

**THE LEARNING OPPORTUNITIES OF VIDEOCONFERENCING
PROGRAM AS AN EXTRACURRICULAR ACTIVITY**

A Paper

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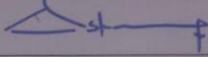


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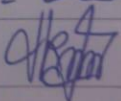
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ABSTRACT

With the advancement of the 21st century, digitalization has become common in society. Almost every activity can be done with the help of technology, including in the education sector. Among these tools is videoconference. Videoconferencing is one of the digital tools that is capable of creating new ways of learning. This study aims to understand the opportunity of videoconferencing as an extracurricular program. This research was conducted in Bina Bangsa Sejahtera High School's English Club students as this is where the program is conducted. The researcher used a qualitative approach, with a qualitative descriptive method in its methodology. This research has three instruments: Observation, a close-ended questionnaire, and a semi-structured interview, based on six indicators: language competency, promoting cultural exchange, critical thinking, speaking confidence, larger idea exchange, and access to previous sessions. There were 18 students of the English club overall who participated in the videoconferencing program. Based on the conclusion, videoconference offered its participants the opportunity to improve their language competency, promote cultural exchange, train critical thinking, and provide larger idea exchange. Meanwhile, there is not much confirmation about access to the previous sessions therefore further studies are required for future research.

Keywords: Videoconferencing, opportunity, qualitative descriptive,

TABLE OF CONTENT

APPROVAL SHEET	Error! Bookmark not defined.
BUKTI PERSETUJUAN HARDCOVER SKRIPSI.....	i
SURAT PERNYATAAN PENGALIHAN HAK CIPTA ...	Error! Bookmark not defined.
DECLARATION.....	Error! Bookmark not defined.
PREFACE.....	Error! Bookmark not defined.
ACKNOWLEDGMENT	iii
ABSTRACT	v
TABLE OF CONTENT	vi
LIST OF TABLES	viii
LIST OF FIGURES	viii
CHAPTER I.....	2
A. Background of the Study	2
B. Research Question	4
C. Aim of the Research	4
D. Research Focus	4
E. Operational Definition.....	4
F. Research Significance	5
CHAPTER II.....	6
A. English as a Foreign Language	6
B. Extracurricular	8
C. Learning Opportunities	11
D. Videoconference	11
E. Related research.....	15
CHAPTER III.....	17
A. Research Method and Design	17
B. Research Site and Participants	20
C. Research Instrument	20
D. Data Analysis	22

CHAPTER IV.....	24
A. Data Description.....	24
B. Data Analysis.....	51
CHAPTER V	60
A. Conclusion.....	60
B. Suggestions.....	61
REFERENCES	63
APPENDICES	66
A. Appendix 1: Research Instrument	67
B. Appendix 2: Result of the observation	73
C. Appendix 3: Result of questionnaire	75
D. Appendix 4: Result of the interview.....	79
E. Appendix 5: Surat Keputusan Pengangkatan Skripsi	87
F. Appendix 6: Surat Izin Penelitian.....	88
G. Appendix 7: Berita Acara Bimbingan Skripsi.....	Error! Bookmark not defined.
H. Appendix 8 Persetujuan Perbaikan Hasil Sidang ..	Error! Bookmark not defined.

LIST OF FIGURES

Figure 3.1. Research Design.....	17
Figure 4.1. Videoconferencing topic questions.....	25
Figure 4.2. Videoconferencing points to certain aims for the participants.....	27
Figure 4.3. Figure 4.4 Videoconferencing schedules.....	29

LIST OF TABLES

Table 4.1 Result of the Observation.....	23
Table 4.2 Result of the Observation.....	24
Table 4.3 Result of the Observation.....	25
Table 4.4 Result of the Observation.....	27
Table 4.5 Result of the Observation.....	28
Table 4.6 Result of the Observation.....	29
Table 4.7 Result of the Questionnaire.....	30
Table 4.8 Result of the Questionnaire.....	31
Table 4.9 Result of the Questionnaire.....	33
Table 4.10 Result of the Questionnaire.....	34
Table 4.11 Result of the Questionnaire.....	35
Table 4.12 Result of the Questionnaire.....	36

CHAPTER I

INTRODUCTION

A. Background of the Study

Confidence is one of the most necessary parts of speaking ability. Having confidence in speaking can boost a learner's speaking abilities. A study conducted by (Abdallah & Ahmed, 2015) shows that students with high confidence can perform well in their speaking learning performance. High confidence also helps the students in speaking performance by not doubting deciding on what the students are about to say, while also staying rational with their thinking as they are not panicking or having anxiety.

With the advancement of the 21st century, digitalization has become common in society. Almost every activity can be done with the help of technology, including in the education sector. In addition, in today's digital learning process, digital learning technologies (mixed learning, mobile learning, distance learning technologies, online learning, etc.) are also significant, which rely on the use of technology tools as well as specialized interactive devices flip, laptop, tablet, robotics kits, interactive writing boards, electronic flipcharts, interactive panel, interactive Sandbox, Interactive thresholds, interactive cubes, etc. (Sharofat & Qizi, 2021). The usage of digital tools in education opens up new opportunities and creativity for both learners and teachers to explore the way of their learning/teaching.

Among these tools is videoconference. Videoconferencing is one of the digital tools that is capable of creating new ways of learning, especially in the current decades. Several researchers talk about the advantages and disadvantages of these digital tools. Research regarding this topic has shown mixed results however, one of the articles that Intrigue the writer is one of the finding of the research in Vurdien (2019) research which implies that all the participants expressed their preference for a traditional classroom setting rather than synchronous communication via videoconferencing. Of course, this mixed result has motivated the writer to write this research to find the thoughts of the students in terms of participating in the videoconference program, as well as seeing what kind of changes this program makes in terms of their learning opportunities when it comes to learning English ability such as speaking. As mentioned before, confidence in speaking is crucial for better decision-making, and the introduction of the digital era, it brings tools that also have opportunities on their own to help improve the joy of learning.

Videoconference is chosen for this topic because of one reason and that is, the writer found this program specifically, allows the students to interact with students from other countries especially those with English-speaking backgrounds which can work as an authentic scenario for language learning.

B. Research Question

With the curiosity of the writer's thoughts about the videoconferencing program, the research question is: What are the learning opportunities of the videoconferencing program at Bina Bangsa Sejahtera High School English Club?

C. Aim of the Research

The aim of the research is to understand the learning opportunities of the videoconferencing program at Bina Bangsa Sejahtera High School's English club.

D. Research Focus

Referring to the research question, this research focuses on the learning opportunities of the videoconferencing program, in Bina Bangsa Sejahtera High School English Club Extracurricular activity students, especially from the side of language competency, promoting cultural exchange, critical thinking, speaking confidence, larger idea exchange, and access to previous session.

E. Operational Definition

In this research, there are three operational terms, and those are:

1. English as a Foreign Language

EFL, according to Iwai, (2011) in Si, (2019) refers to persons who learn English in non-English-speaking nations.

2. Extracurricular

An extracurricular program is a school activity that is conducted outside the curriculum, and English Club is one of them. According to Marinova, Marshall, and Snow, (2000) In Elnadeef & Abdala, (2019) "An English club is an organization of

people with a common purpose or interest, who meet regularly and take part in shared activities. Otherwise, it is a group or association of people with common aims or interests.”

3. Learning Opportunities

Learning Opportunities refer to a specific cognitive or metacognitive activity that a learner can engage in that is likely to lead to learning (Crabbe, 2007)

4. Videoconference.

Videoconferencing (VC), is broadly defined as simultaneous audio and visual Communication between two or more individuals using a device such as a videophone or video camera (Review, 2018).

F. Research Significance

It is hoped that this research can be beneficial for both students and teacher. Teachers will be engaged to implement this method to make teaching speaking more interactive and enjoyable, especially in extracurricular activities. Meanwhile, students can be encouraged to participate in this program and hopefully overcome their anxiety or significantly improve their confidence in speaking English by putting themselves in authentic scenarios where they would speak with fellow students from other countries.

