

**Implementing Synchronous EFL Online Learning using Zoom Video  
Conference in Junior High School**

**A Thesis Proposal**

**Presented to the Department of English Language Education as partial  
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in  
English Language Education**



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**APPROVAL SHEET**  
**IMPLEMENTING SYNCHRONOUS EFL ONLINE LEARNING USING ZOOM**  
**VIDEO CONFERENCE IN JUNIOR HIGH SCHOOL**

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### STATEMENT OF WORK'S ORIGINALITY

I honestly declare that best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the question and reference, as a scientific paper should.

Yogyakarta, August 2022

The Writer



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## MOTTO

All problems must have a way out, Allah will not give a problem that is not in accordance with the ability of his servant "whatever your problem is, lay out your prayer rug"

( Muhamad Leo Bulqia)



## DEDICATION

Appreciatively, I dedicated this best practice to ME, another part of myself that always eager for challenges in life. And especially for:

1. My beloved parents: Hermansyah and Dayang Mujarimi who always support me through their endless love and prayers.
2. My little brother and sister, Muhamad Reza Iqbal Ramandhan, Muhamad Haris and Siti Fadilah who always cheer me up, May Allah always give them health and always take care of them.
3. The whole big family of Muhammad Yamin, who has given support
4. The head of English Language Education Department Mrs. Irma Windy Astuti S.S., M.Hum, also my best practice supervisor all this time Mr. Willy Prasetya, S.Pd., M.A, May all your kindness can be merit for the hereafter.
5. My examiners
6. The whole lecturers at English Language Department of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia and the staffs.

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Alhamdulillah, praise Allah who has given us a long life so that we can still breathe until now. Don't forget to send solawat and greetings to our prophet Muhammad SAW, who has given us enlightenment through actual teachings. On this occasion, how grateful for completing the best practice, which is a requirement for obtaining a bachelor's degree in education majoring in English at the Indonesian Islamic University.

This best practice wrote may still be far from the desired perfection. For that, the author suggests providing feedback and suggestions so that the author can become a lesson for the author. Another thing the author might hope is that his writing can be helpful for readers in the future.

Yogyakarta,.....2022



**Muhamad Leo Bulqia**

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## ABSTRACT

This paper describes the implementation of synchronous efl online learning using Zoom video conferences in junior high schools during the spread of the covid-19 virus. This paper involves a junior high school located in Yogyakarta. Zoom video conferencing is not only used for teaching but is also used to consult and communicate during field training practice. The results of this paper provide lessons for readers to use Zoom in field enrichment practice activities during the synchronous spread of the covid-19 virus.

*Keyword: Synchronous EFL Online Learning, Zoom Video Conferences, Junior High Schools*



