

Using Skype as a Technology Tool to Increase Students' Motivation in Speaking at Vocational High School in Rengat

Dina Elfipama Gustin^{1*}

¹SMK Negeri 1 Rengat, Rengat, Riau, Indonesia

*Corresponding author. Email: dinabilqis84@gmail.com

ABSTRACT

This research happens to find the impact of Skype in increasing the students' ability in speaking English at Vocational high school in Rengat. This research happens because there is no chance for students to use English for oral communication during a real environment, where within the environment people do not use English to communicate. This research is to draw the eye of the teachers about the advantage of Skype in increasing motivation to use English in speaking. The purpose of this research is to give the recommendations for students, teachers, and educationists so as to extend the processes of teaching and learning spoken English. Additionally, it attempts to describe the solution to learn English in speaking skills through technology. The research's instrument was an observation as an experiment of teaching English speaking through Skype. The observation divide into pre-activity and post-activity, was given to determine the impact of using Skype to extend student motivation in speaking. A post-activity was given after 6 weeks' experiment to the same students with the same activity as in pre-activity. The result of this research showed that Skype features gave a good impact on students' motivation in speaking. And it also one of the solution to the teacher who want to extend students' motivation in speaking English should allow Skype in the process of learning. Finally, it found that Skype encompasses an amazing tool for Increasing Students' motivation in Speaking at Vocational high school in Rengat.

Keywords: *Speaking skill, Skype*

1. INTRODUCTION

In Indonesia, the strategy of teaching speaking in English for a number of areas, has been a seamless issue to the involved governmental bodies, teachers, parents and students. whereas the information has modified additionally and again to make a stronger curriculum in teaching English, ability in English among vocational high school students are usually low. solely a few vocational high school graduates are able to communicate fluently in English. The failing results of the teaching of English in vocational high school are well known. Despite the efforts of the Department of Education of Indonesia to supply each hardware like facilities and facilitators and code like policy and curriculum, some issues still arise in English language teaching in Indonesia. The implementation of this technique is anticipated to achieve the balance between language usage and language function. But, English language teaching tends to think about language usage, not language use. In fact, English is being taught in vocational high school mostly specialize in reading and grammar, it never uses for real communication, where

student should be prepared with adequate language ability to be ready to compete within the working field. Purposely, English teaching in vocational high school focuses on communicating in their field of study. It happened because there is an absence of opportunity and motivation in using English in real context even using scenarios in English classrooms.

Throughout all curricula, English teaching in Indonesia has confronted fundamental problems. First, the number of students is thus massive and their variety in motivation level, intellectual capability, cultural backgrounds and admission to education sources is so excessive that it is exhausting to vogue a curriculum that would work. All curricula simply don't work for the Indonesian setting which is that the biggest country and archipelago country. The second is that the nature of the EFL learning environment. Being within the Expanding Circle, In Kachru's category [1], Indonesia does not offer sufficient platform to the use of English for students. students do not have ready access to speak and use English in standard of living even within the school environment. Although the curriculum changed to speak

approach, still the employment of English for communication never happened, and therefore the teacher still teaches students to specialize in grammar and rules. Moreover, students feel there is not necessary use English so the purpose of communication competence in English seems too far. In this era, need platform and various activities to supply the opportunities for students to practice speaking in English for communication in real context. Especially for vocational high school who need English for communicating after graduate to look for a job.

To boost students' communicative in English, teachers should encourage their motivation by create a teaching and learning atmosphere actively and in real context and scenario. supported this case, I attempted to make a meaningful real context in school to produce students with communicate in English directly with the 5 person from abroad who are the speaker of English as a second language. and therefore the greatest tool which helps for this activity is using technology and also the internet. Nowadays, technology become the central of human's life, which help in every aspect of life. By technology and internet people can broke the distance and enable to connect to people all around the world. Also, it can assist and facilitate students to communicate in English through online real environment. And education is required to meet the needs of this growing acceleration where the main objective of education is not only to help students in the cognitive realm but also to create those who are able to improve their skills and competencies according to the requirements and needs of students. trendy technological era. The technology implemented and therefore the internet can increase students 'motivation in communicating in English and will help in the development of students' English skills. This research focused on improving students' speaking skills in communication which might improve through Skype. Speaking is a powerful skill with which the speaker interacts directly and immediately during the communication process. And these skills are the essence of language skills.

