

THE STUDENTS' RESPONSES ON THE USE OF VIDEO CONFERENCE IN LEARNING ENGLISH

I Gusti Agung Vony Purnama
vony.purnama@gmail.com
Institut Teknologi & Bisnis STIKOM Bali

ABSTRACT

This study aims to investigate the students' responses to the use of video conference Microsoft Teams Meeting as a tool in conducting distance learning for English subject. Some theories on the students' responses and the results of the previous studies were used as the literature reviews. Students' interviews were used as the data source of this study. The sampling method was used in this study. The finding shows that there were positive and negative responses on the use of video conference as a tool in English learning subject. There were positive responses regarding the use of materials on the online meeting through Microsoft Teams, positive response based on the students' character, and also positive response based on the method used in Microsoft Teams meeting. Moreover, students felt more comfortable and enjoyed the online class meeting because they can face the lecturer virtually without afraid of being criticized by the other students. On the other hand, it was also revealed the negative responses on the limited time given particularly in practicing writing skill, negative response based on student's character, and negative responses regarding the lack of the internet connection in conducting the teaching and learning process on the Microsoft Teams meeting.

Key words: Students' responses, Distance learning, Microsoft Team Meeting

ABSTRAK

Penelitian ini bertujuan untuk mengetahui tanggapan siswa terhadap penggunaan konferensi video Microsoft Teams Meeting sebagai alat dalam melakukan pembelajaran jarak jauh untuk mata kuliah bahasa Inggris. Beberapa teori tentang tanggapan siswa dan hasil penelitian sebelumnya digunakan sebagai bahan kajian pustaka. Wawancara siswa digunakan sebagai sumber data dan metode pengambilan sampel digunakan dalam penelitian ini. Hasil penelitian menunjukkan bahwa terdapat tanggapan positif dan negatif terhadap penggunaan konferensi video sebagai alat bantu dalam pembelajaran bahasa Inggris. Terdapat tanggapan positif terkait penggunaan materi pada pertemuan daring melalui Microsoft Teams yaitu tanggapan positif berdasarkan karakter siswa, serta tanggapan positif berdasarkan metode yang digunakan dalam pertemuan Microsoft Teams. Selain itu, mahasiswa merasa lebih nyaman dan menikmati pertemuan kelas secara daring karena dapat berhadapan langsung dengan dosen secara virtual tanpa takut dikritik oleh mahasiswa lain. Di sisi lain, terungkap pula tanggapan negatif mengenai keterbatasan waktu yang diberikan khususnya dalam melatih keterampilan menulis, tanggapan negatif yang didasarkan pada karakter siswa, dan tanggapan negatif mengenai kurangnya koneksi internet dalam melaksanakan proses belajar mengajar di Microsoft Teams.

Kata kunci: Respon siswa, Pembelajaran jarak jauh, Microsoft Team Meeting

I. INTRODUCTION

1.1 Background and Problem

Nowadays, the teaching and learning process in higher education can be conducted through distance learning or virtual meeting. Distance learning enables teachers and students to conduct the teaching and learning process from anywhere. This process can be done by using a video conference such as Microsoft Teams Meeting. A virtual real-time video presentation is one synchronous delivered live from a desktop or laptop computer to an audience anywhere in the world with an internet connection (Flatley, 2007). This method of teaching and learning only can be done in a place with an internet connection. English subject was taught through Microsoft Teams meeting. The process of teaching and learning particularly English language subjects in Higher education is usually face-to-face in the classroom according to the timetable. These technological developments get the teachers' and students' attention. The use of technology must be suited to the students' needs.

There are so many things to be prepared in conducting this kind of teaching and learning process. Teacher and students must prepare their computer or personal computer, and the internet connection as well. The teaching materials must also accommodate the learning process. Since it is distance learning, it is different from the face-to-face classroom learning process. The tools and the internet connection play an important role besides the material itself. In this study, the video conference was used in teaching and learning the English language. This was not easy teaching and learning English through virtual meetings both for the teacher and students. Students' motivation in learning English can be decreased if they cannot follow the teacher's explanation clearly. According to Smidt, Bunk, McGrory, Li, and Gaten (2014) personality differences such as extroversion may affect students' views about distance language learning in that

extrovert students may prefer face-to-face interaction because they like direct interaction with the teacher and their peers.