# CHAPTER I

## INTRODUCTION

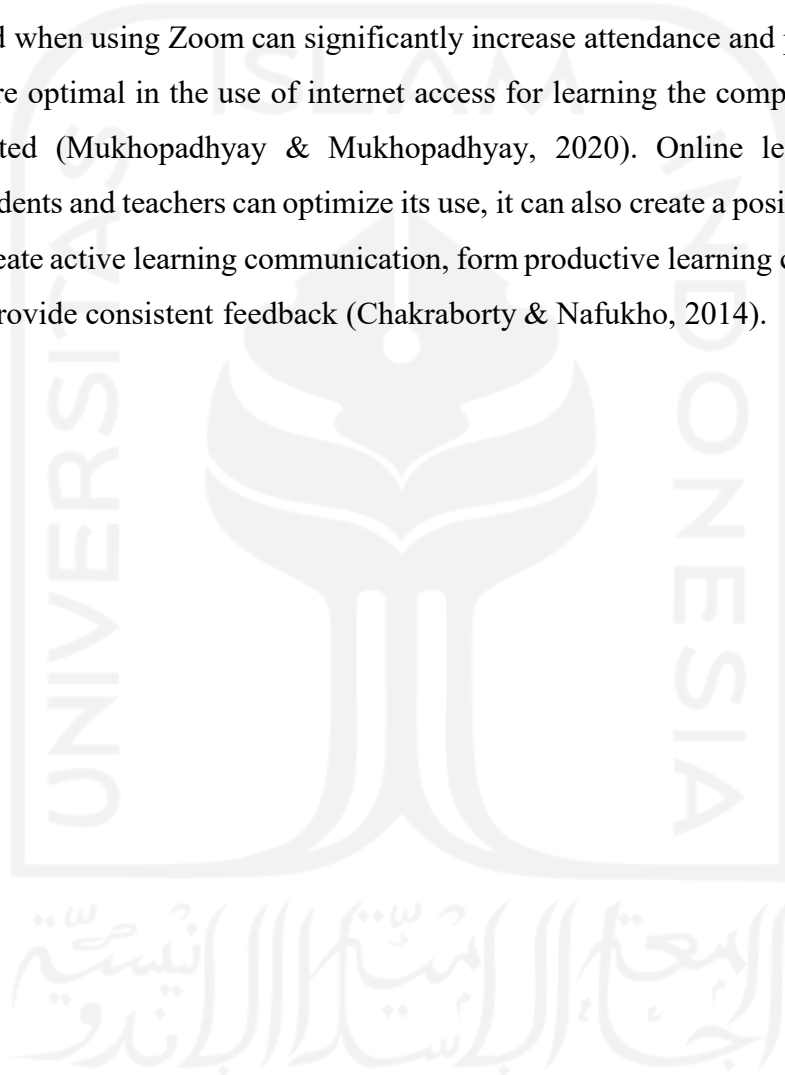
The emergence of the COVID-19 outbreaks at the end of 2019 seemed to transform all aspects of life. It is enough to make everyone surprised by the unprecedented conditions. It makes the government have to limit activities to face-to-face immediately because covid-19 can be transmitted through direct contact with the infected person. Moreover, COVID-19 highly affected the world of education which has resulted in changes in learning and teaching styles (Wirantomo & Mulyatna, 2020). The teaching and learning activities that experienced by every student and teacher in school are forced to use online platforms in teaching and learning activities. The impact of COVID-19 on the education world has also made more students feel stressed because they have had to experience the difficulty of adapting to the online applications used in online learning and adjusting to the new learning environment. Those negative impacts deserve to get more attention in order to achieve the desired learning goals.

Most of students usually felt very bored when studying in online learning activities that have been implemented by the government which resulted in the emergence of a laziness to learn (Oktavia dkk, 2021). The obstacles experienced by students and teachers during the spread of COVID-19 need to be observed carefully because the implemented learning system during the pandemic is very different from what had been done before the pandemic. An improvement to the online learning system should be made, and training about the used online platform needs to be provided. Online learning usually uses information and networks in providing learning material to every individual or universal knowledge (naidu, 2004). By using one of the applications that are popular in the world of education during online learning, namely Zoom, it is more helpful in the learning process. Zoom makes it easy to do learning activities in the online classroom. By using Zoom as a learning medium through video conference, it allows students and teachers to immediately interact like in face-to-face classes even though they are online.

The online learning system can facilitate learning during classes with the help of online platforms or media, even with long distances (Handarini & Wulandari, 2020). With this, it proves that it is very difficult for every online learning activity to not use a platform to help the learning process. Various kinds of media or tools that can help the online learning process, such as Zoom allows the delivery of teaching materials to students using

the online learning application (Monica & Fitriawati, 2020). The use of the Zoom application also has a positive impact on the online learning system in schools. Using Zoom as an online learning application will be more effective because Zoom provides video conferencing that is easy for every user to understand (Brahma, 2020).

There are different learning applications used by teachers and students in various places, but almost most education workers and students use the Zoom application to help their learning. By using Zoom, teachers and students can easily adapt to its use. The influence caused when using Zoom can significantly increase attendance and participation will also be more optimal in the use of internet access for learning the completion of the material presented (Mukhopadhyay & Mukhopadhyay, 2020). Online learning feels interesting if students and teachers can optimize its use, it can also create a positive learning environment, create active learning communication, form productive learning communities and be able to provide consistent feedback (Chakraborty & Nafukho, 2014).