Skype is one of a tool which used both for voice call and video call. It is one altogether the foremost important tools of communication which easy to use and free to download in a computer, tablet, and smartphone, which gives free service for both local and international calls. Using Skype could be a platform for students to feel the experience of communication in real scenario with English speakers, it also challenging teachers to link to other classes or people around the world. it can be concluding that the use of Skype in the learning process in the classroom is fundamental because provide students enable communicate in international connection. Skype is extremely useful especially for my

students where they sleep in a tiny low city and no access to use English in their live environment. In my opinion, Skype is one in all the solutions to make real communication in my classroom.

2. SPEAKING SKILL

Speaking is a productive skill which could not be separated from listening. While speaking we utter a meaningful sentence. within the character of communication, we are ready to find the speaker, the listener, the message and also the feedback. Speaking should be connected with pronunciation because it improves students to speak intelligibility. Speaking ability is also a mean of communication to specific human beings' thought yet because the type of social behavior. It is a lively productive skill involving complex mental and physical activity of the speaker after they produce language [2]. Harmer [3] said that when teaching speaking the teachers are ready to operate three major stages, they are:

- 1) introduction the new language
- 2) exercise
- 3) Communicative activity

Yuliska, et al [4] said that speaking has been considered merely an implementation and a variation, outside the real linguistic and linguistic domains. Linguistic theory develops in the form of abstraction from the context of use and sources of diversity. meanwhile Clark and Clark in Nunan [5] said that speaking is fundamentally an instrument act. Speakers talk so on own some effect on their listeners. it is the results of the teaching-learning process. Students' skill in making conversation to deliver message to the listener and get the feedback on it, is the main purpose in teaching speaking. It is important way in success learning in speaking as one of function for expression, like Nunan [5] states that the success in speaking is measured through someone able to do a conversation within the language.

Ladouse in Nunan [5] said that speaking is an activity of the ability to communicate with the right words in determining the sequence of ideas smoothly. As Butler [6] said that speaking as one of active language skill which people could interaction in direct or indirect during the conversation.

Chaney [7] also stated that speaking is the process of creating and sharing meaning through verbal and non-verbal symbols, as long as a kind of context. And Theodore [8] explained that language is actually speech, and speech is mostly the voice of communication. Speaking is a skill that a person uses in daily communication both inside the classroom and

outside. Khan [9] said that giving and sharing information clearly is the most important purpose of speaking. That might deliver information to the listener which is valued [10]. As from all of the definition of speaking, Baker and Westrup [11] said that speaking skill is the important thing in real life for students whose English in communication fluently and intelligible for having various kind of job opportunities, so as able to them continue their study abroad easily. They also said in Correa [12] that support students to improve their motivation in speaking English is compulsory for foreign language teacher. Based on the above reasons, the authors conclude that speaking is human intelligence to provide and convey opinions or the ability to think appropriately in communication. It is so necessary to provide practice as scenario like in real environment for vocational high school students who most of them directly look for a job after graduate. They need skill of communication in English to compete in getting good job opportunities in life.

3. SKYPE

3.1. Skype in the Classroom

Today most social media have audio and even technology equipment like laptop computers, have cameras to communicate with. With these advances in technology, students can talk with teachers and friends even in different places. Wu [13] said that Skype is one technology that has potential applications for language and literature learning and teaching should be explored further. Students can talk to native speakers and compare their pronunciation for example with native speakers. In addition, to increase their motivation to communicate in English by discussing literature, science and general information with native English speakers, students can also improve and develop their speaking skills by using this platform.

Skype provides direct and indirect communication services. With a webcam and headset, Skype users can have online person-to-person or person-to-group conversations or conferences, allowing for seamless communication, time and space. This feature makes Skype an enabling tool for learning. According to Elia [14], Skype facilitates language exchange in which "two people of different mother tongues cooperate in communicating with each other's target language". Lee [15] said that using skype for learning in the classroom, published in March 2011, it can design for learning process where the teachers and students collaborate use for speaking class. Teachers allow students to share ideas and though with people from different places. Skype is so helpful in teaching in online class where it can encourage and create authentic scenario communication environment.

Teachers can use Skype to allow local students and native speakers from other countries to communicate in English. When local students communicate with people from other countries, they break down barriers and cross language barriers safely. Skype allows students to see the real life of people, homes, schools, weather and more in other countries and also connected between students and native speaking students from other countries [16]. It can encourage knowledge of the development of global culture and society between students.

