CHAPTER I

INTRODUCTION

This chapter describes an introduction, which includes an overview in the arrangement according to the title. This chapter is divided into eight parts, namely background of the study, identification of the issue, delimitation and focus of the study, research question, aims of the research, and significance of the research. Furthermore, it also informs the theoretical foundation related to the topics of this research, previous studies, and frame of thought. For the last, explain the research method includes research design and step of the research, source and data, data collecting techniques and instruments, data analysis techniques and research timeline.

1.1 Background of the Study

Learning online for Indonesian is something new, especially when it began in the Covid-19 pandemic. Students feel bored when all learning activities are carried out online. Learning from home online makes students bored because "humans need physical and social interaction" (Male et al., 2020, p. 1629). This will have an impact on students where in this situation students can show boredom, so the results can cause the learning process to be unsuccessful. So, a technology media to control learning that is used as a learning management system (LMS) is needed (Male et al., 2020, p. 1628). In addition, different learning styles for instance auditory, kinesthetic or visual should also be considered. Teachers play an important role in helping students manage the teaching and learning process and determine what kind of technology that covers all the needs of students' learning styles. Technology is required to make students be able to manage their learning.

Technology has an effect on the process of student development during the learning process. which technology should help in increasing student interest in learning. However, when online learning began technology has presented the challenges for educators. which in determining a media must look for how the

learning material is conveyed clearly and easily to students. Therefore, determining a technology media, it can be seen based on the needs and conditions of the students in order to facilitate the online learning process for the students. The job to do is how to make it happen, ensuring the interaction that students have is like a conversation between two people and not such as computer to computer interaction (Kear, 2010, in Alawamleh, Al-Twait, Al-Saht, 2020, p. 2052). The problem remains how students feel learning naturally while they have interaction using computers or smartphones technology.

Technological developments during the pandemic, especially in education, must be to facilitate the quality of learning. Many innovative methods have been developed by technology in education, particularly in the 21th century, to make online learning enjoyable for students. As a result, learning will be as expected and the teaching process will be more effective (Novantri, 2020, p. 145). In this case, it is important to develop technology in education during the pandemic. In order to achieve the desired learning outcomes, students and teachers must be able to effectively interact with one another and accept the learning materials when they are presented to the class. Therefore, employing video conferencing is one of the technologies that facilitates connection between teachers and students through video communication during the pandemic. One of the popular media at this time is Zoom meeting.

Zoom is a platform application that provides remote communication via live video and has several interesting features. A tool for organizing virtual meetings, the Zoom program allows users to communicate with others without having to be someone in touch and also supports educational needs. Furthermore, the explanations of the teaching materials offered by the teacher can be delivered instantly without having to meet physically through which is using the Zoom meeting tool (Nashir & Laili , 2020, p. 257). Therefore, it is very helpful in the learning process in difficult situations like this with the existence of video conferencing technology such as a Zoom meeting.

In addition, Zoom Meeting has features that attract the attention of users that can support online learning which the features in the zoom meeting are interesting and can increase interaction with each other. In order to achieve the expected objectives, creating design guidelines for the Zoom meeting application should be considered. Design guidelines can be defined as "concrete recommendations that can inform interaction designers in developing interactive software systems" (Nurgalieva et al, 2019, p. 22035). Thus, the interactive guide will provide the best feedback for teachers and students in online learning.

Interactive online learning in video conferencing should be well prepared in order to increase activity while students are in online class. To increase the student activity, a collaboration between teacher and student is needed. "Video conferencing is a technology that allows students to view and communicate with other people from different locations. With videos as learning materials and tools for creating activities, students can also share files and collaboration at the same time "(Nonthamand, 2020, p. 141). For instance, in increasing dialogue interactive, organising and facilitating group zoom breakouts. then this is one of the main features in the app. Because the breakout Zoom can allow the division of learning groups from larger to smaller. Useful for students to be able to develop in a collaborative learning experience (Aron, 2020 p. 14) Therefore, by using features such as breakouts in video conferencing, students will collaborate with their friends without feeling insecure because it begins through by small groups.

Moreover, using video conferences when teaching and learning in this area pandemic is a crucial component. Therefore, this research important to developing guideline for teaching and learning English in 21st century which shows some clusters. These areas are including **synchronous two-way learning English through video conferencing** (Tian et al, 2019, Orhan & Beyhan, 2020, Gutiérrez-Esteban et al, 2018), **tool use web video conferencing** (Karabulut & Correia, 2008, Pandey & Pande, 2014, Amin & Sundari, 2020), **audio video conference system** (Yoshioka et al , 2019, Bo-zhong, 2017, Yoon, 2016), **whatsapp tool for teaching and learning** (Oriji & Anikpo, 2018, La Hanisi, 2018, Prihatmi, 2021) **using zoom**

meeting as video conference (Mu'awanah et al, 2021, Laili & Nashir, 2021, Archibald et al, 2019).

In this part of the research cluster of synchronous two-way learning English through video conferencing, distance learning via video conferencing does not have the same quality as face-to-face meetings. Problems encountered during learning using synchronous are low-quality on audio or video. Thus, it reduces the quality of learning between students and teachers. (Chen et al, 2019 p. 3). Therefore, synchronous two-way learning is not fully optimal in online meetings. Because at the time of learning through synchronous students are encouraged to learn from home, thereby increasing a sense of alienation from each other and less interaction with another (Moorhouse & Kohnke, 2021, p. 284). In this case, optimising two-way synchronous learning is an important component when using synchronous two-way English learning through video conferencing.

For the next cluster is the use of tools web video conferencing software. Technology provides communication between individuals in different locations. The success of a technology can be seen in the specifications given and the composition of the complex system. Then the cluster section is suitable for group meetings with activities such as training programs, product demonstrations, status reporting, application testing, sharing data, and quick polls. (Suduc et al, 2009 p. 7). Thus, previous studies only describe web conferencing media tools for business and only focus on evaluating, prioritising, allocating, categorising, organising, strategy planning, product development, etc. This use of the web is not suitable for holding a detailed online learning meeting and does not provide guidance on how to use the tool. Therefore, develop video conferencing guidelines are needed for the teaching and learning.

From the findings of cluster above, WhatsApp tool for teaching and learning. Generally, WhatsApp is an application that is often used to communicate with each other. but at this time WhatsApp is used as a medium for distance learning. Unfortunately, regarding the negative impact that the students get during

the use of WhatsApp as a medium for learning, students become less disciplined and affect the influence of student understanding. (Yilmazsoy, 2020 p. 83). Then, no direct communication through face to face with each other during online learning. The use of WhatsApp during online learning has a lack of student concentration during online learning. Because the students are distracted by other short messages. Furthermore, it can also lead to lower learning scores (Suryana, 2021, p. 80).