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Synchronous Online Learning

The spread of the COVID-19 virus has caused many changes in all areas of people's lives, including in the field of education. This causes a change in learning activities directly, which initially the students came to school turned into just sitting in front of the screen. Online learning can be done by students and teachers at a distance in the same timeframe. Many applications provide video conferencing to help run online learning. Using video conferencing, it is possible for students and teachers to interact directly. According to Noermalia and Irwansyah (2020) there are several distractions for online learning using video conferences such as the atmosphere of the room that makes you sleepy and the participants of video conferences who forget to turn off the microphone when giving material.

As online learning is carried out in various regions, it has received a positive response because many students and teachers can quickly adapt to it. Online learning also has positive and negative effects for teachers and students. This is discussed by Fitzpatrick et al. (2020), which says that school-going students actually existed before the pandemic. The positive influence that is emphasized during online learning is to increase the positive relationship between teachers and students, and the quality of the material delivered will be better. On the other hand, there are some negative influences on online learning, such as limited time to carry out the learning process and the possible lack of student facilities for online learning.

Online learning has 2 methods, namely synchronous and asynchronous during the learning process. Synchronous and asynchronous learning have their own advantages and disadvantages. Several studies found an increase in students' engagement in synchronous learning during the spread of the COVID-19 virus, because students showed a tendency to be happy with synchronous rather than asynchronous learning. Synchronous learning through video conferencing with the help of several applications that provided video conference, was considered better because the students and teachers can communicate, not only between students and teachers but students can also communicate with their friends directly (Firman, Sari & Firdaus, 2021). According to Gillies (2008) and Correia, Liu, &

Xu (2020) synchronous learning using video conferencing allows teachers to provide feedback directly without delay, as well as providing a space for discussing fellow friends and teachers involved in the learning process.

## **2.2 Zoom App for Online Learning**

Zoom is an application that provides video conferencing. Recently, Zoom has become popular after the spread of the COVID-19 virus in the world. This certainly affects the learning system of teachers and students, distance learning begins to turn online because of this. The decision of using Zoom as an online learning media is not because it is popular but also because it has complete features such as a large number of participants which reaches 500 participants, and the cost is affordable for the provided features compared to other applications.

At a time when the spread of COVID-19 is increasingly widespread, the terms teleconference or videoconference have become popular. Tele-conference or video-conference serves to facilitate a meeting conducted by users from different places using modern technology or information media. At the beginning of the emergence of tele-conferencing or video-conferencing, it required high costs and produced poor quality. But when it became popular during the pandemic, many applications and platforms facilitated tele-conferences or video-conferences at a cheaper cost, and the quality was getting better. There were even some applications that provided a free trial. This certainly resulted in many parties using the online meeting application or platform. One example of a widely used application is Zoom.

The online meeting application is an option for teachers and students who have been forced to carry out their learning at home due to the COVID-19 outbreak. One such application is Zoom. Zoom is a communication application using video and audio. The application can be used in a variety of mobile devices, desktops, to telephones and space systems. In general, users use this application to conduct meetings to video and audio conferences. So far, the Zoom application is an alternative path for education during a pandemic, because Zoom provides tele-conferences or video-conferences needed during online-based learning.

Zoom can be used by students and teachers with the provided individual cameras and microphones feature to interact directly as in the classroom before the pandemic (Rahayu 2020). Zoom is also a video conference that has a variety of activities in its

application that may be accessible to teachers and students to be involved. The examples of activities that can be accessed such as communicating, greeting other people in one Zoom room, Q&A and discussing breakout group groups (Rahayu 2020). In the video conference, it is also presented by Zoom in the form of slides or screens to present the material, assignments and answer questions. When using Zoom, students and teachers can also communicate individually or communicate with other fellow students. (Rahayu 2020). Zoom videos can also be recorded, to be used as documentation of teaching materials that can be viewed again or become material for students who cannot attend during class (McClendon et al. 2017).

As a good teacher, you must be able to create a comfortable atmosphere during online classes, which is the main goal of a teacher. A teacher has also been given the trust to guide and teach his students. A teacher must also be able to organize classes during continuous online learning. Indonesia is a country that makes English a second language, commonly called EFL (English Foreign Language). EFL students during the pandemic were encouraged to be able to provide learning. This is a challenge for teachers to be able to manage online learning while in the classroom. There are many media or applications that can help manage classes, one of which is Zoom.

