

The Effectiveness Of Using “Nas Daily” Youtube Channel In Improving Speaking Skill

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Abstrak

Kemampuan taruna untuk menyelesaikan kegiatan bahasa yang diberikan dan memahami kompetensi berbicara merupakan keberhasilan dalam berbicara bahasa Inggris. Alhasil, pelaksanaan konferensi video untuk kursus Berbicara untuk Interaksi Formal di kadet semester ketiga Ivet University di Teknik Elektro Kapal telah berjalan lancar. Memanfaatkan berbagai teknik, rencana tindakan, dan sistem pendukung tambahan seperti Quizizz, Grup WhatsApp, Rapat Zoom, dan lainnya membantu implementasi. Profesor dan kadet yang berbicara juga sebagian besar mendapat manfaat dari konferensi video dalam hal kemandirian, kemudahan koneksi, teknologi, dan biaya daripada mengalami kekurangan apa pun. Untuk mengumpulkan data, sejumlah pendekatan, termasuk observasi, wawancara, dan kuesioner, digunakan untuk mengumpulkan data. Human instrument, lembar observasi, angket, dan pedoman wawancara merupakan alat belajar sekaligus. Teknik dari Miles dan Hubberman (1991) digunakan untuk menganalisis data yang telah dikumpulkan. Selain itu, penelitian ini menggunakan triangulasi metodologi, yaitu penggunaan beberapa teknik pengumpulan data, termasuk observasi, wawancara, dan kuesioner. Selain menggunakan video conference untuk berbicara, sikap dosen dan taruna tentang penggunaan video conference untuk Berbicara untuk Interaksi Formal juga diperiksa. 15 item dalam kuesioner dibagi menjadi empat kategori berdasarkan faktor termasuk kemandirian konferensi video, aksesibilitas, biaya, dan teknologi.

Abstract

The cadets' ability to complete the given language activity and understand the speaking competency constitutes success in speaking English. As a result, the video conference implementation for the Speaking for Formal Interactions course at Ivet University's third-semester cadets in Ship Electrical Engineering has gone off without a hitch. Utilizing different techniques, plans of action, and extra supporting systems like Quizizz, WhatsApp Groups, Zoom Meetings, and others helps with implementation. Speaking professors and cadets also mostly benefit from video conferences in terms of efficacy, ease of connection, technology, and cost rather than experiencing any drawbacks. In order to collect the data, a number of approaches, including observation, interviewing, and a questionnaire, were employed to collect the data. The human instrument, observation sheet, questionnaire, and interview guide were study tools at the same time. A technique from Miles and Hubberman (1991) was used to analyze the data that had been gathered. Additionally, the current study used methodological triangulation, which is the use of multiple data-collection techniques, including observation, interview, and questionnaire. In addition to using video conferencing for speaking, the attitudes of the lecturers and the cadets regarding using video conferencing for Speaking for Formal Interactions were also examined. The 15 items in the questionnaire were divided into four categories based on factors including video conferencing efficacy, accessibility, cost, and technology.

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PENDAHULUAN

One of the core subjects that has been considered for all generations is English. Being able to converse in English is one of the main objectives of the language. Speaking requires the active production of language, making it a productive talent (Baker, 2003). Cadets are taught appropriate speech during English language instruction so they can communicate effectively. The cadets' ability to complete the given language activity and understand the speaking competency constitutes success in speaking English. On the other hand, it is the duty of an English-speaking lecturer to teach the cadets how to converse in English. According to the most recent trend in foreign language training, the speaking lecturer and the cadets should collaborate to engage in the teaching and learning process. The sustainability of human life, including the educational system in Indonesia, has recently been impacted by the COVID-19 issue. A number of rules were put in place to modify the process of teaching and learning in the pandemic situation, according to Circular Letter Number 4 of 2020, which was announced on March 24, 2020 along with the emergency situation of Corona Virus Disease (COVID-19). Offline learning would be damaging for cadets as a result of the virus's effects.