According to Hennessy, Ruthven, and Brindley (2005) and Pourhosein Gilakjani (2017), the integration of technology can be defined as a term of how the technology used by the teachers in performing familiar activities to be more effective and how these activities can be reshaped. However, in doing a distance learning, it must be a challenge for the students to have such discussion with their friends like they used to do in the face-to-face classroom. Based on Sun's (2014) study results indicated that there were six difficulties that online language learners faced. These difficulties were: following the schedule and studying regularly; getting hold of classmates and finding a suitable time for working together; pairing/teaming up and working collaboratively; ensuring constant engagement with the class; keeping self-motivated and being a self-directed learner and socializing.

Related to the above phenomenon, the students' responses regarding the use of technology is very important to be investigated. Therefore, this study investigated the responses of the students regarding the use of video conference as a tool in conducting the English subject. The result of this study is hoped can answer the problem of this study clearly.

1.2 Literature Review

There were two studies conducted at the same area. The first article was written by Mahmoud Ahmed Thabet Al-maqtri (2014) with the title "How Effective is E-learning in Teaching English: A Case Study". This article was published on Journal of Education and Human Development 3(2): 647-669. The aim of this study is investigating the current state of E-learning in teaching English in English Departments in King Khalid University in the Kingdom of Saudi Arabia (KSA). The result shows that a considerable number of

students and girls in particular say they do not have access to internet. As result, E-learning is found not make the English learning any better.

The second article was written by Dilek Altuney (2019) with the title "EFL Students' Views on Distance Language Learning in a Public University in Turkey". This article was published in the Studies in English Language Teaching Journal on March 9, 2019, Vol. 7, No.1, 2019. The aim of this study is to investigate the views of the Turkish EFL students in learning English through distance education. Based on the result from questionnaire, the students preferred face-to face than the distance learning education since they did not have clear views about it. Based on the interviews, students were happy with distance learning setting because they liked flexibility of time and place, but they suffered from lack of equipment and technical problems. The study also found that students had problems with English language learning in general.

Mosquera, L.H (2017) points out that virtual learning environment (VLE) is a platform where in teachers and students interact and share resources. The good main point of technology is that it can be a tool to connect EFL learners to the native speakers of the target language, both through synchronous and asynchronous modes in authentic communication (Alberth, 2013). A study which was carried out with a group of Open Education Faculty students by Altunay and Mutlu (2010) revealed that students thought that virtual class was a good opportunity to practice during the lessons, but they were not happy with technical problems. Altunay's research which was made with a group of on-campus EFL students revealed that students thought that traditional classroom was more effective than online environments to learn English (Altunay, 2016). As mentioned by Hodges et. al. (2020), students' attitudes towards online instruction can affect the perception of the success of teaching and learning. Moreover, a study by Yulia et. al.

(2019) found that online assessment increases students' mastery of listening skills and reading skills. On the positive side, Virtual Learning Environments provide a learning atmosphere where in the teachers and students can interact during the off-campus period (Kalayci, 2015). Chen (2012) reported that research has indicated that the use of technology may stimulate positive attitudes, for example, an increased level of interest, motivation, interaction, and language production. Chen (2012) concluded that it has proven to give positive effects in widening the horizons of L2 learning and influencing the nature of acquisition process and the object of study in two ways: increasing the amount of L2 exposure and expanding scopes of L2 input. In an almost similar viewpoint, Sekhan (2003) simplified it by saying that technology is a potential source of language learning material and input. Yang and Chen (2007) have yielded that the use of multimedia technology, in this case, Computer-Mediated Language Learning, brought positive effects to language teaching in several aspects: facilitating communication, reducing anxiety, encouraging oral discussion, increasing students' motivation, and developing writing skill and thinking connection.

