Students' Perception on Synchronous Video Conferenced-Based English Course

Yuliana Friska
Program Studi Akuntansi, Universitas Pamulang
e-mail: dosen01381@unpam.ac.id

Abstrak

Penggunaan konferensi video dalam pendidikan tinggi telah meningkat secara signifikan dalam beberapa tahun terakhir meskipun ada informasi yang terbatas tentang bagaimana pembelajaran tersebut dirasakan oleh mahasiswa. Tujuan dari penelitian ini adalah untuk menginvestigasi persepsi mahasiswa pada pembelajaran bahasa Inggris berbasis konferensi video sinkron. Partisipan dalam penelitian ini adalah sepuluh mahasiswa jurusan non-Bahasa Inggris Universitas Pamulang. Data dikumpulkan melalui kuesioner, dan wawancara. Pertanyaan-pertanyaan tersebut melibatkan interaksi kelas, proses belajar mengajar, dan aspek psikologis. Hasil penelitian menunjukkan bahwa peserta cenderung memiliki persepsi negatif terhadap penggunaan *synchronous video conference* selama perkuliahan karena kurangnya interaksi. Meskipun beberapa siswa merasakan manfaat konferensi video sinkron dalam proses belajar mengajar, mayoritas peserta percaya bahwa kursus bahasa Inggris harus dilakukan di ruang kelas tradisional karena akan membantu interaksi dan proses belajar mengajar menjadi lebih baik. Dalam hal aspek psikologis, sebagian besar mahasiswa merasa senang pada awalnya, sebaliknya mereka tidak percaya diri dan pasif selama perkuliahan.

Kata Kunci: *Bahasa Inggris, Persepsi Mahasiswa, Video Conference*

Abstract

The use of synchronous video conferencing in higher education has increased significantly in recent years although there is limited information about how the courses are perceived by students. The aim of this study was to investigate students' perceptions on synchronous videoconference-based English course. Participants in this study were ten non-English major students of Universitas Pamulang. Data were collected through questionnaires, and interviews. The questions involved classroom interaction, teaching learning process, and psychological aspects. The results showed that participants tend to have negative perceptions toward the use of synchronous video conferencing during the lecture due to lack of interaction. Although several students perceived the benefits of synchronous video conferencing in teaching learning process, the majority of participants believed that English course should be conducted in traditional classrooms because it would help the interaction and teaching and learning process be better. In case of psychological aspects, most of the students felt happy at first, in contrary they were not confident and brave during lecture.

Keywords: *English Course, Students' Perception, Video Conference.*

INTRODUCTION

Recent developments in internet-based technology have made e-learning models an important component of distance learning (Harsasi & Sutawijaya, 2018). E-learning, defined as education based on electronic tools and media via the Internet and network technologies, offers an alternative educational model that connects teachers and students from different settings (Salehi et al., 2014). E-learning models are implemented using two different methods: synchronous and asynchronous.

Synchronous learning model allow teacher and student communicate in real time while in separate locations while asynchronous is a type of online learning that doesn't need real-time communication between students and teachers, giving students the freedom to finish their education at their own pace (Koohang et al., 2009; Wynants & Dennis, 2018). Synchronous distant learning is considered to be more helpful in terms of real-time brainstorming and discussion since it provides similar setting to that of a regular classroom and allows immediate feedback (Friska, 2021; Karal et al., 2011).

One of the technical tools that may be utilized for remote learning or a synchronous platform of interactive audio, video, and data communication between two or more groups or individuals is called videoconferencing (Candarli & Yuksel, 2012). Video conferencing in educational institutions has many advantages. The literature shows that videoconferencing technology reduces time and costs between remote locations, fills curriculum gaps, increases training efficiency, enables meetings where travel costs do not allow, and improves learning opportunities (Correia et al., 2020; Gray et al., 2020; Ozcelik & Paprika, 2010).

Various studies have investigated student attitudes toward videoconferencing in the classroom. Although the vast majority of students believe that video conferencing has certain benefits, such as increased motivation, interaction, novelty and improved communication skills, not all students are satisfied with the new technology, which may be due to different learning styles, strategies and Unfamiliarity with new technology tools (Candarli & Yuksel, 2012).

According to Altner's study, "Perceptions of undergraduate students on synchronous video conference-based English courses", most of the participants responded positively to the videoconferencing. However, the students claimed that they would have felt more pleasant in a traditional face to face classroom. Additionally, it was discovered that videoconferencing had no important impact on students' course performance (Altıner, 2015).