The Zoom application has been used by many people because of its ease of use and low cost. As time goes by, Zoom has updated its system a lot so that users are more comfortable using it. Of course, many parties are interested in using it, and almost every educator at all levels of education uses Zoom as their learning medium. In this case, Zoom is not only a medium for conducting video conferences but also as a tool to organize classes according to the agreement of teachers and students. Using Zoom as a tool to organize classes has concepts that can be attributed to the following: activities that manage planning, organizing, controlling, and evaluating (Sagala, 2009).

Relying on the concept of activities above, the Zoom application has features that can manage the classroom. There is no doubt that it allows teachers to handle the Zoom application during the learning process. By using Zoom, teachers can set class schedules during online learning and class schedules that change from the main schedule. According to Guzacheva (2020), Zoom allows teachers to directly correct assignments or reports on the screen that are shared by the students. Zoom also allows videos of the class to be recorded. Teachers can also assess student activity through videos that have been recorded.

Another feature that can help the teacher to manage the class is that the teacher can mute the students when he explains the material. In addition, the teacher is also in strong control of the continuity of the meetings held. During the meeting, teachers can also report users with available security features and can also use disable features on certain students. There is also a waiting room function that functions for students to wait for approval to join the meeting and during the meeting.





## CHAPTER III

### IMPLEMENTATION

As a student who has practical field experience, I should be able to give my best performance by utilizing the Zoom application as a learning medium, which I use in one of the schools in Yogyakarta to deliver learning materials. I have done all the processes from the first day until the last day of field experience. The steps I used to implement the Zoom application as the medium to deliver the material were as follows:

#### 3.1 Use of Zoom to Practice Field Experience

As a medium for learning and communicating during my field experience practice, I use Zoom to help with my activities. Because Zoom has been popular in the school and provides many benefits. My activities during the field experience practice are as follows:

##### 3.1.1 Consult before Teaching Practice

The first step to conduct a teaching practice in a school is to consult first with the supervisor lecturer and supervisor teacher to prepare myself. Before starting the teaching practice at school, there are several things that need to be consulted, namely schedule, lesson plan, material, and others. This is evidenced by the screenshots I took as follows:



Picture 3.1.1 Practice field experience students drop.

The field experience practice began on 2 Augustus 2021, at 9 a.m. virtually. This meeting was attended by my supervisor lecturer and school stakeholders. I prepared myself 1 hour before the meeting started. There are several essential things that I should prepare such as network, location, situation and others. I did this so that I could present the best first impression for both lecturer supervisor and school stakeholder. In this meeting, we get 2 supervisor teachers consisting of 1 male and 1 female supervisor teacher, who will guide us in the teaching practice at school.

Another thing I did during the consultation was the division of the time and class to do the teaching practice so that there would be no misunderstanding between us. The material division is also given after the division of each supervisor teacher.



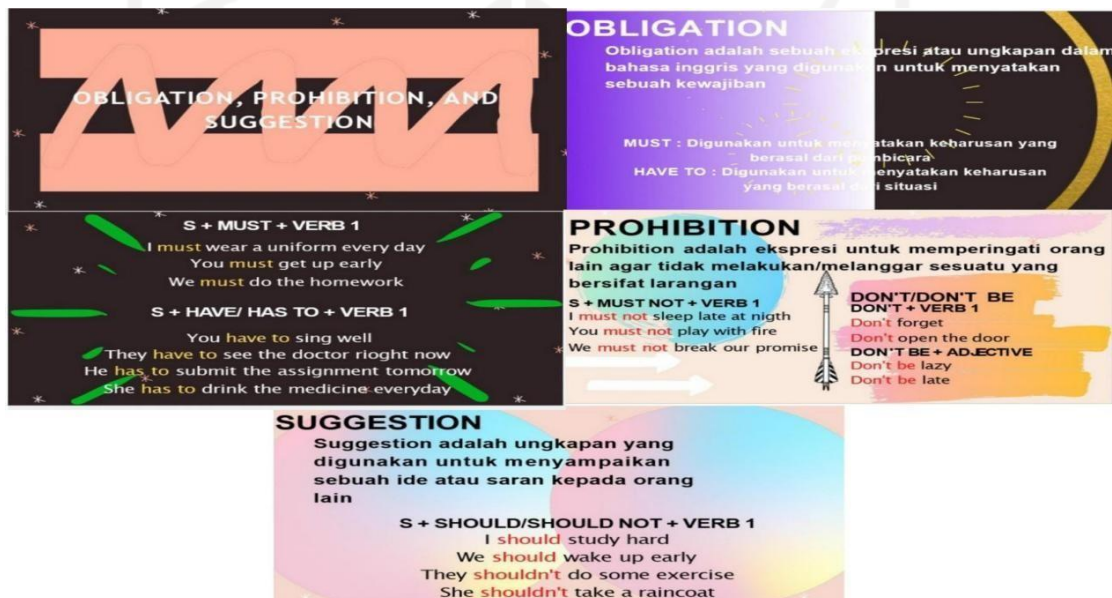
*Picture 3.1.2 Consult with supervisor teachers and supervisor lecturers.*