The sudden change from face-to-face to a remote system causes an unplanned teaching system; at the same time, technology needs readiness on the part of teachers (Cahyani & Cahyono, 2012) and the students as well. Özüdoğru and Hişmanoğlu (2016) conducted research with 478 freshmen students, and this study found that most of the students preferred face-to face instruction to distance education. Complexity in the online teaching environment is due to the diversity of the student population with varied motivation levels, engagement and learning capabilities (Bodey, Ravaga, Sloan 2016: 49). According to Aydin (2011), computer anxiety has a significantly negative impact on learners' achievement.

II. METHOD

This study aims to know the responses of the students toward the use of video conferences in English language learning. The method used in this study is a qualitative descriptive method. According to Nassaji (2015) in language learning, the qualitative descriptive is more likely to be conducted. Furthermore, he also explains that the goal of the descriptive research is to describe a phenomenon and its characteristics. The qualitative method is used to describe the data to find the result.

2.1 Type of Data

The data source is the subject from which the data is taken. Data of this study was taken from the transcribed of the students' interviews. Meanwhile, the secondary data took from the related journals. The number of populations is 89 students in 3 classes. Random sampling is used in this research as data analysis. The sample is partially or representative of the population studied (Arikunto, 2013: 174). There are 13 students' interview were analyzed.

2.2 Technique of Collecting Data

The technique of collecting data plays an important role in this study. There is a problem with the responses of the students toward the use of video conferences in English language learning. The technique of the interview was used in this research. It was a semi-structured interview applied in this research as the data since this research is qualitative. The interview was done at the end of the semester.

2.3 Technique of Analyzing Data

In analyzing the data, this study used a descriptive qualitative analysis technique. The procedures are as follows:

- a) Collecting data
- b) Analyzing the data
- c) Describing results
- d) Summarizing

III. RESULTS AND DISCUSSION

Referring to the result of the interview that has been done with the students then transferred in the form of transcribes. In teaching and learning English, usually in the offline classroom, there are four skills to be taught: listening, speaking, reading, and writing. Those four skills are also taught through video conference class meetings. The question of the interviewer was regarding to the students' responses on the use of video conference in learning English subject. Students' responses were influenced by some important components. The components are related to the students' character, lecturer, method, environment, material, and facilities. In this study, there are thirteen (13) responses of the students to be discussed.

The first utterance regarding the use of video conference in learning English is presented as follow:

In my opinion, learning English especially tenses, it wasn't practical because of the period limitation. But, materials reference is helpful so the students have some preparation.

The above response shows that students gave a positive response to the use of materials. On the other hand, the student also gave a negative response to the time of the learning process. This student emphasized on part of learning tenses through video conference. This is a new thing for the students, therefore, it seems to be confusion. The student has a problem with the limited time in learning tenses since this is a difficult material in English language learning. This is because there are some differences between their first language and the target language. Another reason is that English is not used in the students' everyday life. However, the materials reference was already given to the students and this is quite helpful for them.

The more they practice the more they will be able to understand the tenses.

The following utterance is the second response regarding the use of video conferences in learning English:

I like study speaking using video conference, I think it was quite good. I use to have a one-on-one online class and proven to improve my speaking skill on the said subject.

The above response shows that student has a positive response particularly on the method used in speaking lesson. Speaking is related to the practical method. Using the practical method, face to face virtually can improve the student's ability in speaking. The lecturer invited the student to have a personal meeting at the video conference around 5 minutes. This type of practice seems to be useful in helping the students to improve their speaking, since this method is a private method, therefore can build the student's confidence as well. This is also a good bridge to motivate the student who feels uncomfortable to speak in front of people.

The following is the third response regarding the use of video conference in learning English:

It was immensely challenging due to the limited period to make writing, suitable for a test-meeting but not so sufficient for a learning-meeting.