CHAPTER II

THEORETICAL FOUNDATION

A. English as a Foreign Language

1. EFL definition

According to Gebhard (2006) cited in Fajila, Ubayti, and Herman (2016). EFL can be defined as the study of English by persons who live in areas where English is not utilized as a first language. Gebhard goes on to say that in such a situation, students have few opportunities to practice English outside of the classroom. Similar definitions from Nordquist (2020) explained that English as a Foreign Language (EFL) refers to non-native speakers studying English in places where English is not the dominant language. This is not to be confused with English as a Second Language (also known as English as an Additional Language), which is the practice of learning English in a place where English is the primary language.

2. Varieties of EFL Learning

When talking about various methods to learn EFL, that means it also includes plenty of activities that can be used to help introduce EFL learners to study and understanding better their English skills. There are some authors and researchers who talk about methods of learning EFL. According to an article from Will (2023), there are seven most common methods of learning for EFL, and some of them are:

a. Total Physical Response (TPR)

Total Physical Response is a popular teaching method for both online and face-to-face classes. It makes use of the body's communication abilities. It represents thoughts using bodily gestures and movements and associates them with English words. It helps kids to understand meaning without knowing the language, and their brain eventually connects the two.

b. Grammar Translation

Grammar Translation method refers to a teaching method involving students learning explicit grammar rules and translating their first language to English and vice-versa. This learning only focused on reading and writing English skills.

c. Communicative Language Teaching (CLT)

As the name implies, the aim of Communicative Language Teaching (CLT) is communication. In this learning method, there will be much speaking. Conversations between students and group activities such as games, role-playing, and problem-solving assignments. It emphasizes skills and is learner-centered. Reading and writing play a role as well, but oral communication is the most significant.

d. Task-Based/Project-Based Learning

The purpose is for students to achieve a goal by communicating in English, hence strengthening their communication abilities. Language develops from issues and is used to solve them. Teachers can utilize prepared materials to focus on tasks that require specific language functions,

or they can use a more abstract activity to focus on the language used for teamwork and problem-solving.

e. Presentation, Practice, Production (PPP)

This method divides each class into three parts: Presentation, Practice, and Production which are often accompanied by a short warmer activity at the start and a game at the end of the session.

EFL tactics used in the classroom. These events gave students greater opportunities to communicate and exchange ideas.

B. Extracurricular

1. English club as an extracurricular activity

Extracurricular activities are described as academic or extracurricular activities carried out under the school's authority, occur outside of regular class times, and are not covered by the curriculum (Cahyarani, 2015). According to the Indonesian Ministry of Education and Culture Permendikbud (2014) Extracurriculars can be described as curricular activities carried out by students outside of study hours, intracurricular activities, and activities co-curricular, under the guidance and supervision of the education unit. This means that extracurriculars are generally, an activity that is conducted outside of the schools' curriculum, and also outside the school hours.

One of the Extracurricular activities is the English Club. English clubs are unofficial gatherings of people from various communities, towns, or villages who meet frequently according to their agreement of their own

to practice their English. Members could be professionals or secondary and tertiary students. Members pledge to talk in English at meetings and participate in activities that encourage and support the usage of the English language (Intan, 2023; Malu & Smedley, 2016). The English club places more of an emphasis on exposure to the language than on honing a specific set of English language abilities. Naidi et al (2017); Afia, (2006), emphasize introducing the English language rather than mastering specific language abilities, might cause some learners to have fewer capabilities in some skills such as speaking. But despite their lack of speaking ability, they no longer felt shy about voicing their thoughts. They met new people with whom they might share their experiences, potentially enhancing their sense of self. Lastly, learners feel that their vocabulary, fluency, and pronunciation have improved (Octaberlina & Muslimin, (2022); Melviza et al. (2017); Pereira et al. (2013).

2. Advantage of English Club extracurricular activity

According to the research by Fitriany et al. (2021). Students who join the English club find it easier to plan their speech, feel more at ease around English speakers, and need less effort to comprehend and converse in the language. Another research regarding the extracurricular program by Astari & Hadi (2023) indicates that participation in an English club extracurricular program is beneficial for students to advance their language proficiency, particularly in speaking. English clubs are typically offered to students in elementary school to university level, to help them realize their

potential and talents while also fostering a friendly, English-speaking atmosphere. In summary, in terms of participating in the English Club, extracurricular activities have the positive advantage of making the students more comfortable in speaking English, improving their proficiency, and also helping them explore their potential in learning English.

2. English club in Bina Bangsa Sejahtera High School

In Bina Bangsa Sejahtera High School, English Club is a part of an extracurricular program that is attended every Friday at 12:30 P.M. In the English Club, two types of participants attend the program, and those are the students and the instructor or teacher. Most of the time, the program involves the students speaking up about some topics that the instructor is going to share, and within a specified time the students must share what they are thoughts about those certain topics. Besides speaking about certain topics, occasionally English Club in Bina Bangsa Sejahtera School also trains some of the club participants to join some competitions such as English debate, speech, etc. One of the programs that is frequently held is the videoconferencing program. This program is usually held every few months or even in a few weeks, and how this event works is similar to their main program which talks about a certain topic and one of the students must speak about their opinion. One of the interesting things about this program is that it usually involves schools from other countries and it is moderated by a team from the “Generation Global” institutions that provides the

videoconferencing ‘room’ for the participants to gather and speak, and selecting the topics that each of the school participants going to talk about.

C. Learning Opportunities

1. Videoconferencing learning opportunities

As one of the methods of learning, Videoconferencing helps students learn. Incorporating videoconferencing into EFL lessons provides students with more opportunities to improve their understanding of intercultural communication and develop their language skills through two-way communication with learners from different cultures. (Jung, 2013)

According to Tran et al., (2024) research regarding Enhancing EFL learners’ speaking and listening skills through authentic online conversations with video conferencing tools, feedback from the participating students, and volunteer communicators suggests that the project not only improves EFL learners' L2 speaking and listening skills but also increases their motivation and confidence in using English.

Similarly, From a research finding from Yu, (2022) confirmed that videoconferencing for language learning, specifically in L2 learners, has the opportunity to help students to practice their speaking and listening effectively compared to conventional classrooms.

D. Videoconference

1. Videoconference definition

Video conferencing is an ICT (Information Communication Technologies) tool that allows the exchange of voice, graphics and moving images (video). Video conferencing technology does not use a phone line but instead, either a satellite or television link network (broadcast/cable) (Ratheeswari, 2018).

According to Pringle, Klosterman, Milton, & Hayes (2010) in Hopper (2014) (explain that videoconferencing allows two or more locations (e.g., a school in Texas and a school in Canada) to connect using the Internet, allowing two places to meet and meet in person time. In other words, videoconferencing allows a meeting from two or more places apart using an internet connection.

The origin of videoconference itself can be traced far back to the 90s era. Nguyen et al, (2020) from Moody & Wieland (2010) explained that “Moody and Wieland summarize video-conferencing origin, which is related to the need to communicate in different ways with the aid of technology. They trace it back to Bell Telephone Laboratory’s introduction of two television screens connected to the telephones in the late 1920s. Four decades after this event, video-conferencing tools were exhibited at New York’s World Fair as an innovation that could take over the traditional telephone’s role. According to them, it was not until the end of the 20th century that video-conferencing became widespread. The Internet Protocol and other inventions such as the PC-based system, or the video with colors, gave it a powerful push as it provided more cost-efficient assets. At the

beginning of the 21st century, a wide Internet access brought videoconferencing to a wide variety of users, from individuals to companies and institutions.”

2. Advantages and disadvantages of videoconference

Past studies regarding the use of videoconference have shown that this program brings some advantages and disadvantages within its implementation, according to research by Al-Samarraie (2019) where analysis from previous research, studies, and chapters regarding the use of various types of videoconferencing; such as Desktop videoconferencing (DVC), Interactive videoconferencing (IVC), and Web videoconferencing (WVC).

The result of the research mentions the advantages of videoconferencing as follows:

1. Promote language competency and performance

Students can improve their language competency by participating in videoconferencing, especially in their speaking and listening skills.

