



Utilizing Zoom as Online Platform for EFL Teaching and Learning: A Systematic Literature Review

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Abstrak

Pandemi Covid-19 berdampak pada sistem pendidikan yang menggunakan kelas online. Guru dan siswa terpaksa melakukan pembelajaran jarak jauh dan belajar secara virtual. Salah satu aplikasi online yang banyak digemari adalah Zoom Meeting. Penelitian ini bertujuan untuk menganalisa artikel-artikel terdahulu yang meneliti tentang pemanfaatan Zoom Meeting sebagai platform online untuk pengajaran dan pembelajaran Bahasa Inggris sebagai bahasa asing. Studi-studi tersebut menekankan kelebihan dan tantangan dalam penggunaan aplikasi Zoom Meeting khususnya dalam pengajaran dan pembelajaran Bahasa Inggris. Kajian sistematis literatur digunakan untuk mengumpulkan dan menganalisa data dari Google Scholars, Jurnal berputasi, Sage Publication, dan Science Direct selama tiga tahun terakhir dari tahun 2021 hingga tahun 2023. Penelitian-penelitian tersebut dianalisis dengan metode analisis konten untuk menemukan tantangan dan keuntungan pemanfaatan zoom dalam konteks pengajaran dan pembelajaran Bahasa Inggris. Terdapat dua puluh Sembilan artikel yang memenuhi kriteria telah direview yang terdiri dari dua puluh enam artikel penelitian dari Indonesia dan tiga artikel penelitian dari luar negeri. Analisis artikel telah menunjukkan bahwa banyak guru dan siswa Bahasa Inggris yang memandang positif penggunaan Zoom sebagai platform pembelajaran daring terlepas dari beberapa kekurangan yang dirasakan dari penggunaan Zoom tersebut. Platform pembelajaran daring ini telah didukung banyak fitur untuk membuat ruang kelas virtual yang lebih dinamis seperti layaknya kelas luring. Sebaliknya, tantangan yang dihadapi dalam implementasi zoom seperti; jaringan internet, dan penggunaan data.

Kata Kunci: pengajaran bahasa Inggris, pembelajaran bahasa Inggris, platform pembelajaran online, zoom meeting.

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Abstract

Covid-19 pandemic affected the education system as an online class. Teachers and students were forced to have distance learning and learn by virtual class. One of the preferred online learning applications is Zoom Meeting. This research aimed to analyse previous research articles about the utilization of Zoom Meeting as an online learning platform for EFL teaching and learning. The studies emphasized the advantages and challenges in the use of Zoom meeting application as online learning platform for EFL teaching and learning. This paper used A systematic literature review method to collect and analyse data from Google Scholar, Reputable Journal, Sage Publication and Science Direct for over the past three years, starting from 2021 to 2023. Those previous articles were analysed with the content analysis method in order to find the challenges and advantages of zoom utilization in EFL teaching and learning context. There were twenty-nine articles that meet the criteria have been reviewed which consists of twenty-six articles from Indonesia and three articles from abroad. The



analysis showed that many EFL teachers and students perceived positively in the use of Zoom as an online learning platform, regardless of several perceived drawbacks. This platform has supported by several features to create interactive virtual classrooms. In contrast, the challenges still encountered for zoom implementation such as; internet network, and data usage.

Keywords: *EFL Teaching, EFL Learning, Online Learning Platform, Zoom Meeting*

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Introduction

The global coronavirus outbreak in 2020 had a negative impact on both the standard of life and educational opportunities for people. During this time, the phenomena of remote working, distance classroom became trends (Surkeeva & Azizova, 2021). In the context of education, it is also imperative to quickly transition from an offline to an online digital education system. In Indonesia, the government implement the online learning policy due to Covid-19 pandemic to efficient the learning process including EFL learning process to be conducted in the distance or online-based system. It drives teachers to change the learning mode from face-to-face became online to accommodate students learn English (Sari & Iswahyuni, 2021).

