

CHAPTER I

INTRODUCTION

This chapter mainly covers the research background, problem identification, limitation of the research, research questions, research objectives, and research significance.

1.1 Research Background

English is an essential course for Indonesian education as it can ease people to communicate and build relationships. Since globalization has widely influenced all aspects of life, English has been considered for all generations. Referring to *Undang-Undang RI No. 20 Tahun 2003*, English is one of the compulsory courses in the higher education curriculum for all public and private universities. The enactment supports that English is a significant basic skill to be mastered. In an educational framework, learning a foreign language relates students to various cultures, expands their opportunities, and sharpens skills in their language (Mohammdi, 2012). Therefore, learning English would be beneficial for the students.

A significant goal of learning English is to communicate using the language itself. Related to the statement, speaking skill is one of four basic skills in English which requires to be mastered by the students. Speaking is a productive skill where language is actively produced to speak (Baker, 2003). Language is used verbally to convey meaning through producing and combining utterances systematically to

form meaningful sentences (Bailey, 2008; Bygate, 1987; Fulcher, 2003; Nunan, 2003). Speaking, furthermore, relates to the human process of sharing and exchanging information, ideas, and emotion using oral language in daily or formal communication in which organization of messages and clear delivery of language are necessary for informing, persuading, and entertaining the interlocutors (Burns & Joyce, 1997; Douglas, 2007). To get involved in speaking, the possession of speaking competence is essential for interaction among people in their daily communication.

Speaking competence is the ability to communicate using oral language with clear, coherent, and persuasive language following purpose, occasion, and audience (Bygate, 1987; Harmer, 2001; Lazaraton, 2001; Swan, 1984). The competency of speaking has four dimensions including grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Lazaraton, 2001). In English language learning, students are educated on how to speak appropriately to provide them with communicative competence like the ability to express themselves in the target language to deal with basic interactive skill such as using an appropriate greeting, thanks and apologies, expressing his needs, and requesting information and services (Brown & Yule, 2000; Richard & Renandya, 2005). The success of speaking English can be achieved when the students can perform the language task assigned and comprehend the speaking competence which has been targeted in learning objectives.

According to Nunan (2003), speaking is considerably harder to be implemented rather than reading, writing, or listening, as there are no opportunities

to do any revision in the sentences while speaking. To build good communication, both speaker and interlocutor should be able to express and apprehend meaning within their interaction as speaking is an interactive process including both production and reception of information (Pollard, 2008). To construct meaningful speaking, speakers should concentrate on several elements of speaking including ideas, language, use of grammar and vocabulary, pronunciation, and reaction of the interlocutors (Pollard, 2008). Different variations of speech can be formed by considering whom the speaker speaks (lecturers, peer friends, or parents) and the circumstance where they are speaking (Wallace et al., 2005). In addition, self-awareness is also essential to build motivations, create behavior patterns and appreciate mistakes to enhance speaking skills (Turk, 2003). Thus, recognizing elements of speaking assists the speaker to simply convey meaning to the listeners.

Teaching English is challenging and it is considered a bit difficult for lecturers to teach their students especially to communicate using English (Harmer, 2001). The students' needs and characters are two significant things that should be taken into account when teaching as it influences the success of teaching (Rokhayani, 2017). The process of teaching and learning in the context of speaking English should be set comfortably for the students. The lecturers, in addition, should not dominate classroom activities as it requires both students' and lecturers' interactions during the process. An English lecturer also has a responsibility to teach the students so that it enables them to understand how to communicate in English. Therefore, finding a suitable method for these issues should be able to help both

lecturers and students be interested and collaboratively engaged in the process of teaching and learning following the implementation of the curriculum in Indonesia.

However, the issue of COVID-19 or Coronavirus that spreads around the world and causes the death of so many people have recently affected the sustainability of human life involving the educational system in Indonesia. As the impacts of the virus, most public places are closed including all schools that ask all of their students to study at home. As reported by *thejakartapost.com*, there were recently 2,033,421 cases of COVID-19 reported on June 24, 2021, in which over 55,594 people were reported dead and almost 1,871,303 are still recovering from the virus. These high number of the victims indicates that the process of teaching and learning would be extended for an indefinite time.

According to *Surat Edaran Nomor 4 Tahun 2020* which was released on March 24, 2020, along with the emergency of coronavirus disease (COVID-19), several policies were implemented to adjust the process of teaching and learning in the pandemic situation including learning schedule, methods, equipments, assessments, and so on. Considering the total number of coronavirus victims, offline learning could not be done as it would be harmful to students as well as lecturers and staff. Therefore, the main concern of the letter was the change of learning style from offline learning to online learning. Further, online learning should be conducted by considering the students' condition including their access to the internet and learning facilities at home. Life skills education is recommended content for online learning. To support the process of teaching and learning, the Indonesian ministry of education and culture has also released *Surat Edaran Nomor*

15 Tahun 2020 May 18, 2020, about implementation guidelines for studying at home and new normal situations. Some important points were discussed such as for purposes, principles, and media for studying at home as well as guidelines for studying at home and new normal situation.