2. Promote cultural exchange among students

Videoconferencing wide range of accessibility allows participants from various countries to meet each other and thus, allows the opportunity to encourage cultural exchange among students.

3. Provide socio-cognitive support and structured interfaces that can help students' confidence and critical thinking.

With the various backgrounds of each of the students, especially from a different nationality, allow for creating various topics, that can be solved or answered according to each of the students' backgrounds, then from this answer, students can discuss which methods are better, and this can help students with their critical thinking.

A study from Kaniadewi (2022) talks about the perceptions of students from higher education regarding the use of one of the videoconferencing media that is zoom, towards the students' speaking ability. From 102 college students within the "Jabodetabek" area, most of the students who gave positive feedback agreed that videoconference improves their speaking skills by raising their attitude and being more confident in speaking.

One of the articles also explains the advantages of videoconferencing, such as from Paun (2023) in an article about the advantages of videoconference in the education industry. Some of the points are:

1. Allows for a large area of idea exchange both globally and locally due to the videoconferencing range of accessibility where the participants can connect even if they are separated by distance.
2. Allows the participants to gain access to previous recording sessions which can benefit the participants who miss the sessions, or want to watch it again for evaluation for future videoconferencing classes.

On the contrary, videoconference also has its disadvantages. The same research from Al-Sammaire (2019) also mentioned some of the challenges in implementing videoconferences in education, and those are 1) The stability of internet connection between peers that can interrupt the progress of learning, 2) Requiring a well-knowledge person to operate videoconferences 3) Constant update for the videoconferencing software. Another example of the disadvantages of videoconference also appears in an article from Choufanni (2021) regarding the advantages and disadvantages of videoconference. The article mentions some of the points of the disadvantages of videoconference such as lack of personal interactions, network connectivity issues, and security concerns of people barging into videoconference meetings and doing inappropriate things which can be a problem if the users do not have a safeguard measure.

E. Related research

Some previous researchers speak about the topic related to the variable such as videoconferencing and English club that can be used as a reference to what the writer writes about this paper. In research written by Refnita (2018) about the use of “Chatting through Social Media and Video Conference (Cheria)” to improve students’ English Ability and character in SMA 3 Padang English Club. This research is related to the writer’s paper as this research is conducted in an English Club in a High School, with video conferencing as one of the media for learning. Furthermore, the facilitator of

the videoconference program also comes from the same institution named “Generation Global” which is part of the Tony Blair Institute.

Another related research from Eguchi (2014) talks about the effects of cross-cultural videoconferencing on EFL Learners and discusses the comparison between cross-cultural videoconferences of Japanese and Mexican students with uni-cultural videoconferencing between two Japanese students. The research suggests that cross-cultural videoconferencing can be useful for EFL learning. This research is related to the researchers’ paper because the videoconferencing that is conducted in Bina Bangsa Sejahtera High School also involves a videoconferencing program that has different schools from different countries, especially those who have more ‘experience’ in terms of number of English speakers.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In this research, the qualitative method describes the opportunities of implementing Videoconferencing on the participants. The research design that was used for this research is the qualitative method. According to Creswell, n.d (2018), qualitative methods are based on text and image data, have unique steps in data analysis, and rely on different designs. Writing a qualitative research proposal or research methods section involves, in part, educating the reader about the intent of the qualitative study, mentioning the specific design, and explaining the researcher`s role in the study.

Similarly, qualitative research often involves exploring data inductively to identify recurring themes, patterns, and concepts, and then describing and interpreting those categories. As a result, data from qualitative research is collected from various sources from one or more individuals such as from their perspectives, or opinions (Gall, Gall, & Borg, 2007; Nassaji, 2015). The qualitative approach that the researcher used is the qualitative description. The qualitative description is an approach that is based on interpreting common themes from multiple individuals that are mixed to create a common idea from said multiple individuals (Willis et al., 2016). Thus, this method is chosen to investigate the opportunity of the videoconferencing program as an extracurricular activity, as this research aims to understand the opportunities of the videoconferencing program from multiple participants. In this research,

the researcher also used triangulation, or method triangulation to be exact, in deciding the instrument. Carter et al. (2014); Polit & Beck (2012) stated that Method triangulation involves using multiple data collection methods about the same phenomenon. This type of triangulation, frequently used in qualitative studies, may include interviews, observation, and field notes. Since the reason is more or less, the same purpose and objective as the statement sourced before. The data will be collected using Questionnaire, observation, and interview.

The research design is as follows:

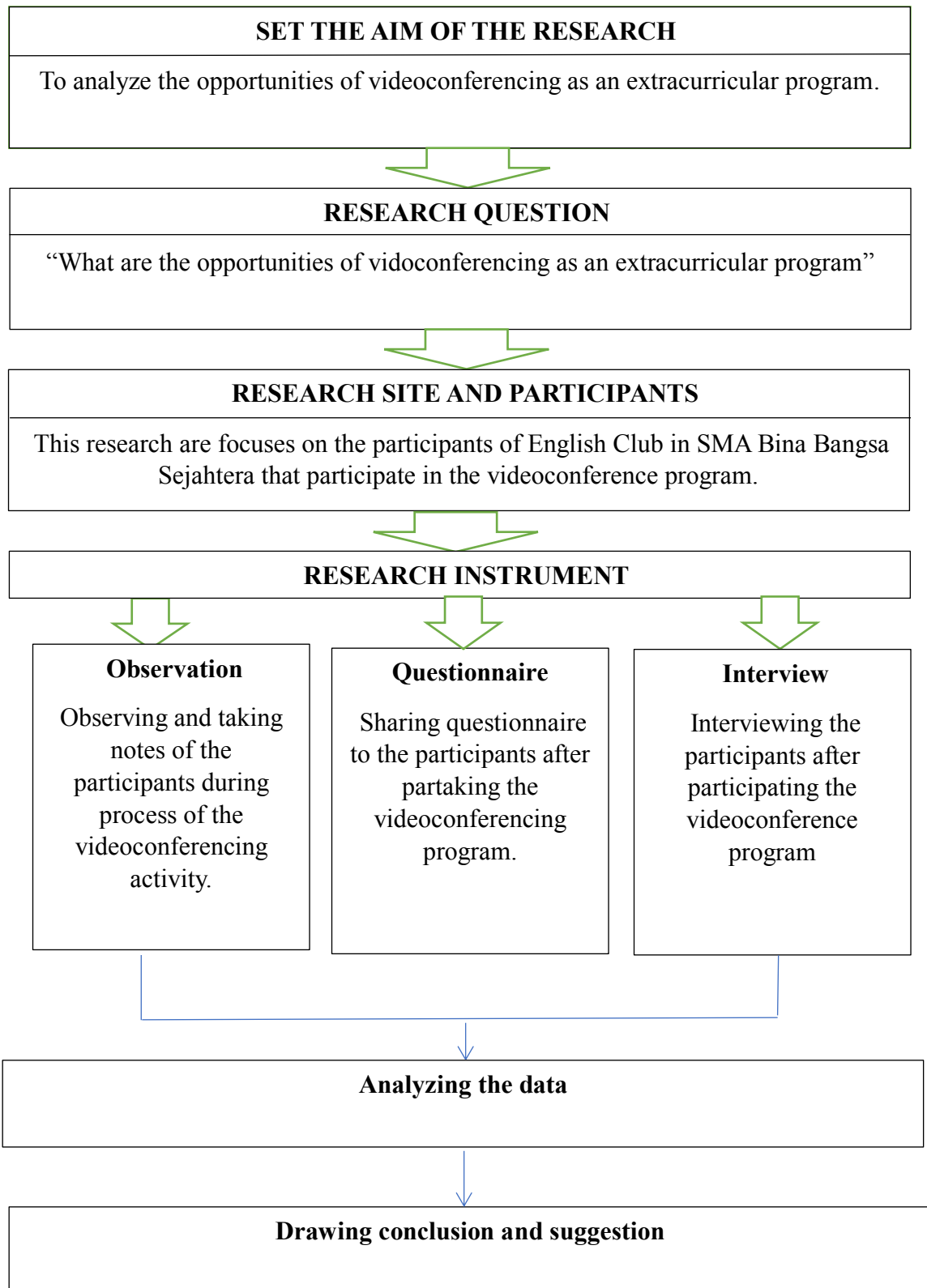


Figure 3.1. Research Design

B. Research Site and Participants

This research was conducted in the Bina Bangsa Sejahtera High School. The participants of this research are the students who are part of the English club. The participants are chosen for this research using purposive sampling. The participants from the videoconferencing that are chosen are those who are participating in the videoconference program.