The effectiveness of teaching and learning activities carried out via video conferencing was investigated in the study by (Karal et al., 2011) titled "Perceptions of students who take synchronous courses through video conferencing about distance education. "Nine students took part in synchronous video conferencing for the study. After the study, the students taking the course via distance education felt excluded from the class since they couldn't look the

teacher or other students in the eye. These children' learning was hampered by the situation, which affected their ability to focus.

The influence of interaction, classroom communication experience, and the relational traits demonstrated by a teacher while engaging directly with students in comparison to student views of video conferencing education were examined in the study by (Serhan, 2020). Students believe that in terms of the teacher's accessibility, their knowledge, classroom collaboration, achievement, and quality, face-to-face instruction is preferable than video conferencing. These findings suggest that conversation and active participation in the classroom would be key components of the most successful video-conference courses.

A study by (Klibanov et al., 2018) investigated student perceptions of video conferencing in distance teacher education. The focus was on a student's experience attending the course via video conferencing during her year as part of teacher training. After the interview, the students claimed that technical issues with sounds, images, and connections made them feel less like real students. Additionally, having a live dialogue with the teacher and receiving answers to questions at the same time was a frequently mentioned situation by students.

Nehe, in her study investigated student perceptions of the video conferencing platforming English Language Teaching (ELT) during the pandemic era. It was found that the use of video conferencing in speaking classes responded positively, as student perceptions of video conferencing included advantages rather than disadvantages of the video conferencing offered (Nehe, 2021).

Most research on synchronous videoconferencing in ELT addresses the tools and methods used, their advantages, and student perceptions on both synchronous and asynchronous platforms. On the other hand, relatively few studies have focused on teaching English through synchronous video conferencing from the perspective of students in non-English departments. Therefore, this study fills in the gaps by investigating the non-English major students' perceptions on synchronous video conference-based English course.

METHODOLOGY

This study used a qualitative method as it concerns in exploring social phenomena. Researchers have a participatory role, has an integrated approach, is flexible in research design, allows for cognitive disclosure, and conducts inductive analysis (Ormston, 2014). This study focused on descriptive analysis to investigate students' perceptions of a synchronous videoconference-based English course. Participants of this study were ten accounting department students in Universitas Pamulang. The participants consist of four male and six female students. In selecting samples for this research, focused sampling was applied within the scope of the research design in order to obtain greater and in-depth data. Accordingly, interviews were conducted with a total of ten people. All of the participants are homogeneous in terms of their departments and years of study. These students were participating in a course via synchronous distance education during the 2021-2022 academic year. These students were chosen in

order to determine how students perceive class via synchronous education by means of video conferencing. Names of the participants were not used, in accordance with research ethics. Students participating in the research were coded as "S1, S2, S3, S4, S5, S6, S7, S8, S9 and S10".

Data were obtained through questionnaire data analysis, and interview. The questionnaires were distributed through Google Form and had three indicators, interaction, teaching learning process, and psychological aspects. The interviews were conducted face to face dialogue consist of one interviewer and one interviewee. This interview was conducted to elucidate an obvious picture of the participants' perception on the synchronous video conference-based English course. All the interview sessions were conducted in Bahasa Indonesia in order to minimize possible language barrier. Each participant was contacted and asked whether they could do the interview. All the interview session were done individually on schedule. Each interview session was about ten minutes. Descriptive analysis techniques were used to analyze data obtained through interviews and questionnaire.

RESULT AND DISCUSSION

Students' Perception of Classroom Interaction

This section presents the analysis of the data based on students' perception and opinion. Interaction plays an important role especially in online class. Communication among students and lecturer determines how well the teaching learning process during the online class. It can be seen at table 1.

Table 1. Classroom interaction

No	Classroom Interaction	Participants	Percentage
1	Lecturer - students	10	70%
2	Students - lecturer	10	30%
3	Students - students	10	40%

The results showed that 70% of participants considered interaction between lecturer to students was good. In the other hand, only 30% of participants perceived interaction of students to their lecturer was good, it indicated that most of the students assumed that students-teacher communication was not good. While the interaction among students was considered not quite good, this was indicated by 40% of the participants choosing that student-student interaction was not well-established. Therefore, in terms of interaction the synchronous video conference English course was effective for lecturer to students however it was considered less effective for students to lecturer and student to student.