Conducting online learning is one of the crucial considerations taken for educational implementation during the pandemic situation as this kind of learning has been developed as an alternative to a face-to-face meeting while offline meeting still exists (Altiner, 2015; Permatasari, 2018; Yuen & Ma, 2008). To create similar learning to face-to-face learning, videoconferencing is chosen as the replacement for the real meeting since both students and lecturers can see each other on the screen. Online learning is a structured learning activity that provides access to learning experiences by utilizing partially or entirely the use of some technology and the internet for instruction, research, assessment, and communication (Benson, 2002; Carliner, 2004; Conrad, 2002; Means et al., 2010). The use of online learning provides opportunities for learners to experience simplicity in terms of accessibility, connectivity, flexibility, and ability to promote varied interactions in the educational field (Ally, 2004; Deka & McMurry, 2006; Hiltz & Turoff, 2005; Oblinger & Oblinger, 2005).

Videoconferencing is one of the online communication methods, which is utilized for online learning. This kind of technology is an alternative to face-to-face interaction as it provides speaking practice for groups of students and facilitates engagement among them to communicate, negotiate, and interact (Lin, 2007; Vurdien, 2019). The issue of students' communicative competence relates to the

use of videoconferencing (Chun & Plass, 2000) where it promotes learning environments, collaborations, and partnerships with the creation of social presence; in addition, videoconferencing also reduces travel time, effort, and expense (Mason, 1994). In the context of the educational field, the use of videoconferencing involves lecturers, students, and school administrators as the users and facilitators.

To discover the obvious implementation of videoconferencing for speaking in English, a preliminary observation was conducted in one of the private universities in Bali, known as Mahasaraswati Denpasar University. The university has owned a particular English Language Education Study Program which yields hundreds of English lecturers every year. By its strategic location in the center of Denpasar, which is located at Jalan Kamboja No.11A Denpasar, the researcher has great access to conduct an observation in the university. Furthermore, Mahasaraswati Denpasar University has reformed its face-to-face learning to online learning due to the outbreak of COVID-19.

The preliminary observation showed that the third-semester students and the lecturers, who were involved in the course of Speaking for Formal Interactions, had just experienced the implementation of online learning for the lesson since the outbreaks of COVID-19. Furthermore, online learning was done as similar as normal schedule in a face-to-face meeting. When videoconferencing was conducted, several students were in and out of the virtual room due to technical issues. Sometimes, the students complained about the low quality of videoconferencing audio as they could not hear the lecturer's voice. In addition, the students were rather inactive throughout their interaction with their lecturer.

During the preliminary observation, an interview was also done with the lecturers and several students. Both the lecturers and students were still struggling for several adjustments for this kind of learning situation. The students rarely turned on their camera, as they felt more confident to talk without showing their face. On the other side, the lecturers created a learning atmosphere similar to a face-to-face meeting in which it required them to see and interact with each other virtually. Before conducting videoconferencing, the students could also access the material in a WhatsApp group to ease them discuss the material using videoconferencing. This kind of method has been tried by the lecturers as adjustments on the learning methods to be as effective as a face-to-face meeting.

Some researchers have studied the use of videoconferencing from different perspectives using a variety of research designs in an educational context (Lawson et al., 2010; Satar, 2013; Yanguas, 2012). The investigations on the design of videoconferencing activities in the language classroom have been conducted (Hampel & Stickler, 2012; Wang et al., 2010). The researchers have further explored the impact of videoconferencing concerning on the enhancement of students' competence (Jung, 2013; Yang & Chen, 2014), motivation and self-confidence (Jauregi, et al., 2012; Kissau, 2012; Wu et al., 2012), and language learning (Ko, 2012; Lu et al., 2014; Satar, 2013; Yanguas, 2010). Furthermore, the use of videoconferencing for students' group discussion can enhance their sentence production until two to four times greater rather than face-to-face discussion (Kern, 2015). The results of the research above showed both positive responses of the participants on the use of videoconferencing in terms of learning activities, self-

enhancement, and specific skills. The results indicated that the use of videoconferencing is applicable for language learning.

All of the research above have presented comprehensive data about videoconferencing. The results highlighted a specific scope of the study either about the implementation of videoconferencing (includes design activities) or the impact of videoconferencing to enhance specific aspects of the students (includes students' competence, motivation, self-confidence and language learning). In order to provide more comprehensive data about the use of videoconferencing, the present research was going to focus the research on the implementation of videoconferencing in speaking which was conducted for university students who use English as a foreign language. The fact that English is used as a foreign language reconfirmed the novelty of the research. More challenges might be faced if compared with those who study speaking as a first or second language. For that reason, it is interesting to further explore how videoconferencing is implemented. The implementation would cover three main stages of learning activities such as introduction, main activities, and post activities in more detailed elaborations. The analysis of the participants' opinions about videoconferencing for speaking was also conducted in order to identify the strengths and weaknesses.

