PROFILING STUDENTS' EXPERIENCES AND PERSPECTIVES ON USING VIDEO-TELECONFERENCING APPLICATIONS AS A LEARNING PLATFORM DURING PANDEMIC

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Abstract

This study aims to capture students' profiles in terms of using video-teleconferencing (VTC) applications and to identify students' perspectives on using the video-teleconference applications as a platform for English teaching and learning during pandemic in the English department in Universitas Riau. This mixed method study collected data from semi-structured interviews and an online questionnaire. The entire sophomores of English Study Program of Riau University (n=39 students) were taken as the samples of the research. An analysis model from Miles & Huberman (2007) was used as the method to analyze the collected data. The results show that majority (56.4 %) of the students used mobile phone for learning device and 59% of them relied on their own internet data for learning. The students had both positive and negative perspectives on the VTC applications. Most students thought the VTC based learning was efficient for them. However, they reported some problems such as, unsupportive learning environment, lack of equipment, and unreliable internet connections. These problems imply that the universities should provide more learning facilities for students to make the online learning more effective.

INTRODUCTION

In early 2020, a ferocious virus called coronavirus 2019, simply known as COVD-19, had occupied the entire planet. It was first discovered in a city of Wuhan, China in November 2019. This virus was suddenly spread on the cruise ship named The Diamond Princess on February 2020. It remained unknown where and how the virus spread on that ship. Then, on March 11th, 2020, World Health Organization has declared the world situation as pandemic, disease outbreaks that become widespread as a result of the spread of human-to-human infection (Qiu et al, 2017). The virus can easily spread through the physical contact of person-to-person. Hence, many sectors including education are in a total blackout and people have to do their primary activities at home, that is popularly called 'Worked from Home' or WFH.

Since the pandemic began, most activites have transitioned online (Donthu & Gustafsson, 2020; Kramer & Kramer, 2020), as the numbers of utilization of technology have been exploded. This pandemic situation has forced people to face the brand-new challenge that has never done before since a century. For education, the pandemic is both a challenge (Daniel, 2020) and an opportunity (Azorin, 2020). School, where it was supposed to be the home for hundreds of students; seeking knowledges for their future, now 'belongs' to their house, which is not only the first, but also their second home. Whiteboard, which was supposed to be the biggest role in school regularly, now replaced with a desktop screen; which can easily get from devices, such as laptop or cell phone, and contains digital contents, such as PowerPoint or videos from internet websites.

An application such as Zoom was introduced, which is a video-teleconferencing application that allows people to meet each other virtually (Haqien & Rahman, 2020) and has been used for the most of events, such as school classes, meetings, conferences, seminars, virtual concerts, etc. Zoom can hold the capability up to more than 500 participants. Which is suitable for having a large-scaled event.

Technology might deliver benefits for students and teachers to make the learning activity much easier. The development of video-teleconferencing era has earned their huge recognitions throughout the world long before the pandemic era, such as Skype, Discord, Cisco Webex, Google Meet, or Zoom as a current popular application. However, some issues can be the downside of using these applications. One of the primary issues of online learning service is the internet connectivity. 61% of their students have been struggled with their network connections; this leads up to another problem, where 45% of their students have experiencing buzzing, ringing, and hissing noises while activating the microphone (Laili & Nashir, 2020). The cameras from users, at some moment, do not synchronize with their audio or freeze randomly during the

lesson. Another problem is a network connection. In Indonesia, most of the students, especially those who are lived in remote areas, such as village, or countryside use cell phones as their primary device to study and discover the material online, and other advanced devices such as laptop or PC are rarely utilized; and the fact that most area of their residences are not developed yet. As a result, many of them did not notice that they receive a network signal 3 bars or less, instead of full 5 bars, which consequently in some cases such as Zoom, sometimes notifies this message as 'Your internet connection is unstable'.

Random Access Memory (RAM) on the devices may also contribute to this issue. There are 25.08% of Indonesian people who own a cell phone with size of 2 GB, 24.54% with a gigabyte size of RAM, 16.31% with 3 GB, and 12.23% with 4 GB (Device Atlas, 2019). Multitasking during the online learning class is inevitable as they are not only open the required video-teleconferencing applications, but also some others, such as Google; to discover materials given by lecturers, Google Classroom; to check upcoming tasks following the class, WhatsApp; to communicate to classmates or teachers, or YouTube; to run video-animated materials. These are running on the device at the same time without completely close it. As a result, the RAM memory will push hard the workload to fulfill these tasks on the cell phone. With the combination of bad signal given by the students' area, an antenna signal, which is responsible for transmitting and receiving the network signal on the device, will also push hard to find the network signal around them. As they push them to the limit, the internal system will start to get overloaded, causing the hardware to become hotter, and forcing applications to run slower which can cause lagging.