In selecting the participants, the researcher used purposive sampling, and the reason is that, according to Mason (2002); Robinson (2014); Trost (1986) in Campbell et al. (2020) Purposive sampling procedures differ from random sampling in that they ensure that particular types of instances from those who could potentially be included are included in the final sample in the research study. In this research, the participants are 18 members of the English Club who are participating in the videoconferencing program.

C. Research Instrument

As previously stated, the researcher utilized three Instruments to collect the data. Three of them are observation, documentation, and interview. This Instrument is chosen based on triangulation which involves multiple data collection methods regarding the same phenomenon.

1. Observation

In a quote by McKechnie (2008), in Smit & Onwuegbuzie (2018). observation in qualitative research “is one of the oldest and most fundamental research methods approach. This approach involves collecting data using

one's senses, especially looking and listening in a systematic and meaningful way". Observation is a method of collecting data that is based on the perception of the researchers. In this research, the observation is used to observe the videoconferencing program while in progress. This observation involves the relation between how the videoconference program can affect the participants according to the indicators that have been prepared by the researcher. The researcher is going to prepare 11 observation field notes, which include some statements and then followed by two choices Yes, and No, with the addition of Notes to provide context.

2. Questionnaire

A questionnaire is a measurement tool consisting of a list of questions accompanied by instructions, response options, and answering spaces. It guides the respondent and sometimes also the interviewer in finding and recording measurement information (Van Den Broeck & Brestoff, n.d 2021). The researcher prepared some questions in the form of 11 questions of multiple-choice that the students can answer. These questions are composed of things that are related to the indicators of the opportunities of the videoconferences such as language competency, speaking confidence, large idea exchange, etc. The questionnaire that is chosen is based on the closed-ended questionnaire that has two choices: Yes, and No. The close-ended questionnaire is chosen because a close-ended questionnaire directly opted the participants towards specific options to choose from (Abdullahi, 2019; Brown, 2001).

3. Interview

An interview can be simply described as a form of consultation in which the researcher seeks to learn more about the topic represented by the interviewee. In research, this form of consultation is motivated by a specific objective. Therefore, an interview can be understood as an interactive process of asking questions to search for specific information (Adhabi & Anozie n.d, 2017). The interview is conducted based on semi-structured Interviews with the students who participate in the videoconference, and also the most active one during the videoconferencing program. Magaldi and Berler (2020) in Mashuri et al. (2022) define the semi-structured interview as an exploratory interview. They further explain that the semi-structured interview is generally based on a guide and that it is typically focused on the main topic that provides a general pattern. Therefore, questions from the interviews are based on the research indicators, which then turn into 11 questions to provide further context to those who were positively affected the most by the program, and also actively participated in the program, especially from the questionnaire and to match the students' view of the videoconferencing program.

D. Data Analysis

Besides collecting all the necessary data for the research, it is also important to mention how the data from the results of the research in the field is going to be processed. Milles and Humberman (1984), in Nasir & Sukmawati (2023), suggest that the analysis of the data in qualitative research can be conducted by doing these steps:

1. Data Reduction

After collecting all the data, the researcher will break down the data by summarizing, selecting what's important, focusing on what's important, and looking for themes and patterns. These themes are based on the three Instruments that are going to be used, which in this case questionnaire, observation, and interview. The patterns for this research follow the six indicators of the research, which are based on the opportunities of videoconferencing: language competency, promoting cultural exchange, critical thinking, speaking confidence, larger idea exchange, and access to previous sessions.

2. Data Display

In the data display, the researcher then will provide the results from the research in the form of brief descriptions, charts, relationships between categories, and flowcharts.

3. Conclusion.

Finally, after all of the data has been summarized and displayed, the researcher will create a temporary conclusion based on between the answer and the research indicators.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The data collected from this research is based on three instruments: observation, questionnaire, and Interview. The researcher used these instruments to understand the opportunities of videoconferencing for the members of SMA Bina Bangsa Sejahtera's English Club Videoconferencing participants. Each of the instruments assesses different numbers of students. The research was conducted On the 18th of March 2024. The researcher first observed the videoconference program, then shared the questionnaire with all the students, and finally, the researcher interviewed specific students who participated in the program.

1. Data from observation

The researcher uses field notes for observation. The field notes are created using Microsoft Word and are in the form of a table. The field notes table contains 11 statements based on 6 indicators: language competency, promoting cultural exchange, critical thinking, speaking confidence, larger idea exchange, and access to previous sessions. This observation is based on the researchers' perspective by observing the participants' behavior, how the program provides an advantage similar to the research indicators option yes or no, and notes. Besides using notes, the researcher may also insert a picture below the table for additional context.

In this process, the researcher observed the process videoconference conducted on the 18th of March 2024, and 7 students from Indonesia attended it, 2 students from

the Philippines, and 2 from India, the topic of the videoconferencing is peace and security.

a. Language competency

Table 4.1
The result of the observation

Indicator	Statement	Answer		
		Yes	No	Notes
1. Language competency	1. Participants show good pronunciation and grammar in speaking.	√		Students who speak during videoconference can pronounce numbers of words well, and it is formed with the right structure.
	2. Participants give appropriate feedback related to the question of the topic in English.	√		Students who speak during the conference can explain and ask questions that are related to the conversation.

From the table 4.1. Of 7 participants from Bina Bangsa Sejahtera High School students (Indonesia), 4 actively participated during the program, while the rest stayed idle and watched. All 4 of these students give appropriate feedback to every question by giving related answers to the questions and the topic. For example, one of the participants from Indonesia was asked what peace and security meant to them. One of them answered that peace in their opinion reflects their freedom to chase their dream whatever they want, and their sense of security is to be able to chase their dream without intervention whether from their finance or other people. In speaking skills, the students correctly pronounced words such as empathy, which the student pronounced as “em-puh-thee” or peace, which is pronounced, “pees”.

Grammatically, the students could also form a grammatically structured sentence during the talk. For example: “My personal space is important for me” where “my personal space” is the subject, “is” is the auxiliary verb, “important” is the verb, and then “me” is the object.

b. Promoting cultural exchange

Table 4.2
The result of the observation

Indicator	Statement	Answer		
		Yes	No	Notes
2. Promoting cultural exchange	3. The videoconferencing topics provide the participants with the ability to speak about their culture.	√		The “peace and security” topics mentioned how each community/culture affects each other peace and security.
	4. The videoconferencing instructor encourages the participants to share their respective cultures.	√		The instructor informed the students to not hesitate to share their views from their culture that related to their peace and security

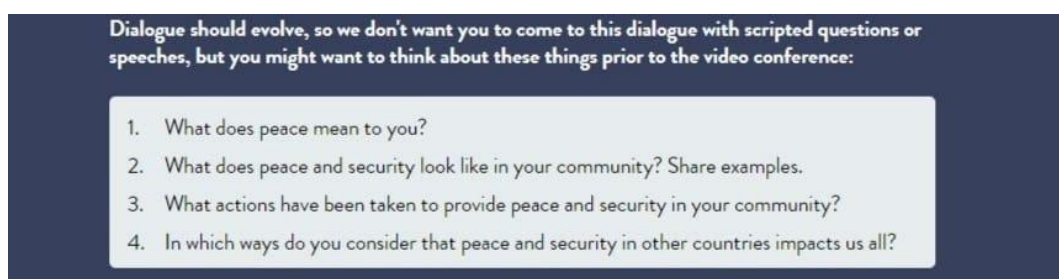


Figure 4.1 Videoconferencing topic questions

Based on table 4.2, shows that videoconferencing allows the participants in promoting cultural exchange between participants from different countries. In the picture below the table above, the topic of “peace and security” one of the points of

the conversation in the session is also about how each other's community/culture helps shape the participants' sense of security and peace. At the beginning of the conference, the instructors also encouraged the participants to speak up by saying that the participants should not hesitate to share their opinion or their cultures with others.

c. Critical thinking

Table 4.3
The result of the observation

Indicator	Statement	Answer		
		Yes	No	Notes
3. Critical thinking	5. Topics in videoconferencing involve certain complex issues	√		The topics present encourage the students to think about the problem outside their environment and how to solve it.
	6. Participants can specifically convey their ideas about the topic.	√		The participants were instructed to be free to express their ideas and as detailed/many as they could.

