two video conference platforms in this study.

Several related studies on online learning through video conference platforms have been conducted. One of them is a study by Khasanah and Syarifah (2021) on the perceptions of English Language Education students at UIN Sunan Ampel Surabaya towards online learning via Zoom during the Covid-19 pandemic. The results of this study state that the use of the Zoom application provides a new experience in online learning activities. And the students can easily operate several features of the Zoom application in carrying out online learning activities. In line with these results, research conducted by Maulana & Hamidi (2020) on student perceptions of online learning in practical courses in vocational education shows that 66.4% of the students' perceptions are positive with some aspects that are assessed are aspects of teaching and learning.

Moreover, the study on the use of Google Meet was conducted by Nehe (2021). The study used qualitative research by focusing on descriptive analysis to explore students' perception in English speaking class as it was followed by 13 English students in the second semester of English Study program of STKIP Setia Budhi Rangkasbitung who join speaking lesson. The results of the research are about students' perception emphasized on interaction, teaching learning process, psychological aspects, and speaking skills. The researcher found that interaction showed that there were three patterns of interaction. They were interaction lecturer-students, students-lecturer, and students-students interaction. The three interactions happened well since the number of them was 100% and all students were involved in speaking activity. The data showed 100% which means that they did not have any barriers during English speaking class with google meet video conference.

The theory and research results above show that teachers can take advantage of online learning platforms such as Zoom and Google Meet to bring technology into the classroom. However, the use of technology is not without problems. There are many types of problems that hinder the effectiveness of online learning.

Huang et al. (2020) detail three key challenges in online learning during a pandemic. First, educators have limited time in preparing and/or adapting learning materials from offline to online. Second, the lack or limited opportunities for educators and students to interact directly and freely during online learning which results in disruption of the learning process. Third, the use of an effective pedagogical approach requires more effort in motivating and activating students in online learning. Byun & Slavin (2020) also found that although facilities were adequate and the national curriculum facilitated

online learning very well, the imbalance in education obtained by each participant was also caused by family influences and financial problems.

Regarding the English learning at Universitas Bengkulu, English course (MKU Bahasa Inggris) is only given with a frequency of 2 Semester Credit Units (SKS) for Non-English Education students. The time for learning English is relatively less proportional to the demands of graduation requirements. Based on the Bengkulu University Rector's Decree Number 25 of 2020 Article 60 concerning Graduation, it is stated that a student is declared to have passed the Vocational and Undergraduate Program if he has met the requirements of having passed the TOEFL Prediction test with a minimum score of 400 organized by the UPT Bahasa or an equivalent test from a recognized international institution. This is certainly a big challenge in learning English. Even without the pandemic that requires online lectures, this requirement has demanded that the quality of English learning at Bengkulu University be further improved.

In this study, researchers focused on the perceptions of undergraduate students, especially non-English Education students, regarding online English learning. This perception will be related to students' awareness of university regulations regarding the minimum TOEFL score as a graduation requirement. Furthermore, it will also discuss the problems and/or challenges the students face while participating in online English learning.

Studies on students' perceptions had been conducted several times on other related studies both at schools and university levels. However, a study on the perception of non-English Department students has not been talked much. Thus, this study seeks to achieve the objective of describing this topic, and the problems that is discussed in this paper is summarized in the following research questions: 1) What is the perception of non-English Department students about online English learning through video conference at Universitas Bengkulu? and 2) What problems and/or challenges are faced by non-English Department students regarding online English learning at Universitas Bengkulu?

In terms of student perceptions, the researchers limit the scope of the research to three main topics, namely (a) Student perceptions related to the performance expectancy dimension in online learning, especially using video conferencing applications (Zoom and GMeet); (b) Students' perceptions related to the dimensions of the atmosphere or learning environment in online learning; and (c) students' perceptions related to the dimensions of student interaction. These three topics are considered to be influential elements in maintaining the quality of English online learning.