Furthermore, Aliyyah et al (2020, p. 99) it is challenging to get learners to participate in online learning. These barriers are caused by both internal and external influences, which can be divided. Internal issues include a less conducive home learning environment when family members' learners' activities provide distractions that lessen the focus required to study the subject matter. When using an online program to apply learning in a virtual classroom, external elements that occur are the disruptions from other students. Students converse with one another about subjects unrelated to the course material. In fact, there are some teachers who use the WhatsApp application as a learning process tool. It is because the features provided by WhatsApp are only a few features. In addition, the teachers do not understand the detailed use of features provided by other applications. Therefore, in this situation it is very important to develop online learning guidelines so that students can concentrate during the discussion not only focusing on the writing given by the teacher in the chat room.

The research about video conferencing and tool media for providing teaching and learning actually had been done by some experts and as aforementioned in clusters which are synchronous two-way learning, WhatsApp, and tools use web video conferencing. However, previous research did not show guidelines for using video conferencing and suitable tools for teaching. Thus, the researcher sees what is needed in teaching and learning. In case, a guideline video conferencing utilizing Zoom meeting is needed in teaching and learning which is easy for users, especially for teachers.

1.2 Identification of Issue/Phenomena

Nowadays, technology provides an innovation for online learning. Because with technology it is possible for teachers and students to meet face-to-face in different places. In addition, online learning must be supported by software or hardware in the form of computers or mobile devices and teachers need to have special knowledge in applying online learning (Hendri Pratama, 2020, p. 59). On the other hand, there are several issues related to this research which are:

1. The challenge of use of Zoom meetings for online learning.
2. Manage class on Zoom meetings.
3. Developing feature of Zoom meeting for teaching and learning English during pandemic.
4. The effectiveness of Zoom meetings in learning media for teaching and learning English.
5. Guidelines utilized Zoom meetings for teachers' lack knowledge of technology.

The researchers have identified problems in the current research area regarding the development of the zoom meeting feature for teaching and learning English. Developing existing features in zoom meetings such as video conferencing is very important. In this case, there are few studies that specifically discuss developing these features (Correia et al, 2020, p. 13). Therefore, it is important to develop more detailed features for users, especially teachers. Then, be able to implementation these features as easily as possible and with the aim of developing these features in a more comfortable and even during teaching and learning process, be interactive.

However, crucial issue are how makes create interactive online learning. Because, a guideline is needed for organising interactive online learning. Then, developing a guideline the language or the meaning of the words conveyed must be clear when giving instructions. In this case, the readers, especially teachers who lack knowledge of digital technology development, will be greatly helped (Akram

et al, 2021, p. 4). Thus, it will receive feedback and create active relationships between teachers and students

1.3 Delimitation and Focus of the Study

To avoid deviations from what the researcher has planned, the researcher has delimited the study. In this case, a delimitation is needed in order for this research to run based on what was planned before. Besides, with reasons to avoid actions that should not be taken during the research process (Rahayu, 2015, p. 5). Then, developing guideline video conferencing will raise many other aspects or issues, such as how to effectively use video conferencing, manage the classrooms, and the challenges of video conferencing. However, this study does not embrace the previous issues above, this research only focuses on developing guidelines using Zoom meetings in teaching and learning English. The guideline is use only for teachers not for students in senior high school.

In addition, to develop video conferencing guidelines, the researcher chose technology media to achieve interactive, and Collaborative in online learning. One of the media that is suitable to achieve this goal is the zoom application. This reveals that online learning using zoom has an effect on effectiveness and increases success on student learning (Serhan, 2020, p. 336). Furthermore, zoom meetings can be easily accessed with a laptop/PC, IOS or Android smartphone.

1.4 Research Question

According to these issue, the formulation of the issue in this study is formulated are:

1. What are the principles of the basic guideline for teaching and learning?
2. How is the guideline characterised for teaching and learning using Zoom Meeting in senior high school?

1.5 Aims of The Research
According to the formulation of issue, the purpose of this study follows:

1. To find out the principles of the basic guideline for teaching and learning.

2. To find out the guideline characterised for teaching and learning using Zoom Meeting in senior high school.

1.6 Significant of the Research

Theoretically, the finding of this study can be utilised to contribute or inspire the educators to create a good atmosphere in language learning classes, especially in English language teaching. It can be viewed as a guide to how student-centred learning is used in teaching English. The result of this research would enrich the guide and theory of guideline applying video conferencing especially in Zoom Meeting. Practically, the result of the research is intended to a guideline for all educators specially for English teachers to implement video conferencing in the teaching and learning activity.

1.7 Theoretical Foundation

In this part informs for theoretical foundation of the research. The reader is given the underlying theories relevant to the issue through the theoretical foundation. The related theories to be understood in this study consists of guidelines, teaching and learning, Zoom meeting, and senior high school.

1.7.1 Guidelines

The function of guideline as a tool for users who will use a product. Therefore, it is hoped that utilising the guideline can produce the things the product wants to use. Besides, guidelines are useful design recommendations, because they summarise a large body of knowledge both empirical and scientific and carry the benefits of increasing design productivity, reducing arbitrary project decisions, reducing stress, and training time (Possatti et al, 2018, p.199). Thus, the purpose of empirical knowledge is based on experience, experiments, and observations that have been made. Therefore, to minimise errors from a project with this guide, the project will be successful.

The project will be successful if the user can control or minimise errors and follow the suggestions contained in the guide. Then, The guidelines were written in a simple, understandable framework and can be applied to the design of both new

and renovated buildings, as well as to the evaluation, control, and monitoring of project quality by decision-makers (Bosia et al, 2016, p. 3). Therefore, in minimising errors in making products, the guidelines should be prepared with a clear framework and the writing that can be understood to make it easier for readers.

Furthermore, the design of a framework and writing must be clear to produce quality information that is easy to understand according to the needs of the user. The guidelines are defined in the setting of a multimodeling technique to enable the required high-quality information which, using a quality model and a transformations model, will determine which options are chosen (Insfran et al, 2010, p. 293). Therefore, the purpose of the quality model and transformation model is a framework to help users understand the content and guide the steps of the product that has been created. Furthermore, the framework in the guide must be systematic and the preparation of the guideline is clear to make things simpler to understand for readers. The reader's understanding of the contents is the main goal of making the guideline.

Quality of guidelines as well as in content and managing the information contained in the guide, it is helpful to use objects which need guidance. Furthermore, the guidelines as methods to direct a decision-making process towards specific goals (Bonvoisin, 2010, p. 4). Thus, it means providing a procedure for how to use or assemble a product that has a purpose so that the product can be used or applied successfully.