Video conference overview

Aims

In this video conference dialogue with your global peers, you will have the opportunity to share and learn about peace and security in different contexts and communities while practicing key dialogue skills:

- Sharing - speak for yourself only and not on behalf of others; use 'I' and not 'we'.
- Responding - stay curious; ask critical questions; seek clarification for what you do not understand; show you value the contributions of others
- Reflecting - keep asking yourself what you are learning, how you are learning and what this new learning means for you.

Figure 4.2 Videoconferencing points to certain aims for the participants.

In Table 4.3, and Figure 4.1, it can be seen from the table and the first picture above that during the occurrence, videoconferencing allows the participants to help with their critical thinking. The topic of “peace and security” mentioned in the picture explained how peace and security in other countries impact the participants, and what peace itself means. In Figure 4.4, it is also mentioned that the students must stay curious ask critical questions, and reflect upon their learning during the occurrence. Besides the guide in the picture, the videoconferencing instructor also tells the participants to

d. Speaking confidence

Table 4.4
The result of the observation

Indicator	Statement	Answer		
		Yes	No	Notes
4. Speaking Confidence	7. The participants show no stutter when speaking during videoconference.	√		The students who were speaking during the videoconference did not stutter but occasionally made a brief pause while speaking.
	8. The participants can speak their thoughts expressively.	√		Gestures of the students who speak during the videoconference are quite active and their intonation is constantly between high and standard

In the Table 4.4, it shows that during the videoconferencing, students have confidence in their speaking. All of the participants who speak during the conference show gestures and expressions while their speaking. For example, one of the participants from Indonesia explained that their definition of peace is, the participant then explained what their definition of peace clearly without stuttering, and also creating a gesture where their hands both touch their chest, while saying “it is important for me.” Besides their gestures, their tone during the speaking also changes between mid to high. One example is coming from another one of the participants from Indonesia who expressed that sense of peace and security also has to be felt for everyone everywhere with the rise in voice tone in “everywhere everyone”

e. Larger idea exchange

Table 4.5
The result of the observation

Indicator	Statement	Answer		
		Yes	No	Notes
5. Larger idea exchange	9. The participants can discuss with people from other countries.	√		The participants in the videoconference involve students from other countries (India, Philippines)
	10. The participants can listen to their other country's counterparts about their perspectives regarding the topic	√		The videoconference instructor allows all participants from Indonesia and other countries to speak from their

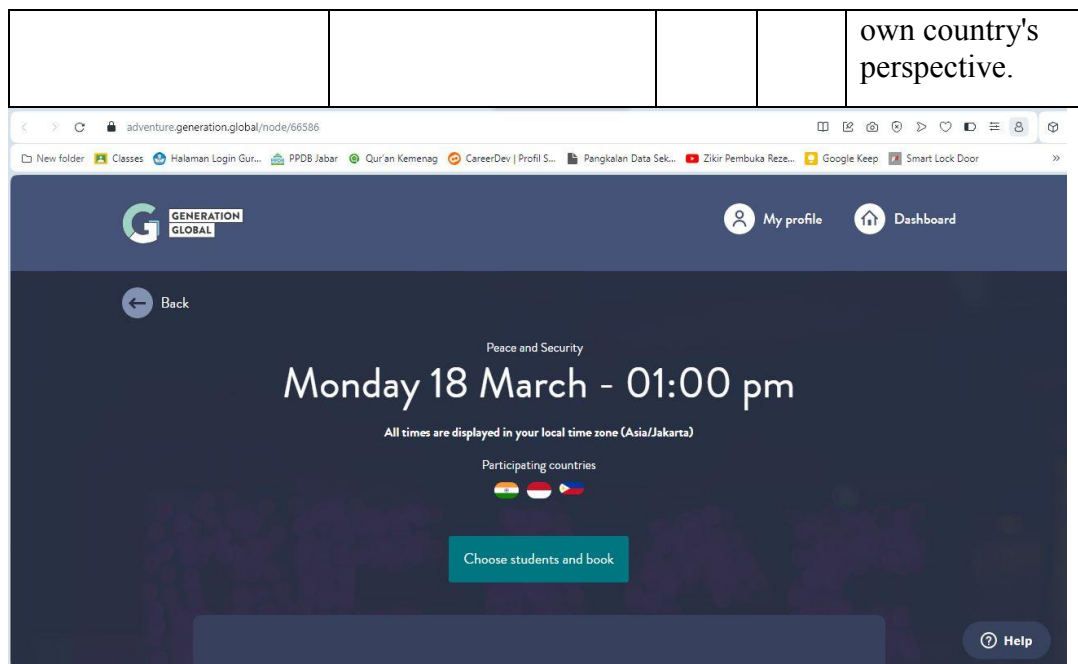


Figure 4.4 Videoconferencing schedules and all the nations involved

From Table 4.5, and Figure 4.5, it can be seen in the table and the picture above that videoconference provides the participants with a large idea of exchange. The videoconference on the 18th of March 2024 involved participants from three countries: Indonesia, India, and the Philippines.

f. Access to the previous session

Table 4.6
The result of the observation

Indicator	Statement	Answer		
		Yes	No	Notes
6. Access to the previous session	11. The participants can access the previous videoconference session in a certain way		√	There is a notification in the Zoom meeting that the meeting is being recorded, however, there is no information regarding where the recording can be viewed

From table 4.6, it can be concluded that videoconferencing might not be able to give access for the students to past sessions. This happened because although it was mentioned at the beginning of the conference, that the notification by the instructor and the meeting platform that the meeting was being recorded, there is no clear information about where the participants could view the recording.

2. Data from questionnaire

The researcher creates the questionnaire using Google Forms. The questionnaire type that the researcher used is a close-ended questionnaire with the type yes or no as an option from the questions. The researcher shared the questionnaire through a WhatsApp link, which the students could answer. The questionnaire consists of 11 questions based on 6 indicators: language competency, promoting cultural exchange, critical thinking, speaking confidence, larger idea exchange, and access to previous sessions.

a. Language competency

Table 4.7
The result of the questionnaire

Research focus	No	Statement	Frequency		Total
			yes	No	
Language Competency	1	Participating in Videoconference helps my competency in speaking English.	18	0	18
			Percentage		

			100%	0%	100%
	2	Participating in Videoconference helps my competency in listening in English.	18	0	18
			Percentage		
			100%	0	100%

From the data of Table 4.7 shown above, can be inferred that all the students agreed that participating in a videoconference can improve their competency in the English language, specifically speaking and listening. In both questions, out of 18 students who participated in the videoconferencing program, all of them (100%) chose “yes” as an answer to the question, while no students chose choosing “no” option.

b. Promote cultural exchange

Table 4.8
The result of the questionnaire

Research focus	No	Statement	Frequency		Total
			yes	No	
Promote cultural exchange	3	Participating in Videoconferencing helps me understand the culture of other countries	14	4	18
			Percentage		

			77,8%	22,2%	100%
	4	Participating in videoconferencing encourages me to share my culture with others	14	4	18
			Percentage		
			77,8%	22.2%	100%

From the data of 4.8 Table shown above, when it comes to promoting cultural exchange, most of the students agree on the focus as shown in both of the questions, for the question of whether videoconferencing helps them understand other cultures and encourages them to share their own culture out of 18 students, 14 chose “yes” as an answer, while 4 expressed disagreements by picking “no” as an answer.