Hasnidar (2020) mentioned online learning as the learning activity that has done electronically by using internet network based and computers. Moreover, Arkoful & Abaidoo (2014) implied online learning as the use of information and communication technology to facilitate access to online learning and teaching resources. Normally, online learning consists of two main techniques which can enhance various types of communication and learning experiences: synchronous and asynchronous. Synchronous learning is online instruction focused on immediate, real-time connection with participants online who are spread out in different places. In fact, synchronous communication uses videoconferencing platforms to allow students to visually engage in real-time online situations (Rahayu, 2020; Nuryanto, 2021). However, asynchronous communication gives students the freedom to engage and study in a time-and place-free environment at their own speed. In addition, asynchronous mode does not require the teacher

and student to communicate simultaneously (Nurieva & Garaeva, 2020). In any situations, in the teaching process needs some certain skills are required to be a good teacher including in the virtual classroom. (Davis et al, 2005). Teachers should foster an atmosphere where meaningful interactions may be conducted by using discussion boards, webinars, and group projects. Moreover, online teachers also need to handle the potential of students being isolated during the virtual classroom (Barbour et al, 2013; De la Varre et al, 2010). However, there are also skills related to online teaching that are unique to that context, often completely new to teachers (Davis et al., 2007; Pulham et al., 2018). One example of these differences is that online teachers need to utilize asynchronous communication skills extensively (Friend & Johnston, 2005) and be able to strategically combine synchronous and asynchronous communication and learning activities (Martin et al, 2020).

In the implementation of online learning teachers have many options of platform that they can choose such as Google Meet, WhatsApp, Google Classroom, and Zoom Meeting. Moreover, from all the learning platform, zoom meeting is considered as the most popular tools that used by students and teacher. Zoom is a free HD application that provides video and screen sharing for more than 100 participants. This application can be used in many mobile devices such as smartphone, laptop, and iPad. So far, zoom meeting application is the most favourite application for students and teachers. Thus, from this application teachers or lecturers can ensure that their students participate in the class at the same time, even though they stay in different places. (Gunawan et al, 2021). Zoom meeting includes several features, such as annotation tools, polls, breakout rooms, video, and screen

sharing. These features accelerate communicative teaching and learning by using language instruction in the interactive synchronous classes. Zoom also gives students to have direct questions, or show agreement by using non-verbal icon that provided on it. Teachers also can play video and audio files for giving listening practice activities (Kohnke & Moorhouse, 2022).

Since the COVID-19 Pandemic, video conferencing in the school sector has qualified for quick development (Gladovic et al, 2020). Traxler (2007) states that by using video conference for educational purposes, students are encouraged to think creatively about technology, which leads to the emergence of new kinds of user-machine relationships. In addition, the fact that classes are held virtually, the rise in cellular technology and mobile internet usage has contributed to the growing popularity of video conferencing. Zoom is a cloud-based service that provides meetings, webinars, and video conferencing in addition to content collaboration and file sharing. It assists English teachers in fostering a harmonious environment among their students so that they may accomplish more (Dewi & Anugerahwati, 2023).

The world people live in and how they learn to live it are being redefined by the technology of online distance learning. Zoom application is one of the latest and most innovative software-based conference room choices (Torukwein David-West, 2022). In fact, zoom has been utilized as an instructional technology to support real-time communication and engagement during the shift from face-to-face instruction to online learning (Alfadda & Mahdi, 2021). Zoom is a popular video conferencing solution that is renowned for being dependable and simple to use. It offers breakout rooms, screen sharing, high-quality audio and video communication, and recording features (Hodges et al, 2020). In addition, zoom makes interactive lessons accessible to EFL instruction. Teachers can use multimedia resources, arrange group activities in breakout rooms, and record sessions for evaluation afterwards. It is a well-liked option to sustain participation and engagement in online environments because of its rich features and user-friendly layout (Chokaier, 2024).

Zoom is a cloud-based platform that provides secure session recordings, group messaging, and online meetings. It enables real-

time communication through any device, including computers and smartphones, with the goal of facilitating seamless collaboration (Archibald et al, 2019). One of zoom's distinctive advantages is its ability to safely record and retain meetings without the need for additional software, protecting sensitive information. Additional security features include user-specific identification, encryption in real-time, and the capacity to backup recordings to remote servers' networks or local storage, allowing for safe collaboration sharing (Akanda & Suchona, 2024). Zoom facilitates virtual group meetings and extended video calls for up to 1000 participants via the internet. These participants can utilize zoom's feature and function, which include full-screen view, session, recording, breakout rooms, HD video and voice, group messaging, simultaneous screen sharing and more (Nurieva & Garaeva, 2020).

However, for both teachers and students, the abrupt switch from offline to online learning has presented numerous difficulties. Teachers might experience obstacles in implementing the online learning related to the learning management, devices, internet networks, learning application such as zoom, evaluation and supervision. Additionally, the emergence of technical problems, limited time to do assignments, internet access, and difficulties in understanding the teachers' explanation are concerned in the online learning process (Purnama, 2021).