Besides, the purpose of making guidelines for a product is to inform and facilitate readers. Guideline is a manual or reference book in carrying out existing activities and can be used as a tool to make it easier for users to get information about the design (Sherly & Ardoni, 2013, p. 631). Therefore, the manual for carrying out the activities contained in the manual must use the national language to make it easy to understand by many users in order to get clear information from the design.

Thus, based on the experts explanation above the researchers be able to conclude that the guidelines is a manual or reference book in carrying out existing activities and can be used as a tool to make it easier for users to get information about the design and useful design recommendations, because they summarise a large body of knowledge both empirical and scientific and carry the benefits of increasing design productivity, it have been drafted in a clear, easy-to-read framework as procedures to orient a decision process towards given objectives, reducing arbitrary project decisions. They can be used for the design of new structures or the refurbishment of existing structures, and they can help decision-makers evaluate, control, and monitor the quality of projects, reducing stress and training time.

Quality information in the guidelines will assist users in taking steps or decisions to use the product. Therefore, the quality of the information needed must be clear, detailed and the content must attract the interest of the reader. However, to attract the reader's interest, the guide should have several quality characteristics criteria. Then, some characteristics are: 1) attracting interest for readers who use it, 2) being able to motivate readers who use it, 3) using interesting illustrations for readers who use it, 4) considering linguistic aspects according to the ability of the readers, 5) having a close relationship to help the strategy succeed so that everything is blended into one whole. 6) be able to encourage readers to use it to do something; 7) Keep concepts simple, 8) have a particular viewpoint or point of view etc (Afandi, 2010 as cited in Christananda, 2020, p. 13). Thus, some of the characteristics criteria explained above are the basis for developing guidelines that the researchers will use in this study.

For creating a guideline, especially for teaching and learning it must have a clear goal. It is because the product that will be produced will be detailed and clear information to make it easier for readers. The purpose is to produce detailed and clear information about how the teaching and learning process uses fundamental guidelines. Jagad.id (2020) there are several purposes of guideline are:

1. Reference in carrying out an activity.

   In carrying out an activity, especially in teaching and learning, there is already a guideline that had been regulated by the Kemendikbud. For example, a guideline given to the teacher, namely the guide book for teachers. Tt is only used and held for educators. On the other hand, this guideline for teachers only explains how to teach in the classroom and does not explain how to use technology. Therefore, a guide is needed in using a technology media, especially during a pandemic.

2. Avoid mistakes or failures in using a product.

   To avoid mistakes and failures in using a product, the readers must first read a guideline. Furthermore, the user must be careful after reading the manual and do not make the same mistakes. Therefore, it is important in the preparation of the guideline to be detailed and clear.

3. Guide rapid decision making to initiate and implement continuous learning. Therefore, to guide rapid decision making to start and implement continuous learning, a varied guidance method is needed, especially in the use of technology media and learners get a learning experience is meaningful, comfortable and according to needs of students. Furthermore, in guiding the taking of various methods, the class atmosphere will be more organised.

1.7.2 Teaching and Learning

A crucial procedure and essential for all educational activities is teaching and learning. The thought that teaching and learning are crucial components of education permeates everything. Basically, these describes how is share experiences and communicate information about science which can be taught and utilised in daily activity.

1.7.2.1 Teaching

Teaching is a type of interpersonal influence that aims to change someone's mind. Moreover, teaching seems to be a set of acts designed to promote comprehension. Teaching that relies on construction makes the material more comprehensible, reduces forgetting, improves transfer, and improves student

progress through the levels. This problem is considerably easier to solve when you have basic knowledge at a higher level. then, believed that this was the ideal approach to develop the most comprehensive manner of thinking normal thinking, and in the end, this type of teaching leads to intuitive knowledge, which not only pleases the student but also enhances self-esteem and confidence (Kadivar, 2011, as cited in Alamian & Moghadam, 2020, p. 54). Thus, teaching has an influence on a person's development. because in every activity I always get guidance so as to create opportunities for students.

Freedom for students in teaching needs to be considered. because through the process of freedom students will feel comfortable when the teaching process begins. The three key elements of effective teaching are content, communication, and feedback. (Rajagopalan, 2019, p. 7). Therefore, as a scientific process to establish cooperation or goals well, communication is needed that improves the quality of interesting learning content and also techniques in teaching that it will get good feedback that is in accordance with what has been conveyed.

Moreover, getting good feedback results because of the quality of the material and teaching techniques that will attract the students' interest. For teaching, especially English as a foreign language, the educator needs to have good classroom management skills. According to Brown, teaching includes demonstrating or assisting students in learning how to do something, providing directions in the study of something, providing, using language, and causing them to know or understand. Teachers must be innovative and manage the class with interesting approaches. (Feberiani, 2018, p 9). Thus, by teaching process in classroom, the teacher helps students in acquiring the knowledge that the educator has offered so that students can learn what they want to study.

The teaching process should pay attention to what students need in order for the students to become independent and not follow what the teacher says. But, when the students are in the classroom, the students should explore the material or find new things around them. Then, that results in a teaching process in which the students are the centre of learning. Furthermore, In the teaching process, teachers

should not be the centre of indoctrination, but students should be the centre of students' interests (Shu, 2020 p. 48). Therefore, when students become the centre of learning in the teaching process, the task of the teacher is to accompany or provide direction to students so that students do not feel confused during class.

In addition, when the teacher accompanies or provides direction to students and what students have found. then the teacher should provide an explanation of a little information in order to add knowledge to students. Because, teach is to assist someone in learning something by providing knowledge about it. In institutions, "teaching" refers to giving instructions or leading the students. In a broader sense, it encompasses interactions between teachers and students, class planning and preparation, gathering necessary "teaching aids," as well as activities like communication and instruction evaluation. (Sultana et al, 2009, p. 60). Thus, teaching is shared about the information according to context and guiding students to learn. Teaching also requires careful preparation and planning of material in order to obtain maximum results.

Thus, the researchers be able to conclude that teaching is a scientific process it refers to the process of helping someone in learning something by providing information, and its key elements are content, communication, and feedback. The teacher should be creative and manage the classroom with engaging techniques, and teaching that emphasizes construction makes the material more understandable, reduces forgetting, improves transfer, and improves student progress through the levels, this problem is considerably easier to solve when have basic knowledge at a higher level, Aside from instructing students on how to conduct something, giving them with vocabulary to use while studying, and influencing them to know or understand during the teaching process, furthermore believed that this was the ideal approach to develop the most comprehensive manner of thinking normal thinking, and in the end, this type of teaching leads to intuitive knowledge, which not only pleases the student but also enhances self-esteem and confidence, the teachers should not be the centre of indoctrination, but students should be the centre of students' interests, in Imparting instructions or guiding students toward a wider

perspective entails interaction between teachers and students, lesson planning and preparation, gathering necessary "teaching aids," as well as other activities like instruction evaluation and communication that should be recognized during the teaching process.