c. Critical thinking

Table 4.9
The result of the questionnaire

Research focus	No	Statement	Frequency		Total
			yes	No	
Critical thinking	5	Participating in videoconferencing helps me understand about complex issue	13	5	18
			Percentage		

			72,2%	27,8%	100%
	6	Participating in videoconference allows me to share my solution to specific issues	13	5	18
			Percentage		
			72,2%	27,8%	100%

As shown in the 4.9 table above, students predominantly choose “yes” as an answer. Of 18 students who filled in the two statements above, 13 or 72,2 % chose “yes”. While 5 or 27,8% of them chose “no.” In conclusion, most students agree that videoconferencing can help in critical thinking, especially in understanding complex issues and discussing or finding the solutions for them.

d. Speaking confidence

Table 4.10
The result of the questionnaire

Research focus	No	Statement	Frequency		Total
			yes	No	
Speaking confidence	7	When participating in the videoconference, I became more confident when speaking in front of others	12	6	18
			Percentage		
			66,7%	33,3%	100%

	8	I can speak my ideas more clearly after participating videoconference	12	6	18
			Percentage		
			66,7%	33,3%	100%

The data of Table 4.10, shows that the students agree with whether videoconference influences their speaking confidence. Of 18 students who participated in the videoconference program, in both of the questions, 12 of the students chose “yes” as an answer. Meanwhile, 6 chose “no” as an answer. In conclusion, most students agreed that videoconference helps their speaking confidence, especially in both the ability to speak clearly and in front of others.

e. Larger idea exchange.

Table 4.11
The result of the questionnaire

Research focus	No	Statement	Frequency		Total
			yes	No	
Larger idea exchange	9	I can speak and discuss with people from other countries by participating videoconferences	16	2	18
			Percentage		
			88,9%	11,1%	100%

	10	By participating in the videoconference, I can understand various perspectives on certain topics with people from other countries	15	3	18
			Percentage		
			83,3%	16,7%	100%

The data of Table 4.11 above shows that almost all the students agreed that videoconference affects their size of idea exchange. Out of 18 students who answered the first question, 16 answered “yes” while 2 chose “no” as their answer. For the second question, 15 students answered “yes” while 3 chose “no”.

e. Access to the previous session.

Table 4.12
The result of the questionnaire

Research focus	No	Statement	Frequency		Total
			yes	No	
Access to the previous session	11	after participating in the videoconference, I can access the past session for my evaluation	15	3	18
			Percentage		
			88,9%	11,1%	100%

In table 4.12, it is shown that most students agree that they can access the previous session after participating in the videoconference. Of 18 students that answered the questions above, 15 chose “yes” while 3 chose “no”.

3. Data from Interview

The researcher interviewed 3 participants of the videoconferencing program from Bina Bangsa Sejahtera High School. These participants/students were chosen from the teacher’s account who coached them, based on their good performance throughout their participation in videoconference ever since they joined the program. This Interview was conducted on the 18th of March 2024, after the videoconferencing session had ended. In this interview, each student was interviewed in turn with 11 answers based on 6 indicators such as language competency, promoting cultural exchange, critical thinking, speaking confidence, larger idea exchange, and access to previous sessions.

a. Language competency

In the language competency, the researcher asked the students about their opinions on whether videoconferencing affects their English skills, and what skills changed the most after participating in videoconferencing, especially in speaking and listening skills. All respondents (#R1, #R2, #R3) expressed that videoconference helps in their English language learning positively. However, from the interview, all three of them expressed various changes in different indicators. Here is the answer to what English speaking skills Improved the most.

Excerpt #1 #Q1 #R1 & R2

“It might be my vocabulary. Because talking to many people worldwide I hear plenty of words, including words I have never heard.”

“I think it helps my vocabulary because during the meeting I hear many new words and then I find out that it is how you say those words in English.”

The first and the second respondent expressed that one of the skills that improved from speaking is also from their vocabulary. The respondent explained that they discovered new words in English that usually only heard from the Indonesian language version. Besides vocabulary, there is also another opinion about the skills that Impacted the most from videoconferencing.

Exerpt #2 #Q1 #R3

“My participation in the videoconference had affected my speaking confidence a lot. It is so much better than before, especially in how it also affects my fluency.”

While the first two respondents explained that their vocabulary saw Improvement from videoconferencing, the third respondent expressed their confidence in speaking. The respondent explained that the constant exposure to the English language helps their confidence in speaking English.

The second question of the Interview talks about how were the respondents' listening skills before participating in videoconferencing, and then what has changed after. All of the three respondents showed various responses to the question. Here is the first respondent's answer to the question.

“From the videoconference, my eyes got totally opened up because wow wee accents really do play a huge part into our everyday life. Sometimes some words

even sounded differently depending on the region. So I think it helps a lot in improving my listening skills”

Excerpt #3 #Q2 #R1

In the second question, the first respondent explained that their listening saw significant changes compared to before. Hearing participants from other countries made the first respondent interested due to a lot of accents spoken by other participants and the respondents claimed that this helps with their listening skills.

Excerpt #4 #Q2 #R2

“A lot has changed before participating in videoconference my listening skills still needed a lot of time to process the meanings, but after the conference, my listening skills improved and I knew the meanings a second after I heard it”

In response to the second question, the second respondent explained that before participating in videoconferencing, their listening skill greatly improved. Before participating in a videoconference, the respondents require a lot of time to process what they hear from other people who speak English, while currently, the participants can listen to others quite well.

Excerpt #4 #Q2 #R3

“My listening skills before participating in the videoconference compared to after having so many differences. I can understand well some words that are spoken by other people in English by keep listening how others speak them during videoconference.”

Much like the two previous respondents, participating in videoconferencing helps the third respondent's listening skills significantly. Then the third respondent also

explained that most of this happened because of the constant hearing of words that are spoken by other participants.

In summary, according to the three members of the videoconferencing program, videoconferencing helps with their English skills, especially in their speaking and listening skills.

b. Promote cultural exchange

The second Indicator of the Interview is to promote cultural exchange. This indicator made up of questions number 3 and 4 which consist of the question of whether the respondent has shared their respective culture with others, what is their understanding of others' culture before participating in videoconference, and what has changed ever since. The first question is about whether the respondents have shared their culture before, and below is their answer.

Excerpt #5 #Q3 #R1

“Yes, I have shared some of Indonesia's culture with many other people before. From the many diverse languages to our uniquely built houses, I have shared a lot of our culture with the outside world”

The first respondent told the researcher that they had shared information about their culture with other participants before. This act of sharing includes information such as the diverse language of tribes in Indonesia, alongside the unique house design of each tribe.

Excerpt #6 #Q3 #R2

“Of course, what I shared with others has a lot of things from my culture an example: hijab, pamali, etc”

Similar to the first respondent, the second one also shared their piece of information about cultures in Indonesia. Things such as how hijab is worn in Indonesia, how some cultures have an odd superstition in each family or tribe, and so on.

Excerpt #7 #Q3 #R3

“Yes, but during video conferences I get more knowledge than before and get many people's perspectives on several things”

The third respondent also shared the same statement with others that they have shared any information about their culture before. However, the third respondent also emphasized that they learned more about other cultures compared to sharing them.

The second question for this Indicator is about what the respondents understood about other cultures before participating in videoconference, and what has changed ever since. Below is the answer to the question.

Excerpt #8 #Q4 #R1

“If we're being fair, I'm someone who looks into other cultures a lot. So by joining a video conference, I get to verify what I found on the internet regarding other cultures.”

The answer given by the first respondent regarding their knowledge of other cultures is that, before participating in videoconference most of the knowledge the first respondent gained of other cultures is solely from the internet. However, by joining videoconference the information gained about other cultures can also be verified by the person who is from the countries that the first respondent's culture is researching.

Excerpt #9 #Q4 #R2

“Before the video conferences, I think other countries had a more or less difference with ours. For example with the hijab style, Now I know in India the style of hijab in India is not the same as in Indonesia.”

The second respondent expressed that before participating in the videoconference, the respondent thought that some cultures may or may not be entirely the same as the one in Indonesia. By joining the videoconference, the respondent was able to understand that some parts of culture that are in Indonesia might be the same type of culture in others, but except its Implementation.

