ABSTRACT

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Keywords: videoconferencing, speaking, university students

The objectives of the research were 1) to investigate and analyze the implementation of videoconferencing as a method conducted to teach speaking, and 2) to analyze the lecturers' and students' opinions on the use of videoconferencing for English-speaking classes. The present research applied a mixed method research design especially embedded design focusing dominantly on qualitative data. The subjects of the research were 93 third-semester students and 2 speaking lecturers. The findings showed that the implementation of videoconferencing for speaking was smoothly done. In the introduction activities, the lecturer greeted the students, sent the meeting link, reminded them to fulfill the online attendance list, and did an apperception. Main activities were done by varying teaching methods for videoconferencing, such as focus trios, chain speaking, and discussion. At the end of the meeting, the students answered a quiz through an online game, summarized the lesson, and did a project. The implementation of videoconferencing mostly utilized Zoom Meeting and other additional systems, such as WhatsApp Group, Quizizz, Kahoot, YouTube, Google Drive, and Google Form. In addition, the results from the questionnaire showed positive and negative responses although the lecturers and the students mostly experience advantages rather than disadvantages of videoconferencing.

ABSTRAK

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Kata kunci*:* konferensi video, berbicara, mahasiswa

Tujuan penelitian ini adalah 1) untuk menyelidiki dan menganalisa implementasi konferensi video sebagi metode yang digunakan untuk mengajar berbicara, dan 2) untuk menganalisa opini dosen dan mahasiswa tentang penggunaan konferensi video untuk mahasiswa. Penelitian menggunakan desain penelitian metode campuran terutama desain *embedded*. Subjek penelitian adalah 93 mahasiswa dan 2 dosen keterampilan berbicara. Hasil penelitian memperlihatkan bahwa implementasi konferensi video dilakukan dengan lancar. Pada kegiatan awal, dosen memberikan salam, mengirim tautan pertemuan, mengingatkan mahasiswa untuk mengisi absensi daring, dan melakukan apersepsi. Kegiatan utama dilakukan dengan memvariasikan metode mengajar untuk konferensi video, seperti *focus trios*, *chain speaking*, dan berdiskusi. Di akhir pertemuan, mahasiswa menjawab kuis melalui permainan daring, meringkas pembelajaran, dan mengerjakan projek. Implementasi konferensi video umumnya menggunakan Zoom Meeting dan beberapa sistem pendukung seperti WhatsApp Group, Quizizz, Kahoot, YouTube, Google Drive and Google Form. Sebagai tambahan, hasil dari kuesioner memperlihatkan respon positif dan negatif walaupun peserta umumnya merasakan keuntungan daripada kerugian dari konferensi video.