This meeting was held 5 days after the first meeting due to the time set by the supervisor teacher. This meeting was attended by the guidance teacher, me and 1 teaching practice friend. This meeting went smoothly after negotiations between my friend and me.

### 3.1.2 Teaching practice

Teaching is a teacher's activity to provide education to his students. During this pandemic, teachers are using virtual meetings more. My practice schedule of field experiences was also during the pandemic. This means I have to carry out teaching practices virtually. While teaching practice, I used the Zoom application to deliver the material

When I teach, I get a second practice turn after my friend and get classes VII, C, and D, with class C having 22 students and class D having 20. As for the material from the discussion, I got 2 meetings with 1 material entitled "Obligations and Prohibitions". , and teaching recommendations are as follows:



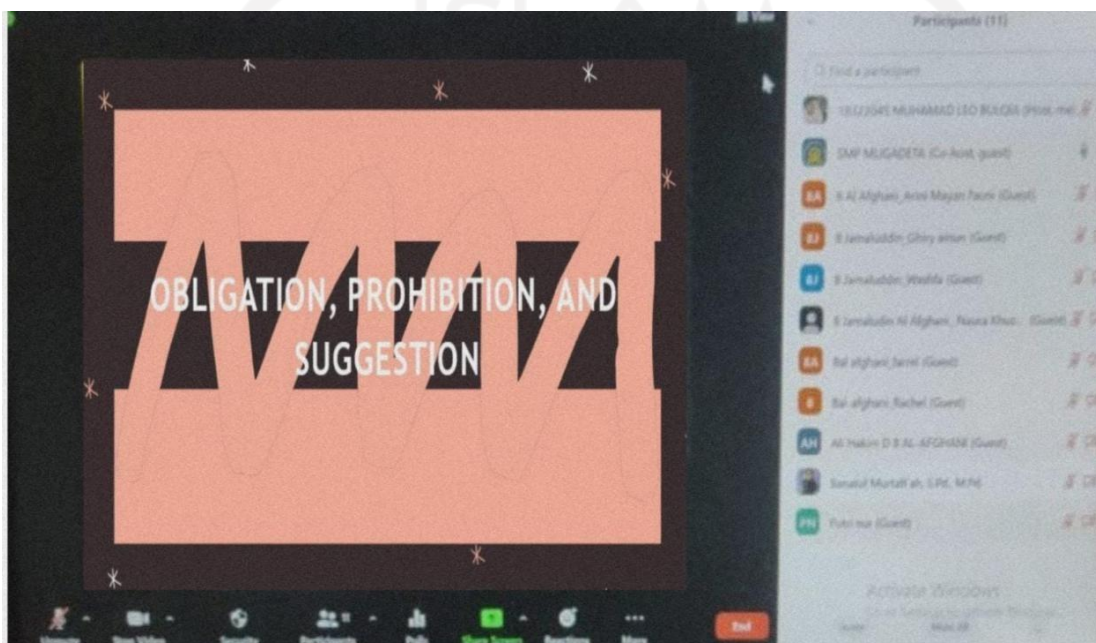
Picture 3.1.3 Learning materials.

This material is very essential as explained by the supervisor teacher because this material usually comes out during the midterm exam. This was both a pressure and a motivation for me to give the best performance I can do. While creating the material, I consulted with supervisor lecturer and supervisor teacher several times to achieve the desired results.