Furthermore, the new situation of online learning force teachers to adapt with the preparation including any content related to distance and online learning (Shin et al, 2022). Without sufficient of preparation and developing new skills, many teachers were left to attempt to replicate face-to-face instruction in synchronous video learning environments via webinar platforms like zoom (Barbour et al, 2020). While certain activities migrate well from an in-person setting to an online one, many do not, and educators have noticed a decline in student engagement as well as anxiety about how to maintain student interest when the internet provides endless distractions in addition to facilitating learning (Hazelrigg, 2019; Dhawan, 2020). As a result, both educators and students expressed frustration and "zoom fatigue" (Bailenson, 2021).

Despite any of studies has been conducted related to zoom application, there is a significant

gap on this literature review. there are few studies of systematic literature review in terms of utilization zoom as online learning platform specifically in the EFL teaching and learning context. Therefore, this systematic literature review paper aims to collect the finding of the zoom utilization as an online learning platform for English language teaching. Since the application is very popular, the researcher would like to compile all the implementation, challenges, and advantages of zoom application in English language teaching from 29 previous research that has been conducted since 2021 until 2023. Moreover, the result of this review is valuable to researchers as it offers a systematic and critical overview of current studies and identifies gaps in the zoom utilization in the EFL teaching and learning particularly for its advantages and challenges.

Method

The main research objective of this study was to analyse the utilization of Zoom application as an online learning platform in EFL teaching and learning. In this paper, zoom utilization was classified into the advantages and challenges in twenty-nine articles. The paper used systematic literature review as the research methodology by collecting the findings from twenty-nine previous related research articles which have been published since 2021 until 2023. Synder (2019) mentioned that a systematic literature review is a research method and procedure that is used to find and evaluate relevant studies, as well as to gather and examine data from the studies.

In order to accomplished the research objective, the researchers had formulated two specific research questions as follows:

1. What are the advantages of zoom meeting utilization in EFL teaching and learning process?
2. What are the challenges of zoom meeting utilization in EFL teaching and learning process?

Data Collection and Analysis

Data collection and analysis was guided by the previous research questions. The unit of analysis for this research is “the utilization of Zoom meeting as online learning platform for EFL teaching and learning.” The research emphasized on the advantages and challenges of Zoom use in EFL context. The findings were

collected by searching the journal articles from Google Scholars, Reputable Research Journal, SAGE Publication, and Science Direct. The following search parameters were used to collect these articles:

- Search field: (Zoom Application), (EFL Teaching and Learning), (Perception), (Advantages) and (Challenges)
- Limit to: Full Text
- Publication date: 2021-2023
- Document type: Journal article
- Language: English
- Context: Indonesia and Overseas

The data collection used thematic analysis. The data was analysed into two themes based on the research questions and categories above. The finding from the research questions were elaborated into narrative descriptions. In addition, the next data based on categorization was presented into a table form.

Results And Discussion

Regarding the research questions above, I have reviewed several findings of Zoom utilization in EFL teaching and learning that are classified into two themes; advantages and challenges. Additionally, from the previous related research there were several types of advantages and challenges in zoom implementation. I categorized the advantages into several sub-themes as follows; recover the learning process, provide face-to-face online interaction, time flexibility, screen share and recording feature, breakout rooms feature and chat box and schedule feature. Further, the challenges were categorized into these sub-themes; lack of interaction, requiring high internet quality and internet signal problems, internet data usage, non-premium zoom account.

Advantages of Zoom Meeting as Online Learning Platform for EFL Teaching and Learning

Advantages	Authors	Year of Publication
Recovering the learning process, provides face-to-face online interaction.	Atikah & Nurwijayanti	2022
	Vui & Bui	2021
	Lee	2021
	Mu’awanah	2021
	Aini et al	2021
	Halim	2022

	Fitria	2021
	Saudi	2021
	Afrijon & Rosinta	2022
	Souheyla	2021
	Kaniadewi	2022
	Amumpuni	2021
	Hastono & Marcela	2021
Time Flexibility.	Nuraziza	2021
	Nuryanto	2021
	Saudi	2021
	Bahtiar	2021
	Kaniadewi	2022
Screen Share and Recording Feature.	Nawir	2021
	Maskana et al	2022
	Amir & Anggitasari	2021
	Octaviani	2021
	Hastono & Marcela	2021
	Ningsih	2023
	Meiniawati	2021
Breakout Rooms Feature	Lee	2021
	Nawir	2021
	Amir & Anggitasari	2021
	Amumpuni et al	2021
	Hastono & Marcela	2021
	Kaniadewi	2022
Chat Box and Schedule Feature	Atikah & Nurwijayanti	2022
	Fitria	2021
	Amir & Anggitsari	2021
	Octaviani	2021
	Amumpuni	2021
	Kaniadewi	2021