The above response shows that the student has a negative response based on the student's character. Students' ability and willingness to learn writing affected their response. However, in terms of writing tasks since this skill is the highest competency to be achieved in learning English, then this is a natural response of the student. In writing, the student must think about the idea and the tenses all at once. If the time given is limited, therefore the students would not be able to do that,

moreover, not all students have an interest in writing, particularly in English. The above student also gave a negative response on the use of video conference, it is mentioned that video conference considered only suitable for conducting a test than as a learning device. This is a new thing for the students to attend the virtual class meeting. They usually attend the traditional classroom, where the lecturer's teaching in front of the class and they listen to the lecturer's explanation without any connection problem.

The following utterance is the fourth response regarding the use of video conferences in learning English:

My opinion about learning reading through MS Teams is good because I can learn to read without caring about around and can be assessed directly by the teacher.

The above utterance is a positive response based on the student's character. The student feels comfortable reading the text without feeling nervous in the environment. It seems that the student prefers and more confidence in doing face-to-face reading with the lecturer only without thinking about the environment. This is such a solution for the lecturer in motivating and building the student's confidence. According to Flower (1996), the teachers also need to learn how to encourage students to explore their own and their peers' ideas about the difference and to recognize and question the image and the ideologies that appear in subjects.

The following is the fifth response regarding the use of video conference in learning English:

It complement the meetings, mostly I use mobile apps to learn on the go because my phone is always with me all day long. I am reading the news a couple of times a day. Listening to any songs in the target language -English in this case- then noting the words that

I don't understand helpful to increase my vocabularies. Watching movies with English captions also help me to learn how some words are pronounced correctly by a native English speaker. Last but not least, I use flashcard apps to review vocabularies that I have noted previously.

The above response shows that the student gave a positive response based on the student's character. The student has a willing and strong motivation to learn English. The student prepared himself with the other application on his mobile phone that can support him while having a video conference. English language must be practiced not only in the class meeting but in everyday life. The student also learns vocabulary through activities that he likes such as, listening to English songs and watching movies with the English subtitle. Listening to English songs and watching movies, automatically the student also learns how to pronounce the words correctly and almost similar to the native speakers. This is a good example for the other students who want to learn English as a foreign language.

The following utterance is the sixth response regarding the use of the video conference in learning English:

Offline meetings with the support of technology would be great. More comfortable to ask the lecturer if we have any confusion and more comfortable for the lecturer to explain directly.

From the above response, the student gave a negative response regarding the method of learning. The student disagrees to use an online class through video conference. Based on the student's argument, an offline class meeting with the technology as the instrument to support the teaching and learning process can be more comfortable. The student also considered that the lecturer will feel more comfortable as well in explaining the materials directly in the

offline class. It seems that the student needs time to adapt to this new learning method since the student always attends the traditional offline class for many years.

The following utterance is the seventh response regarding the use of the video conference in learning English:

I think learning tenses through Microsoft Teams meeting is fine. It felt similar with learning in a class.

The above response is a positive response based on the student's character. The student agrees with the online teaching and learning process through video conference. The student has no issue with the use of online learning since it seems to be similar. The above student is easy to adapt to the new thing in the learning process. This is good to have such character or motivation since the most important thing in the learning process is to get the knowledge.

The following is the eighth response regarding the use of the video conference in learning English:

Learning speaking through Microsoft Teams Meeting is a bit difficult because of disturbance in internet connection. Sometimes I hardly hear the lecturer said. I have to learn pronunciation by myself. So learning speaking through Microsoft Teams meeting is not effective.

From the above utterance, the student gave a negative response based on the method of online learning, particularly in speaking lessons. Since speaking is correlated with the pronunciations, therefore, the voice of how the word is spelled very important. If the internet is unstable at the time of speaking, it will be hard to listen to the pronunciations correctly. The speaking lesson will be more effective if the internet connection is in a stable condition.

