

STUDENTS' PERCEPTION ON CHALLENGES OF THE USE OF ZOOM AND WHATSAPP AS SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING PLATFORMS IN SENIOR HIGH SCHOOL LEVEL

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Abstrak

Pandemi COVID-19 membuat sektor pendidikan memberlakukan pembelajaran online. Kombinasi antara dua model pembelajaran online diterapkan, yaitu pembelajaran sinkronus dan asinkronus. Zoom dan WhatsApp adalah dua platform yang populer dan banyak digunakan saat ini. Penelitian ini dilakukan dengan tujuan untuk mengetahui persepsi siswa terhadap tantangan yang mereka hadapi ketika menggunakan platform Zoom dan WhatsApp ketika pembelajaran online. Peneliti menggunakan metode kualitatif dengan pendekatan deskriptif dan ada 32 siswa dari SMA Dharma Wanita Surabaya sebagai partisipan. Peneliti menggunakan angket dan interview untuk pengumpulan data dan dianalisis menggunakan model interaktif Miles dan Huberman. Hasil dari penelitian menunjukkan bahwa penggunaan Zoom dan WhatsApp sangat bermanfaat dan mendukung proses belajar mengajar ketika pandemi dan mampu memfasilitasi komunikasi antara guru dan siswa. Fitur yang disediakan oleh kedua platform juga sangat bermanfaat dalam meningkatkan performa dan hasil belajar siswa. Namun, ada tantangan yang dihadapi oleh siswa ketika menggunakan kedua platform tersebut, antara lain ketidakstabilan koneksi internet, keterbatasan kuota internet, ketersediaan penyimpanan dan keterbatasan gawai milik siswa.

Kata Kunci: Zoom, WhatsApp, Platform Pembelajaran Online, Tantangan, Era Pandemi.

Abstract

The COVID-19 pandemic made educational institutions apply online learning. A combination of two models of online learning is used, combining both synchronous and asynchronous learning. Zoom and WhatsApp are the popular online learning platforms to use in the teaching-learning process. This study aimed to investigate the perception of students towards the challenges of using Zoom and WhatsApp as the online learning platforms in order to support the online English teaching-learning process. A descriptive qualitative method was done and 32 senior high school students from SMA Dharma Wanita Surabaya participated. Open-ended and close-ended questionnaires were chosen as data collection methods, and the data were examined using flow model Miles and Huberman. The study reveals that using Zoom and WhatsApp as online learning platforms helped students in practicing English during the pandemic era, made teaching-learning process more effective and interactive, and facilitate interaction and communication between teacher and students. In addition, the features provided by Zoom and WhatsApp are very helpful and useful for students in learning English, especially in emphasizing reading skills. Even so, the use of Zoom and WhatsApp are challenging for students because of unreliable internet connection, limited internet quota, storage and space availability and unsupported digital devices.

Keywords: Zoom, WhatsApp, Online Learning Platform, Challenges, Pandemic Era.

INTRODUCTION

Covid-19 virus outbreak where it has been spreading worldwide to all countries made World Health Organization (WHO) declared Covid-19 as pandemic on March 11 2020 (World Health Organization, 2020). It is known that during the pandemic, 95% of activities by humans are having a major change and are done from home as declared by Kompas news, on 16 March 2020, or what we called as Work from Home. Mr. Joko Widodo delivered the news as of 16 March 2020, to stop the infection of virus, all activities conducted by Indonesian

citizens must be done at home including study, work and prayer (Kompas, 2020).

Followed by the announcement, it caused schools and universities to start the remote or distance learning system utilizing online learning (Mu'awanah et al, 2021). Moreover, the pandemic has given people ways in learning digital learning (Dhawan, 2020). Because of online learning being used for facilitating students during pandemic, it means that online learning has led to multiple learning platforms which create difficulties and challenges for teachers and educational institutions

(Pokhrel, Sumitra & Chhetri, 2021). Besides the pandemic effect, teachers were also challenged with the urgency in adapting into online learning and its complexity nowadays (Konig, 2020).