Conducting an online learning is one of the key strategies used to combat coronavirus problems because it has been established as a substitute for in-person meetings even if offline meetings are still common (Altiner, 2015; Permatasari, 2018). According to Means et al. (2010), online learning is a structured learning activity that offers access to learning experiences by using certain technology and the internet for instruction, research, assessment, and communication. When using online learning, students have the chance to enjoy simplicity in terms of connectivity, accessibility, flexibility, and the capacity to foster a variety of interactions in the educational setting (Oblinger & Oblinger, 2005). Additionally, using video conferences as an alternative to online communication allows groups to practice speaking.

According to Hampel and Stickler (2012), research has been done on the design of video conferencing activities for language classrooms. Further studies on the effects of videoconferencing on cadets' motivation, self-confidence, and language learning have been conducted by the researchers (Yang & Chen, 2014; Jauregi et al., 2012; Satar, 2013).

The researcher's decision to undertake the current study and employ video conferencing for cadets in Ship Electrical Engineering at Ivet University was influenced by the requirement to perform an online learning since it was deemed urgent based on three important factors. First off, since video conferences were infrequently held, it was a difficult experience for both the lecturer and the cadets. Second, the cadets' performance was impacted by their exploration of the design of video conferencing activities.

The research design employed a mixed methodology. Ivet University's Ship Electrical Engineering department conducted the study. The second year cadets who participated in the Speaking for Formal Interactions course via video conference—24 cadets and 2 lecturers—were the study's subject. In the meantime, the research's focus was on 1) using video conferences and 2) the lecturers' and cadets' perceptions of using them for English-speaking classes.

In light of the aforementioned findings, the professors began the meeting by using the screen-sharing capability to display a photograph. This involves the perceptual process. The use of pictures in the classroom presents fresh teaching materials, opens up the world to the students, grabs their attention, gets them talking, and gives knowledge that may be used in discussions and storytelling. According to Frindt (2007), adopting a range of presenting techniques, such as the use of visual materials and graphics, can improve the cadets' participation in classroom activities. In order to stimulate the imagination of the students, the lecturer can also use animations and images to present various abstract ideas.

Fortunately, most video conferencing software has a feature called screen sharing that enables it to support and transmit many presentation formats, including images, videos, animations, files, and diagrams. To increase interactions among the cadets or between the lecturer and the cadets, speaking lecturers have thought about, blended, and adjusted numerous ways or strategies as well as additional supporting systems for teaching speaking via video conference. The emphasis is on interaction because, according to Schiller and Mitchell (1993), adapting teaching strategies, methods, or procedures is required for teaching practice utilizing video conferences.

The majority of video conference speaking activities have a strong emphasis on providing cadets with as many opportunities as possible to share and discuss particular themes with lecturers or other cadets. Discussions can help cadets improve their capacity to think critically, be self-aware, appreciate different viewpoints, take initiative, and solve problems (Pawlak & Wanick-Klimczak,

2014). As cadets alternately ask and respond to questions about a certain topic of discussion one by one through a chain of discourse, the chain drill approach is effective for training speaking. Speaking lecturer adjusted numerous features of the methodology in light of its application in the Speaking for Formal Interaction course.

Additionally, the focus trio technique has been used when using video conferences for speaking. According to Jolliffe (2007), the technique places cadets into trios of three to discuss what they already know and what they want to learn about a particular subject. Contrary to what was said, the speaking lecturer changed the way the cadets were divided into groups by making them each consist of four cadets. Since there were many cadets in the online class, the lecturer thought about limiting the number of groups to focus more on each one and better manage the time. The technique can also encourage self-assurance, taking risks, and working as a team, as well as increase the cadets' respect for and knowledge of the abilities, interests, and needs of others.

Speaking lecturers divided the cadets into groups for the primary exercises in order to reflect the employment of the aforementioned techniques and tactics. Grouping the cadets for learning exercises can assist instructors manage the online classroom environment and provide chances for shy cadets to speak up with confidence in front of the group. According to Sun et al. (2018), grouping can improve the cadets' self-reflection during the process, can increase their enthusiasm to participate in the classroom activities, can control the formation of internal communities when cadets are randomly grouped, can connect them closely in the same group, can enhance the cadets' self-reflection during the process, and can help lecturers give each cadet equal attention. Additionally, the function of video conferencing allows for private group discussions for the cadets.