The requirement of conducting videoconferencing for online learning has influenced the researcher to conduct the present research on English-speaking students in Mah Saraswati Denpasar University. There are three crucial considerations in conducting the research. First, conducting a videoconferencing was a challenging experience for the lecturers and the students as it was rarely done

within the process of teaching and learning which causes difficulties in operating it. Second, exploring the design of videoconferencing activities was also challenging for the lecturers as it requires several adjustments. Third, analyzing the lecturers' and students' opinions towards videoconferencing could give a new insight to conduct videoconferencing activities for adult learners specifically in English-speaking classes and discover students' difficulties to engage during videoconferencing.

Therefore, the present research focused on investigating and analyzing the implementation of videoconferencing as a method to teach speaking for students of English-speaking classes; the research was also conducted to analyze the lecturers' and students' opinions on the use of videoconferencing for English-speaking classes in Mahasaraswati Denpasar University.

1.2 Problem Identification

According to the preliminary observation and interview that had been done at the beginning of the research, there are three problems discovered on the English students of Mahasaraswati Denpasar University mentioned in the following parts.

1. A videoconferencing is a rare activity for both the English students and the lecturer as they are forced by the situation of COVID-19 which requires them to use online learning to be able to study at home. At the beginning of conducting a videoconferencing, the students face difficulties in operating the videoconferencing, as it is a new technology for them.

2. As face-to-face learning and online learning activities are two different terms in teaching, the lecturers have confusion in designing videoconferencing activities to replace a face-to-face meeting in which the activities should be as effective as offline learning to give opportunities for every member of the students to speak out, communicate and meet each other.
3. There are only a few students effectively engage in videoconferencing as most of them stay silent and rarely express their idea within the English-speaking class activities.

Considering the problems identified, the present study aimed at investigating the implementation of videoconferencing during the pandemic outbreak and analyze the opinions of the lecturers as well as the students about its implementation.

1.3 Limitation of Problems

Regarding the limitation of time, energy, fund, and references, the problems were limited in terms of:

1. Third-semester students in Speaking for Formal Interactions class of Mahasaraswati Denpasar University.
2. The implementation of videoconferencing as a method to teach speaking for third-semester students.
3. Lecturer's and students' opinions on the use of videoconferencing for English-speaking classes.

1.4 Research Questions

Related to the background of the study, the research problems for the present study were formulated as follows:

1. How is the implementation of videoconferencing as a method conducted to teach speaking in Mahasaraswati Denpasar University?
2. What are the students' and lecturers' opinions about the implementation of videoconferencing for speaking in Mahasaraswati Denpasar University?

1.5 Research Objectives

The purposes of the study are:

1. to investigate and analyze the implementation of videoconferencing as a method conducted to teach speaking for students of English-speaking classes.
2. to analyze the lecturers' and students' opinions on the use of videoconferencing for English-speaking classes.

1.6 Research Significance

The present research was expected to present theoretical and practical significance to the process of teaching and learning for students of English-speaking classes in Mahasaraswati Denpasar University. Therefore, the following parts were the elaboration of the theoretical and practical significance of researching the use of videoconferencing.

1.6.1 Theoretical Significance

Theoretically, the findings of the research were expected to become the reference for further studies about videoconferencing for English-speaking classes in the future. The result of this study was to strengthen and to support the existing similar study with more empirical evidence. In addition, the research was also expected to enrich the existing theories related to the use of videoconferencing to teach English speaking for students.

1.6.2 Practical Significance

Practically, the findings of this study were expected to be beneficial for the students, lecturers and other researchers.

1. For the Students

The research was expected to give an overview of the students' opinions of videoconferencing as considerations for both the students in conducting a videoconferencing learning. It was also expected to give a new insight to experience the utilization of technology in the learning process. Furthermore, the students were expected to be effectively engaged during the process of teaching and learning using videoconferencing which may influence their success in language learning.

2. For the Lecturers

The findings of the present research were expected to provide a better and deeper understanding of the use of videoconferencing for students of English-speaking classes specifically to arrange an introduction, main activities, and post-activities. The research was also expected to give a new insight to be a beneficial contribution for the lecturers in conducting a videoconferencing for teaching

speaking to create an effective learning method for the English students. The students' and lecturers' opinions towards the implementation of videoconferencing can help the lecturers to identify the strengths and weaknesses of conducting videoconferencing in speaking class as they can select certain parts which were considered to be useful for the teaching and learning. Therefore, the research was expected to give alternative ways for the lecturers in conducting the teaching and learning process.

3. For Other Researchers

The findings of the research were expected to be a reference for the researchers regarding the implementation of videoconferencing for English students in speaking. The research, furthermore, was expected to give useful information in order to design better and more intensive research for the other researcher by investigating other moderator and intervening variables.