The human factor can also the consideration when it comes to these applications. Activities that online learners mostly do during the pandemic situation; First, students open their devices, such as laptop or cell phone; Second, they enter the virtual class through the link access sent by lecturers from some video-teleconferencing applications; And finally, as the class ended, they leave the meeting and turn off the device. They repeated this process the next day and continuously, the researcher labeled it as an Open, Enter, Close, Repeat or OPEC cycle. Students' interest of using online learning in the first place will slowly fade away due to the severe boredom by students. This leads to another important problem that are mostly taken into consideration; most of the schools or colleges in Indonesia start their lessons at early morning between 7 to 9 a.m. There are some moments where students are not fully prepared themselves before the lesson began and went straight to the virtual class with such activities – taking a shower, having a breakfast, making up themselves, changing their clothes, or configuring their devices – are ignored by them.

Based on the issue above, this research was focused on to discover the following questions; 1). What are students' profiles in terms of using video-teleconferencing applications as a platform for English teaching and learning from students' perspectives?; 2). What are students' perspectives on using video-teleconferencing applications as a platform for English teaching and learning?

METHODOLOGY

This research used descriptive research with the qualitative approach. The online questionnaire and virtual interview were chosen as the method of collecting the data from the participants. The researchers specifically chose the virtual interview as the alternative way for collecting the qualitative data due to the response of pandemic situation and the online learning were still implemented.

The population of this research was the entire sophomores of English Study Program of Teachers' Training and Education Faculty of Riau University with 118 students, who had been experienced the online learning class during their entire freshman year, divided into three different classes. A single class containing 39 students was actively participated as the sample in this study. This research was conducted entirely online at English Study Program, University of Riau due to the situation related to COVID-19.

The data was collected through online questionnaire in the shape of Google Form and semi-structured interviews to several students through virtual meeting applications, such as Zoom or Google Meet. The procedures of this research were the following; First, the questionnaire was shared through the link of Google Form; Second, students were given a time around 5 – 7 minutes to fill in the questionnaire and sent to Google Form immediately after; Fourth, the researcher invited the students through the invitation link to Zoom for one-on-one interview, and were asked to answer several questions. The conversations will be in Bahasa Indonesia. The interview will be written in a transcript in multiple languages.

An analysis model adapted from Miles & Huberman (2007) is the method used in the study. The steps of analyzing the data were the following; 1. Data Reduction; the data were filtered and re-collected the information related to the research topic; 2. Data Display; the obtained data on the questionnaire was displayed in a form of pie chart; 3. Drawing Conclusion; the conclusion was considered acceptable if the data could be proven with the data validity.

To make sure the data is valid, data triangulation was used in this study. Data triangulation involves the use of different sources of data (Turner & Turner, 2009), which in this study, from the interview, the questionnaire, and the observation by the researchers.

FINDINGS AND DISCUSSIONS

1. Student's Profiles on the use VTC applications

The following section summaries students' profiles in using the VTC during online learning in the university. The information consists of the device students used and how much RAM capacity in it, students' internet connection preference, durations of video-teleconferencing class in a day and students' residences.

a) Types of Devices Students used

This section refers to what kinds of device the students used to facilitate their learning during pandemic in the English Education department of Universitas Riau. Varieties of devices are summarized in the following Figure 1:

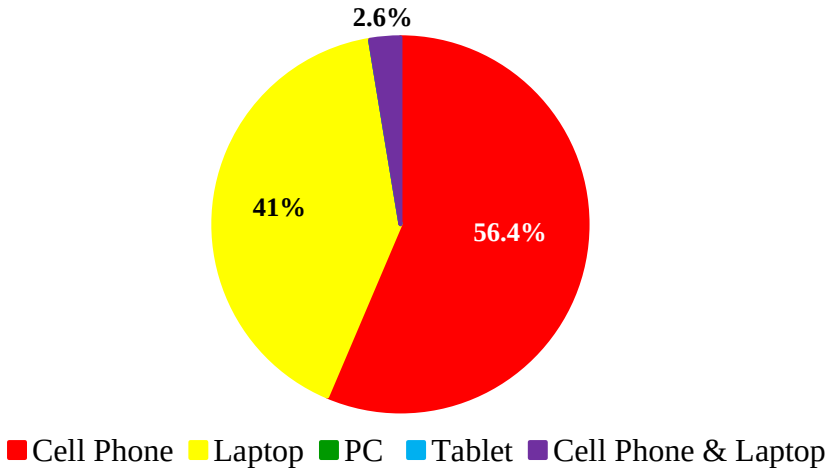

Figure 1. Types of devices students used

The figure 1 shows the devices students usually used for the video-teleconference applications, such as Zoom or Google Meet. It shows that 22 of 39 students (56.4%) use the cell phone as their main devices for the learning, followed by laptop which is used

by 16 of 39 students (41%), and only one student using both of them (2.6%). There are no students who use the high-end devices, such as PC or tablet to held Zoom or Google Meet there. In short, the cell phone is the device that used mostly by students.

b) RAM Capacity on the Students' Devices

This section summarises how much RAM Capacity on the device the students of the English Education Department of Universitas Riau used to run their devices during an online learning:

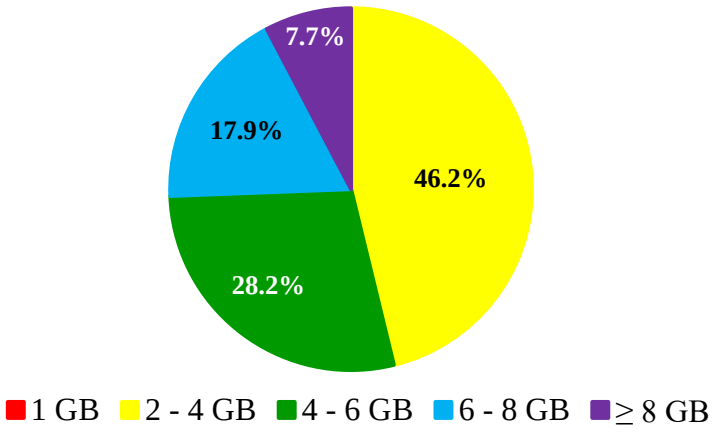

Figure 2. RAM Capacity on the students' devices

The figure 2 shows how much capacity of the RAM of the primary device students used for the video-teleconference learning, whether from their cell phone, laptop, or any device used. It explained that 18 of 39 students (46.2%) have the RAM capacity of 2 – 4 GB, 4 – 6 GB of RAM are used on the device of 11 of 39 students (28.2%), 7 of 39 students use the device with 6 – 8 GB of RAM, and the device with RAM capacity up to more than 8 GB are used by 3 of 39 students (7.7%). There are no students which their devices have the RAM capacity of only a gigabyte. In short, the students whose their devices have 4 – 6 GB on their device are the most among the others.

c) Network Connections the Students regularly Used

This section shows types of network connections the students of the English Education Department of Universitas Riau regularly used on their devices to connect themselves to the internet and online learning during pandemic:

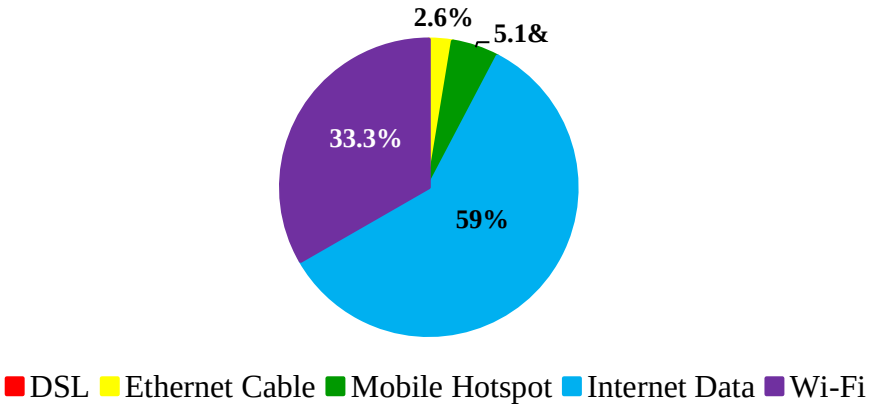

Figure 3. Network Connections the Students regularly used

The figure 3 shows the network connections students usually used during the video-teleconference-based learning. Only a single student (2.6%) used the ethernet cable to connect to the internet, couple of students (5.1%) used the mobile hotspot, 23 of 59 students (59%) use their internet data to connect into the applications such as Zoom or Google Meet, and 13 of 39 students (33.3%) used the Wi-Fi. No students during the study used the DSL as their primary connection to the internet. In short, internet data is the network connections used mostly by students.

d) Duration of Video-teleconferencing-class in a Day

This section summarizes how many hours the students of the English Education Department of Universitas Riau have a video-teleconferencing class in a day:

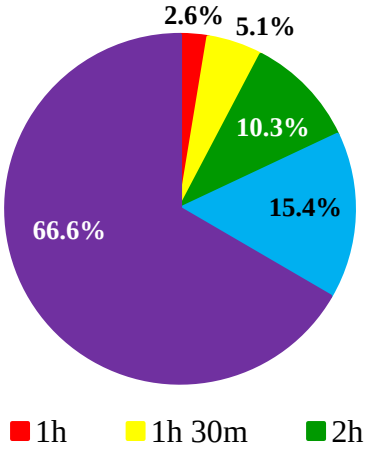

Figure 4. Duration of Video-teleconferencing class in a day

The figure 4 shows the durations of the time students spent in the video-teleconference-based class. It shows that only a single student (2.6%) spent only an hour in the VTC class, couple of students (5.1%) spent 90 minutes in the VTC class, 4 of 39 students (10.3%) spent 2 hours on the class, 6 of 39 students (15.4%) spent 2 hours and 30 minutes in the VTC class, and 26 of 39 students (66.6%) spent more than 3 hours in the VTC class. In shorts, student mostly spend more than 3 hours in the VTC class than any other durations.

e) Students' Residences

This section shows where were the students of the English Education Department of Universitas Riau lived during the video-teleconferencing class:

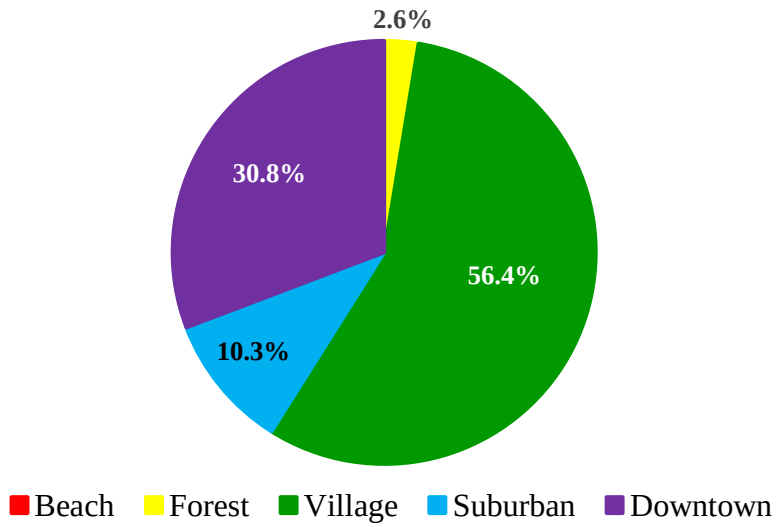

Figure 5. Students' Residences

The figure 5 shows the location the students currently lived and held the video-teleconference learning. At the time the researcher wrote this study, it shows only a single student (2.6%) lived in a forest or nearby, 22 of 39 students (56.4%) lived in a village, 4 of 39 students (10,3%) lived in suburban and 12 of 39 students (30.8%) lived in downtown. In short, the students are mostly lived in the village during the video-teleconference learning.

2. Students' Perspectives of Using the VTC applications as a media for English Instructions

This section condenses some of the students' point of views on using video-teleconference applications as a media for English Teaching and Learning. Those point of views consist of the study environment, virtual quality and how it affects students' understanding, the performance of the device students used, the internet data usage, multitasking, students' activities after having video-teleconference class, reliability, and the propositions on video-teleconference-based learning.

a) Managing study environment

The online learning through video-teleconference applications, such as Zoom, Google Meet, Cisco Webex or Skype basically took around a couple of hours depending on the regulation. For the effective online learning experience, the comfortable around their surrounding is the important aspect in this study, which leads the researcher to ask this following question: "How do you make yourself comfortable before and during the VTC-based class started?"

One of the students stated that any form of disturbances can harm their learning activity, such as pets, desks that are unorganized, room lightings, or room temperature:

> "….I had lots of cats, so I held an online learning class inside my room and lock the door. Sometimes, these cats annoyed me, by climbing on my desk, and had a moment where they stepped over buttons on my laptop and accidentally kicked out from Zoom or Google Meet."
>
> (Interview on November 17th, 2021, 8:12 a.m.)

Another student explained that the seat quality can also contribute the learning experience, as sitting with an inappropriate posture can bring a health impact to the students:

> "….since I have a chair that is too solid to lean on, I put two pillows, instead; the first one is on my back, the other is on my lap."
>
> (Interview on December 10th, 2021, 10:29 p.m.)

The key of the effective virtual learning is to make the safe and comfortable space. Some students may need 'friends' to accompany during the lesson. They can be pets, such as kittens, birds, hamsters, etc., as Zalaznick (2020) shows that 97% respondents agree that pets can deliver a positive experience during the lesson. However, being unable to maintain them can make their matters even worse, not to mention to the students' room that never tidy up their workspace. This such condition can make the student be tired very quickly than the others with their organized desk (Chae & Zhu, 2015). This situation can be minimized by sorting out their room or workspace first before the start of the virtual class.

In terms of comfortable, some furniture, such chair can contribute the effectiveness of the online learning. Annetts et al. (2012) stated that "a less than ideal sitting posture results in forward leaning and can give rise to a slumped position in the lumbar spine and/or a forward head posture". This statement explained that some of the students have suffered a neck pain for lower they head for a long time, resulting a cervical lordosis, which Southwest Scoliosis Institute (2021) defined it as a spine that looks stacked in the neck. Some of the students might be in hurry to attend the virtual class by sitting on a concrete or tiled floor and without any kinds of pads whatsoever. Such condition could potentially harm the students' neck for having a video-teleconference learning on the cell phone by lowering their head more than 30° angle. This problem can possibly be minimized by sitting behind the wall with a pillow on the back in order to prop their spine and back into the 90° position.

b. Dealing with virtual quality

In this study, virtual quality is referred as the quality of the utilization of the video-teleconferencing applications, such as audio & video quality as vital factors of the online learning: "What are your impressions so far on the audio and video quality during the video-teleconferencing applications?"

It is to show students' impressions, experiences, and perspectives on the audio and video quality after one and a half years with no opportunity for the students to held face-to-face meeting class. The results of the interview show the students' speculations that the audio and video quality of the video-teleconferencing class completely rely on the internet connection. One of the students experienced one-way video issue where the individual's video was slowly registered on the screen of other students.

It is not a video-teleconferencing without the use of both audio and video. One of the common problems during VTC learning is the 'robotic' sound due the delay of the internet connection.

