STUDENTS' VOICE OVER TECHNOLOGY-BASED SPEAKING CLASS

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Abstract

During the Covid-19 pandemic, not only teachers, English Learners have to deal with new media in their online speaking classes. At the end of the class, they may be satisfied with the learning result but some of them may be disappointed. Previous researches claim that students have different perceptions of the success of using a certain platform for gaining their speaking skills. However, the perception of students in using combined-platforms in speaking class remains indefinite. Therefore, instead of measuring the effectiveness of certain platforms in achieving learning targets, this study aims to observe students' perception of their speaking ability. To achieve this goal, 37 participants from Basic Speaking Class get involved in portraying their speaking skills and how effective are the used platforms during the class. As descriptive qualitative research, this study analyses students' responses as the main data from the interview regarding the use of WhatsApp, Flipgrid, and Zoom platforms to enhance their speaking skills. As a result, most of the students believe that the combination of those platforms enhances their speaking ability and only a few students remain unsure due to unsatisfied scores. The result of this study paves the way for English teachers to design more student-friendly syllabus which considering students point of view in using technology for speaking class

Keywords: Student's Perception, Speaking Class, Learning Media, Technology, Digital Platforms

Introduction

The Covid-19 pandemic forced both teacher and learners to adjust with a new way of learning. For typical offline speaking class, it is not an easy task to make students speak up. Most students even lack sufficient opportunities to practice their English-speaking skills (1). Thus, a teacher have to be more creative in stimulating students to practice their speaking skills. This condition is worsened by online learning where teacher cannot directly stimulate students to talk without any hesitation and anxiety. Therefore, the concept of language learning using technology has allowed both language instructors and learners to explore the effectiveness of the online learning approach (1).

Most of the time, researches focus on the effectiveness of certain media or tools in a class. One of which is about the effectiveness of using WhatsApp in teaching English. It shows that the platform effective for helping students understand descriptive text (2). Other researches have investigated students perception regarding the use of English Vlog, Flipgrid or YouTube. Those platforms are applied separately. For instance a research that portrays students' perspective in using English Vlog to improve their English speaking skill (3). Another research measure students' perspective of using YouTube in a speaking class which resulted that students believe that YouTube is a good learning media in speaking class (4). While the use of Flipgrid has been investigated, and the result is that students found Flipgrid is a valuable

learning tool that enhanced students' language learning and positively affected the development of their speaking and listening skills (5). Only a few which aimed to measure the students' perspective of using a combination of certain tools or platforms. Therefore, this research on the media or method used by the teacher.

Different from those researches, this study aims to reveal the students' point of view in using technology during Basic Speaking class. From all digital scattered platforms, this study focuses on the combination of both synchronous and asynchronous learning activities. The synchronous uses Zoom platform and the asynchronous applies WhatsApp and Flipgrid applications. This study aims to investigate students' perception in using combined digital platforms to enhance their speaking skills.

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue (6). Speaking as a skill covers both knowledge and skill of oral speaking (7) which can be formed as skills to use certain vocabularies as well as grammatical and pronunciation rule to convey the speaker message.

To measure students speaking skills, teacher has developed certain criteria based on the aim of the course. On the other hand, students may have different perspective of their own speaking skills. Perception is always different from one and another. Perception is the process where people interpreted something based on their own experience as the result of stimuli in producing information (3). Therefore, to know students' perception in a process of learning is essential to make sure students enjoy the process as well as based line to set the better class in the future.

Based on the explanation above, this study reveals two questions. First, whether the students satisfy with the use of combination of WhatsApp, Flipgrid, and Zoom in Basic Speaking class. Second, whether the integrated platform is believed to enhance their speaking skills. The answer of those questions will be explained in the next part of this paper.

Methodology

This study applies mixed method as qualitative and quantitative approach is used to reveal the answer of this research questions (8). However, mostly qualitative will be applied to this study as this study describe in detail regarding students' opinions.

This study involved 37 respondents from Basic Speaking class. They are in first semester of English Literature programme aged 19-21 years old consist of 18.9 % male and 1.1% are female.

The data collection uses Google form which covers 16 questions related to the aim of the study. Then, the data are categorized and analyzed based on the framework of the theory. In the end, all data presented as evidence of research answer.

Questioner distributed after their course score was published. Anonymity and information of the purpose of the questioner were stated at the beginning of the questioner. After data is collected, then categorized and interpreted based on the theory.

Findings and Discussion

This study results that combination of the platform helps students in enhancing their speaking skills. Most of the students are satisfied not only with their score but also with the applied digital platforms during English speaking class. They clearly answer questions regarding their score as stated at the beginning of this chapter, then followed by the reason why they believe that integrated digital platforms help

them in reaching the score. Later, they also mention that each of the platforms provide opportunity to practice their speaking skill particularly in any description text. They mention which platform that they like most and how if the platforms used together in a class.

The Satisfaction: Score and Platforms

Most of the students satisfied with their speaking score (67.5%). While 21.43% answered no or not really. The reason is that they expect more than what they have got. However, when the question was do you think your English speaking is improving, only 10% responding not improving because they feel they lack of practice.

During the class, each platform which used in Speaking class shared almost

equal proportion. Both Zoom and WhatsApp has chosen as more favourite platforms than Flipgrid, although the discrepancy is not really wide. This graphic represents the proportion and students can choose more than one platform that their like.