Reading is one of the ways to gain knowledge and obtain information. In English Language Teaching, reading is the skill that needs to be sharpened along with writing, compared with the other two skills, listening and speaking. Supported by this, reading also offers more chances for students to improve their other skills in English language (Susanti, 2019). Reading is not just meant by reading a passage, but reading means understanding what they read and get the meaning and the intention of the passage or what we call as reading comprehension. Reading comprehension involves the reader and text interaction to gain the underlying meaning of what we read. Moreover, one of the language competences needed to be asserted by the teachers is reading comprehension as revealed in PP no. 19 2005, “graduate competencies for language subjects emphasizes the ability to read and write in accordance with the education level.” In addition, in academic purposes, students are expected and faced with various texts which they need to comprehend, such as invitation text, analytical exposition text and narrative text in accordance with the Curriculum of 2013 content. Besides, reading comprehension involves students’ active response where it helps reach the reading comprehension needed by students (Nugraha, 2022). Increasing reading skills, especially reading comprehension for students in terms of academic purpose has been very challenging and has become a certain focus during online learning. It is because there are various factors which influence the success of gaining skills needed in English class, including materials, strategies, conditions as well as the platforms being used.

Supported by this, it is known also that reading comprehension has a special role in increasing students’ development skill which very useful during online learning where students are mostly learning by themselves and need to have a good quality of self-development skills (Nugraha, 2022). Based on the description above, therefore the writer chose the proper online learning platform that help and facilitate students in implementing reading comprehension during online learning, they are Zoom and WhatsApp.

And to be in line with the 2013 Curriculum, the researcher chooses the Basic Competence for English subject of XI grade students in SMA/K based on Permendikbud No. 24 Year 2016 which in accordance with Reading skills as the aspect that need to be focused on to:

Table 1. Basic Competence of XI Grade

No.	Basic Competence
	KOMPETENSI DASAR
4.3.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja.

The researcher decided to choose the above basic competence based on the observation and examination done during the online teaching-learning process, the material given for students are authentic material and given in a good form of PowerPoint Presentation, moreover the basic competence chosen involves actively-reading activity by students and it is beneficial for them to improve their reading skills, particularly their reading comprehension ability.

Previously, study conducted focused on the perceptions of students on synchronous and asynchronous learning, including the comparison and contrast between them (Malik et al., 2017). Supported by this, challenges identified in relation with online learning practice are the accessibility, flexibility, affordability, reliability and the learning pedagogy from an educational system in a country. It is known that many countries experienced problems in terms of internet reliability and device accessibility. Particularly, in developing countries, students are facing problems in the affordability and accessibility of online learning digital devices which can trouble them in following the online learning lectures (Pokhrel, Sumitra & Chhetri, 2021). In addition, another challenge found are the lack of technical skills owned by students, the limited facilities and technology infrastructure, and the economic or financial crisis from the family background. (Rahayu, 2020). In another previous studies, the focus of the research is to examine strength as well as challenge of using Zoom in order to support online English learning where it is proven that the use of Zoom help students practicing English, create an effective teaching and learning process, and able to facilitate teacher-students interaction during online learning. On the other hand, Zoom is known to be challenging for students because of internet connection and digital devices problem (Mu’awanah et al., 2021). Furthermore, Zoom as an online platform is also known to have correlation between the Zoom use by the students on the Technology Acceptance Model (TAM) in terms of attitudes and behavioral (Alfadda & Mahdi, 2021). Other studies conducted, explore WhatsApp as an online learning platform by identifying perception and challenges by students in utilizing WhatsApp during the pandemic era, it is found that WhatsApp is a practice and innovative as well as the most used application despite

the problem in the internet connection, internet data and challenge in storage size on the students' smartphone (Juliana, 2021).

According to descriptions above, the importance and urgency of assessing both synchronous and asynchronous online learning platform, especially the Zoom and WhatsApp application are very essential during the pandemic era. In SMA Dharma Wanita Surabaya, Zoom and WhatsApp application are the two learning platforms that are most widely used, especially in supporting English class as a platform to deliver the online learning resource to develop reading as one of the English skills cores. The use of the two platforms in combination are expected to be able to support and facilitate the teaching learning process during the pandemic. The use of Zoom stands as the synchronous platform and used to facilitate the real-time class setting as in traditional classroom, while the use of WhatsApp here stands as the asynchronous platform to accommodate students in terms of achievements, assignment together with feedback and learning materials. Moreover, the study of the two application by focusing on the perceptions towards challenges is still limited in Indonesia, particularly in senior high school students who learn English. In addition, the technology services variations being used by teacher are very distinctive, therefore it needs attentive and intense analysis (Krishnapatria, 2020). Therefore, this study focuses on investigating the students' perception towards the challenges of using Zoom and WhatsApp as the learning platform in the pandemic era.