METHOD

Subject of the Research

The research method used in this research is a descriptive study with a qualitative approach because the problems relate to humans which fundamentally depend on observation. Arikunto (2016) said that research with a descriptive qualitative approach intends to understand the phenomena of what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others holistically and using descriptions in the form of words and language in a special context.

The subjects of this study were 50 Accounting students at Universitas Bengkulu from semesters 3 who had been involved in online learning via video conference platforms during the Covid-19 pandemic. This class was selected because the researcher taught the class in the odd semester of 2021/2022 academic year. Therefore, the results of this study can also be an evaluation for the researcher and the class. A non-probability sampling technique with a convenience sampling approach was used in determining the sample. Sugiyono (2016) explains that non-probability sampling is a sampling technique that does not provide equal opportunities for each element or member of the population to be selected as a sample. Meanwhile, convenience sampling is sampling that is done by chance, that is, anyone who coincidentally meets a researcher can be selected as the research sample.

Data Collection Technique

Data collection was carried out by distributing online questionnaires using Google Form with questions divided into 3 groups of dimensions to be studied: the dimension of performance expectancy in online learning specially using video conferencing applications (Zoom and GMeet), the dimensions of the atmosphere of learning environment, and the dimension of student interaction. The questionnaire of this study was built by adapting the questionnaire of Khasanah and Syarifah (2021), and Anggraini (2021). The questionnaire used the Likert Scale with five option answers, namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SDA).

Data Analysis Procedure

In this study, the instrument was in the form of a questionnaire, the results of which were in the form of numbers. However, Arikunto (2016) suggests that descriptive statistics are statistics whose job is to "describe or "explain" the symptoms of research results. Descriptive statistics are very simple in the sense that they do not calculate and do not generalize the results of the study. Based on this opinion, the statistics used in this study are only as a tool and complement to calculate the data from the instrument given to respondents. The descriptive statistics used is not strongly in-depth, but it only calculates

the percentage of an answer to the research questionnaire. Therefore, the research results are still explained qualitatively.

FINDINGS

The research results are displayed briefly in tabular form. Table 1 shows the students' perceptions related to the dimensions of performance expectancy in online learning, especially by using video conferencing applications (Zoom and GMeet), Table 2 shows the students' perceptions related to the dimensions of the atmosphere or learning environment (learning environment) in online learning, and Table 3 shows the students' perceptions related to the dimensions of student interaction (student interaction). These three aspects are influential elements in maintaining the quality of learning English online.

The Students' Perceptions Related to the Dimensions of Performance Expectancy

There are 9 questions related to the performance expectancy dimension, namely point number 1 to number 9. Table 1 shows the results of the questionnaire with general performance expectancy criteria, not specifically for learning English only. This is intended to see the general perception of the students towards the use of online technology for learning.

Table 1. Performance expectations on the use of zoom and google meet applications

No	Performance Expectancy	Positive Perception		Neutral N	Negative Perception	
		SA	A		DA	SDA
1	I feel that the Zoom/G-meet application can help make online lectures easier during the covid-19 pandemic	40.7%	38.9%	20.4%	-	-
2	I feel that the Zoom/G-meet application is relevant to use for online lecture activities during the covid-19 pandemic	22.2%	59.3%	14.8%	3.7%	-
3	I feel that the Zoom/G-meet application provides benefits in online lecture activities during the covid-19 pandemic	25.9%	51.9%	22.2%	-	-
4	I feel that the Zoom/G-meet application provides a new experience in online lecture activities during the covid-19 pandemic	31.5%	61.1%	5.6%	1.9%	-
5	By using the Zoom/G-meet application, it can be more efficient to establish communication	22.2%	44.4%	24.1%	7.4%	1.9%