The relationship between teachers and students includes communication during the teaching process. Additionally, communication is crucial for making learning meaningful in a way that students can easily understand. then the instructor needs to be able to communicate effectively in order to promote high-quality learning. Moreover, effective teaching and teachers have valuable clinical, which contribute to the quality of effective learning. Therefore, (Fatimaningrum, 2011, p. 7) states that some criteria of a competent teacher include the ability are:

1. Ability relate to classroom atmosphere.

The teachers must have interpersonal skills, especially the ability to show empathy thereby can appreciate the students. Furthermore, have a good relationship with students both verbally and non-verbally. Accept and pay attention to the students so that students feel appreciated by the teacher, show high interest and enthusiasm in teaching. The most important thing is to be able to create an atmosphere for collaboration and cohesiveness in a group.

2. Ability relate to management strategy.

has a firm nature to deal with students who do not pay attention during the process of delivering material, diverting the conversation, and providing transitions in teaching. Then, be able to ask questions or give assignments according to the level. Because, giving assignments according to the level is to measure the success of the material that has been delivered.

3. Ability related to providing feedback and reinforcement (reinforcement).

The teacher should be able to give helpful advice to students during the teaching process. Then, able to provide helpful responses to passive students

learning in order for the students to not feel different from their friends who are not passive. Then, able to provide correct understanding of unsatisfactory answers.

4. Abilities related to self-improvement.

Teachers should be able to adapt existing curriculum and teaching strategies to fulfill the challenges of 21st-century students while they are in the classroom. In this case, able to expand and increase knowledge of interesting teaching methods for students. Then, able to take advantage of teacher group planning to create creative and innovative teaching methods.

1.7.2.2 Learning

Generally, by ensuring that students learn effectively and receive the necessary educational preparation, learning is a process. According to the notion, learning is an improvement in behavior, mental processes, and skills brought on by experience and the gaining of new knowledge and abilities (Sehic, 2020, p. 6942). Therefore, learning as a basic change in the student's behaviour, abilities and adding new knowledge so that the students will be able to produce experience based on what the students learn.

Changes in behaviour while studying is one of the attitudes of students who respond to every process of activity both in class or outside the classroom. This change shows that students understand the material or knowledge conveyed by the teacher. Besides, learning entails obtaining and changing information, abilities, approaches, attitudes, and behaviors. (Schunk, 2012, p. 2). Thus, acquiring and modifying knowledge is basically analysis and developing learning materials or the knowledge that students or teachers have will acquire into new sources of knowledge.

New source knowledge that can be obtained through the learning process will improve performance in the brain. The brain will work if it gets a stimulus from learning. Because, understanding how people learn is one of the goals of learning. (Harasim, 2012, p. 4). Therefore, after the stimulation of the brain so that it can help

on how to know someone's learning is the benefit that can be obtained from the learning process.

On the other hand, many benefits that can be obtained through the learning process. This implies that while learning theory is descriptive, it is also prescriptive. By using authoritarian methods, the goal of learning theory is to choose the best learning strategy or approach. In order to make learning easier, several variables in learning theory are attempted to be controlled. The goal of learning theory is to describe the learning process using descriptive methods. The study of learning theory focuses on how a person learns (Muhajirah, 2020, p. 37). Therefore, in the learning process, students are very concerned because students have different learning abilities from other students. the difference should not be an obstacle for the teacher.

Students' learning abilities vary widely so that they can lead to different understandings. Because these all understand the concept of learning and have engaged in it at some point. This involvement has taken place in a very diverse variety of contexts, both formal and informal, from the relatively small confines of a school classroom to the expansive fields outside or a quiet nook where a chance chat led to a deeper understanding of one thing or another. (Pritchard, 2009, p. 1). Thus, with unlimited space, students will get a lot of abilities that students get. as well as deepening the subject matter that students like, students will further explore and understand the topic.

Based on definition by expert above the researchers can conclude that learning is a concept that we all understand and has been a part of our lives. Positive behaviour change entails acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, behaviours, mental activities, and abilities through prescriptive methods, whereas learning theory is descriptive and authoritarian. Another goal of learning theory is to identify the best learning method or strategy to achieve the best results. Learning theory deals with efficacy. This participation has been in a very multitude of environments, both formal and informal, ranging from the relative confines of a school classroom, to the wide open spaces of the countryside, or a

quiet corner where a chance conversation led to deeper understanding of some topic or another. Descriptive means, to explain the learning process, the aims to help us understand how people learn and participate.

Learning is when behaviour changes for the better as a result of practise or experience. The relationship between stimulus and response leads to learning. If a person exhibits a change in behaviour, it is assumed that they have learned something. Then, (Nadia, 2021, p 22) she stated there are several types of learning, namely.

a. Visuals

The big part in visual learning via seeing, which is a type of learning. One acquires knowledge through visual learning styles by looking at images, graphs, maps, posters, graphics, text material such as writing, and so forth. Visual representations like arrows, circles, hierarchies, and other tools that teachers use to show information that can be expressed in words are frequently used in visual learning methods to represent knowledge. This comprises the patterns, forms, and other formats utilised for transmitting and labelling data.

b. Auditory

An individual who wants to learn utilising their hearing can do so by using the auditory learning style. They therefore heavily rely on their hearing, such as listening to lectures, radio, dialogue, discussion, etc., to succeed in their learning. A predilection for knowledge that is heard or spoken is described by this learning style.

c. Kinesthetic

A person who learns by doing, touching, practising, or receiving direct instruction is said to have a kinesthetic learning style. While other learning modalities are utilised, this learning style contributes to interactions and exercises (whether virtual or actual). This comprises realistic case studies, exercises, simulations, videos, and films in addition to realistic course presentations.

1.7.3 Zoom Merting as a Tool Video conferencing

Video conferencing is now available on a variety of devices, including PCs, laptops, and smartphones, due to the technology developments. Many providers offer programs that may be easily accessed through these devices one of which is the Zoom Meeting. Furthermore, zoom is a software program, designed by Zoom Video Communications, used for the transmission and reception of both audio and visual signals between users at various locations during communications (videotelephony) (Pages, 2020, p. 8). Therefore, as video communication tool, this zoom meeting offers a lot of benefits. ranging from communicating between two or more people in different places to time that can be accessed at any time.

Zoom Meeting quickly became popular with a wide variety user. Zoom is a cloud-based video-conferencing programme that enables users to hold live talks with anyone either visually or audibly, or both, and to record those sessions for later viewing. In 2019, more than half of Fortune 500 firms formally used Zoom (Miller, 2020, p. 36). Thus, Zoom Meeting can also provide a very large online meeting capacity and also has many very effective features to use, especially during online learning.