Although there are several studies that conducted about students' perception on online learning platforms, limited information is available regarding on the use of two application, Zoom and WhatsApp, as a combination in which has different roles for synchronous and asynchronous learning as well as limited information on how students overcome the challenges, they faced during utilizing both online learning platforms. Moreover, the novelty of this research is this research is conducted in 2022 which means the theories mentioned and taken as the literature review in this research is more recent compared to the previous research so that it can gives reformation and innovation compared to the previous research. Besides that, there are also differences in the sampling techniques and participants where it focuses on Senior High School students in Surabaya, it is also in line with the fact that there is limited information available for research that focuses on Senior High School students. Another difference is the chosen research method, this research is using a descriptive qualitative method utilizing close-ended and open-ended questionnaire where it in accordance with field condition compared to the previous researches where it uses TAM (Technology

Acceptance Model) and or quantitative method. In addition, the online learning platforms being chosen here, that is Zoom Meetings and WhatsApp is considered and adversely chosen because these two learning platforms are the most learning platforms being used by students and popular in the teaching and learning process in SMA Dharma Wanita Surabaya during the pandemic. Additionally, this research is also according to the previous researchers' recommendations in their discussions by changing several variables as suggested in order to get more favourable and updated results from the previous research.

Based on the above explanation, the researcher decided to discuss the synchronous and asynchronous online learning platform. The limit of the study is the objects that are chosen are Zoom and WhatsApp owing to the fact that in the practice the researcher uses it in English teaching-learning process. Thereby, the objective of this research is to identify and analyse students' perceptions towards the challenges they are faced during utilizing Zoom and WhatsApp at senior high level of education and to provide and highlight insights as the solution of the challenges being faced.

Online learning is defined as a learning model which involves the information use and technology platforms to promote learning activity (Zhou et al, 2020). Online learning first appear also works as instructions by using digital devices with the purpose in supporting learning process (Clark & Mayer, 2016). Moreover, there are two models of online learning forms, they are synchronous learning model and asynchronous learning model (Perveen, 2016). Synchronous learning defined as a form of learning which involves synchronous communication, that is face-to-face discourse, and can still be implemented despite there is the distance by using technology or other (Fadhilah et al, 2021). Alternatively, asynchronous learning model does not involve real-time connection. Asynchronous learning model can be implemented at any time (Lim, 2017).

The two learning models have differences. Synchronous online learning influenced by three main aspects in the practice, they are classrooms, media and conferences. While asynchronous online learning, is considered as interactive online learning that is not constrained by location, time, and classroom or space (Fadhilah et al, 2021). The dynamic learning method is the most used by online learning classroom during the pandemic era (Yusuf & Jihan, 2020).

There are four language skills emphasized in English teaching learning process: speaking, writing, reading, and listening. Then skills divided into two types, productive and receptive skills. Speaking and writing included into productive skills, while reading and listening are included

into receptive skills. During the online teaching-learning process, teacher in SMA Dharma Wanita Surabaya often use reading as the online learning material, because reading skills can be easily improved and has enough resource in terms of material supports and lesson availability. As supported where in English reading class, teaching-learning activities should focus more on the skills which able to facilitate learners to be critical (Hussein, 2012). In this case, the teacher implemented reading task which emphasized reading skills through PowerPoint presentation and students' activity book and taught through Zoom and WhatsApp platform. Reading is the meaning-generated process via a text (Johnson, 2008). In addition, reading is the language skills needed as a component of language learning (Setiawan et al., 2022). While in teaching reading, various learning model and strategy can be used by teacher. During online learning, strategy being used can be in the form of digital storytelling, read aloud, and partner reading. Moreover, the use of teaching strategies can motivate the learners to learn English better. Therefore, the most appropriate model and method implemented would be helping teacher in reaching a successful English teaching-learning process.