No	Performance Expectancy	Positive Perception		Neutral N	Negative Perception	
		SA	A		DA	SDA
	between lecturers and students during the covid-19 pandemic					
6	Using the Zoom/G-meet application can increase the chances of successful lectures that have been planned during the covid-19 pandemic	9.3%	37%	37%	14.8%	1.9%
7	I feel that the ability of information technology is an important provision to be able to use the Zoom/G-meet application	18.5%	55.6%	25.9%	-	-
8	I feel that the Zoom/G-meet application can increase productivity during the covid-19 pandemic	11.1%	48.1%	35.2%	5.6%	-
9	I feel that the Zoom/G-meet application facilitates me to be more creative in learning during the covid-19 pandemic	11.1%	35.2%	44.4%	7.4%	1.9%

As many as 79.6% of the students have a positive perception (agree/strongly agree) with the statement that the Zoom and Google Meet applications can help them make online learning activities easier. Then as many as 81.5% have a positive perception that the Zoom and Google Meet applications are relevant to use for online learning activities. A total of 77.8% stated strongly agree and agree that the Zoom and Google Meet applications provide benefits in online learning activities during the Covid-19 pandemic. Then, 92.6% of the students agreed that the Zoom application provides a new experience in online learning activities during the Covid-19 pandemic. This is in line with subject information data which shows that 72.22% of research subjects do not have experience in learning to use online technology before the pandemic.

Furthermore, as many as 66.6% of the students agreed that using the Zoom and Google Meet applications could be more efficient to establish communication between lecturers and students. But there were 9.3% of subjects who thought otherwise, while 24.1% chose a neutral answer. This is consistent with the results of the next question (number 6) which states that the use of the Zoom and Google Meet applications can increase the chances of successful learning that has been planned, where there are 16.7% of the students who choose to disagree and strongly disagree. Meanwhile, 37% of the students chose neutral, and only 46.3% of the subjects agreed and strongly agreed.

Then as many as 74.1% of the students agreed and strongly agreed that information technology skills were an important provision to be able to use the Zoom and Google Meet applications. Then, 59.2% of the students agreed that the Zoom and Google Meet applications could increase productivity during the Covid 19 pandemic, while 35.2% of them chose neutral. The last questionnaire question showed that only 46.3% of subjects agreed that the Zoom and Google Meet applications facilitated being more creative in learning during the Covid-19 pandemic. While 44.4% chose neutral, and 9.3% did not agree that the Zoom and Google Meet applications facilitated being more creative in learning during the Covid-19 pandemic.

These results show that the performance expectations of using the Zoom and Google Meet applications are generally positive. The results that tend to be negative are only seen in the 6th point questionnaire statement which states that the use of the Zoom and Google Meet applications can increase the chances of successful learning that has been planned. This is most likely a dilator behind most of the subjects who have no previous experience in learning using online technology, thus affecting their expectations of the performance of Zoom and Google Meet for online learning.

The Students' Perceptions Related to the Dimensions of the Learning Atmosphere

There are 8 questions related to the dimensions of the learning atmosphere, namely items number 10 to number 17. The questionnaire statement for the dimension of the learning atmosphere has been devoted to learning English.

Table 2. Atmosphere of learning English using online platform

No	Learning atmosphere	SA	A	N	DA	SDA
10	You want to study the learning media used by lecturers during the covid-19 pandemic.	16.7%	68.5%	14.8%	-	-
11	You are diligent in working on English assignments given by lecturers through online learning during the covid-19 pandemic, even though with a larger capacity than offline class assignments (face to face)	38.9%	46.3%	13%	1.9%	-
12	Learning English online has certain limitations, for example it is difficult to practice speaking skills	9.3%	40.7%	44.4%	3.7%	1.9%
13	You are motivated and enthusiastic to learn English through online learning during the covid-19 pandemic because lecturers provide	14.8%	48.1%	35.2%	1.9%	-

No	Learning atmosphere	SA	A	N	DA	SDA
	various language learning experiences like offline classes.					
14	Learning English online can practice basic language skills (listening, speaking, reading, writing) like an offline class.	13%	50%	27.8%	7.4%	1.9%
15	You feel that your basic English skills can still be developed through online learning	16.7%	50%	22.2%	16.7%	11.1%
16	Learning English online is not boring.	5.6%	40.7%	50%	1.9%	1.9%
17	You take online English lessons more actively in order to get good grades.	27.8%	50%	20.4%	-	1.9%