Excerpt #10 #Q4 #R3

“my understanding of other cultures when participating in videoconferences I feel more open-minded because I learn from the other countries.”

Based on the answer from the third respondent, it can be interpreted that the respondent expressed that they were becoming more open-minded as they interacted with people from other cultures in the videoconferencing program.

In conclusion, videoconferencing can help to promote cultural exchange between students, and also widen the participant's knowledge about other cultures, especially those who are interested in learning other cultures besides theirs.

c. Critical thinking

The third indicator for this Interview is critical thinking. This indicator fills the question for numbers 5 and 6. This question talks about how participating in videoconference makes them understand a certain issue, and whether the participants can share their thoughts deeply about the topic. Critical thinking. Three

respondents answered the questions, and here is the answer for the first question of this indicator:

Excerpt #11 #Q5 #R1

“Well, we get to exchange many different thoughts and opinions on certain matters. For example, the global warming that was just been announced not too long ago and how we the younger generations can help the planet on the issue. With video conference, we will get a better understanding of things because we tend to critically think about the matter and find a solution to it.”

From the statement of the first respondent above, it can be shown that joining videoconferencing can help build critical thinking by involving phenomena that are happening around the world. The statement mentioned that topics such as global warming encourage all the participants to be involved to seek the problem that caused global warming, and what can be done about it.

Excerpt #12 #Q5 #R2

“I can get a reference about other cultures that make me know different cultures have a different positive and issue themselves.”

According to the interpretation from the second respondent, Videoconferencing helps its participants in understanding certain issues by sharing their respective cultural beliefs, and how it can be a difficulty or advantage.

Excerpt #13 #Q5 #R3

“Participating in a videoconference makes me understand a certain issue because we have shared a lot about the issue or what is happening in that country.”

Similar to the second respondent, the answer of the third respondent expressed that participating in videoconferencing encourages its participants to speak up about certain issues, thus making them and others understand it.

The second question in this Indicator talks about whether the respondents can share their topic deeply during the videoconferencing. Below is the answer to the Interview.

Excerpt #14 #Q6 #R1

“We all are given quite a lot of chances to share our thoughts on those topics. So I'm able to share them freely and as much context as I could as long as it's within the time limit.”

Based on the information from the first respondent, participants can share their thoughts as freely as they can, as long as they are within the time limit. Indicate that the participants do get the chance to share their opinions deeply about the topic.

Excerpt #15 #Q6 #R2

“By speaking to other people about my thoughts makes me feel relieved so that was how I share my thoughts deeply.”

Based on the interpretation of the second respondent, the participants can share their thoughts deeply about the topic by being able to speak with other participants. and being able to comfortably share their opinions, this encourages the participants to share their thoughts about the topic deeply.

Excerpt #16 #Q6 #R3

“I am able to share my thoughts deeply about the topic because, at this conference, we are able to share anything from our perspective.”

The third respondent answered that they can express their thoughts deeply about the topic due to the freedom to share anything from their perspective. This statement is quite similar to the first respondent as the participants are allowed to share anything to their perspective as long as it is within the time limit.

Based on the answer above, in the critical thinking Indicator, a videoconference can help the students in their critical thinking by providing a thought-provoking topic and the freedom to express their thoughts.

d. Speaking confidence

The fourth indicator, confidence in speaking talks about what contribution videoconferencing makes to the participants' speaking confidence, and how much it contributes compared to other ways of learning. This Indicator is made up the questions number 7 and 8. Below is the answer what contribution does the videoconferencing have to the respondents' speaking confidence?

Excerpt #17 #Q7 #R1

“It contributed alot to be quite frank. Because, it helps us better express ourselves and indirectly helps boosts our confidence when someone actually agrees with what we believe in.”

According to the first respondent, Videoconferencing has contributed a lot to their speaking confidence. This contribution comes from whenever the first respondents

voice their opinion in the conference, and one of them shows agreement, it boosts the respondent's confidence as someone shows agreement to their statement.

Excerpt #18 #Q7 #R2

"Because i can meet other people from different countries and this make me want to talk about my thoughts or cultures so that make me feel confidence"

From the second respondent, what can be interpreted by the researcher is that with many people from various countries/ethnicities, the respondents become more confident as they are eager to share the culture that the respondent has.

Excerpt #19 #Q7 #R3

"I feel more confident because, while I was taking part in the video conference. I practiced speaking a lot and gained a lot of experience to be able to remain confident in speaking English."

According to the answer from the third respondent, videoconference contributes to their speaking confidence as the constant practice in speaking build their confidence.

The second question for this indicator talks about how much videoconference contributes to all three respondents' speaking confidence. Below is their answer to the question.

Excerpt #20 #Q8 #R1

"Videoconference contributed quite a lot, but also I think before video conference, learning how to express oneself in a way that people understand you is way more crucial. Like how to create words that are easily understood but also compact is very important in videoconference ."

The first respondents explain that videoconference does contribute a lot to their speaking confidence. However, before videoconferencing, the first respondent also learned how to create understandable words using a simple vocabulary is as great if not more crucial compared to participating in videoconferencing itself.

Excerpt #21 #Q8 #R2

“Compares to other ways this video conference was really helpful for my speaking confidence. Speaking with foreigners feels more impactful in practice speaking than with fellow friends”

According to the second respondent, videoconference Impacted the most in building their speaking confidence, as the speaker finds that somehow speaking with people from other countries feels more impactful as a speaking partner in speaking English than their friends.

Excerpt #22 #Q8 #R3

“Compare to other ways of learning, the contribution that videoconferencing has in my speaking confidence is so much affected on me than the other ways of learning.”

The third speaker expressed that videoconferencing has more impact in influencing their speaking confidence compare to other ways of learning.

In summary, according to the answer from all three respondents above, videoconference influences their speaking confidence by a lot, and it is one of the most impactful ways to improve speaking confidence.

e. Larger idea exchange

In the fifth Indicators, larger idea exchange talks about what is the first impression that the respondents have when hearing another perspective from other countries, and does this opens up a new perspective in the respondent's mind. Below is the answer to these questions from the respondents.

Excerpt #23 #Q9 #R1

“Some countries are not that different from us. Although they are in a sense quite similar, whether it's the everyday life down to the things they believe in, I do think that their perception of our country sometimes misleads them into having this view of us that isn't really that true.”

The first respondent comments regarding the first Impression of other countries as not so similar to them. However, from the first respondent's experience, it seems that sometimes misconception may happen among the participants as presumably their knowledge about other countries only as far as what they see on the internet.

Excerpt #24 #Q9 #R2

“Yes, because after hearings the perception of other countries, we have a lot of relatable things.”

The second respondent expressed that there is a similarity between their culture with the culture of other countries. Saying that there are plenty of relatable things between them.

Excerpt #25 #Q9 #R3

“My first impression when hearing the perceptions of the other country's counterparts during the videoconference was that I felt so amazed, and yes, I think they are relatable..”

The third respondent also shared a similar answer to the question. The third respondent's first impression of the culture of others is how amazing they are.

This indicator's next question is whether the respondents open up a new perspective about other cultures. Below is the answer from the three respondents to the questions.

Excerpt #26 #Q10 #R1

“Yes, I really do think so. Even with many knowledge and perspectives, real-life experience or the things you get from communicating from others holds a deeper value than what you get from a text book. I assure you that books can teach you stuff, but people can inspire you not like how you ever expected. Then again, this is my take on perspectives.”

The first respondent agreed that videoconference opens new perspectives about other cultures. The first respondent also adds that experience in meeting people from different cultures is a significant influence in learning other cultures, better than from books or reading through the Internet.

Excerpt #27 #Q10 #R2

“Yes, I have a lot of new perspectives about the culture, I have an interest in learning about other cultures in many different countries in the world.”

The second respondent also explained that videoconferencing opened a new perspective to their view of other cultures. The second respondent also adds that they are interested in various cultures.

Excerpt #28 #Q10 #R3

“Yes, I do. When I speak with people from other countries, it opens up a new perspective on some things.”