Moreover, Zoom is a web-based collaborative video conferencing solution that offers high-quality audio, video, and screen sharing, making it ideal for webinars, online meetings, online classes, and other types of virtual conferences. The various Zoom features allowed teachers to design dynamic learning environments (Serhan, 2020, p. 335). Thus, as tool a video conferencing perfect to support teaching and learning process during pandemic.

Besides, as a tool video conferencing Zoom is a cloud-based video conferencing tool that anyone may use to hold virtual meetings with other people while conversing in real-time over video, audio only, or both. You can even record these meetings for later viewing. More than 300 million people now utilise this service annually (Ernstring, 2020, p. 6). Therefore, Zoom is support for conducting online meetings because it features many good features for the online meeting process, especially in teaching and learning.

The explanation above leads to the conclusion that Zoom is an perfect application for group video calls, a software program, web-based collaborative video conferencing tool or cloud-based video-conferencing application that can use to communicate remotely or at various locations with anyone either visual or audio or used for the transmission and reception of both audio and visual signals between users during communications (videotelephony), or both when holding live conversations, screen sharing, also suitable for users who are looking for a more carefree video call chat or More than 300 million people use this service annually, and it is perfect for virtual conferences, interactive learning, online meetings, and webinars since it allows for real-time communication and records those sessions for later viewed.

Furthermore, Zoom Meeting also offers interesting features, one of which is the break up room feature and so on. Lathifah & Lestari (2021, p. 182) Several Zoom options are available for the teaching and learning process, as follows:

1. Raise hands. Students or participants in zoom meetings can easily ask questions during the explanation session thanks to this functionality.
2. Screen-sharing. A function that tries to make all learners or attendees in the zoom meeting aware of what is on the teacher's screen so that learners can more easily record the teacher's explanation
3. Whiteboard. Teachers can write or draw on the Zoom-provided white area using the white board feature. Teachers can also add text, signs, or photos to the already completed share screen.
4. Chat. If students or Zoom participants want to communicate their thoughts or pose queries in writing, the chat component is crucial.

Through Zoom meetings make online learning more effective. It is because Zoom meetings provide video conferencing as communication that is easily accessible to everyone such as students and teachers.

1.7.4 Senior High School

A subject could be seen to be transitioning from childhood to adulthood throughout the high school years, which have a sensitive age range of 15 to 18 years. This time period is most commonly referred to as adolescence. The Senior High School pupils were classified as teenagers since they spent a lot of time learning science and information during this transitional stage from childhood to maturity. (Rifki, 2017, p. 2) Therefore, in the transition period to the adult process, it is important to pay more attention.

Students at high school range in age from sixteen to nineteen, with some still in the teenage developmental stage. The developmental stage between childhood and maturity is known as adolescence. Adulthood that contains major changes in physical, cognitive and psychosocial. Piaget stated that high school students are at formal operational cognitive development stage (Papaliadkk, 2008, as citen in Qurotula'yun, 2018, p. 16). Cognitive development is students to obtain information and solve problems.

In addition, Senior high school is a secondary education level that places a significant priority on preparing learners for further study in a specialised field. Placing students in certain majors appropriately means providing opportunities for students to be successful in the future (Nurhayati, 2017, p. 6). This is accordance with 12 UU No. 20 years 2003, that educational services be provided to students in accordance with their skills, interests, and talents.

Based on the explanation by the expert above, it concludes The senior high school is a secondary education level that places a significant priority on preparing learners for further study in a specialised field. Giving pupils the chance to succeed in the future requires placing them in particular majors wisely, generally has a vulnerable age of 15-18 years or sixteen years old up to nineteen years, it can be claimed that this time marks a person's transition from childhood to adulthood, or as it is more often known, adolescence. Adolescence is a phase of transition from childhood to adulthood when people are searching for their actual selves and spending a lot of time learning science and knowledge.

Wijayati (2013, p. 215) there are seven characteristic of senior high school. The characteristics are: 1). The need to comprehend the significance and goal of educational activities, 2). Are driven by both internal and external factors 3. have cognitive restrictions they put on themselves as a result of years of academic failure and a lack of confidence 4). may have "shut down" in some cognitive areas, so learning is required. How to learn and get through these learning obstacles, 6) Want to set short-term and long-term personal objectives; 7) Want to take personal accountability for learning and goal-related success.

1.8 Previous Studies

Several past studies carried out by other researchers in the same subject are cited by the researchers during the research, and a review of the literature can support this study. The researchers discovered some earlier papers that are relevant to their current investigation. The title of the first is "Synchronous video conference zoom meeting as connectivism approach to learning English " written by Lemy (2020). In order to increase synchronous communication and direct contact between students and teachers using video-based conferencing systems, the study's goal is to examine the extent to which two-way synchronous video conferencing is employed in educational institutions. Therefore, (Lemy, 2020) intends to understand adoption and use of synchronous video conferencing technology for teaching and learning. then, utilising a video conferencing technology, the teaching and learning processes during the epidemic were examined from the viewpoint of the teachers. In that case, the researcher's method is a qualitative. The participant who responds to the open online survey questionnaire serves as the source of the data for the data analysis, which is derived from the open online survey questionnaire. The data analysis was to get the meaning from participants' expressions with regard to the state of using video conference systems as tools to support distance and online teaching and learning activities. Furthermore, the synchronous video conferencing system is recognized as an innovation in teaching and learning as reported by several participants and is used effectively in the learning process. However, in this research the researchers only explain synchronous video conference zoom meetings as media communication and

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interaction between teacher and students. Then, student expressions after using video conferencing such as zoom meetings during online learning.

The second research has been conducted by McGillaand and Fiddler (2021) with the title "A User's Guide to Understanding and Overcoming Challenges in Teaching and Learning Technology through ZOOM". This article serves two purposes. The primary goal of this article is to discuss the obstacles and difficulties in successfully applying learning. The development of instructional materials for online learning is the second goal of this study. This study employed a qualitative approach. Using the Zoom Meeting programme for teaching and learning has a number of drawbacks, according to the research. For instance, in providing educational resources. Some students have trouble receiving a signal, which causes the given image and sound to be distorted. This study only addresses the issues that prevent successful learning implementation. There is a gap in the second purpose of the research since particular subjects in the improvement of teaching and learning are not explained.