Based on the interview and observation result, four out of five students stated that the interaction between lecturers and students tended to be one-way, the lecturer fulfilled the obligation to deliver the material, while the interaction between students and lecturers tended to be passive because they only listened to the lecturer's explanation without participating during the class. Interaction among students was also considered not good because they were more silent

during the online class then after class no more interaction among them. Here are the comments:

----- Interaction between lecturer and students were good, the lecturer fulfilled the rules of online learning. Students to lecturer, did not meet the rules of online learning, sometimes there were those who fell asleep during the lecture. Then, interaction among students, lots of students cheating during online exam. (S1)
----- Sometimes the interaction between lecturer - students, students - lecturer or student - students was not good due to signal or other obstacles. (S2)
----- Lack of interaction, because during the VCON lecture, most of students only listen to the material explained by the lecturer. (S3)
----- It was good enough, thank you. (S4)
----- Interaction was one-way communication. The lecturer explained students listened to the explanation. Lecturer asked students answer and so on. Then, it was lack of interaction among students. (S5)
----- I think the interaction was good, it was just that not all students actively interacted during the VCON. (S6)
----- Interaction through VCON was less effective because when the network was in trouble then the interaction between lecturer - students, students - lecturer, students - students would be distracted. (S7)
----- It depended on the lecturer, if the lesson delivered in interesting way students would participate more. (S8)
----- Interaction during VCON was good. (S9)
----- Interaction between lecturer to students was good, students to lecturer not good, students to students not good. (S10)

Students' Perception of Teaching Learning Process

The result of students' perception in terms of teaching learning process can be seen at table 2.

Table 2. Teaching learning process

Teaching learning process		Yes	No
Pre activities	Sharing link	√	
	Greeting	√	
	Checking attendance	√	
	Apperception	√	
Main activities	Explaining materials	√	
	Discussion	√	
	Questions and answers	√	
	Summarizing	√	
Post activities	Giving feedback	√	

In terms of teaching learning process, results obtained indicate that 100% of students considered the lecturer conducting lecture in accordance with the rules of online lectures by carrying out all activities ranging from pre-teaching, main activities, and post-teaching. The same thing was also obtained from the results of interviews, all of 10 students stated that the teaching and learning process during lectures through synchronous video conference based English course went well, seen from the delivery of material by the lecturer. On the other hand, the interview results showed majority of students perceived that

synchronous VCON was not appropriate for English lecture. Here are the comments:

----- In my opinion, for some courses VCON was possibly effective, but for English course that requires practice, VCON was not the proper solution. (S1)
----- During online lectures through VCON I was afraid and awkward communicating with friends or lecturers. (S2)
----- I did not understand the material explained through VCON and I was embarrassed to ask. (S3)
----- In my opinion, lectures through VCON were not as easy and fun as imagined. There were several obstacles that I faced such as changing, assignments during working hours and the deadlines on the same day, and lack of interaction among students. (S5)
----- In my opinion, only part of the material was conveyed well so that sometimes I did not understand, I think it was better traditional face to face class for English course. (S6)
----- Sometimes I did not understand the material delivered by the lecturer through VCON because it was often constrained by internet network errors. (S10)
----- During teaching learning process, we had to ensure the network was stable because sometimes it could distract learning process. (S9)
Three out of ten participants perceived that lectures through synchronous VCON in English course are beneficial. Here are the comments:
----- I thought online lectures were going well because the lecturer explained the lesson well. (S4)
----- In my opinion, learning through synchronous VCON was beneficial because we could meet face to face with lecturer virtually instead of e-learning through asynchronous. (S7)
----- In my opinion, learning through VCON made teaching learning process easier during a pandemic when social distancing was required. (S8)

Students' Perception of Psychological Aspects

The results of students' perception in terms of psychological aspect can be seen in the table below.

Table 3. Psychological aspects

Students	Aspects		
S1-S10	Happy	Confident	Brave
	60%	30%	30%

The table showed that 60% of student felt happy before the lecture started and during synchronous video conference based in English courses. However, only 30% of participants were confident during the lecture and 30% of participants was brave to be active in the class. It can be concluded that the students were passive during the online lecture.