In English class which focusing on emphasizing reading skills, the popular synchronous online learning platform being used is Zoom while the popular asynchronous online learning platform being used is WhatsApp. The Zoom platform able to support and facilitate synchronous interaction between teacher and learners. In Zoom, users using web camera or video conference and microphone to build conversation as well as chat box to type necessary information, copying interactions students do during conventional classroom settings (Rahayu, 2020). More than 200 participants can attend Zoom and interact actively, while around 3000 participants can attend Zoom and interact passively (Dharma et al, 2017).

Zoom is known as one of the most popular in video conferencing platform, because it provides activities such as greetings others, lectures including presenting slides or PowerPoint presentation, group discussions between individuals by using breakout rooms as well as chat box to interact with each other (Rahayu, 2020). The facilities offered by breakout rooms is one of the advantages found in Zoom platform because it cannot be found in another platform. In breakout rooms, teacher can create several breakout rooms and can divide certain students to get into each breakout rooms, students able to interact and share thoughts to the other students, while teacher are able to visit each breakout rooms and monitoring students or giving assistance to students in real-time connection, moreover the breakout rooms duration can be set by

teacher and at the end of the discussion teacher can let students to come back into the main room and share their thoughts to the other groups. Zoom is also giving free 40 minutes limit video session to their users and this is very beneficial for both teacher and students in utilising Zoom platform. (Zoom Video Communications, 2020).

In addition, Zoom platforms offer annotate feature, where students can use the tools to point the important or specific points or area in the slide presentation, the tools available are arrows, pen, lines, etc. (Dharma, 2017). This feature can facilitate students to be active as they are in traditional classroom settings. Besides the advantages, Zoom are having some disadvantages. At first using Zoom, individuals can experience difficulties because it is proven less usual compared to the traditional classroom setting, they experienced before (Dharma, 2017). Students also can experience lack of focus during the video conference in Zoom because they are confronted to be able to multitask because of various features and various lectures using Zoom (Alfadda & Mahdi, 2021). Another difficult experienced by students is unstable Internet connections and trouble in video, speakers or microphones (Alfadda & Mahdi, 2021).

WhatsApp is a social media platform used to interact through chats, audio and video calls. One of the benefits of using this social media is as a tool to help the online learning process (Goel & Gupta, 2020; Khan, 2020). WhatsApp have five educational affordances for learning, namely WhatsApp's ability in facilitating interaction between students and teacher, knowledge sharing using the available features, collaboration in group chats, WhatsApp universality and the sense of students' presence provided by WhatsApp. (Klein et al, 2020). WhatsApp offer features such as individual or group chats, audio and video calls, document sharing, and any other. WhatsApp also known in increasing students' motivation and presence in the classroom using the chat features (Febriyani, 2020). Furthermore, it is stated that WhatsApp has been widely used to support online learning process during Covid-19 pandemic, especially in developing countries as in Indonesia (Khan, 2020). However, the easily accessible of the platform is not always applied the same to all learners who use it. Even though learners are considered as digital citizen, there are learners who still not accustomed to the features or the use of gadgets which can increase and create challenges and problems. (Suadi, 2021).

According to Longman Dictionary of Contemporary English, perception is known as a) the way individual think towards something and someone's idea of what it looks like; b) the way individual see and perceive things with sight and hearing sense; c) the divine ability of an individual to understand or perceive things quickly.

Robbins (2004) added that perception means how people organize and define their sensory stimuli in order to make sense of their surroundings. In short, we can interpret that perception is how students perceive things they understand in order to make their surroundings be understandable, in this case the classroom is the surroundings. Perception divided as positive and negative perception. Positive perception defined as perception which describe all knowledge and continued with positivity. In the other hand, negative perception defined as perception which describe all knowledge and continued with passively.

Moreover, perception described as “the accepting, choosing, organizing, interpreting, and acknowledging to sensory stimuli process” (Pareek, 1979). Supported by this, there are three steps of perception process, a) selection defines where perception turns the sensory stimuli into meaningful process; b) organization defines where the perceptions are categorized into several categories or known as categorization; c) interpretation defines as the process of giving meaning to the organized stimuli in order to understand it.