The last previous research entitled "The Use of Zoom Meeting For Distance Learning in Teaching English " has been done by Laili and Nashir (2021). The purpose of this study is to describe the circumstances that arise when teaching English remotely utilising Zoom as an alternative to traditional problem-solving techniques, as well as the efficiency of doing so. The researcher also employed a qualitative descriptive approach in this study. The methods used to collect data include a Google Forms questionnaire. Zoom is a various online learning option for teaching English, according to the research's findings. can make adjustments to the present pandemic situation in order to make learning from home or working from home activities go as smoothly as possible. Through Zoom, instructors and students can hold video conferences that serve as a replacement for in-person meetings in traditional classroom settings. This study mainly covers zoom meetings as an online learning option during a pandemic and their usefulness since teachers and students can communicate with one another. The students can then present their work in-person during the Zoom meeting.
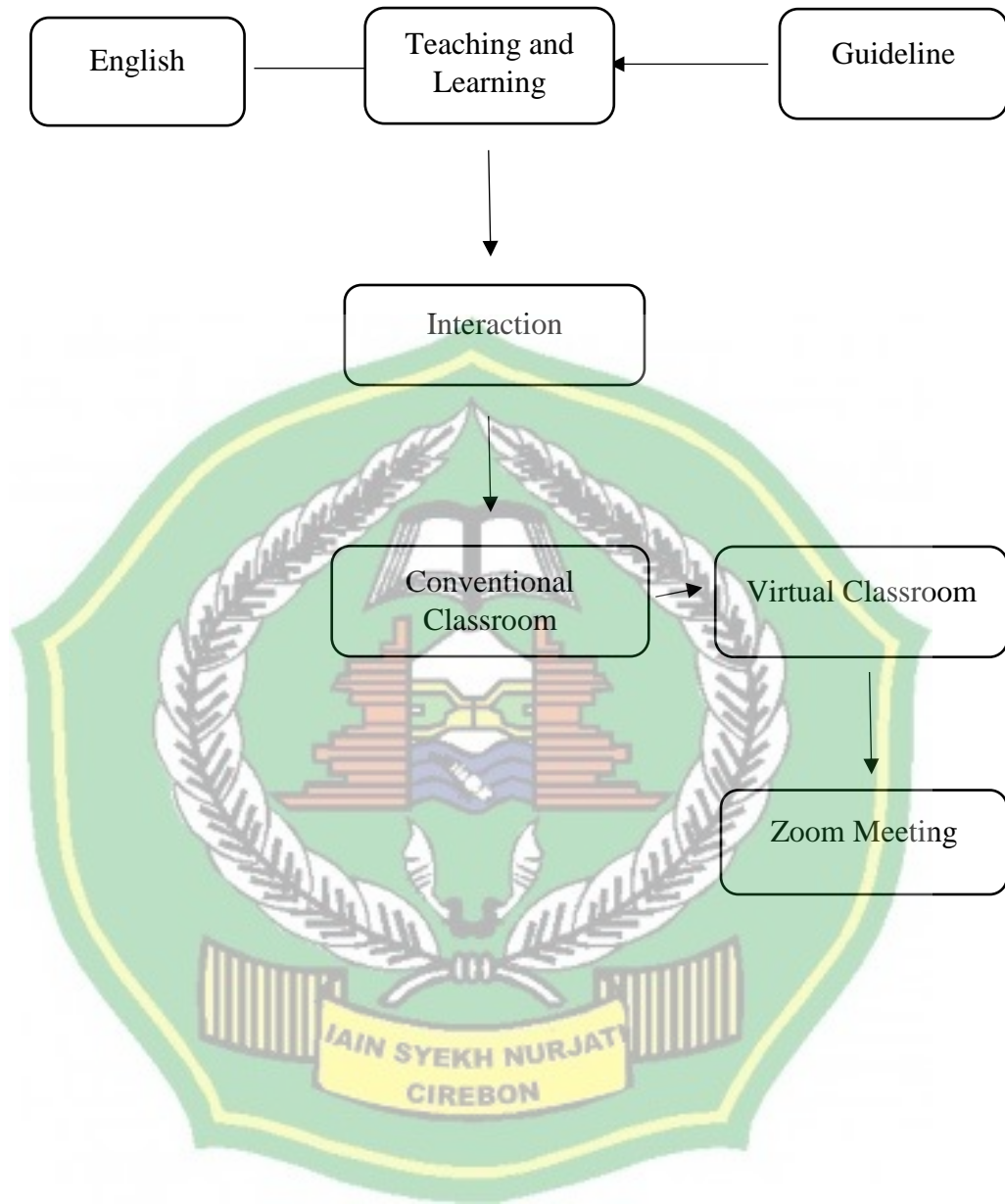
Despite the various researchers cited previously, not all of them cover the developing guideline for teaching and learning English used zoom meeting in senior high school. There are comparing and contrasting of this research. The previous research only explains supporting direct online interaction between students and teachers, student responses, barriers and challenges to implementing zoom meetings in teaching and learning. Then, this will provide a guideline for teaching and learning English using zoom meetings. In order for the teachers to master online classes very well and make the students interested and focus during online learning.

1.9 Frame of Thought

Because it is the main languages in the majority of the world's people, English is a universal language. English is a crucial worldwide language for master's or course offerings too. Thus, it is necessary to learn English while teaching and learning. Teaching and learning have a unique role in the educational setting as a means of gaining experience, skills, values by understanding information and so on. After the of the teaching and learning process, a process of interaction between the teacher and students will emerge, leading to an interactive activity in the classroom learning process. the act of interacting and conversing with others, as well as transferring information and knowledge.

Before the Covid-19 virus, the teaching and learning process used a conventional classroom where the learning process was still using traditional media such as blackboards and markers. Then, following the global dissemination of the COVID-19 virus, the teaching and learning process changed, where the traditional classroom is being replaced by a virtual classroom for the teaching and learning process. Virtual classrooms are unfamiliar to many pupils. because they are uncomfortable and unable to socialise. Zoom Meeting is one of the most popular virtual classroom platforms. Additionally, a guide is required so that pupils do not feel at ease during the teaching and learning process. Which will later lead to an interaction as has been done in conventional classes even though teaching and learning in virtual classrooms. Researchers currently assume guidelines as things that will make teaching and learning English in a virtual classroom work well.