In line with the questioner results, the interview results showed that four participants stated that they tend to be passive during the lecture through synchronous video conference. The following are students' statements:

----- I tended to be passive, lecturing trough video conference caused students lazy, especially if the lecturer only explained and there was no interaction. (S1)

----- I felt doubts and not confident because my laptop often had problems during lecture especially bad signal that caused bad communication, it could be said, I was passive. (S2)

----- I was passive at that time, actually I did not trust myself, for example, I was in a discussion then I wanted to express my opinion but I did not have confidence to speak. (S6)

----- I think I was passive because sometimes when lecturing through Video Conference is often constrained on the internet network errors. (S10)

Two participants stated they tended to be passive during the lesson but when the lecturer gave a challenge or a quiz, they were quite active to answer. Here are the comments:

----- I felt bored and lack of concentration during lectures through VCON but I was quite active during the Q&A session. (S5)

----- When I studied through VCON, I was less active because of the difficulty of communication with limited signals. But sometimes when a lecturer who was interactive giving games or challenges during the VCON, sometimes I was quite active. (S8)

However, there were students who stated that they were active and enjoyed the synchronous video conference-based English course. Here are the comments:

----- I was very active during the online lectures. (S3)

----- The feelings I experienced during synchronous VCON in English course were motivated and confident to ask questions. (S4)

----- I was happy during VCON lectures and enjoyed the class. (S7)

----- I was active during the lecture. (S9)

Classroom Interaction

Synchronous video conference-based English course as one of an alternative way for online interaction as it helps virtual face to face meeting and facilitates engagement among students to negotiate, interact, and communicate (Costa, 2020). On this platform, students and teachers communicate verbally, with no physical communication at all. However, this study shows different result. Lecturer-student interaction, interaction between the lecturer and students, is good. The lecturer held an important role in this interaction. In this moment, lecturer explained the material to students, when the session was finished the lecturer gave some questions, then students answer the questions. The interaction on synchronous VCON occurred when lecturers giving explanation, information, question, clarification, encouraging, and correct mistakes. Therefore, the students perceived that interaction from lecturer to students was good.

On the other hand, the results show that the interaction between students and lecturer is considered not as good as the interaction between lecturer and students. Students tend to be passive because they are merely listening to lecturer's explanation and answering questions asked by the lecturer without being involved actively. Then, the problem of the internet network errors caused distraction during the teaching and learning process.

Students-students interaction were more complex when they meet in VCON. The meeting would be more crowded since the sound from the microphone crush each other cause the situation on the VCON disturbed. The

questioner results show sixty percent of participant considered that interaction among students was not good. They meet in synchronous VCON platform, learn, then leave after the lesson. So that, they feel awkward one to another. The results of the questionnaire and interviews on classroom interaction are in line, that the interaction of the lecturer-students is good, students-lecturer not good, and students-students not good.

Teaching learning process

In teaching learning process used synchronous video conference, it was basically the same as when lecturer taught in real classroom. Start from opening classroom, main activity, and close activity. When the lecturer wanted to start her lesson, she asked students to turn off microphone, and let lecturer speak by herself and they listen and watched. Then to ensure they were present; she instructed the students to switch on the camera. The lecturer must also adjust the camera, sound volume, speaking speed, and, of course, the formality of her performance. She then greeted everyone to the class, encouraged them, and called on each student one by one to check their names on the attendance list. After introducing herself, she moved on to the primary task, which was explaining the content. She needed to provide a comprehensive explanation so that the students would fully comprehend it and the lecturer started question and answer session after explanation. The results of this study indicate that in terms of the teaching learning process, lecturer does her job well starting from apperception, explaining material, and ending with question answer session and providing feedback. However, according to students, communication during the teaching learning process tends to be one-way so that students are more passive in class. Furthermore, the problem of internet network interference must also be considered because it is one of the factors that reduces the smoothness of the teaching and learning process during online learning.

Psychological aspect

The psychological aspect greatly influences the smoothness of the teaching and learning process during online classes. The results of this study indicate that on the one hand students feel happy with VCON lectures because they are more flexible in terms of time and place where students do not need to attend class and can take classes anywhere. This is very useful, especially during an emergency such as a pandemic. But on the other hand, many students feel that they are passive when online classes take place. This is due to several factors, including internet signal disturbance, insecurity, and laziness (not enthusiastic). During the class several students were able to take part in lectures well and participate actively such as asking and responding when discussing. However, most of them admitted that they were more silent and sometimes sleepy, so it was clear that this made lectures not conducive.