3.2. The Benefit of Using Skype during Classroom

The use of Skype is a platform for students to get help and support in motivating students to use English. And teachers become facilitators in harnessing the potential of technology and creating real-world environments in which students communicate with native speakers, spend longer on assigned assignments, and develop the speaking skills necessary for success in the twenty-first century.

There are many learning opportunities but there will always be rare individuals who are against new technology or who suffer from a technology stutter. Teachers around the world have done a lot of research on the use of Skype in learning and the results are enlightening, which shows the tremendous potential of using Skype in the classroom. Skype allows students to connect, collaborate, and communicate with other students around the world. This creates opportunities for teaching children to be informed of one another, to have authentic listeners for their work, and to satisfy others who can continue their learning. Many teachers together work with the aim of promoting the advantages of using Skype for media of teaching and communication.

Khan, et al [9] explain about the features of Skype in language learning. First, it is used for video call which could be used for practice speaking by making scenario like in real context. It is very helpful for teaching students in the country which English as a foreign language, so they have no chance to practice English for communication [17]. Even, this situation become big issues where the students discomfort to speak English among them because the mother tongue influences their ability to speak English [18]. Second, Skype used for chatting, which is helpful for students to practice writing and reading. lastly, it is helpful for sharing file, which is advantage to practice reading.

4. METHOD

Methodology of this research was descriptive. it's accustomed observe the students' motivation in speaking by using Skype. First, the author gave the pre-experiment of treatment to the scholars within the

classroom, the author conducted the activity without giving the instructions to them. Second, the author conducted the scholars with the lesson plan activity; furthermore, she analyzed them by describing the share of students' motivation in speaking. The last, the author interpreted the info about what are the kinds of language errors and also the most positive impact for the scholars in using Skype to speaking activity within the classroom. The basic research design was experimental which the author partly in 2 steps. First of all, the author provides a pre-experiment at the beginning of the study, then the students' abilities were analyzed as initial material for observation for the next process, then the author provided lesson plans with different topics for two full months. The author did not instruct students how to use Skype correctly and let them communicate both ways with people who make English their second language, thereby improving their speaking skills. After two months of research, the authors conducted a post-experiment. The information collected by the author through pre-experimental and post-experimental abilities was analyzed. In this case the research subject is the second year of Vocational High School in Rengat. The author only takes one class, namely XI Accounting 1 which consists of 34 students. And the author only focuses on 8 students who have good English skills.

The first project aims to find the using of Skype within the classroom can increase students' motivation in speaking for communication. The second aim is to determine students' ability to use the question words in communication. The third aim is to work out the effectiveness and advantages of using Skype to extend students' speaking ability. Students practiced English spoken communication within the classroom with the foreign people through Skype. the author supports the scholars who made Skype conversations with foreign people from Armenia (Ani), Chile (Juan and Jose), Syria (Nahla), and Bhutan (Ladhen). the author create the lesson plan for each meeting in 6 weeks, and only in 6 meetings with the durations hour.

The author provides a new and meaningful context to the class. The teaching structure allows scholars to be comfortable using the target language. Face-to-face Skype video gives them not only a memorable online communication experience in speaking practice, it also improves conversational skills, such as asking questions and providing answers, which are very important aspects of mastering the ability to speak a foreign language. After two months of experimentation, the student was able to speak well in the world. The author thinks that real-life references to the creators of this language make the content relevant to its students

5. FINDINGS AND DISCUSSIONS

5.1. Pre - experiment

Table 1. Pre – Activity

Skills	Pre-experiment			
	Excellent	Very good	Good	Poor
Content	0	0	3	5
Language Errors	0	1	5	2
Grammar (using question word)	0	0	5	3
Pronunciation & fluency	0	0	3	5

In this activity, the author conducted the utilization of Skype within the classroom, without giving any theme and instruction. the author facilitated them to talk through Skype. and also the duration of this activity is hour. within the pre-activity, 5 students out of 8 tried to speak with the verbalizer through Skype. The utterer was from Armenia. during this pre-experiment, they asked questions randomly to the speaker Mostly the questions are asking about the speaker's personal life.

As shown in Table 1 above, the author found that the grammatical error that the scholars made in questions words and in answering the question. In pre-experiment, the scholars still had a scarcity of motivation to talk and failed to have the arrogance to speak as they were afraid to create miscalculation. From the table above, there are three students who had grammatical errors in asking questions and response questions. and therefore the students weren't willing to participate within the speaking classroom. And after the Skype classroom activity, the author did reflection to form the scholars notice their mistake.

