

QQ INTERNATIONAL VIDEO CONFERENCING: CAN IT BE USED AS A TOOL TO INCREASE STUDENTS' MOTIVATION TO SPEAK?

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Abstract

The following paper is attempting to explore innovative ways of making the classroom experience more real by using QQ International as a connection between the classroom and the native speaker in language teaching. It describes how to use the QQ International in the classroom, what benefits are for the teaching and learning language activities, and how to make it effective through the classroom activity. The using of QQ International will be more specialized for the videoconferencing that is provided by QQ International in this paper. The videoconferencing of QQ International has been conducted in PPDI (Indonesian Association of People with Disabilities) English Program. PPDI English program is held to teach English for PPDI member. Moreover, this paper describes how video conferencing of QQ International give benefits and makes the classroom activity more real. By using the video conferencing of QQ International, a native speaker was invited to the classroom, the students experienced speaking with the real native speaker in the same time through the video link in QQ International. Based on data of the interview, it was found that the students gave very positive response. By feeling the classroom more real, they like to continue video conferencing in their own computer. They can practice their English in everywhere, and their curiosity about the culture and the language of English can be answered by asking the native speaker through the videoconferencing of QQ International. It can be concluded that video conferencing of QQ has increased the students' motivation to speak.

Key terms: Speaking English, QQ International videoconferencing, students' motivation

A. Introduction

The idea of this paper came out in order to make the students feel the English class more real. Most of the English students in Indonesia school probably feel that they are studying English is just like at a daydream. They almost never use English in the real life, they use it very little and that is only in their English classroom which is held twice a week. This case might decrease the students' motivation to learn and study English. To overcome this problem, the writer thinks that the teacher needs to do something to make the English class is like more real. The teachers need to let the students experience to speak to the native speaker in order to make the students know that English is real, important and they need it to be used someday.

Native speaker is possibly invited into the classroom to give students the opportunity to speak with them in a real context. The students will feel so privileged since talking with people who are very different with them and they used to see this sort of people only on TV that is not familiar with our students in Indonesia. The native speaker will come and speak to the students through QQ international video conferencing. By inviting the native speaker, the activity in the classroom is more real and will give new experience to the students who might be motivated to speak English more.

Andrews and Hutton (in Aub and Chris:2011) state that videoconferencing motivates students to learn because it has a novelty effect, it links remotely-located classroom, and has the potential for International and intercultural education. Based on this case, the writer wants to try using videoconferencing in her own teaching. However, Bell, Carr, and Whelan (in Aub: 2011) state that videoconferencing sessions are more effective than free-style classes as they facilitate rigorous debate. In this paper, the writer wants to know whether the videoconference can increase motivations of her students to speak or not.

B. Review Related Theory

1. Technology in English Teaching

Technology is everywhere and it is used in every areas of life such as business, trading, and now it is also used in education. There are many technology tools that can be used in English teaching classroom. Wang (in Kasapoglu-Akyol: 2010) states that educational technology tools can be used to improve language and communication skills of ESL students and also to improve skills related speaking, listening, writing, and reading. Furthermore, Wu and Bright (in Wu, Yen, and Marek: 2011) write that developing online opportunities for language instruction poses important and difficult challenges.

Moreover, Shyamlee (2012) states that multimedia technology plays a positive role in promoting activities of students and teaching effect in classroom. It is proved that there are many sorts of technology multimedia such as featuring video, visual, animation effects, etc that technology plays the positive roles in teaching. In this paper, the writer show how the technology gives positive impacts to her students. Because the development of technology is not as rapid as other countries, this paper will also show what weaknesses the multimedia technology does.

2. *Videoconferencing in Language Teaching*

Wu, Yen and Marek (2011) state that American education has used videoconferencing technology for 35 years and online collaborative learning has become increasingly common and available. Nevertheless, Gallies (in Wu and friends: 2011) emphasize that videoconference will be default if there is no good consideration of instructional design. As the result, students want to be passive as if they are watching the television. Furthermore, Andrew (in Auh: 2011) says that there are three factors to make videoconferencing successful in the classroom: choice of teacher, quality of video conferencing equipment, curriculum content address, and classroom design.