Table 1. Sub-theme of Advantages in Zoom Meeting Utilization (RQ 1)

Zoom application utilization showed positive perceptions from several studies in the EFL teaching and learning process. Several researches have considered that zoom can provide face-to-face interaction and real learning process in the digital media. Atikah & Nurwijayanti (2022) found that zoom can recover the learning process in the classroom

and help teachers to deliver material well with the simple features. Zoom has positively shed light on the belief that keeping learners engaged during the class time even though they learn from home (Vui & Bui, 2021; Muawanah et al, 2021). It supports the English distance language teaching, and most students can focus and enjoy the material. Learning through zoom also can encourage students to speak English virtually (Aini et al, 2021).

Furthermore, learning English using zoom as a medium can enhance the learning process. Zoom allows students and teachers to have face-to-face meetings in a digital setting and interact with each other in real time. Thus, it could reinforce teacher-students relationship and interact during the class (Amumpuni, 2021; Hastono & Marcela, 2021; Kaniadewi, 2022; Souheyla, 2021). Additionally, Halim (2022) found that zoom gives a new experience in online learning activities, zoom features are easy to operate as well as it can be linked with the YouTube live stream, so students can have face-to-face interactions (Fitria 2021). Afrijon and Rosita (2022) claimed that running online microteaching classes is efficient from lecturers' evaluation, comment, and suggestions. Zoom meeting is counted as an interactive online learning application.

Second advantage of zoom application is the time flexibility. Zoom is considered effective in saving time, effort, more flexibility and as effective as the language teaching media. Students choose Zoom as an ELT learning platform because it accommodates them into an easier way of learning. (Nuraziza, 2021; Nuryanto, 2021; Saudi, 2021). Moreover, Bahtiar (2021) argues that students agree that Zoom is the most efficient and easiest learning medium because the lecturer can teach students virtually for writing skill. Another study conducted by Kaniadewo (2022) found that flexibility has been offered by zoom for students to learn speaking without any time and place restriction. The other advantage from the zoom application is screen share and recording feature. Several studies have shown that screen and recording features allows participants to conduct reviews material (Nawir, 2021; Amir & Anggitasari, 2021). Moreover, for the English skill, zoom also benefits students' learning process through screen share and recording features for the listening process (Maskana et al, 2022). The recording feature is useful for

students to rewatch the zoom meeting video to improve their knowledge about the writing course and the stage of writing from teachers' explanation (Hastono & Marcela, 2021; Meiniawati et al, 2021). Another study from Ningsih (2023) implied that zoom application provides screen share that helps students to present their papers to participants and discuss it.

Another interesting feature from zoom is the breakout room. Breakout room is presumed as a teaching feature in zoom which supports students to improve their communication in the classroom (Lee, 2021; Nawir, 2021; Amir & Anggitasari, 2021). Moreover, Hastono & Marcela (2021) argue that teachers can divide students in a small group of breakout rooms during class via zoom. In the breakout room, students can discuss the writing topic without being interrupted by other groups. Kaniadewi (2022) also found breakout rooms that can be used for discussion and practice the dialogue in a pair work or group. Last advantage of zoom is the chat box and schedule feature. In the chat box, students can ask questions directly to the teacher and other students. Chat boxes also can be used for brainstorming, discussing the related topic, and sharing the learning files to other peers. (Atikah & Nurwijayanti, 2022; Fitria, 2022, Amir & Anggitasari, 2021, Octaviani, 2021; Kaniadewi; 2021). Amumpuni (2021) founde that teachers have considered the schedule feature to help them in organizing the online class through zoom.