METHODS

The research investigated the perception of 32 students towards challenges of the use of online learning platform in learning English in reading skills. The study was carried out at SMA Dharma Wanita Surabaya, while the population investigated in the study is English Senior High School 2nd grade students.

The representative sample of this population are 32 students based on the consideration of learning English and they use the platform in daily basis. The study is a qualitative descriptive research by survey method through questionnaire techniques model. The research conducted in the combination form of close and open-ended questionnaires. The respondents were asked to complete the questionnaire manually with the assistance of the researcher and the result analysed by the researcher. The respondents were asked to fill the questionnaire related to the use of Zoom and WhatsApp as an online platform during the online learning process in English class in the academic term 2021/2022. The questionnaire was used to measure the students’ perception towards the challenges of utilizing online learning platform especially Zoom and WhatsApp in studying English in invitation letter material. The questionnaire is adopted from Ernawati, (2018); Pratiwi (2020); and Syam (2020).

The questionnaire consists of two statements related to the internal and external dimensions which indicate students’ personal feelings, attitude, point of view, interest and expectation. The first statement is “do you

feel benefits while using Zoom and WhatsApp during online learning?” which broken down into a) “Zoom and WhatsApp are easy to use”; b) “The use of Zoom and WhatsApp saves effort, time and money”; c) “WhatsApp helps me to collect assignments quickly and easily”; d) “The material ‘video, PPT, e-book’ that posted by the teacher in Zoom and WhatsApp help me to understand the lesson”; e) “The application that I use support the improvement of my English language skills, especially in reading.” While the second statement is “do you experienced the problems mentioned during learning with Zoom and WhatsApp?” which broken down into a) “The internet access is sometimes unstable”; b) “Digital devices, such as smartphone and laptop do not support accessing Zoom and WhatsApp”; c) “My family background having problem for internet quota availability”; d) “I have difficulty doing the assignment given by teacher in Zoom chatbox or WhatsApp group”; e) “I am unfamiliar of the feature while operate Zoom and WhatsApp for online learning.” An open-ended question also supports this questionnaire, the statement is “What are the problems you experienced the most during utilizing Zoom and WhatsApp in online learning and how you cope with it?”.

The data were analysed through three steps of analysis, namely the reduction of data, the display of the data and the data result (Punch, 2013:172). The researcher starts data reduction process by choosing, identifying, classifying the data into some categories and collected into specific terms. In the data display process, the data is summarized and displayed into categories which provide the result of the data collection. Finally, the researcher creates data conclusion based on the analysed data.

RESULTS AND DISCUSSIONS

Result

The verdicts of this research include the results of students’ perception towards challenges in utilizing Zoom and WhatsApp as synchronous and asynchronous online learning platform in English teaching-learning during Covid-19 pandemic.

Table 2. Students’ Perceptions

No	Instruments	
	Statement	Result
1.	Zoom and WhatsApp are easy to use.	59.3%
2.	The use of Zoom and WhatsApp saves effort, time and money for me.	65.55%
3.	I am unfamiliar of the feature of Zoom and WhatsApp as online	42.8%

	learning platform.	
4.	The internet access is sometimes unstable.	68.75%
5.	Digital devices, such as smarphone and laptop don't support access Zoom and WhatsApp.	60%
6.	My family background having problem for internet quota availability	46.875%
7.	WhatsApp helps me collect assignments quickly and easily.	89.75%
8.	The material 'video, PPT, e-book' that posted by the teacher in Zoom and WhatsApp help me understand the lesson.	75%
9.	The application that I use support the improvement of my English language skills, especially in reading.	60%
10.	I have difficulty doing the assignment given by teacher in Zoom chatbox or WhatsApp group.	9.3%

From the close ended questionnaire, the study found the following data of the participants. First, around 59.3% of participants stated that the online learning platforms being used is easy to operate. They stated that the application is easy to use and operate. Moreover, Zoom meetings and WhatsApp application are tend to be flexible and easy to interact. While around 31.2% stated that they are able to operate it well, and the 9.3% participants stated that they are having trouble in operating the platforms. Second, around 65.55% students said that the use of Zoom and WhatsApp saves effort, time and money for them. They reveal that the use of Zoom, for example, they are not necessarily buying the subscription and paying money to use the application and join the meetings particularly. While the use of WhatsApp is very practical, students do not need much effort in operating it because it is already familiar to them and the use of WhatsApp also saves time for students, they said that using WhatsApp does not involve much time to interact with others and they can share and discuss the material and not bound by time, not to mention that the task submission in WhatsApp is very easy and quick.