- a. Teacher: "select teacher carefully, build a team of champions and ensure committed, involved and supportive leadership.
- b. Video quality: "ensure high quality synchronous transmission of image, sound, and also the network connection of the internet.
- c. Contents: "make the content engaged with all the participants.
- d. Classroom design: videoconferencing classroom requires a flexible design to support activity and interactivity within a variety of subject areas.

3. *The Benefits of Videoconferencing*

Gallies (2008) summarized that videoconferencing can give some benefits to education system which are:

a. Access

Videoconferencing enables the students to reach campus which is in far areas. Based on this case, teachers in Indonesia can apply the videoconferencing to connect their students who study foreign language with the speaker of the language or the native speaker. As it is known that a language such as English is studied as a foreign language in Indonesia, and it is very difficult to let the students practice the language in a real situation. In short, the videoconferencing gives the access for the teacher to let the students meet the foreign people even though they are far each other.

b. Cost

The videoconferencing provides low cost to pay. The user only needs to pay the internet connection.

c. Interaction

It has been claimed that videoconferencing makes the students not only able to interact, but also able to know some different linguistics, social, and cultural backgrounds.

4. *Students' Motivation*

Psychologist has been studied the role of L2 learning motivation intensively in Canada, where French and English are the two official languages (Eiko: 2005). Moreover, Gardner (Eiko:2005) hypothesized that learners with positive attitudes toward the target culture and people will learn the target language more effectively than those who do not have positive attitudes, and he found that aptitude and motivation were the two factors most strongly associated with learners' L2 achievement. It means that motivation can influence the students' achievement in learning a language. So that, the teacher needs to know how students' motivation toward the leaning activities is.

Eiko (2005) defines the motivation as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity. He also defines a "motivated student" as one who is eager to learn language, willing to expend effort on the learning activity, and willing to sustain the learning activity. Furthermore, this intention will grow if the teacher can build a good atmosphere and activity in language teaching classroom.

3. *Teaching English in PPDJ*

PPDJ or the Community of People with Disability is the organization to help the people with disability to have the same right in every aspect. This organization also facilitates job, training, education, etc for people with disability. One of programs is learning English which is taught by the writer. Most of the students are adult who have got married and children. The purpose of this class is to prepare the students to go to Australia for joining a conference on next September. The class are held twice a week: on Wednesday and on Saturday. Each meeting is about two hours.

The materials taught are related to speaking skills. They are trained how to introduce self, how to ask something, how to give compliment, culture, etc. The students are given the activity such as listening to a conversation of native speakers and practice it. Sometimes, these activities make them feel bored and they are

daydreaming through the class. To decrease their feeling of bored the writer as the teacher try to use videoconferencing to let them experience talking to the real foreign speaker.

C. Data analysis and Discussion

1. The procedures

The aim of this study is to know whether or not the videoconferencing of QQ International can motivate students speaking. The activity is prepared well by setting providing good equipment to make the activity run well. The provided equipment were, set of computer which has camera, sound system, internet connection, QQ International program, infocus, the native speaker, and good environment. All the equipments were prepared by the teacher.

There were eleven students attended the class, they were the students who regularly come to study English. There are some following activities through the class, they are:

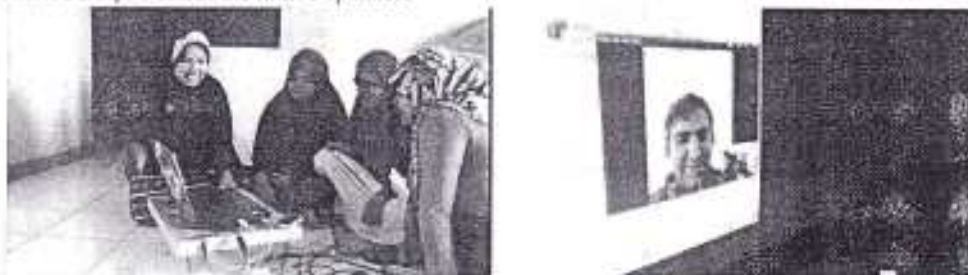
- 1) *Study about a conversation*: The students were given a copy of conversation, the conversation was played and the students tried to imitate and practice it.
- 2) *Teacher's explanation*: After the students listened the conversation, the teacher explained about the cultural context, meaning, and also the grammar and structure of the language such as the use of *modal*.
- 3) *Exercise*: The students were asked to hear another conversation with the same topic, and answer the following questions. This activity aimed to make the students have good ability to listen.
- 4) *Practical Activity*: In this step, the students are asked sit in pair, make their own conversation related to the some topic which had been played, and practice it. Each pairs is asked to practice their conversation while others should evaluate and give comment.
- 5) *Open discussion*: After the student had shown their conversation, the next activity is open discussion. In this part, teacher and students discussed about their perspective toward the topic.
- 6) *Videoconferencing*: This is the part that would be the main focus on this paper. Based on the experience before, the open discussion is always seem blur, and end with the same conclusion. To make the students more satisfied, the teacher invited a native speaker through videoconferencing. The students could ask anything related to the topic to the native speakers. It would be more interesting, because they find new perspective that different with their own. By providing this media in the classroom, the teacher hopes that the students' enthusiasm and motivation could be increased.