According to the analysis of pre-experiment, the author found that students' communication activity should have guidelines and directions in practice. Before the activity, the author should give the instruction and also the topic of the conversation class. it's important, to create students able to create their own words and do self-correction of the error that they made, before communicating in real with the people on Skype. Then for the experiment class, the author created 4 different topics for the scholars within the classroom

activity. and each topic has its own challenge. this is often the results of every section of the activity.

5.2. Experiment

Table. 2 the First week of experiment

Skills	Week 1			
	Excellent	Very good	Good	Poor
Content	0	0	6	0
Language Errors	0	0	4	2
Grammar (using question word)	0	0	2	3
Pronunciation & fluency	0	0	4	2

In the first week, the author gave the instruction about a way to ask questions and response to the question. the subject for that day was about the daily routine. there have been 6 students who tried to talk with Jose. He asked about his daily routine and Jose also asked them about their daily routine. This week, the scholars still had a grammatical error in asking and response, but their enthusiasm to talk with the speaker was increase. Their motivation to talk increase furthermore as their confident. Although they were still faced the matter in pronunciation.

Table. 3 The second week of experiment

Skills	Week 2			
	Excellent	Very good	Good	Poor
Content	0	0	6	0
Language Errors	0	0	6	2
Grammar (using question word)	0	2	4	2
Pronunciation & fluency	0	4	4	0

In the second week, the author gave the instruction about the way to ask questions and reply to the question. the subject for that day was about Hobby. there have been 8 students who tried to talk with Ani. They asked about Hobby and Ani also asked them about their Hobby. This week, the scholars had less grammatical error in asking and response, but their enthusiasm to talk with the speaker was increase. Their motivation to talk is increased moreover as their confident. they'd good interaction with the speaker.

Table. 4 The third week experiment

Skills	Week 3			
	Excellent	Very good	Good	Poor
Content	0	0	8	0
Language Errors	0	2	6	0
Grammar (using question word)	0	2	6	0
Pronunciation & fluency	0	4	4	0

In the third week, 8 students spoke to Nahla. They talked about food. This week, the scholars had no grammatical error in asking and response. They were more confident and willing to require risk in speaking. This week, they did lots interaction with the speaker. This week, their motivation is increase as they willing to speak in target language.

Table. 5 The fourth week experiment

Skills	Week 4			
	Excellent	Very good	Good	Poor
Content	0	2	6	0
Language Errors	0	2	6	0
Grammar (using question word)	0	2	6	0
Pronunciation & fluency	0	5	3	0

In the fourth week, 8 students spoke to Juan. They talked about Culture. This week, the scholars almost failed to do grammatical error in asking and response. They were so confident and willing to require risk in speaking. This week, they did lots interaction with the speaker. This week, their motivation is increase as they willing to speak in target language. They even create long question in various quite questions.

5.3. Post – experiment

Table. 6 Post - experiment

Skills	Post - experiment			
	Excellent	Very good	Good	Poor
Content	0	2	6	0
Language Errors	0	2	6	0
Grammar (using question word)	0	2	6	0
Pronunciation & fluency	0	6	2	0

Table. 7 The different result between pre-activity and post-activity

Skills	Pre-experiment				Post-experiment			
	Excellent	V. Good	Good	Poor	Excellent	V. Good	Good	Poor
Content	0	0	3	5	0	2	6	0
Language Errors	0	1	5	2	0	4	4	0
Grammar	0	0	5	3	0	2	6	0
Pronunciation & fluency	0	0	3	5	0	6	2	0

As shown in Table 7 the result between Pre-experiment and post-experiment, they showed significant progress in students’ motivation in speaking. They also increase their confidence to talk the target language. the author can conclude that using Skype within the classroom increase students’ motivation and confidence, they willing to require risk in using target language, conscious of their language errors, students become able to interact with people using target language in real communication. the author can say that Skype gives a good impact to extend students’ motivation in speaking for communication.

6. CONCLUSIONS

Based on the results and discussion of this study, it can be concluded that Skype is able and very effective to be used as one of a social media to increase students’ motivation in speaking, because it can be a real media and greatest platform to communicate in a native speaker directly.