> "…. sometimes when it is stable, the audio is very clean. But in contrast, it sounded as if a robot is speaking in the class."
>
> (Interview on December 10th, 2021, 10:31 p.m.)

To put this in perspective, during the interview, the researcher also unexpectedly discovered statistics on the Zoom internet connections:

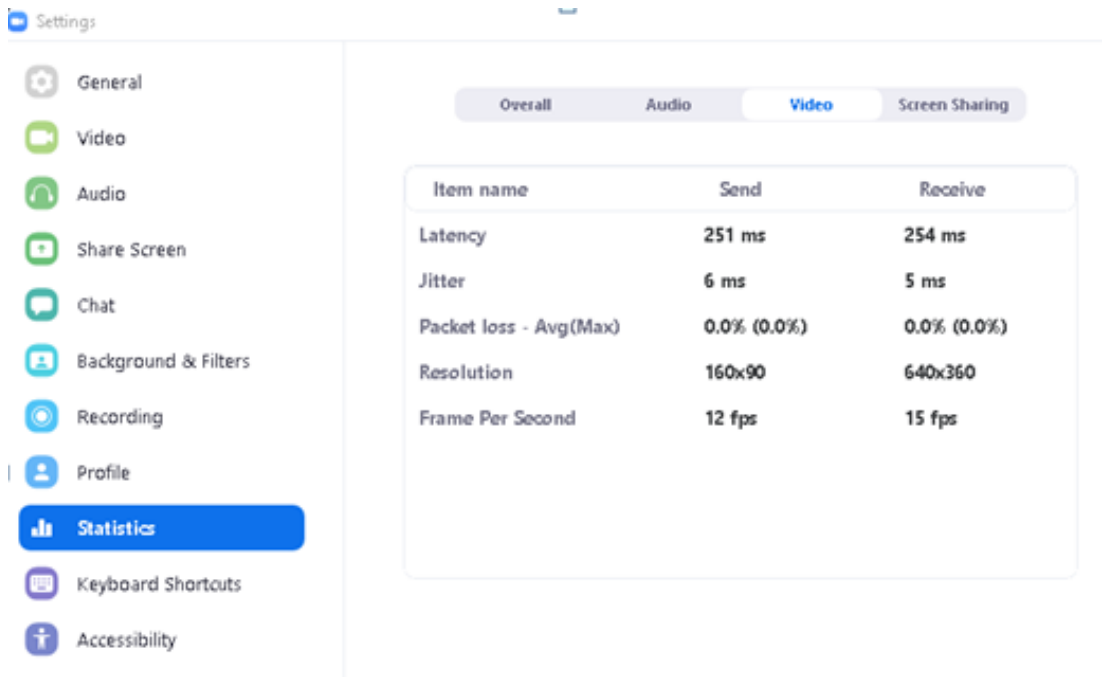

Figure 6. Zoom Statistics on the Video Connection

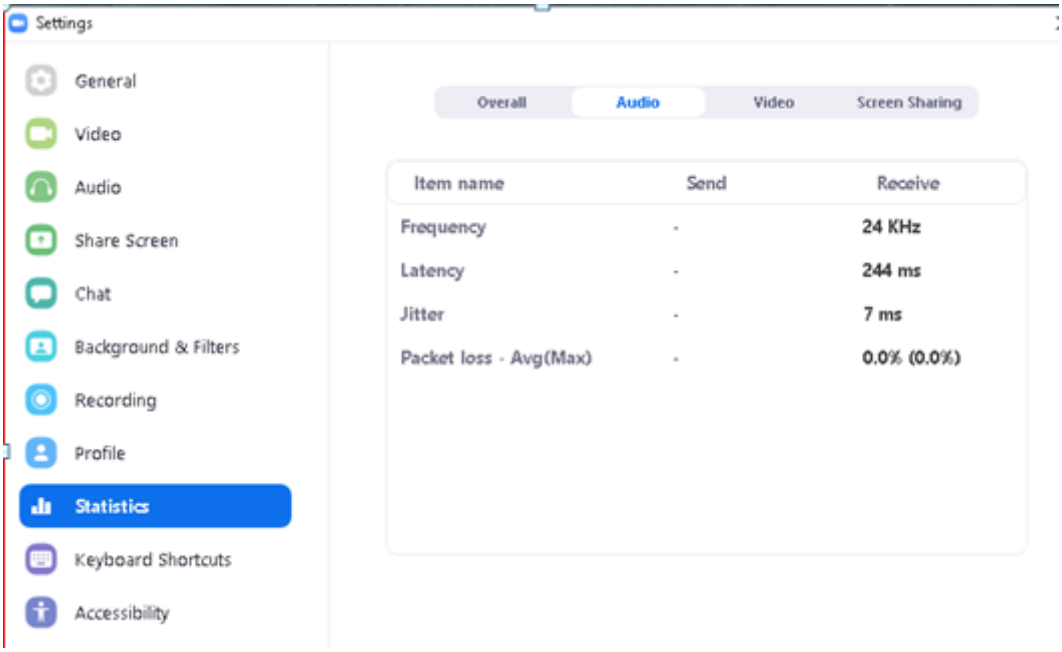

Figure 7. Zoom statistics on the Audio Connection

Coutinho (2021) recommended that the latency of the video conferencing should not be close to 200 ms or as equal as the real-time, but the results above show the numbers are higher than it should be. In other words, the student's 'data' transfer, such as their audio and video output, are in more than 200 ms which, in theory, is too slow. A study from SamKnows (2020) show the significant results with the Zoom's average latency of 125 ms, as these were taken in United Kingdom. The result taken in the further eastern countries, such as Indonesia would possibly be higher than countries such as the USA due to locations of the data center.