After having the discussion through videoconferencing, the students are interviewed by the teacher to know their attitudes toward the activity. There are some questions prepared before the interview as followed:

- a. *Have you ever experienced such that activity?*
- b. *Which activities do you like more, the traditional activity or the videoconferencing activity? Why?*
- c. *Does the activity enable you to use English in realistic situation?*
- d. *Do you intend to practice the videoconference in your own computer?*
- e. *Did you feel enjoy in the activity?*
- f. *What are the weaknesses that should be improved for the next activity?*

The interviewed was recorded and the transcript will be written so that related statement can be highlighted.

This paper wanted to know whether or not the students' motivation can increase through the videoconferencing activity. The video conferencing which is provided by QQ International connected the students with the English foreign teacher. In this case, the native speaker was from England who is teaching English in China. The topic was about an interesting place, the students can ask anything about the place where the native speaker is. Before videoconferencing, each of the students had had the questions that they were curious about to ask to the native speaker. The students are sitting in front of the computer, each of them got chance to speak with the native speaker.



The response of the students after the activity was very positive. The students enjoyed the conversation a lot. In addition, the students did not have any chance to speak in a real context with foreign or native speaker before this project started. They were very enthusiastic because they understand what the speaker said and the native speaker could catch what the students said. This enthusiastic could be seen as the students

requested to have videoconferencing for the next meeting. Garcia and Astruc (2012) states that one factor of students' motivation is their enthusiastic to do the project. Based on the data, the enthusiasm of the students was high, as followed by the transcript of the recording.

"...I like to the videoconferencing better because I can see and meet the foreign people live. We have never met the foreign people in school before, so we do not know how the real people of English speaking alike. I used to meet the foreign people in the city, far away from my country...."

It cannot be avoided that the videoconferencing is new for the students. They never experienced it before, and it seems that the students like to try something new. Moreover, based on the data recorded, each of the students has intention to try the videoconferencing in their own computer, tablet, and mobile phone. It can be known because they asked the teacher about the program or application and how to apply it in their own stuffs. It is also known that the students are interested in using the videoconferencing from the transcript of the interview as follows;

"...I really want to have many chances to speak with a foreign people. By using this videoconferencing, I can see the people, and I know where he/she at the moment I am speaking with him/her...."

Another interviewed student stated that the videoconferencing can change their mood. It also can be seen on the transcript below:

"...Actually, I like learning English. However at the beginning of our lesson just now, I felt bored or not in a good mood. And with the videoconferencing activity, I became interested. It is like my spirit just came back. I like it, because we just talk with strange people through the video, I did not feel shy, I talked just like what I am, what I know..."

Based on the interviewing, it has been clear that videoconferencing is not only interesting but also effective to increase the students' motivation to learn English.

Conclusion

The use of videoconferencing is very effective to make the class more real, and this benefit can increase the student's motivation. However, the preparation for this activity must be done well. The activity needs good internet connection, set of computer, and a native speaker. Based on the activity that has been conducted by the writer, there is a weakness of this activity such as "sound delay". Nevertheless, this problem is not a big deal. The "sound delay" is the response of the native speaker is a little bit slow; it might be caused by the long distance. As the conclusion, the students were very enthusiastic to do the activity, so the motivation increases.

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