The lesson plans that I prepared to teach students virtually I started with the introduction, then continued with introductions, and then read the attendance of the next student. I immediately gave motivational words to students to increase their enthusiasm,

then I went straight to the material that I had prepared. I hope the students understand and use it when speaking in English after I deliver the material.

In my opinion, Zoom is an example of an application that can be used to hold meetings virtually. The use of Zoom as a medium in carrying out teaching practices will be more effective. By using Zoom, I felt that it was easier to interact with the students in my online classes. Here are the photos I took while teaching:



*Picture 3.1.4 Do teaching practice.*

Creating a comfortable atmosphere for students while teaching is the main goal I want to do. Because in my opinion, when students are comfortable in class, they will be more receptive to the material presented. Classroom management is also essential so that all students can receive the material presented with the desired learning objectives.

### **3.1.3 Discuss with students in online classes**

During the presentation of the material, not all students could understand what was being conveyed. In order to solve that issue, a discussion session after giving the material is needed. Sometimes students cannot receive maximum understanding just by listening to the explained material by the teacher. Discussing with students is essential to learn more

about students' knowledge. We can also assess students' understanding of the material presented by discussing it. I captured this evidence through the photos I took:



*Picture 3.1.5 Discussing with students supervised by lecturers and teachers.*

Discussion sessions have many benefits, such as being a means of approaching new students, especially for me, as a temporary replacement teacher for students at the school. Through discussion sessions, I can also increase mutual respect when presenting different opinions. With discussion, students can also practice speaking publicly to express the desired opinion. Perhaps not all students dare speak during the discussion session, which may be due to their lack of confidence in expressing their opinions. When students were quiet during the discussion session, I started to wonder what to do, but I still tried to get them to talk during the discussion session. Furthermore, finally, one of the students who lack confidence can express an opinion.

### **3.1.4 Evaluation**

As it was my first teaching practice, it was impossible not to make mistakes. My supervisor teacher and supervisor lecturer evaluate my mistakes that occurred during teaching practice. I proved it through the screenshots I took:



*Picture 3.1.6 Evaluation by teachers and supervisors.*

Giving and receiving feedback after learning practices is essential because without feedback, we will not know the mistakes or shortcomings when teaching. I have 2 meetings to give material. Out of these 2 meetings, I always receive feedback and evaluation after finishing each teaching practice. By following the things that the lecturers and guidance teachers have evaluated, I will make a better teaching and learning experience.