ACKNOWLEDGMENT

This work was supported by The 8th International Conference on English Language and Teaching (ICOELT8).

In this activity, the author did the identical activity like pre-experiment. the author failed to give any topic within the classroom. the author allowed them to create and talk about everything they wish to the speaker. and also the results of the post-experiment after the experiment of using Skype shows significant reach students’ motivation in speaking. They became confident and willing to participate within the discussion within the classroom. Although they still have errors in pronunciation, their progress in using the target language increase as they willing to require a risk in using the target language.

5.4. Interpretation

REFERENCES

- [1] Kachru, B, *World English: Approaches, issues, and resources*. Oxford: Pergamon Press, 1992.
- [2] Brown, G & G, Yule, *Teaching the Spoken Language*. Cambridge University Press, 1999.
- [3] Harmer, J, *The Practice of English Language Teaching*. London: Longman, 1998.
- [4] Yuliska, A, et al, “Improving Students’ Speaking Ability Through Talking Chip Technique at The Second Grade of Senior High School”. *FKIP University of Lampung*, 2017. Available:<https://media.neliti.com/media/publications/213431-improving-students-speaking-ability-thro.pdf>
- [5] Nunan, D. *Research Methods in Language Learning*. Cambridge: Cambridge University press, 1991.
- [5] Educause. “Skype and Skype in classroom: option for language teaching and learning,” in *The Electronic Journal for English as a Second Language*, vol. 17, no. 1, May 2013. Available:http://www.teslej.org/wordpress/issues/volume17/ej_65m1/
- [6] Butler, F. A. et al, *TOEFL 2000 Speaking Framework: A Working Paper*. Chicago Educational Testing Service, 2000.

- [7] Chaney, A.L, & T.L. Burk, *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon. *Students*. London: Montserat Publishing, 1998.
- [8] Andersson, T, "The Optimum Age of Beginning the Study of Modern Languages." *In Levenson, S, and Kendrick, W (Eds), Readings in Foreign Languages for the Elementary School*, Blaisdell Publishing Company: the United States of America, 1967.
- [9] Khan, U. I, et al, "Using Skype to Develop English Learners' Speaking Motivation," *in Sci.Int. (Lahore)*, January 2016 28(5), pp. 41-48. ISSN: 1013-5316;CODEN: SINTE 8
Available:<https://www.researchgate.net/publication/320101926>
- [10] Mirtschin,A, "Using skype in the classroom,"2008. Available:<http://murcha.wordpress.com/2008/12/06/usingskypeineducation/>
- [11] Baker, J & Westrup, H, *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum, 2003.
- [12] Correa, Y.R, "Skype™ Conference Calls: A Way to Promote Speaking Skills in the Teaching and Learning of English". *In PROFILE* vol.17, no.1, Bogotá, Colombia, January-June 2015, pp. 143-156, ISSN 1657-0790. Available:<http://dx.doi.org/10.15446/profile.v17n1.41856>
- [13] Wu. (2005). "A Study of the Application of Digital Technologies," *in Teaching and Learning English Language and Literature. International journal of scientific & technology research*, June 2012,1(5). Available:<http://www.ijstr.org/final-print/june2012/A-study-of-the-application-of-digital-technologies-in-teaching-and-learning-english-languange-and-literature.pdf>
- [14] Elia, A, "Language learning in tandem via Skype". *In 5th Anniversary Special Issue – CALL Technologies and the Digital Learner. The Reading Matrix*,vol.6, no.3, December 2006, pp. 269-280. Available:<http://www.readingmatrix.com/articles/elia/article.pdf>.
- [15] Lee, Y. H, "Skype and Skype in the Classroom: Options for Language Teaching and Learning". *The Electronic Journal for English as a Second Language*, vol.17, no.1, May 2012, Available: <http://education.skype.com>
- [16] @k_ferrell (Admin), "Rationale for Using Skype in the Classroom", *Ed Tech Ideas: Tech Integration for Busy Teachers*, 5 April 2011, (Online) Available: <https://edtechideas.com/2011/04/05/rationale-for-using-skype-in-the-classroom/>
- [17] Shumin, K, "Factors to consider: developing adult EFL students' speaking abilities". *in Methodology in Language Teaching*, C. J. Richards, & W. A. Renandya., New York: Cambridge University Press: 2002, pp 204-211.
- [18] Ellis, R. *The Study of Second Language Acquisition*. Oxford: Oxford University Press, 2008.