Graphic 1
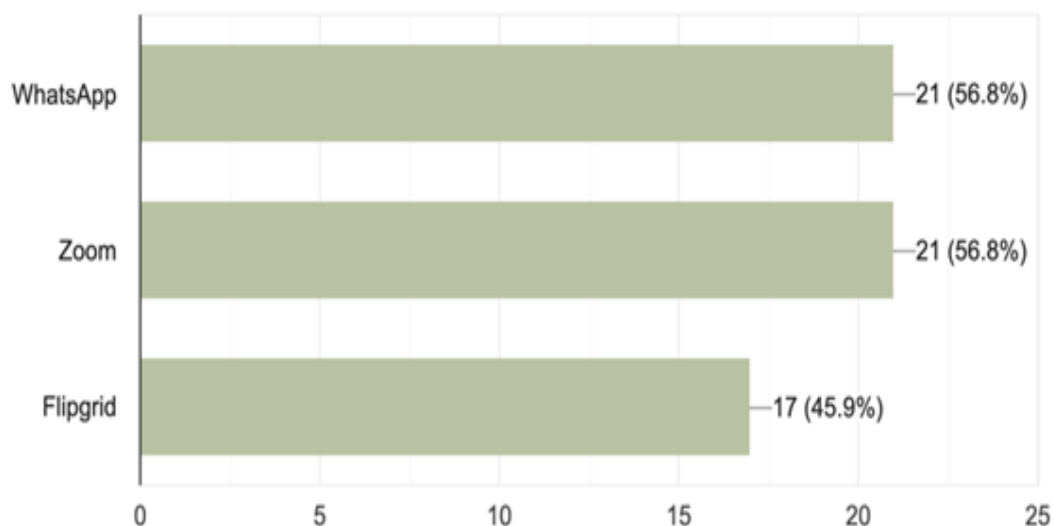
When question investigate which platforms give opportunity to practice, the response shown as in table 1. The table depicts the percentage of students who prefer either one, two, or three of the platforms which used during English Speaking class.

Table 1

Platforms	RESPONSES (in per cent)		
	NO	YES	Others

Flipgrid	13.5	86.4	-
WhatsAp	16.2	75.6	8.1
Zoom	5.4	86.4	8.1

From the table can be seen that most of the students are willing to use the platform. Only small number of students do not like the platform and the reason is because they are nervous when speak directly in front of their friends. Other response means three persons do not answer the questions or giving irrelevant answer. While the Flipgrid lovers, they prefer this platform because they can speak freely, check the result, and rerecord the better video. Moreover, they can also check their friends' recording as comparison. These are two of the response as example of their satisfaction:

R29: ' We trained to speak confidently on a platform that everyone can see, kinda embarrassing at beginning but now we used to.'

R17:' Since i'm start the class and mam yes introduce about flipgrid, my speaking skill increase. I'm really enjoy when make a Video at flipgrid, i can improve with the Topic, i can speak everything on flipgrid of course with the Topic.'

Different from the Flipgrid, the reason of using WhatsApp in speaking activities is more on practicality as mention in the following data:

R5: ' I think yes, because several times the lecturer sent material through WA and I better understand the pronunciation.'

R27:' Very good and quite effective too because if via WhatsApp we don't need to have a quota, we can access it.'

From the data, it can be seen that students focus on model from teacher when giving task orally via voice note feature. While R27 mention that WhatsApp is the cheapest platform compare to the other ones. Thee rest of the students only mention the process of sending the voice note is the reason. So they think of spontaneity right after the oral task is given by the teacher.

When the students use Zoom as mean to speak, they feel more like in the real class with different model of room. They can speak real time with their friends, get chance to have ice breaking session, even practice with smaller group synchronously.

R6: ' with its features that can accommodate many people and we are like a video call with many people at once'

R32: 'In fact, zoom is more helpful for communicating like face to face, so we can know how to pronounce, and anything'

From the data, students believe that by having Zoom meeting, they can directly interact with their friends and teacher. Having face-to-face session also help them to make any correction if they make a mistake.

Integrated Digital Platforms

When speaking class run using those three platforms, students consider that it is a perfect combination. In total, 97 per cent of the students provide 'yes' answer without any hesitation. From all respondents, there is only one student who disagree with the rest of the class.

The reason even contradictory with one of the students. These are the statements:

R25: 'No, because too many applications were used when they had almost the same function'

R8: 'Yes, karena menurut saya setiap aplikasi sudah memiliki fungsinya masing-masing'
(in English: 'Yes, because I think every application has its function')

Those two responses depict that perception over one thing can be contradictory. However, the point is that their voices are heard and valuable to design the next speaking class. By understanding the voice of the students regarding their experience in English speaking class, teacher has involved students in learning process. The result of this study paves the way for English teachers to design more student-friendly syllabus which considering students point of view in using technology for speaking class.

Conclusion

The conclusion of this research is that, the students satisfy with their speaking score and the use of WhatsApp, Flipgrid, and Zoom in enhancing their speaking skills. Although each of them has different preference when been asked to choose, in the end their agree that combination of those three platforms provide sufficient chance to practice their English speaking. The result of this study strengthen the design of English speaking syllabus which is more student-friendly by considering students point of view in using technology

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