Third, in terms of the interaction and feature delivered by platforms, around 25% participants stated that the feature and the interaction inside the platforms is clear enough to be understood, however 42.8% participants stated that the available interaction and feature of the online learning platform is not quite clear and understandable, they experienced difficulty in understanding the features and the use of the features inside the platform, while on the other hand, 25%

participants having no problem and difficulty in understanding the features, and supported by 3.2% participants that are able in utilising the feature and interaction of the platforms very well.

Fourth, 68.75% of the participants claimed that they are having difficulty in terms of technical problems such as internet connection problem in operating the online learning platforms. Students stated that the internet connection was slow and cause them had lack of focus in the teaching-learning process. Slow internet connection made them unable to understand explanation delivered by the teacher. It causes them to be easily “connected-disconnected” from the meetings while using Zoom. Around 21.8% participants also agree and experience similar things to the previous participants. The internet they used become unstable, it happened when they were not in a proper location or there was heavy rain and electricity cut off. It causes the internet become “No service” and there is no signal to access the internet. While only 9.375% of participants stated that they do not have problem with internet connection availability.

Fifth, following the previous problem, 60% of the participants stated that they are experience problem in the digital devices being used in operating the platforms. They stated that they have problem in owning a proper smartphone. In using WhatsApp, they said that they are having “not enough storage” problem. They do not have enough storage in their digital devices to save all lectures, slides and presentations. It made them could not maximize the teaching-learning process during online teaching. While around 35% of the participants are having less difficulties compared to the previous participants. And the rest of the participants, the 5% stated that they have difficulty in terms of the technological advance of their gadget, they still own outdated smartphone that cannot update the online learning platform into newest version.

Sixth, 46.875% participants are having problem in the internet quota. They revealed that it makes them cannot join all Zoom meetings classes they have. They will send WhatsApp message to the teacher and explain that they are unable to join the Zoom meetings because they do not have enough quota. Online learning means the learning process is conducted online and involves huge amount of internet quota. However, the economical background of each participants made this problem is challenging. Zoom meetings known to consume more internet quota because it delivers video conferencing and stands for around 40 minutes for each meeting. While WhatsApp platform, consume more internet quota to downloading the lectures, slides and presentations.

Seventh, around 89.75% participants stated that using WhatsApp helps them collect assignments quickly and

easily. WhatsApp are easy to send assignments because they just need to upload necessary documents to the group or teacher personally without any struggle.

Eighth, 75% participants reveal that materials 'video, PPT, e-book' that posted by the teacher in Zoom and WhatsApp help them understand the lesson. It is because the material is very clear and can be read and comprehend easily, the PPT are very helpful and the video are interesting for students, therefore it helps them understand the lesson.

Ninth, around 60% of the participants said that the platforms they use support the improvement of their English language reading skills. They reveal that the platforms are a good platform and very supportive for online learning and to learn English particularly. The screen and materials are incorporate with the features of the platforms so it supports them to learn English, reading skills particularly, in a fresh way. Last, around 9.3% students claimed they had difficulty doing assignment given by teacher in Zoom and WhatsApp. They said that sometimes they do not have supported materials or that the learning process is too fast for them to be in track.

While from open-ended question, student 2 said "the internet quota is limited and I use provided quota from government, sometimes I manage my quota by using it less for other applications so I can use my quota to join the class." Student 19 added "my phone has not enough storage, so I have to delete some other files because I do not have enough money to buy bigger storage phone." While student 20 revealed "the application is difficult to use because it has many features, so I slowly adapt to it and ask help from my peer or teacher to understand the feature." It can be concluded that the challenges they had are mostly about internet quota, limited storage and various features of the application. Moreover, it can be known that the students are applying help-seeking, adaptation and resource management as the strategies and solutions to overcome the challenges.