c). Understanding of the materials

The aspect is referred whether the audio-video quality that mentioned by students before can affect their understandings during the study. The question the researcher asked is the following: "In respond to the audio and video quality, how understandable are you when listening to lecturers' explanations during the VTC discourse?"

The researcher found that most of the students' responses are on a negative side. One of the students explained that they fully spoke English from the start until the end of the class, and some of the vocabularies, sentences or phrases the lecturers delivered are not familiar or just heard them for the first time:

> "….(the lecturer) fully spoke English from the beginning until the end of the class…. I struggled to comprehend them after the lesson…. Probably because of less vocabularies that commonly used…."
>
> (Interview on November 17th, 2021, 8:16 a.m.)

Another student explained that providing any kinds of models or contents, such as PowerPoint slides, pictures, or any websites and display them in the share screen can be helpful to understand the points from the lecturer:

> "It might be easy to understand for us, if they could use some 'models', such as PowerPoint slides, pictures, or maybe websites in the learning session to back it up."
>
> (Interview on December 10th, 2021, 10:33 p.m.)

Farrell & Marald (2006) in Renandya & Farrell (2010) explained that English listening requires "not only correctly interpreting incoming speech but also responding appropriately to the speaker, especially in face-to-face conversations where listeners must be able to contribute verbally to the discourse". However, there are some non-native English-speaking countries, such as Indonesia, Japan, or Spain where an English language are secondary in the curriculum. In addition, being able to speak English is necessarily required for students and lecturers during English class. Unfortunately, some lecturers use words or phrases that sound unfamiliar they do not get the point of the lecturers during the discourse. The study from Renandya & Farrell (2010) shows that two of the top five issues in listening are in terms of the vocabularies that sounds new to them and not familiar with some of the words or phrases.

d). Internet connection performance

This aspect refers to the performance of the internet connections and the device students used as well during the video-teleconferencing class. The question is, "How stable is your application during the VTC class in terms of the network connection and the devices you used?"

The results show that the students are struggled to maintain a stable network connection. This condition forced some of the students to go somewhere far away from their home to get a decent network connection:

> "……..the sim card (of mine) has a worst network connection and it is completely lagging that I have to ride away from my house 15 minutes before the term starts, something that I commonly do on a midterm week or final-term week, which is very annoying."
>
> (Interview on November 18th, 2021, 5:17 p.m.)

Another student expressed that sometimes the internet connection is stable only at a certain time; the internet connection at morning is stable, but not at midday or afternoon:

> "For its stability, especially the network signal…….. during the morning class is usually stable and smooth. But around midday until late afternoon, it's kind of (lagging) too much."
>
> (Interview on December 10th, 2021, 11:23 a.m.)

The compatibility of the device is also contributed to the issue as the student's cell phone with the RAM of 2 GB is not enough to support Zoom or Google Meet, despite many students preferred using their cell phone as their primary device all the time for VTC learning than their laptop:

> "I used to have a cell phone with a RAM capacity of around 2 GB, but it is unable to support the use on Zoom Meeting or Google Meet. I always went in and out (to retrieve the network signal), only for my smartphone to get hot for long-time use on Zoom."
>
> (Interview on November 18th, 2021, 5:16 p.m.)

Nagel (2021) mentioned six factors that affect the online learning experience; Type and speed of processor; Capacity of RAM memory; Central Processing Unit (CPU); Number of applications running at one time; Quality of Wi-Fi antenna and signal strength; and Wi-Fi standard used and access frequency. However, developers are routinely updated their applications and its software as well that some old devices might slowly become unusable. The devices with RAM capacity around 2 to 4 GB might barely be usable. Despite the minimum requirement to use Zoom on the smartphone is 1 GB of RAM, it is still not enough, as it is extremely inevitable for them not to open more than two applications beside Zoom or Google Meet, such as Google, YouTube, WhatsApp/WhatsApp Web, or any quiz applications.

e). Utilization of Internet Data

An effective VTC learning costs several things that needs to be noticed; devices' battery life, workload on hardware, and the network signal, which leads the researcher to ask this question to describe the performance of the internet data by the students and its effect: "How big is the impact of your mobile internet data on using VTC applications such as Zoom or Google Meet?"

The data shows that some students experienced an overheating on their device during the VTC learning. This condition will affect the battery life on the device:

> "……..in terms of the heat that generates (from the device), it's obvious for me, not to mention I'm currently using iPhone's iOS, so when it heats up, the battery wouldddrain rapidly in a matter of seconds."
>
> (Interview on November 17th 2021, 8:18 a.m.)