CONCLUSION

Synchronous Video conference was a tool to teach students online. This platform was used to provide students a virtual meeting in which the lecturer and students can meet face to face. Students did interaction in three ways, they were

lecturer-students interaction, students- lecture interaction, and students-students interaction. In teaching learning process, it was the same treatment as teaching in a real classroom such as opening activity, main activity, and closing activity. In psychological aspect, all students were happy, but they were not confident and brave to speak facing their lecturer and friends as like in a real class. Most participants generally stated the usefulness of videoconferencing-based in English lecture as flexibility of time and place for learning. They also agreed that students felt more relaxed in videoconferencing-based classes, which had a more positive impact on students' emotional senses. Despite these advantages, most participants felt that English course should only take place in a traditional classroom setting. They don't think video conferencing will help students learn English better, and they think video conferencing technology is a system with many obstructions.

REFERENCE

Altıner, C. (2015). Perceptions of Undergraduate Students about Synchronous Video Conference-based English Courses. *Procedia - Social and Behavioral Sciences*, *199*(4452), 627–633. https://doi.org/10.1016/j.sbspro.2015.07.589

Candarli, D., & Yuksel, H. G. (2012). Students' Perceptions of Video-Conferencing in the Classrooms in Higher Education. *Procedia - Social and Behavioral Sciences*, *47*, 357–361. https://doi.org/10.1016/j.sbspro.2012.06.663

Correia, A. P., Liu, C., & Xu, F. (2020). Evaluating videoconferencing systems for the quality of the educational experience. *Distance Education*, *41*(4), 429–452. https://doi.org/10.1080/01587919.2020.1821607

Costa, D. (2020). Business English Learners' Perceptions of Synchronous Online Tuition as a Substitute for Face-to-Face Tuition in a French-Speaking Context. *International Journal of English Language Teaching*, *7*(2), 60. https://doi.org/10.5430/ijelt.v7n2p60

Friska, Y. (2021). Indonesian EFL Students ' Perceptions on Synchronous and Asynchronous E-Learning English Language Education Study Program. *Journal of English Language and Education*, *6*(1), 44–55.

Gray, L. M., Wong-Wylie, G., Rempel, G. R., & Cook, K. (2020). Expanding qualitative research interviewing strategies: Zoom video communications. *Qualitative Report*, *25*(5), 1292–1301. https://doi.org/10.46743/2160-3715/2020.4212

Harsasi, M., & Sutawijaya, A. (2018). Determinants of student satisfaction in online tutorial: A study of a distance education institution. *Turkish Online Journal of Distance Education*, *19*(1), 89–99. https://doi.org/10.17718/tojde.382732

Karal, H., Çebi, A., & Turgut, Y. E. (2011). Perceptions of students who take synchronous courses through video conferencing about distance education. *Turkish Online Journal of Educational Technology, 10*(4), 276–293.

Klibanov, O. M., Dolder, C., Anderson, K., Kehr, H. A., & Woods, J. A. (2018). Impact of distance education via interactive videoconferencing on students' course performance and satisfaction. *Advances in*

Physiology Education, *42*(1), 21–25. https://doi.org/10.1152/advan.00113.2016

Koohang, A., Riley, L., J. Smith, T., & Schreurs, J. (2009). E-Learning and Constructivism: From Theory to Application. *Interdisciplinary Journal of E-Skills and Lifelong Learning*, *5*, 091–109. https://doi.org/10.28945/66

Nehe, B. M. (2021). Students' Perception on Google Meet Video Conferencing Platform During English Speaking Class in Pandemic Era. *Journal of English Education*, *10*(1), 93–104. https://journal.uniku.ac.id/index.php/ERJEE

Ormston. (2014). *Ormston (2014).pdf*.

Ozcelik, H., & Paprika, Z. Z. (2010). Developing emotional awareness in cross-cultural communication: A videoconferencing approach. *Journal of Management Education*, *34*(5), 671–699. https://doi.org/10.1177/1052562910362664

Salehi, H., Shojaee, M., & Sattar, S. (2014). Using e-learning and ICT courses in educational environment: A review. *English Language Teaching*, *8*(1), 63–70. https://doi.org/10.5539/elt.v8n1p63

Serhan, D. (2020). Transitioning from Face-to-Face to Remote Learning: Students' Attitudes and Perceptions of using Zoom during COVID-19 Pandemic. *International Journal of Technology in Education and Science*, *4*(4), 335–342. https://doi.org/10.46328/ijtes.v4i4.148

Wynants, S., & Dennis, J. (2018). Professional development in an online context: Opportunities and challenges from the voices of college faculty. *Journal of Educators Online*, *15*(1). https://doi.org/10.9743/JEO2018.15.1.2