From table, it can be seen that those who want to study the use of online learning media used during the pandemic at Bengkulu University with a percentage agree and strongly agree as much as 85.2%, and the rest choose neutral. It can be seen that there are no students who disagree with this point. This indicates that the students have relatively high enthusiasm about the use of online technology for learning English. Furthermore, the majority of students, namely 85.2%, confirmed that the lecturer gave more English assignments in online classes compared to face-to-face classes. However, this condition does not become an obstacle because the students are still diligent in doing the assignments given. This 11th point corresponds to the 17th point, where 77.8% of the students actively participate in online English learning, including doing assignments, with the motivation to obtain good grades.

The motivation to obtain good grades is also supported by the ability of lecturers to provide various language learning experiences like offline classes, where there are 62.9% of the students who agree and strongly agree with this statement. However, only 46.3% of the students thought that learning English online was not boring, while 50% of them chose to answer neutrally, and 3.8% chose to disagree and strongly disagree.

In terms of honing language skills, online learning has certain limitations. As many as 50% of them agree and strongly agree that through online learning it is quite difficult to practice speaking skills. A total of 44.4% of them chose neutral for this statement, while 5.6% chose to disagree and strongly disagree.

The statement regarding the opportunity to develop English language skills through online learning is further confirmed through points 14 and 15. As many as 63% of respondents agreed and strongly agreed that learning English online can practice basic language skills (listening, speaking, reading, writing) like offline classes. This data shows results that contradict the previous point where 50% of them agree that it is quite difficult to develop

speaking skills. Therefore, it can be seen that for listening, reading, and writing skills in online classes, they have the opportunity to develop better than speaking skills. Furthermore, the respondents have high expectations that their English skills can still develop well as in face-to-face classes, with 66.7% agree and strongly agree.

The Students' Perceptions Related to the Dimensions of the Student Interaction

There are 7 questions related to the dimensions of the learning atmosphere, namely items number 18 to number 24.

Table 3. Student interaction when learning using the online platform

No	Student Interaction	SA	A	N	DA	SDA
18	Lecturers conduct question and answer activities about English material in learning through online learning, and I actively participate.	16.7%	61.1%	18.5%	3.7%	-
19	You feel more comfortable communicating (expressing opinions) through chat rooms rather than using a microphone.	22.2%	46.3%	29.6%	1.9%	-
20	In addition to individual assignments, the lecturer gives group activity assignments that require me to interact with my colleagues in online learning.	18.5%	66.7%	14.8%	-	-
21	The opinions I express in class discussions are always responded positively when learning online	20.4%	51.9%	24.1%	3.7%	-
22	In online learning, when I made a presentation followed by a question-and-answer activity, I found it quite difficult to discuss the answers to these questions with my group mates.	7.4%	25.9%	35.2%	29.6%	1.9%
23	You ask the lecturer when you have difficulty in learning English through online learning	20.4%	57.4%	22.2%	-	-
24	Lecturers pay attention to students thoroughly, not only focusing on students who are actively answering, but also responding to the comment's column.	14.8%	57.4%	27.8%	-	-

The data shows that 77.8% of students agree that they carry out question and answer activities about English material with a lecturer as appropriate in face-to-face classes, and they tend to be active in online English learning. Furthermore, 68.5% of them admitted that they feel more comfortable communicating (expressing opinions) through chat rooms rather

than using a microphone. This point is intended to look at the students' preferences in participating in class, not to assume that students who speak directly are better than students who participate through chat rooms.

Statement points number 20-22 are related to each other, namely discussing student interactions in discussion activities in online learning. There are 85.2% of students who agree that lecturers strive for interaction between students in online learning by giving group activity assignments that require students to interact with their peers. During discussion activities, 72.3% of them gave a positive response, namely agreeing and strongly agreeing that the opinions they expressed in class discussions were always responded positively when online learning.