The study also found that several students incosistently use the multiple internet routings, which forced them to repeatedly switch the routings from Wi-Fi to Internet Data to Internet Hotspot, and so on:

> "……..they often complaint (on the connection) in the(class) group, because some of them use an internet hotspot to the laptop,….. Most of them use the laptop with the hotspot connection from their internet data on their phone, despite of the fact they say that it would consume too much data."
>
> (Interview on December 10th 2021, 11:26 a.m.)

The other issue is that the consumption of their internet data exceeded more than it supposed to be. One of the students explained that their internet data can take up to 2 GB in a day, and it is excluding per week or per month:

> "……..sometimes one subject can take up to 200megabytes (mb), while there are 3 subjects in a single day. Which means almost 2 gigs (GB), excluding in a week ora month."
>
> (Interview on November 19th 2021, 8:26 p.m.)

Hannula (2021) mentioned some of the factors of the use of internet data; the stream quality, download-upload speeds and the features. According to Abbott (2020), an HD or 720p video quality acquires 1 – 1,5 Mb/s (Megabit per second) of upload and download, despite the students mathematically can take up to more than 9 GB in a day, which is impossible. In theory, the entire hardware on the device is responsible for transmitting and transferring the data of the user, regardless of any signal condition. Because of this, when the data is heavy or more than a gigabyte of data file, the data workload will work harder to transfer the data through the user until the transfer completes, regardless of signal strength. Hence, the device can possibly produce heat on the device due to the overload, resulting the video-teleconferencing applications go freezing, 'not responding', or crash for the worse scenario, as mentioned from the study by Dolgunsöz & Yıldırım (2021).

f). Multitasking

It is inevitable for students and lecturers as well not to open any programs other than either Zoom or Google Meet. The following question is to describe students' activities during the lesson or study: "Besides Zoom or Google Meet, what are other applications you mostly run during the lesson outside of learning activity?"

The results show that most of the students run WhatsApp Web or WhatsApp on their cell phone during Zoom or Google Meet. This is because most of the upcoming information before, during or following the class is on the WhatsApp:

> "…. WhatsApp, which is the primary one, because there, I receive many information that given (from classmates and lecturers)."
>
> (Interview on December 10th 2021, 11:28 a.m.)

> "…. we usually use WhatsApp, since we've had created group classes with the lecturer in it for communication…."
>
> (Interview on December 10th 2021, 10:43 p.m.)

Multitasking during the VTC learning is, in fact, inevitable for the students and the lecturers as well. It might be an efficient way for them in order not to look at their cell phone for many times as some applications in the cell phone are integrated to the computer, but Stegner (2021) stated that it can slow down the devices they used. This is

because the preset settings of these applications are set to default; allow them to run at any status; whether they use it or not. For example, Microsoft Edge or Chrome will still run on the background of the applications, despite both applications are closed.

g). Activities post-VTC Class

Usually, just like the conventional learning, there is a break taken by students or lecturers; whether they use it to have a meal, take a rest for couple of minutes by stretching out their body, immediately work on the tasks given or check on upcoming information or tasks by asking some of their classmates. In this study, especially, similar activities mentioned above are still done by these students. The difference is that their break is more focused on their devices, gadgets, or any hardware around them. When the class is over, some of these students use their break time to open the social medias, such as WhatsApp, Instagram, Twitter, TikTok, etc. to check upcoming information:

> "……..always checking information on WhatsApp class group…. it's very important since lecturers have had a contact with the chairman to give him the information…."
>
> (Interview on November 18th, 2021, 5:23 p.m.)

> "……..if there were no tasks given on that day, I might open up and scroll social medias on (my) cell phone."
>
> (Interview on December 10th 2021, 11:30 a.m.)

Taking a break is an important thing to do after the lesson, to physically and mentally recover their body after the VTC learning. It can be performed by stretching on their muscles of arms, body, or neck. This activity is corresponded to the study from Kim et al. (2015), as it stated that a routine training and stretching can minimize a shoulder pain, after sitting and looking at desktop or phone screen for couple of hours. Another study from Hotta et al. (2018) explained doing a daily stretching can improve a blood circulation, as it helps muscles in the body to heal quickly after a long workout.

h). ***Reliability of the VTC applications***

In this study, reliability can be referred whether the video-teleconferencing applications such as Google Meet or Zoom are worth for the students as the main platform for the English teaching & learning in the first place. The interview question is: "From your

own perspectives so far, how reliable those VTC applications you used as a platform for the online learning class?"

The results show the positive comments on the video-teleconferencing applications. One of the students claimed that it can be an alternative solution for the conventional learning class, and at the same time, an innovative way to deliver the lesson:

> " I can answer it by saying that (it is) the alternative way for offline learning process which is usually held pre- pandemic, these learning process through Zoom or Google Meet like this…. It's very helpful to us, not to mention (ourselves) as a freshman."
>
> (Interview on December 10th 2021, 11:31 a.m.)