The use of video conferencing for speaking as well as other ways and strategies demonstrates how lecturers control the amount of material they present to cadets. Although teaching and learning took place via video conference, the lecturers have thought about how to incorporate cadet-centered learning. This is in line with Frindt's (2007) recommendation that a lecture strategy be seriously considered in order to prevent lecturers from being the sole "talking head" in online classroom activities conducted via video conference. Additionally, a variety of inquiries should be constantly posed to test the cadets' comprehension and challenge them. The researcher's observation and the results of the lecturers' interviews have revealed that the majority of activities have placed a strong emphasis on offering the cadets a chance to express their ideas.

Online games were used as quizzes through Kahoot or Quizizz to assess students' grasp of the lesson when it came to spoken learning activities via video conference. Educational games, according to Huang and Hu (2016), are created to "expand concept, reinforce development, and assist cadets in learning a skill as they play" (p.87). Additionally, the usage of games can boost the cadets' internal drive, increase their interest in the class activities, and persuade more reserved cadets to participate. As a result, the use of online games to educate speaking demonstrates how different activities may be used with video conferencing.

The utilization of video conference support tools, like Zoom Meeting, Google Meet, WhatsApp Group, Kahoot, and Quizizz, had made it easier for the instructors and cadets to connect. According to Elfaki et al. (2019), technology can be used to break down geographical constraints and offer anytime, anywhere learning. According to a poll by pocket-lint.com, Zoom Meeting will be one of the most popular video conferencing software apps in 2020. Zoom Meeting is the most often used program in Speaking for Formal Interactions.

The survey's results show that both lecturers and cadets had favorable opinions of using video conferences for public speaking. Their opinions are highlighted in four areas, including video conferencing efficacy, ease of interaction, technology, and cost. The ease with which the instructor and cadets engage in the virtual classroom demonstrates the efficiency of video conferencing. During video conference activities, the cadets reported feeling more at ease, assured, tolerant, thankful, and inspired. According to studies by Alshahrani (2016), Altiner (2015), and Permatasari (2018), these claims are accurate.

The cadets' speaking abilities can also be enhanced by the usage of video conferences. According to the statement, various research, including Kim and Craig (2012) and Lee (2007), have demonstrated the value of video conference as a way to improve cadets' speaking abilities. These studies contrast the study by Dogget (2008), which found no appreciable difference in cadet achievement between face-to-face meetings and virtual conferences.

The results of the survey also demonstrate how interactions between the cadets or between the lecturer and the cadets can be facilitated through the usage of video conferences. The use of video conferences has allowed the cadets to collaborate with their friends in the creation of knowledge. According to this statement, video conferences enable users to have real-time, synchronous

conversations with their peers using actual voices and instantaneous, authentic participation (Iino & Yabuta, 2015). As a result, during video conferences, the cadets can make eye contact, make gestures, and take turns (Jauregui et al., 2012). With its advanced capabilities, video conferences have made it easier for consumers to participate.

Video conferences facilitate individual learning in class by providing capabilities like meeting recording and screen sharing (Altiner, 2015; Dogget, 2008). The lecturer additionally makes use of the breakout room capability to divide up the cadets for discussion sessions during implementation. The usage of video conferencing requires a solid internet connection, according to both the lecturers and the cadets, as the strength of the signal might affect the quality of the video and audio. The claim is based on research by Altiner (2015) and Dogget (2008) that explains the need for strong network connections and large visual screens for video conferences. Numerous technical problems have been encountered by the cadets, including erratic internet connections, muddled noises, lagging visuals, and frozen images.

Studies by Permatasari (2018) and Vurdien (2019) both reported on the same experiences. The results of the questionnaire also indicate that the cadets had no problems with background noise or barriers to conversation. Contrary to what was said, Permatasari (2018) shows that the limitations on interaction and background noises are what make video conferences difficult. The results of the most recent survey indicate that using video conferencing can lower travel expenses. The claim is supported by research by Martin (2005) and Schiller and Mitchell (1993), which show that video conferences can shorten travel times and expenses, boost student productivity, and improve accessibility to education.