Challenges of Zoom Meeting as Online Learning Platform for EFL Teaching and Learning

Challenges	Author	Year of Publication
Lack of interaction	Cheung	2023
	Lee	2021
	Fujiono	2021
	Putri & Suryaman	2022
	Yasin	2021
	Sari & Iswahyuni	2021
Require high internet quality & internet	Atikah & Nurwijayanti	2022
	Mu'awanah	2021
	Fujiono	2021
	Saudi	2021

signal problems	Garini	2021
	Mu'awanah	2021
	Maskana	2022
	Octaviani	2021
	Amumpuni	2021
	Hastono & Marcela	2021
	Ningsih	2023
Internet Data Usage	Atikah & Nurwijayanti	2022
	Mu'awanah	2021
	Octaviani	2021
	Amumpuni	2021
	Ningsih	2023
Non-premium Zoom Account	Amir & Anggitasari	2021
	Ningsih	2021

Table 2. Sub-theme of Challenges in Zoom Meeting Utilization (RQ 2)

Despite the zoom advantages for EFL learning, teachers and students still face some obstacles on this application. Learning by zoom sometimes cannot replace the atmosphere of a real offline classroom. Cheung (2023) argued that having zoom lessons was like talking to the air. The class had less interaction compared to face-to-face class and it made teachers feel like having a monologue when explaining material. In learning speaking and listening, zoom is not appropriate to be applied because most students are less interested and interactive during the class. It is difficult to encourage students to actively participate and speak (Lee, 2021; Fujiono, 2021). Some students also feel bored having an online class for the speaking section by zoom (Putri & Suryaman, 2022). Students prefer to have face-to-face class rather than zoom because they need real interaction and oral language production with other students. Real interaction is essential for learning speaking, so student can see, listen, and observe people they talked to directly (Yasin, 2021; Sari & Iswahyuni, 2021)

Second challenge of using zoom is that this application requires high quality internet. Poor internet connection affects students' attendance in the class. Moreover, if they could join the class, it would be interrupted due to the unclear visual for sharing screen and audio of the sound while learning. Therefore, students will miss the explanation from the lecturers (Atikah & Nurwijayanti, 2022; Mu'awanah,

2021; Saudi, 2021; Hastomo & Marcela, 2021). Ningsih (2023) found that when signal is bad, the meeting in online zoom application will not be very effective because the material for discussion is not presented and delivered properly. Trouble networks and limited internet impact students' learning process in enhancing listening and speaking competency (Fujiono, 2021; Maskana, 2022). Moreover, problems learning by zoom are not only the internet network connections but also the gadget facilities and lecturers who are not able to operate zoom (Amumpuni, 2021; Garini, 2021; Octaviani, 2021).

Another problem of implementing online learning by zoom is the internet data usage. Since zoom requires large internet data, sometimes students leave the meeting in the middle of class when the data is run out. Zoom is the most consumptive application in data usage compared to other online applications. (Mu'awamah, 2021; Octaviani, 2021; Ningsih, 2023). The internet data can affect the effectiveness of zoom meetings, students cannot join until the end of the class when the data is off (Atika & Nurwijayanti, 2022). The last problem is zoom needs to be upgraded as the premium account if teachers want to have unlimited time meetings, enable use of the breakout room, and have better quality of visual and sound. The non-premium zoom account only provides 45 minutes per session; therefore, teachers and students have to re-log in the zoom meeting if the meeting ends (Amir & Anggitasari, 2021; Ningsih, 2021).

Categorization of the Studies

Year of Publication	Number of Study
2021	22
2022	5
2023	2

Table 3. Categorization of study based on the year of publication

Method	Number of Study
Qualitative Method	21
Quantitative Method	3
Mixed-	5

Method	

Table 4. Categorization of study based on the method

English Skills and Elements	Number of Study
Listening	1
Reading	2
Speaking	3
Writing	2
Grammar	2
Vocabulary	1
All skills and Elements	19

Table 5. Categorization of study based on the English Skills and Elements

Context	Number of Study
Indonesia	26
Overseas	3

Table 6. Categorization of study based on the context

The tables above were classified based on several categories; year of publication, research method, English skills and elements and context. This study has investigated the zoom utilization research that has been conducted since 2021 until 2023. There were 22 studies that were conducted in 2021, 5 studies conducted in 2022, and the last 2 studies were conducted in 2023. Research methodology that applied in 29 previous studies covered all types of method; 21 studies used qualitative research method, 3 studies employed quantitative research method, and the rest applied mix-method research.

The next classification is English skill and elements. From 29 previous studies, mostly zoom utilization was used for all English skills and elements in the EFL teaching process, 2 studies were focused on reading, writing and grammar teaching, 1 study emphasized on vocabulary and listening class, and 3 previous research highlighted the speaking learning process. The last categorization is the context of

research. Most of the research of Zoom utilization in EFL teaching and learning was administered in Indonesia for 26 studies. Whereas the rest of the studies were conducted overseas.