Another student positively stated that the VTC learning felt like they are in a part of some sort of teaching simulation. Another student claimed it is their first step to approach a brand-new way of the learning itself, despite for being a freshman. On other hand, some of the negative comments show from one of the students where the duration of the free version of VTC applications is very limited at 40 minutes, which is not enough for the students and the lecturers as well and can disrupt the effective learning itself. In addition, the features of the VTC applications are possible to be abused by the students. For instance, faking their excuses that their network connection is lagging, even though their devices clearly show full green bar, indicating an excellent connection.

Promoting an interactive learning through the audio & video, transferring files, links or emojis is a great way as an alternative for the conventional learning. Despite of that, one thing that should notice is the feature of the application itself. Nowadays, many students can learn everything autodidactically, especially on the hardware or any kinds of state-of-the-art technology. It is possible that their knowledge on technology can outperform their classmates and the lecturers as well. Because of this, they use that opportunity to abuse the features on the applications in order to gain rewards in a cheap way or avoid any forms of punishment:

> "……..when (the class on) Zoom or Google Meet startsthere are many students that come late to the class with theconnection issue as their excuses, which show some bad behaviors. They literally said, "Oh, sir/ma'am. I'm sorry, I had a bad connection." I think the connection issue is not necessary to be proven, but even so, it's around 75% canbe proven. Sometimes for Zoom and Google Meet, thosebehaviors can be abused to cover up their dishonesty."

(Interview on November 18th 2021, 5:26 p.m.)

The study from Rustanta & Misnawati (2021) explained that many students are not willing to turn on their camera during the lesson, which making it harder for the lecturer to prove their appearance. Hence, by turning off their camera, the students can go around without any control from the lecturer themselves.

i). Propositions for VTC-based learning in the future

This is to describe solutions from the students on an effective video-teleconference-based learning in the future in case the pandemic situation still continues as there are still COVID-19 cases around the world, including Indonesia are still rising due to the mutation from the virus itself. The interview question includes: "What solutions you would probably suggest for the VTC-based learning class in the future, in case the online learning implementation will be extended around 1 or 2 more years as the pandemic situation is still ongoing?"

One of the students suggested that some advanced learning style, such as a hybrid learning might be possible to implement.

> "I would agree if a hybrid learning was applied. For example, attended by half or a quarter from the totalstudents offline, then shifted with other groups from it."
>
> (Interview on December 10th 2021, 10:52 p.m.)

Meanwhile, the other students said that the consistency is not only applied to the students, but also to the lecturers as well, as many students started their class too earlier or later than the schedule:

> "……..of course, rules are the rules; schedule is the schedule. Let's say if the schedule is shown at 7.30 a.m., then the class should be started at that time, you can't juststart the class at 8 or 9 arbitrarily……when the class isfinished, it should be on the time BASED on the schedule… we often have had experienced these many times…. where they are running out of data before the nextclass, or the internet data run out because the lecturers didnot end the class earlier, not to mention those who used laptop, which consumes more the internet data."

(Interview on December 10th 2021, 11:34 a.m.)

In fact, there is nothing perfect in terms of every aspect in order to create a perfect online learning. However, one of the students shared their view to improve the VTC learning where consistency is one of the important keys to achieve the effective online learning and a positive relationship with the lecturers. There are situations where some lecturers did not attend the class without any information given a day before the class, such as sickness, or agendas. Gata et al. (2018) stated that lateness is violating a teacher's professionalism, and their action can deliver a bad behavior for their students. Despite of any situation or condition, the professionalism and self-discipline must always be rooted and never be forgotten.

In general, it turns out the technology, especially in the usage of video-teleconference applications can deliver great benefits to the students and teachers in English teaching and learning. However, it is hard at the same time to measure precisely how great are the benefits of VTC applications can contribute to students and teachers. The use of the video-teleconference application can generally both encourage and discourage students and teachers to understand how the software system works in the applications. The students might earn the benefits, but the teachers might earn the drawbacks and vice versa. Despite of this, it all depends on the students and teachers personally on how they use and implement the video-teleconferencing system.

CONCLUSIONS

The overall results of both interview and the questionnaire showed various perspectives on the VTC applications as a platform for English teaching and learning as they enjoyed and had issues on them simultaneously, such as great virtual learning experience, efficient learning, distracting learning environment, unsupported equipment, unreliable internet connections, etc. In terms of students' VTC learning profile, 23 of total 39 (59%) students lived in are that are either under development or undeveloped yet and the fact that 22 of 39 (56.4%) students use the cell phone as their primary device for the VTC-based learning.

Based on the findings, the numbers of recommendations are given to the following parties, such as the lecturers, the students, and the researchers who want to develop research relating to this study in order to create a proper online learning environment in the future: First, it is suggested for the lecturers or teachers to discover some of the alternative applications on the internet that might be perfectly suitable for them personally, and it would be possible if they can explain the lesson not just by sitting on

their chair, and give them the flexibility to teach in the same way as the conventional teaching method; Second, it is recommended for the students to create their own preferences in terms of making a comfortable workspace during the online learning; Finally, this study might be possible for future researchers as a reference that related to the video-teleconferencing-based learning, especially the implementation of video-teleconference learning in a post-pandemic era.

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