As a result, the video conference implementation for the Speaking for Formal Interactions course at Ivet University's third-semester cadets in Ship Electrical Engineering has gone off without a hitch. Utilizing different techniques, plans of action, and extra supporting systems like Quizizz, WhatsApp Groups, Zoom Meetings, and others helps with implementation. Speaking professors and cadets also mostly benefit from video conferences in terms of efficacy, ease of connection, technology, and cost rather than experiencing any drawbacks.

METODE

In order to collect the data, a number of approaches, including observation, interviewing, and a questionnaire, were employed to collect the data. The human instrument, observation sheet, questionnaire, and interview guide were study tools at the same time. A technique from Miles and Hubberman (1991) was used to analyze the data that had been gathered. Additionally, the current study used methodological triangulation, which is the use of multiple data-collection techniques, including observation, interview, and questionnaire.

HASIL DAN PEMBAHASAN

Classes for the Speaking for Formal Interaction course were held once a week for 120 minutes, with a goal of holding 16 meetings total—including the midterm and final assignments. To modify the academic calendar during the COVID-19 outbreak, teaching and learning activities were conducted online on the same schedule as in-person classes. The use of video conferences included three primary stages of learning activities, including introduction, main activities, and post activities. The lecturer warmly welcomed the cadets before starting the online learning exercises. She then sent the meeting link, reminded them to complete the attendance link by sharing the links via WhatsApp group, and started the apperception. By exhibiting, the action of perception was carried out.

Teaching and learning via video conference uses a variety of teaching modalities and approaches. One method employed to give the cadets a chance to participate actively in the activities while positioning the lecturer as the "guide on the other side" was the usage of focus trios. The cadets were assigned at random to various breakout rooms via Zoom Meeting during the use of focus trios via video conference. By joining each group's room alternatively, the lecturer may focus exclusively on each group. Passive cadets have the chance to gain confidence in their ability to voice their opinions in a private setting by using this discussion room.

The following group would present a solution to the existing problem and create a brand-new one for the following group. Every group had the opportunity to talk about the narrative in a WhatsApp group. The professor was able to focus more on the cadets' pronunciation, grammar, eye contact, and gesture during the activities via video conference than during the offline classroom.

When considering the exercises, the lecturer had thought about how much of the course should be delivered online to keep the cadets' learning environment centered on them. Additionally, rather than placing more emphasis on the end result of speaking, the learning activities also focused on the cadets' speaking practice to identify their speaking inadequacies.

The instructor used an online game as a quiz at the conclusion of the learning exercises to assess the cadets' comprehension of the information covered that day. Online quizzes like Quizizz and Kahoot were used to make a quick and entertaining test for the cadets that included multiple-choice, open-ended, and other types of questions. The instructor provided the cadets projects in addition to a quiz to help them further their understanding of the course they were taught through video conference. The majority of the assignments involved making a film that would provide the cadets practice with eye contact, gesture, proper pronunciation, and speaking grammar. The projects were very useful for the professors because they couldn't monitor every cadet's

Zoom Meeting was mostly used as a supporting system in the majority of speaking learning activities while teaching speaking via video conference. Other additional tools, like WhatsApp Group, Quizizz, Google Form, Google Drive, and others, were also used to establish video conferences. Additionally, using Zoom Meeting for speaking instruction allows the lecturer to focus more on the students' pronunciation, grammar, eye contact, and gestures than in an offline classroom, allowing the cadets to present their speaking performance. In addition to using video conferencing for speaking, the attitudes of the lecturers and the cadets regarding using video conferencing for Speaking for Formal Interactions were also examined. The 15 items in the questionnaire were divided into four categories based on factors including video conferencing efficacy, accessibility, cost, and technology. The following image displays the questionnaire's findings:

Tabel 1. Hasil Penelitian

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Video conference increase my confidence	60%	20%	22%	3%
2	Video conference affects my accuracy in speaking	35%	40%	22%	3%
3	Video conference improves my pronunciation in speaking	21%	78%	1%	-
4	Video conference increases my fluency in speaking	12%	71%	15%	2%
5	English Speaking environment is important for me	55%	34%	12%	-
6	Video conference gives efficient speaking exercises	41%	35%	21%	3%
7	Video conference improves my ability to make relevant ideas	18%	69%	13%	-
8	Video conference motivates me to learn more about grammar	41%	36%	18%	5%
9	Video conference activities reduce my misunderstanding	21%	62%	8%	-
10	Video conference increases my vocabulary	26%	58%	16%	-
11	Video conference makes me have many experience in speaking English	67%	12%	18%	3%
12	Video conference makes me enjoy in speaking	43%	42%	9%	6%
13	I am not afraid of making mistakes in doing presentation by video	42%	39%	11%	8%

14	conference Video conference provides many supplementary materials such as module, story books and listening file	20%	63%	11%	6%
15	Video conference motivates me to learn more about English	49%	34%	5%	12%

For statement number 1, activities in Video conference can increase self-confidence for the respondents. There are 60 respondents (60%) and 20 respondents (20%) who strongly agree and agree 22% and 3% choose disagree or strongly disagree. We can conclude that activities in speaking club are effective in increasing confident, especially in speaking skill.

For statement number 2, speaking club affects respondents' accuracy in speaking. There are 35 respondents (35%) who strongly agree with this statement and 40 respondents (40%) agree and 22 respondents (22%) which disagree and 3 strongly disagree. This is different from the previous statement that all of the participants are in agreement. We can conclude that Video conference can affect their accuracy (the most of the students).

Video conference can improve pronunciation in speaking for 21 respondents (21%) which strongly agree with this statement, and 78 respondents (78%) agree, and only 1 respondent who is disagree. So we can assume that joining speaking club can improve their pronunciation. No one disagrees or strongly disagree with this statement.

The fourth statement is the same as the previous statement. There are 12 respondents (12%) who agree if speaking club affects their fluency in speaking, and 71 respondents (71%) strongly agree with this statement. On the other hand, there are 15 (15%) and 2 (2%) who answer disagree or strongly disagree, it means that they believe that by joining Video conference will be improving their fluency in speaking English.

For statement number 5, it is very importance of speaking environment club for the respondents. There are 55 respondents (55%) who agree if the environment in speaking club is important to support their speaking skill. The rest, 34 respondents (34%) strongly agree with this statement. And only 12 students (12%) disagree that Video conference is not useful

Based on the statement number 6, we can see that in giving the efficient, speaking exercise, the respondents give various choices. 41 respondents (41%) and 35 respondents (35%) strongly agree and agree. The rest, there are 21 participant who do not think so (21%) and 3% strongly disagree.

Next, speaking club also impacts the ability of the respondents to exchange relevant ideas because there are 18 respondents (18%) and 69 respondents (69%) who strongly agree and agree with this. But 13% think that speaking club does not impact it.

For statement number 8, the respondents are filling all of the answers. There are 41 respondents (41%) who strongly agree, 36 respondents (36%) who agree, and 18 respondents (18%) who are disagree and the last 5 (5%) who strongly disagree. So most of them improve their grammar understanding.

In reducing misunderstanding, 22 respondents (21%) strongly agree that speaking club can reduce it. The other 62 respondents (62%) agree. But 8 respondents (8%) don't think so. It can be concluded that most students believe that Video conference can reduce misunderstanding in speaking.

In increasing vocabulary mastery, Video conference gets 26 respondents (26%) which strongly agree with this statement and 58 respondents (58%) agree. But there are 16 respondents answer disagree with this statement. No doubt in their mind that Video conference can increase vocabulary mastery.

For statement number 11, There are 67 respondents (67%) who strongly agree, 12 respondents (12%) who agree, and 18 respondents (18%) who are disagree and the last 3 (3%) who strongly disagree. So most of them have many experience in speaking English.

Then, the Video conference can be enjoyed by the respondents. The evident from the result of statement number 12, there are 43 respondents (43%) who strongly agree and 42 respondents (42%) who agree, even though there are 9% and 6% students choose disagree and strongly disagree

Then, by joining speaking club, the respondents feel no worries again to make mistakes because 42 respondents (42%) strongly agree and 39 respondents (39%) agree with this, even though there are still 11% and 8% still disagree and strongly disagree.