Figure 1.1 Frame of Thought

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┌─────────────┐      ┌──────────────┐      ┌─────────────┐
│   English   │─────▶│ Teaching and │◀─────│  Guideline  │
│             │      │   Learning   │      │             │
└─────────────┘      └──────────────┘      └─────────────┘
                            │
                            ▼
                     ┌──────────────┐
                     │  Interaction │
                     └──────────────┘
                            │
                            ▼
                ┌──────────────┐      ┌──────────────────┐
                │ Conventional │─────▶│ Virtual Classroom│
                │  Classroom   │      │                  │
                └──────────────┘      └──────────────────┘
                                               │
                                               ▼
                                      ┌──────────────────┐
                                      │  Zoom Meeting    │
                                      └──────────────────┘
```

1.10 Research Method

1.10.1 Research Design

A research design is necessary for conducting research. A research project's components should be cohesively integrated, which is referred to as research design. The researchers employed qualitative research in this study. Instead of establishing cause and effect, qualitative research is used to investigate and characterise a phenomenon. It is assumed that examining the context and related conditions are integral to understanding the case. Typically, case study research is qualitative in nature, describing a behaviour or experience" (Nashruddin, 2020, p. 75). Therefore, in this study only get the information based on literature review, experiences and phenomena without statistical data.

Because the goal of the study was to create a product that would serve as guidelines for Zoom meetings for teaching and learning, the design of the study is R&D (Research and Development). One method of qualitative research is R&D. Design and Development's objective in order to accomplish clearly defined learning goals, research is used to create new or better treatments or techniques, including making adjustments based on small-scale testing (Institute of Education Sciences & the National Science Foundation, 2013, p. 12). Then, definition of educational R&D as an industry-based development model is "educational R&D is an industry-based development model in which the results of research are used to design new products and procedures, which are then systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards." (Gall, Gall & Borg, 2003, p. 569). Furthermore, regarding R&D ten steps are included in the Borg and Gall approach. The steps are: 1). Involves information collecting and conducting or need analysis. In the process include literature review or classroom observation. 2 & 3 are planning and developing the preliminary form of the product as well as identifying the particular knowledge, methods, and tasks needed to accomplish the objectives, as well as the features of the learning environment and the contexts in which the new knowledge and abilities will be put to use. 4). involves converting the requirements and objectives of

education into precise performance goals or preliminary field testing. 5). Developed Assessment instruments. The knowledge and skills indicated in the performance objectives should directly connect to these instruments. 6). Instructional strategies are created to support students in their efforts to meet each performance goal. 7). The development of educational materials. Include printed resources like textbooks and teacher training guides as well as other types of media like interactive video systems or audiocassettes. operational field testing and final product revision in numbers 8 and 9. Dissemination and application (10).
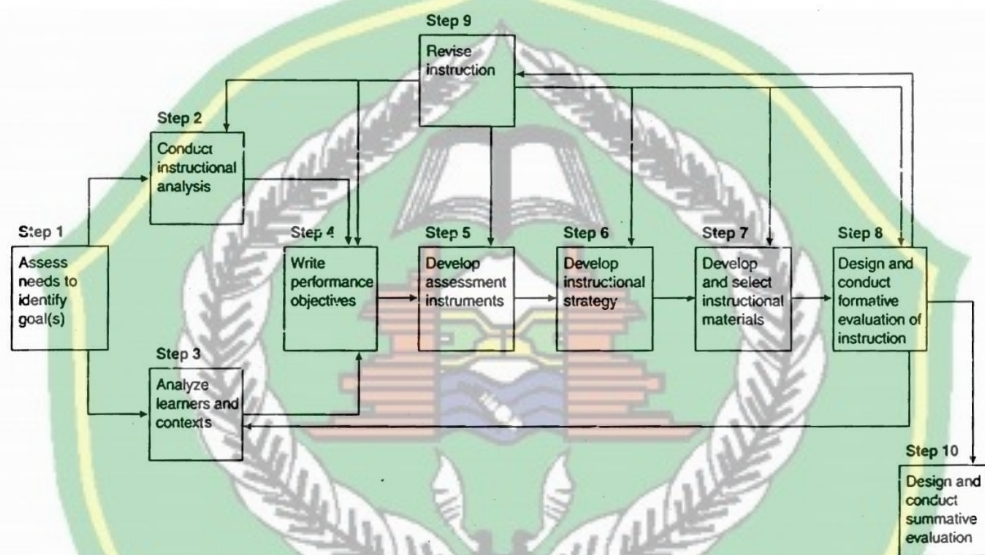
Based on the stages above, this study simplifies the stages. The simplification starts from the opinion of Borg and Gall in (Emzir, 2013) who suggest limiting small-scale research, including limiting research steps. The research also emphasised that the simplification was carried out due to the limited time and cost of each researcher. In his research conducted only four stages. The procedure for this research first needs analysis by literature. The seconds, development design and planning product. The third, preparation for the development prototype model of developing guideline teaching and learning English using Zoom meeting. The fourth, validation steps to validator or expert judgement.

However, in the development of this research, it was simplified using only 3 steps of Borg and Gall due to adjusting the needs and has a limited time. The steps taken are reference and collecting information in literature review, planning and developing the prototypes. Then, Borg & Gall (1983, p. 792) as cited in Hutapea et al (2021, p. 726) states Keep these warnings in mind when doing an R&D project for the thesis or dissertation. It is preferable to take on a little assignment that requires little creative instructional design. Additionally, users should stay away from pricey instructional media like 16-mm film and timed slide cassette unless you have a sizable cash cushion. Limiting development to only a few phases of the R&D cycle is another strategy for reducing the project's scope.

Thus, existing 10 stages can be simplified based on the need in order to shorten the research with a limited time. Furthermore, the research on a large scales R&D will require a long time and large costs. Because this research has limited time to carry out the research.

1.10.2 Sources and Types of Data

By doing library research, this study used a critical literature evaluation to discuss the research issue. Library research is used to discover the data's sources. The information was collected from a variety of sources (journal) relating to the implementation of CALL (Computer-Assisted Language Learning). To find out where the data was collected through, a literature search is conducted (Nashruddin and Mustaqimah, 2020, p. 85). The document is where the study's data sources were found such as journals, book, articles, thesis, or websites related to the literature review of this study.