### **3.2 Discussion**

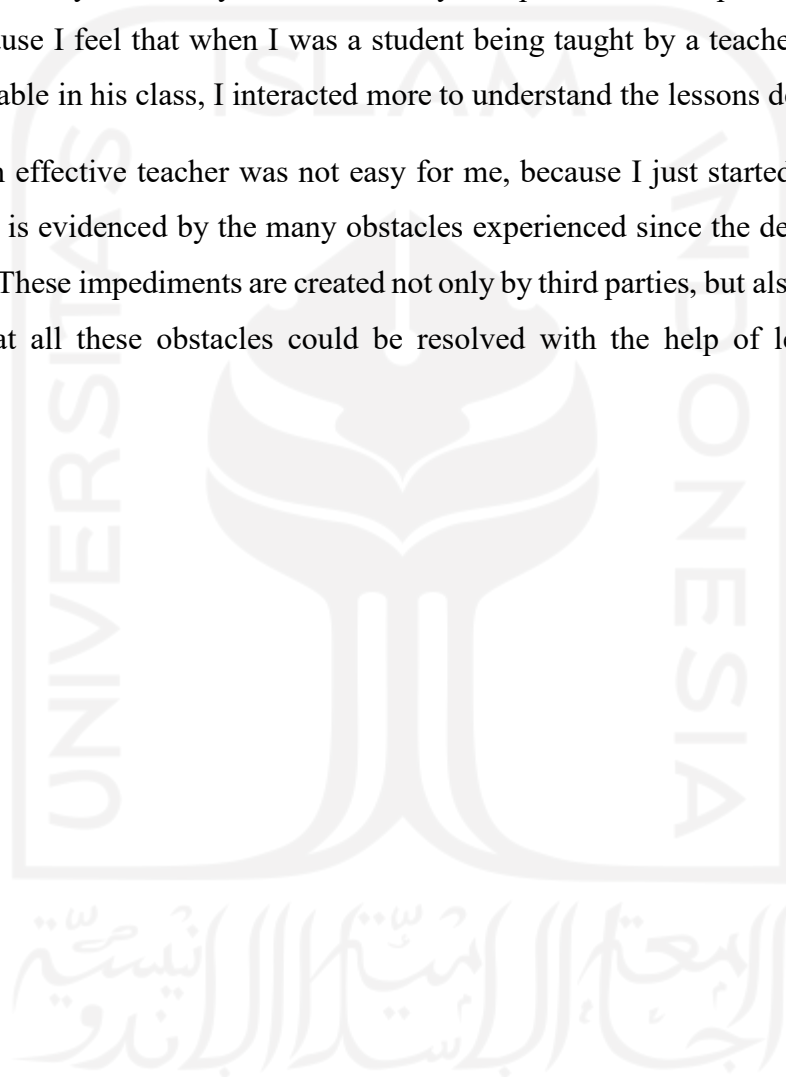
The spread of the COVID-19 virus is increasingly widespread throughout the world. This makes learning styles change. People who used to come to school now just stay at home. This measure is to reduce the spread of the COVID-19 virus. The application of online learning has indeed become an option for students and teachers during the pandemic. In the application of online learning, there are two learning methods, namely synchronous and asynchronous. In practice, this time I used the synchronous method with the help of the Zoom application to facilitate the learning process.

Being a teacher means that you are responsible for students' learning processes. The role of a teacher who can control and manage students in the classroom is something I want to achieve. Sometimes it was difficult for me as a temporary substitute teacher who carried out teaching practice at the school. This is because I did not know the character of

the various students in the class that I teach. It is essential for the teacher to first get to know the character of the students. However, understanding students' character also takes a long time.

Nevertheless, I try to understand their character completely. To achieve the learning objectives, I want to create a comfortable classroom atmosphere for students. Another thing I prioritized when teaching was the comfort of the students in the classroom. When students feel comfortable in my class, they will more easily accept the material presented. This is undeniable because I feel that when I was a student being taught by a teacher who made me feel comfortable in his class, I interacted more to understand the lessons delivered.

Being an effective teacher was not easy for me, because I just started teaching at the school. This is evidenced by the many obstacles experienced since the deployment to the withdrawal. These impediments are created not only by third parties, but also by myself. It was good that all these obstacles could be resolved with the help of lecturers and supervisors.



## **CHAPTER IV**

### **CONCLUSION**

Online or virtual meetings are needed in the learning process in a pandemic situation like this. Virtual meetings are also referred to as activities where teachers and students can learn in different areas and times with various kinds of assistance media. In this case, I use Zoom to help my learning process because it is easily accessible and easy to understand. Almost all of my activities during my practice field experience used online media. This allows me to rarely go to the school where I teach. However, I did not stop communicating with supervisor teachers and supervisor lecturers.

Supervisor lecturer and supervisor teachers have supervised all activities during my time practicing field experience. As a prospective teacher who carries out teaching practices in schools, I should always be patient in the face of new things, such as the diverse nature of students and limited time. The variety of student characters makes me have to be able to control activities and manage time, By using Zoom I can give the best performance when teaching, because Zoom provides features that can help during teaching.

### **RECOMMENDATION**

Covid-19 is currently a main challenge for the education system in various countries. To prevent the spread of Covid-19, governments around the world have announced policies to end face-to-face classes in schools and colleges. Learning that used to take place in the classroom has now been moved to their respective homes. In online learning, the teacher should be a facilitator who helps students if they experience problems in learning and the teacher also motivates students to learn according to their abilities.

Synchronous online learning has indeed become popular among students compared to asynchronous because it is considered more able to control the class effectively. Synchronous Learning is a learning interaction between teachers and students that is carried out at the same time. Here I use the zoom application to help the synchronous learning process in a school in Yogyakarta. Besides that, I also present the material using a simple power point so that students can understand it.



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