Speaking club also provides supplementary material such as as module, story books and listening file etc. There are 20 respondents (20%) whoare strongly sagree with this, there are 63

respondents (63%) who agree and the other, 11 respondents (11%) and 6 respondents (6%) are disagree and strongly disagree.

For statement number 15, there are 49 respondents (49%) who strongly agree and 34 respondents (34%) who are agree, and 5 respondents (5%) who disagree and the rest 12% or 12 respondents are strongly disagree that speaking club can motivates them to learn more about English.

The interview was conducted July 3rd, 2023. The researcher interviewed all the students who joined in the Video conference. The total of students in the Video conference in maritime faculty of Ivet University is 100 students from four different department. The questions were about whether the Video conference improves the students speaking ability or not after it was implemented in teaching speaking. The most of them explained that Video conference was really important to support the process of learning speaking.

The students said that Video conference could engage his friends to be more creative and interactive in increasing their speaking ability through sharing ideas among others, from the result of interview shown that there were some problems faced by the students in the Video conference. One of the problems was the students had lack of confidence to talk in English, and some result said that the other problem in the Video conference was caused by lack of vocabulary. So that it made them difficult to interact and to talk in English. Here, the researcher tried to facilitate them to solve the problems by giving them new words and taught them how to use the words in speaking or conversation. Besides, the other problem faced was lack of motivation to speak. In this problem, the researcher tried to motivate them by giving an interesting topic.

Based on the analysis of data collections above, the researcher elaborates some brief and clear explanations focusing on the research data which had been obtained through the observation, questionnaires and interview. Moreover, it could be examined whether the research questions of this research were answered or not. The research questions are:

1. Does Video conference improve the students' speaking ability?
2. What are the effects of Video conference for the students?

The first discussion deals with whether Video conference improves students' speaking ability or not. After the interview with the the respondents or the students, the researcher found that the Video conference is really useful to improve the students' speaking ability. It can help the students to have a good skill to communicate and interact to one and another.

The second research question is to know the effects of Video conference for the students, after collecting the questionnaire data, the researcher found various responses but according to the questionnaire result, the researcher can concluded that the most of students had positive responses about Video conference. It showed their enthusiastic to speak in classroom and done all the assignment.

Based on the research findings, the researcher can concluded that Video conference had improved their speaking ability. It was also supported by the result of questionnaire which shown that Video conference was important in increasing their speaking ability.

KESIMPULAN

During the COVID-19 outbreak, the video conferencing technology was effortlessly implemented in the Speaking for Formal Interactions course. The lecturer welcomed the cadets warmly, issued the meeting link, and reminded them to complete the online attendance list and apperception by sharing images during the introduction activities. Focus trios, chain speaking, and debate were used as the main teaching techniques and video conferencing methodologies for the main activities. The cadets were given the chance to actively express their ideas, engage in related discussions, and provide feedback on the work of their friends as a result of these methodologies and practices, which placed an emphasis on cadet-centered learning. The cadets were required to complete an online quiz, sum up the lecture, and complete other tasks at the conclusion of the meeting.

Zoom Meeting was primarily used in the video conference deployment, along with other technologies like WhatsApp Group, Quizizz, Kahoot, YouTube, Google Drive, and Google Form. As a result, during the COVID-19 outbreak, the process of teaching and learning through video conferencing in the Speaking for Formal Interactions course functioned efficiently. Speaking lecturers and cadets often experience benefits of video conferencing rather than drawbacks, according to the results of the questionnaires given to both groups.

Since both speaking lecturers and cadets are in favor of using video conferences for speaking, it can be assumed that other speaking courses in Ship Electrical Engineering at Ivet University, such as

Speaking for Academic Purposes and Speaking for Informal Interactions, will also use video conferences. Although the use of video conferences has generated a number of methods, strategies, and supporting systems, there are still a number of other methods, strategies, and supporting systems that should be further explored and analyzed in order to present a number of comprehensive references for lecturers who speak in person. Other scholars are therefore anticipated to conduct additional research on such issues.

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