However, apart from the discussion activities that went well, as many as 33.3% of them felt that in online learning, when making presentations followed by question-and-answer activities, they found it quite difficult to discuss the answers to these questions with my group mates. Regarding this, when conducting discussions in deciding the answer to a question, it usually requires additional time which may be a bit difficult to do when students do not meet face to face. A total of 35.2% chose a neutral answer, and as many as 31.5% of students did not agree with this statement which means that there are students who are able to handle this obstacle.

Regarding student interaction with lecturers, apart from asking questions about English material, 77.8% of respondents agreed that they were also given the opportunity to ask lecturers when they had difficulties in learning English through online learning. Furthermore, at the last point of the questionnaire, 72.2% of respondents confirmed that the lecturer paid attention to students as a whole, not only focusing on students who were actively answering, but also responding to the comment's column. It can be concluded that according to students' perceptions related to the dimensions of student interaction are positive perceptions, it can be seen from the high percentage of agree and strongly agree on the table list.

The Students' Problems in Online English Class

The results of the questionnaire on perceptions of non-English Education Students as respondents in this study indicate that the obstacles faced by the students in online learning are mostly not in understanding the subject matter or in carrying out activities and doing assignments, but rather on technical barriers. Of the 54 total respondents, only 26 people filled out open-ended questions regarding barriers to online learning, so the percentage calculation for the barrier category is based on 26 respondents.

Table 4 is a summary of the respondents' answers from an open questionnaire distributed with a Google Form link.

Table 4. Barriers to MKU English online learning

Variable	Category	Percentage
Technical problem	Signal difficulty	73.08%
	Unstable electricity (often blackouts)	19.23%
	Inadequate equipment (laptop, cellphone)	11.54%
	Insufficient quota subsidy	15.38%
Learning process	Difficulty understanding material online	11.54%
	Difficulty understanding how to teach lecturers	3.85%
	Too much work	7.69%
	It's hard to focus too long when studying online	3.85%

It can be seen that the biggest obstacle is technical problems, especially signal or network difficulties, which is 73.08%. In addition to the signal or internet network, quotas are also an obstacle that many students complain about (15.38%). Even though the campus has received a study quota, it is not enough to accommodate all student online learning activities. The intensity of using gadgets, both laptops and cellphones, which is quite high during this pandemic, of course also affects its performance. It was said that gadgets that often-made errors and were inadequate were also an obstacle for students in online learning (11.54%). Some are even constrained by the lack of this facility (do not have a laptop) so that they cannot be optimal in attending lectures and being stuck in doing assignments.

Furthermore, 19.23% of respondents complained about frequent power outages at their place during the hours when they took online lectures, thus disrupting the ongoing learning process. These complaints were obtained from both respondents who live in rural areas and respondents who live in big cities.

Regarding the Learning Process variable, several respondents admitted that it was more difficult to understand the subject matter with online lectures compared to face-to-face lectures (11.54%). There were respondents who complained about the lack of opportunities to discuss directly and freely with their lecturers, due to the limited features and quality of the internet network (3.85%). Judging from Table 4, there are students who complain that their concentration is easily disturbed or lacks focus due to unfavorable conditions at home (3.85%). In addition, online learning from home also poses a burden for some students because the assignments given by the lecturers become more (7.69%). Respondents complained that there

were piles of assignments from lecturers where almost all of them had almost the same deadline so they had difficulty completing them.

DISCUSSION

In the context of the crisis caused by the coronavirus pandemic, there are two major changes in the Indonesian higher education system. A shift to digitalization and a student-centric e-learning process. These changes occurred in a relatively short period of time. As e-learning platforms support this type of learning, digitization has forced educators to switch to a more student-centric form of education.

The questions in the questionnaire about the students' perception toward video conference platforms to support English online learning are sorted according to the dynamics of online learning. We have discovered that three problems usually occur with online learning (Huang et al, 2020), which are the dimension of the performance expectancy, the dimension of the atmosphere or learning atmosphere, and the final dimension of student interaction. The data from the questionnaire show that the students responded differently to using video conferencing platforms such as Zoom and Google Meet in their English classes. However, most respondents to this survey are positively aware of the use of Zoom and Google Meet.