Discussion

Zoom meetings and WhatsApp application are the two platforms implemented by teacher in the English class during the pandemic. 32 students chosen as participants from the population of 2nd grade students in SMA Dharma Wanita Surabaya as a research object.

From the findings, it is known that around 45% to 60% of the participants experience challenges in utilizing Zoom and WhatsApp as online learning platform. During the pandemic, Zoom and WhatsApp platform are included in the most popular online learning platforms being used by teacher for both synchronous an asynchronous learning process. By using Zoom, it helps

students to communicate easily with teacher and feel the real-time traditional classroom settings in Zoom because Zoom presented real-time video conferencing with online chats where teacher and students can interact and engage in the teaching and learning process (Rahayu, 2020). In addition, it gives opportunity for students to receive direct input and comments from teacher during the online learning process. Related to the facilities given by Zoom, learners stated that Zoom is considered to be advantageous for online learning platform during the pandemic. The facilities and features given such as microphone, speaker, and host feature help teacher communicate and control the meetings significantly by still giving the students the chance to be active and participate in the meetings (Rahayu, 2020).

To the contrary, the use of Zoom meetings platform for students are challenging in several ways. Most of the students are still not familiar of Zoom meetings platform as they are operating it recently since the start of online learning model implementation during the pandemic. It is also supported by the earlier studies, Zoom features is not as easy as it was when firstly being accessed (Dharma, 2017) because it is a brand new platform for students and there are various features with different usage which made them need to learn and use it often. Moreover, challenge students faced in operating Zoom is the internet quota consumption that is huge and the students themselves have limitation in internet quota. The study also found that the outdated digital devices of the students make students cannot optimize the platform being used. Supported by this, students experienced difficulties because of slow internet connection, lack of signal which resulting into lag (Alfadda & Mahdi, 2021).

In the findings, it is known that WhatsApp platform are easy to use because students already familiar with the platforms. It made students easy to operate and understand its features and able to maximize the potential of the online platform in supporting the learners' learning process during the pandemic. This is also supported on the previous research, students are already accustomed to using WhatsApp and WhatsApp provide advantageous points for students, such as WhatsApp is effective and time saving, it is also fun to use (Juliana, 2021). WhatsApp platform is the right platform to use for asynchronous online learning platform because students can use it on a daily basis and not bound by time.

In contrast, students are experiencing the challenge while using WhatsApp. Students are having trouble with outdated gadget or their digital devices are not properly enough in operating the platforms which results into limited storage availability and led students not be able to download all necessary lectures information, slides and presentation. By using WhatsApp platform, students also

experiencing the slow internet connection and limited internet quota which made them not be able to maximizing their performance, such as in collecting the tasks to the teacher, or interact with teacher and asking teacher about particular topics of the lecture.

By seeing from two perspectives, both Zoom meetings and WhatsApp platforms are considered beneficial and useful in facilitating the online learning process during pandemic era. Zoom fulfil the needs for synchronous online learning platform while on the other hand, Whatsapp fulfil the necessity of asynchronous online learning platform. It makes teaching-learning process more effective and efficient and able to deliver the lectures well. However, there are some challenges experienced by students, they are poor internet connection, outdated digital devices, limited internet quota because economical background and storage availability problem. While the strategies to overcome the challenges, students are mostly apply adaptation strategies, where they adapt to the application use and use it oftenly so they become familiar with the features, they also apply help-seeking strategy, where they ask help from teacher, peer or parents to overcome the challenges. It is very effective for them because it is easy and the help are quickly. In addition, they apply resource management strategy by deleting unnecessary files, using the quota less for entertainment, using quota from government as well as using available resource exist.

CONCLUSION

The study concluded that Zoom meetings and WhatsApp platform are having relatively positive perceptions from the students and provide students with various advantages that can help and support the online teaching-learning process during pandemic. The result also revealed that Zoom and WhatsApp as the online learning platforms presents several challenges that can create difficulties for students in gaining education optimally in the pandemic era. These challenges involve unstable internet connection, limited internet quota, availability space or storage on the devices and outdated digital devices. From this research, it is suggested that educational institutions together with governmental organization to take these conditions into account by developing the facilities, particularly for those who needs the facilities urgently so that it can create better use of the online learning platforms therefore the teaching-learning process goal can be reached optimally.

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