This systematic literature review revealed that zoom utilization has its advantages and challenges in the process of EFL teaching and learning for all English skills. The finding showed that from 29 previous related studies, mostly Zoom has positive impact on teaching English skills for all skills. However, few of studies are focusing on the specific skills such as reading and listening. In the implementation of English teaching numerous studies in finding showed that zoom is very beneficial to replace the face-to-face classroom therefore, students still can feel the atmosphere of interactive learning. This finding supported by the statement of Alfadda & Mahdi (2021) which mentioned that zoom is an application which support the real-time communication and engagement during online learning. Moreover, the studies also showed that Zoom has its unique features to facilitate the distance learning such as breakout rooms, recording, chat-box, screen-sharing etc. As it is mentioned before by Hodges et al (2020) and Chikaier (2024) that zoom is a popular video conferencing offering breakout rooms, screen sharing, high quality video and recording features. Therefore, teachers can use those features to sustain the participation and engagement in the distance classroom because its features.

Regarding to the challenges of Zoom usage, several studies showed that it requires the high quality of internet that caused the signal problems and data usage. Additionally, several studies also showed that Zoom still cannot replace the face-to-face class which impact to students' interaction during the online class. These findings were supported by Purnama (2021) that implied teachers might experience obstacles in the online classroom management, device and internet networks. Thus, students find difficulties to understand teachers' explanation during the online class. Barbour et al (2020) also mentioned that teachers need extra preparation and develop their teaching online classroom skills. In order to maintain the students' interest and decline students' anxiety when the internet distraction occur during the class (Hazelrigg, 2019; Dhawan, 2020).

This systematic literature review involved 29 previous studies that mostly were conducted in Indonesia. In terms of methodology, qualitative method is the most popular research method of conducting this kind of studies related to the advantages and challenges of zoom utilization in EFL teaching and learning context. Last, the year of publication from 2021 to 2023, studies of zoom usage were mostly conducted in 2021 where the Covid-19 Pandemic just spread out.

Conclusion

The study aimed to analyze the utilization of zoom application on EFL teaching and learning. The advantages and challenges were highlighted in the analysis of this systematic literature review. It is found that most students and teachers perceive zoom applications as the best online learning media. This application can recover the real classroom in the form of digital learning, that supports students to have direct interaction with teachers and other peers. The application also provides several simple features for instance; breakout room, chat box, screen share and recording to support teachers to explain the lesson to students virtually. Many EFL students realized they can improve their English skill by using those features to discuss the material and relearn after the virtual class ends. Another benefit of zoom is its flexibility in the time and place. Students can learn whenever and wherever they want as long as they have a stable internet connection and gadgets.

Several challenges have been analysed. Several studies argue EFL teachers and students perceive that Zoom applications still have obstacles to be used as a learning platform. Although it provides visualization and audio, it cannot replace the real classroom atmosphere. In addition, the internet network and data usage required Zoom to be used as the learning media. However, not all students can afford the internet data and have stable internet connection. It causes the learning process through zoom to seem ineffective due to this issue. To conclude, zoom can be used as an online learning platform but it takes good facilities; internet and gadgets. Thus, the process of online learning will run properly.

This systematic literature review focused on the zoom utilization in the EFL teaching and learning particularly in the advantages and challenges which issued from 2021 to 2023. However, the study is limited to the context of the study conducted in Indonesia and few of them were conducted in overseas. Furthermore, the year of publications were limited to 3 years only from 2021 to 2023. Another limitation of this study is scope of the study only focus on the advantages and challenges of zoom utilization in EFL learning and teaching.

Thus, the researcher would recommend some insights for further research for researchers, educators, and EFL teachers to integrate the implementation of Zoom for teaching and learning English skills. First, studies need to explore the impact of zoom usage in the teaching and learning of English language skills. Second, for gaining richer information about zoom application, it is better to search more numbers of articles and longer

year of publication started from 2020 to 2024. Third, despite focusing in Indonesia context, this research needs to involve more overseas studies in terms of the Zoom utilization in the EFL teaching and learning. Therefore, it will enrich more information about zoom utilization from other countries. Lastly, most of studies were conducted qualitative research and there is a methodological gap among research method. Thus, the next researchers could consider to involve other studies with different research method quantitative and mixed-method research design.

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