From the dimension of performance expectancy, the results show that the performance expectations of using the Zoom and Google Meet applications are generally positive. The students have a positive perception (agree/strongly agree) with the statements that the Zoom and Google Meet can help them make online learning activities easier, are relevant to use for online learning activities, provide benefits in online learning activities during the Covid-19 pandemic, provides a new experience in online learning activities during the Covid-19 pandemic. This is strongly in line with the result of the study by Khasanah and Syarifah (2021). The result indicates that besides being a substitute for direct face-to-face learning, the students also showed a positive response to the use of the Zoom application. From knowing students' perceptions, it can be seen that zoom media can be used as a learning medium. In addition, most of the studies mentioned show that the students generally have a positive attitude towards online learning, but encounter technical problems or get more information in traditional courses.

Moreover, on the dimension of learning atmosphere, the use of Zoom and Google also stimulates student interest and engages them in new learning experiences. This is in line with the results of research conducted by Mustafa (2015) which states that students do not feel bored when learning through online platforms. However, in the current study, the majority of students, which is 85.2%, confirmed that the lecturer gave more English assignments in online classes compared to face-to-face classes. But this condition does not

become an obstacle, because students are still diligent in doing the assignments given. This point is confirmed by another point in the questionnaire in which the result showed that the students actively participate in online English learning, including doing assignments, with the motivation to get good grades. In summary, the data shows that respondents gave mixed responses to the use of online learning platforms such as Zoom or Google Meet during the pandemic. However, most of the respondents in this study viewed the use of Zoom and Google Meet positively.

Lastly, on the dimension of the students' interaction, the related study was conducted by Nehe (2021). The researcher found that there were three patterns of interaction: interaction lecturer-students, students-lecturer, and students-students interaction. The three interactions happened well. In this study, the focus is only on the student interaction, and the result also turns out to be positive. It is revealed that Zoom and Google Meet with their chat features can encourage students' self-confidence and motivation and can facilitate shy students to interact more with teachers and their peers.

Regarding the problem of using online learning platforms in English classes, the participants involved in the study mentioned that internet connection was the main problem that emerged during the use of Zoom and Google Meet. This finding is supported by the results of research conducted by Enriquez (2014) and (Ekmekçi, 2016) which state that access to the internet is the main disadvantage of using an online learning platform because although the platform requires a constant internet connection, not all students have good internet access.

CONCLUSION

This study aims to determine the students' perceptions of online English learning during the covid-19 pandemic and the obstacles faced by students. Based on the data analysis and the discussion, positive perception on the English learning through Zoom and Google Meet is obtained. This can be seen from the percentage of data based on several dimensions, namely the dimensions of performance expectations, learning atmosphere, and student interaction. With this positive perception result, it is hoped that the implementation of the Bengkulu University Rector's Decree No. 25 of 2020 regarding certain TOEFL score requirements for UNIB graduates can be achieved. The process of learning English using online technology at Bengkulu University is generally well implemented, so that it can support the implementation and achievement of the Rector's Decree in the future if the pandemic is still ongoing.

Based on the research results, several recommendations are suggested. For lecturers, because the use of online learning platforms promises to be applied in the classroom, lecturers must be more creative and selective in

choosing materials. Most of the challenges faced by students in online learning are not in understanding the subject matter or in carrying out activities and doing assignments, but rather on technical barriers. Although students' difficulties in operating online learning platforms did not appear as one of the problems in this study, it is advisable for lecturers to show students step by step in using the online platform to make sure their students can operate it well.

Since this research only used accounting students as the participant, further research can involve more participants from various departments. Or different areas are suggested to be carried out to explore more, not only about students' perceptions, but also about the effectiveness of using online learning platforms in different EFL Indonesian Classroom contexts.

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