Table 1.1

Resources and Web Address

Resources	Web Address
Google	https://www.google.com/?hl=id
Google scholar	https://scholar.google.com/
Worldwide electronic source database	https://www.researchgate.net/
Research Gate	https://libgen.is/
Library Genesis	https://eric.ed.gov/
ERIC	

Table 1.2

Specification of Resource

Years	Journal published pre-2012
Topic	Education & technologies
Journal	Guideline, teaching, learning, English, online learning, Zoom, senior high school

Thus, knowing the keywords associated with a resource or website URL is crucial for determining the appropriate article or topic.

1.10.3 Techniques of Data Collection and Instruments

Documentation is the method of data gathering and the tool used in this study. Using the documentation technique, the researcher gathers information from the literature on the topic covered by the research questions. The data was compiled from a number of sources. After data was gathered, it was combined into a single document that was used to respond to the research question's inquiries. Inclusion and exclusion are part of the research gathering techniques and instrument process.

Inclusion focuses on the journal's content, while exclusion focuses on things that are out in the journal's content (Nashruddin and Mustaqimah, 2020, p. 85). Likewise, the inclusion and exclusion criteria listed in table 1.3.

Table 1.3

Inclusion and Exclusion

Inclusion	Exclusion
1. Book, Journals	1. Book and journal published pre-2000
2. Published between 2001-2022	
3. Guidelines	2. Not index nationally (IPI, SINTA) or internationally (Scopus)
4. Teaching and learning English	
5. Zoom® as video conferencing	3. Research article which do not involve guideline, teaching and learning, English, Zoom® meeting, video conferencing.
6. Teaching online learning	

Inclusion and exclusion criteria need to be considered and pay attention to journal indexes, such as SCOPUS and Google Scholar. That used to determine the location of the journal that can be seen with journal citations through ISSN or DOI (Mustaqimah & Nashruddin, 2020, p. 87). DOI or Digital Object Identifier refers to the article to which it assigned. In addition, ISSN is also known as the International Standard Serial Number, which is the assigned journal.

1.10.4 Data Analysis Techniques

This research's data processing and analytical methods require a critical literature review. A systematic review design is used in the process of critical literature review. analysis of the relevant literature, which was adapted from Nashruddin & Mustaqimah (2020, p. 83-85) there are four stages, namely choosing a review topic and developing a research question come first. The first step in the stage is to choose a research topic, next to focus it and then formulate the research questions. The second is selecting, analysing, and keeping notes of sources. The
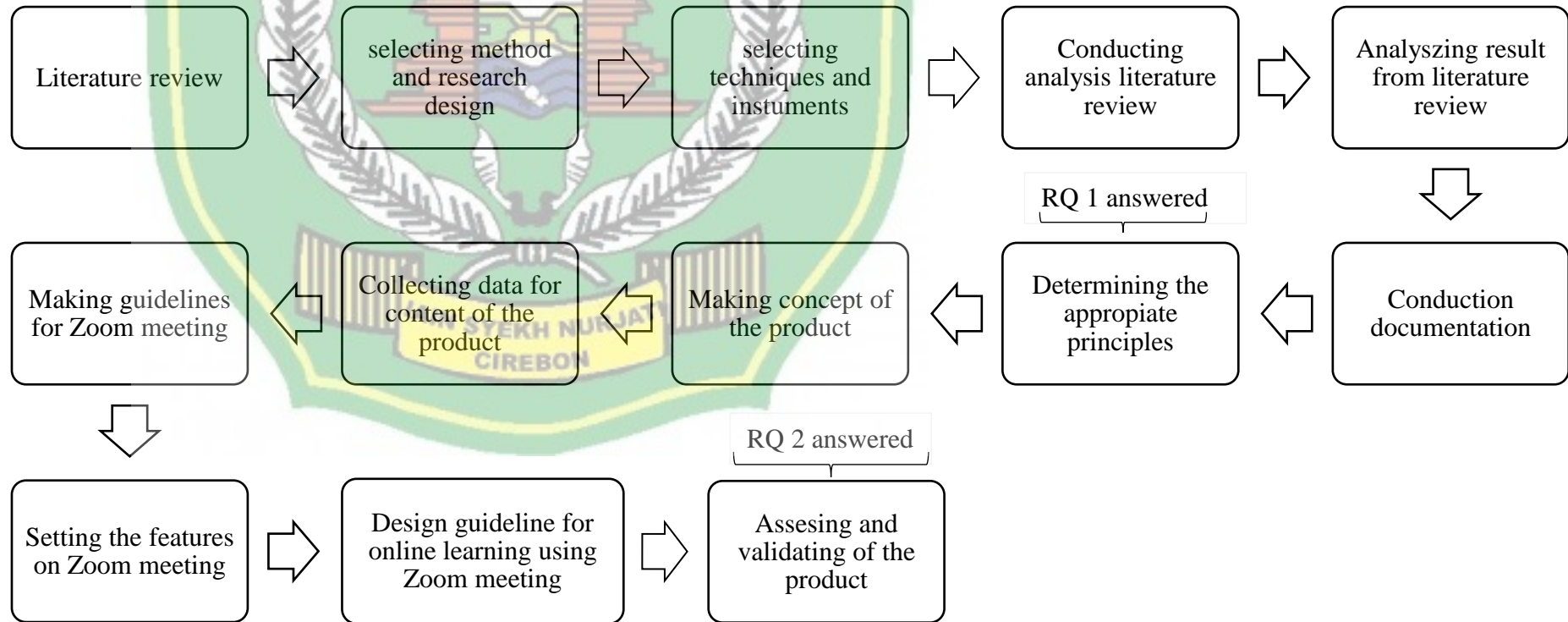
stages of analysing literature requires readers and researchers to organise a review reading list. The third is synthesising and interpreting the literature. Synthesising is the stages of combining the different aspects of to establish a logical argument, an explanation, and a conclusion, each study is conducted into logical points. The fourth step involves assembling everything. When writing a solid and thorough literature review, the steps should be heavily considered. All points are finally collected in this study and evaluated again for coherence throughout the text.

In ability to answer to the first research question, this study used the stages by reading the literacy review. To obtain data sources, researchers used documents such as journals, e-books and books related to literature guidelines, teaching and learning English, and Zoom meetings. After getting the data sources from reading the literature, the researcher sets research questions for the research to be carried out. Then, when the research question has been determined, the researcher collects data or information that has been obtained through literature study. Furthermore, choosing methods and research designs and selecting data collection techniques and instruments to get valid data results. Then, conducting literature review analysis with the data that has been collected. After that, collect data from the analysis literature and determine the appropriate principles to be used as the basis for making a guidebook

To answer research question number two, the researcher makes a concept of the product to be developed. Then, collection data content and make a guide for zoom meeting. Then, the researcher on the feature settings in the zoom meeting to find out the stages that will be written in the guide and it will be easier to design the guidelines that will be used when online learning starts using the Zoom meeting application. Finally, the researcher will do the assess and validating of the product.

Figure 1.2

Research stages

Literature review → selecting method and research design → selecting techniques and instuments → Conducting analysis literature review → Analyszing result from literature review

RQ 1 answered

Making guidelines for Zoom meeting ← Collecting data for content of the product ← Making concept of the product ← Determining the appropiate principles ← Conduction documentation

RQ 2 answered

Setting the features on Zoom meeting → Design guideline for online learning using Zoom meeting → Assesing and validating of the product

1.10.5 Research Timeline

Tables 1.4

Research Timeline

NO	ACTIVITIES	JANUARY	FEBRUARY to MAY	JUNE
1.	Research thesis proposal			
2.	Revision to research thesis proposal			
3.	Organizing the review to choose the data and the keyword (e.g. journal, books)			
4.	Carrying out a review			
5.	Grouping the review's findings			
6.	Synthesis the data			
7.	Finalisation of the research			