The following is the ninth response regarding the use of the video conference in learning English:

I prefer the traditional classroom. Because we can discuss with friends, we can learn pronunciation directly. And also we can listen what lecturer said straight way without delay time like in online classroom.

The above statement is a negative response to the method of an online class meeting. The student prefers to have a traditional offline class than an online class. The reasons that are mentioned regarding that statement seem to make sense. Having a group discussion and conversation in an offline class can be helpful for the students in learning the foreign language. Besides that, the lecturer's explanation can be understood easily by the students in offline class since it is not depending on the internet connection.

The following utterance is the tenth response regarding the use of the video conference in learning English:

Online class quite difficult, because face to face we understand better the pronunciation of the tenses and remember them.

From the above statement, the student gave a negative response on the method of online class through the video conference. The student can understand the material better in the offline traditional classroom. Besides that, it is also mentioned that the student can remember the tenses and the pronunciation better in an offline classroom. The student used to have an offline class meeting for many years so this is the first experience for them having an online class meeting. Students must be dealing with the internet connection and the lecturer's explanation. This is a difficult thing, but students must adopt this method of teaching and language learning in this era.

The following is the eleventh response regarding the use of the video conference in learning English:

It all depends on internet use if the internet is used smoothly the reading displayed is also clear.

From the above utterance, the student gave a positive response based on the method used in teaching and learning English through the internet, it seems that the student feels the online class through video conference is not an issue and can be conducted as long as the internet connection is stable, therefore it can support the meeting.

The following is the twelfth response regarding the use of the video conference in learning English:

Speaking is difficult. Sometimes the voice that students convey is not heard clearly by the lecturer due to the internet or others easy, because there is a chat feature that makes it easy to write and examine by lecturers or students like a blackboard.

The above response is the feedback from the student regarding the method of learning English through an online video conference. The above argument seems to be negative. For the student, English lesson, in the speaking part particularly it is difficult to be learned in an online class meeting. The issue appears due to the internet connection. On the other hand, other than speaking, it seems to be easy for the student because in the video conference there is a feature where the lecturer and student can write such a message. There is no obstacle for both lecturers and students to communicate in the online class for example if the student wants to ask questions, he can write in the chat room to be read by the lecturer.

The following is the thirteenth response regarding the use of the video conference in learning English:

I think it is better if the traditional class or face-to-face class, because students will understand better when taught

face-to-face than online or technologically advanced classes.

From the above statement, the student gave a negative response of the student on the teaching and learning process through an online class or video conference. The student prefers to attend the offline traditional class or face-to face class better than an online class through the video conference. Moreover, the student disagrees with the use of technology in the teaching and learning process. However, it is normal since this is a new method for them in learning English. This is a development phase for the lecturer and the students as well in this technology era.

From the above findings and discussion, there were positive and negative responses stated by the students. They were positive responses regarding to the use of materials on the online meeting through Microsoft Teams, positive responses based on the students' character in learning English through the online meeting, and also based on the method used of Microsoft Teams meeting in learning English. On the other hand, there were also some negative responses on the limited time given in practicing writing, response based on student's character, and also regarding the lack of the internet connection.

IV. CONCLUSION

In conformity with the aims of this study there is to investigate the responses of the students regarding the use of video conference as a tool in conducting the English subject. Based on the finding and discussion, there were negative responses and positive responses stated by students on the interview. The results revealed that there were the lack of internet connection and the limited time given in writing practice through a video conference. On the other hand, students felt more comfortable and enjoyed the online class meeting because they can face the lecturer directly and virtually without afraid of being criticized by the other students as usually happened in a traditional classroom meeting. Then, it can be concluded that teaching and learning English as a foreign language through Microsoft Teams Meeting needs more preparation in terms of materials, time, method, and internet connection.

Based on this study, further research on the same area is very important to find the students' preferences regarding the suitable tools to be used in teaching and learning process particularly for EFL students. The result of the further research can be useful for the teachers in developing the method of language teaching and learning process using the development of technology.

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