The third respondent also shares the same sentiment, videoconference opens a new perspective in their understanding of other cultures.

In conclusion for the larger idea exchange indicator, videoconference brings positive change for the respondents, especially how it opened new perspective about other cultures.

f. Access to previous session

for the final indicator of this interview session, the researcher asks whether the respondents can access the previous session from the videoconferencing session, and are curious about what they learned from those past sessions. Below are the answers from all three respondents.

Excerpt #29 #Q11 #R1

“Not quite, we do get a bit of a summary and a test kind of? To see if we actually paid any attention to the conference and whether we got anything out of it..”

The first respondent explained that they did not get any access or did not know where to. However, the first respondent also explained that they did get a summary for every session.

Excerpt #30 #Q11 #R2

“No, but I learn a lot after the conference through the summary”

The second respondent also said they did not get any information in accessing the previous session. The second respondent also explained that they did get a summary for every end of the session.

Excerpt #31 #Q11 #R3

“I don’t really know about if I can access the previous sessions. But I learned many things, it improved my speaking skills and improved my knowledge.”

The third respondent also said the same thing as the previous two respondents. The third respondent did not know whether they could access the previous sessions, or at least were not aware of where they could be accessed. However, the third respondent does learn things from the videoconferencing that can improve their knowledge. In conclusion, there seems to be no instruction on where the past recording is located while at the same time, the meeting is also claimed to be recorded.

B. Data Analysis

This research gathered all required data using a questionnaire, observation, and interview. This research aims to understand the opportunities of videoconferencing programs, especially the focus from the side of language

competency, promoting cultural exchange, critical thinking, speaking confidence, larger idea exchange, and access to previous sessions.

1. Language competency

The results of the observation showed that the students showed competency in speaking and listening. Of seven students who participated in the videoconference in the observation, four were talking during the performance, and these four students who observed the videoconferencing occurrence could answer feedback appropriately to the topic being asked or answered throughout the conversation. Besides their feedback, these students can also form words into sentences with the right grammatical form. With the observation results, it can be concluded that the videoconference helps the students speak and listen.

The result of the questionnaire confirmed the observation result. All of the students agreed that videoconference helps their language competency. Of all the 18 students who participated in the videoconferencing program, all answered with “yes” to whether videoconference influences their speaking and listening skills. Based on these results, it can be concluded that Videoconferencing opportunities its participants, in their language competency.

The result of the interview shows that videoconferencing can help students' language competency. From all three respondents, the answer related to this Indicator expressed the Improvement of language competency based on their vocabulary, pronunciation, and fluency in speaking. Another similar expression is that all the respondents comment about their discoveries on various accents, contributing to how some words are pronounced.

In conclusion, this finding matches with one of the research findings conclusions from Yu (2022) where videoconferencing gives its participants the opportunity to improve their language competency, especially in their speaking and listening skills. The result of the questionnaire implied that all of the students agreed about the opportunities of videoconferencing, and then the interview respondents explained that the improvement affected their vocabularies and pronunciation. Finally, the observation confirmed the result by showing the good performance in speaking and listening of the respondents from the interview during the conference.

2. Promoting cultural exchange

The result of the observation also confirmed that videoconferencing gives its participants the opportunity to promote cultural exchange. The researcher noted that during the occurrence of the conference, the questions that related to the topics of “peace and security” talked about how every participant from different countries/cultures, must share how their cultures affect their sense of peace, and how each community protects each other from threats. In this conference, the instructors informed the participants multiple times to never be shy to share their thoughts, and to always freely express their cultures to others.

The questionnaire result showed that the students predominantly agreed that joining the videoconference helps promote cultural exchange. Almost all of the students agreed that participating in videoconferencing helps them understand other countries' cultures and encourages them to share their cultures with other participants from other countries. Based on these results, it can be concluded that videoconference can help in promoting cultural exchange for most participants.

The results from the interview with the three respondents confirm the results of the rest of the instruments about cultural exchange. The three respondents agreed that each has shared their knowledge about their culture with others, and participating in videoconferencing also opened up a new perspective about other cultures compared to their initial knowledge of other cultures.

In conclusion, participating in videoconferencing also gave its participants the opportunity to promote cultural exchange. Most of the respondents agreed that they are encouraged to share their culture and listen to others, and this can be shown by how often the instructor videoconferencing encourages them to do so. Finally, the results of the Interview confirm this statement as all of the respondents agree to have shared their culture and listened to others. This result confirms the opportunities of videoconferencing in promoting intercultural communication according to Tran N, et al. (2024)

3. Critical thinking

For the critical thinking indicator, the observation result also provides additional context about how videoconferencing can provide its participants the opportunity to improve critical thinking. The topic of “peace and security, discusses various questions such as what peace means to each of the participants, what peace and security within participants’ community/culture is like, and what ways peace and security from other countries can impact each other. These questions facilitate the participants to think critically about themselves, their environment, and outside their environments, about what peace and security mean and how it affects them. Besides the topic provided, the instructor that present during the conference also

kept reminding the participants that they can express their thoughts as many as they can, as long as it is within the timing range.

The result of the questionnaire shows that there is still a dominant number of students who agreed that participating in videoconference helps their critical thinking. Out of 18 students who answered the question of whether videoconferencing helps them understand complex issues, and if they can express their thoughts in the conference, 13 chose yes while 5 chose no.

The result of the interview shows that three of the participants were given the opportunity to understand certain issues by joining videoconferencing on the topic that was provided, and the time limit was long enough for the participants to share their thoughts as they could. They also can share their thoughts deeply about the topic by having the freedom to say anything regarding the topics, the comfort of having the audience hear their opinion, and also the time limits that are enough for them to say as many things as they can about the topics.

In conclusion, Videoconferencing provides its participants the opportunity to refine their critical thinking. The topics that are presented for the videoconferencing sessions always encourage the participants to think and solve the problem for not only themselves, but also their environment, their family, or other people from around the world. Videoconference also encourages its participants to not hesitate to say as many words as they can so that the participants can deeply share their thoughts about the topics. With this result, videoconferencing can help the critical thinking of its participants which is also on point with one of the advantages of

videoconferencing according to the research by Al-Samarraie (2019) which includes socio-cognitive support co helps the participants' critical thinking.

4. Confidence in speaking

During the observation of the videoconferencing occurrence, the researcher observed the participants from Bina Bangsa Sejahtera High School and noticed that the students showed good confidence in sharing their thoughts with the rest of the participants. out of seven who were participating in the conference from Bina Bangsa Sejahtera, 4 of them volunteered to speak their opinion about the topic that was present. The students were able to speak without stuttering, and have a well-moved gesture, especially with their hands. The participants also show different tones in speaking, between mid or mid to high, which implies that the students seem to have good confidence when sharing their thoughts.

The result of the questionnaire shows that the majority of the students who answered the questions related to this indicator agreed that joining the videoconference helps with their speaking confidence. Although not as many as the previous, 12 out of 18 students answered yes in their questionnaire whole 6 answered no for their questionnaire.

From the result of the interview, the respondents expressed that videoconference contributes to their speaking confidence. According to the respondents, participating in a videoconference can help speaking confidence by helping each of the students to express themselves, and also by having people that agree with them and also interested in their thoughts about topics that are discussed during the occurrence.

From the data collected by the three instruments above for this indicator, it can be concluded that videoconferencing gives its participants the opportunity to improve their speaking confidence. By joining the videoconference, participants were put in the same room with the people that are interested in the same topics that the participants wanted. Moreover, the observation result also shows that the participants who were participating in videoconference showed good performance in their confidence which is explained by the result of the interview. The result of the questionnaire also supports the rest of the instrument as a significant majority of the English club students who are part of the videoconferencing program show agreement with the question of whether videoconferencing affects their speaking confidence. The result of this conclusion is in line with the research from Kaniadewi (2022) stated how videoconference can affect the majority of its participants' speaking confidence.

5. Larger idea exchange

The result of the observation also shows that participating in videoconferencing can create a larger idea exchange. During the observation, the students from Bina Bangsa Sejahtera High School which is from Indonesia, discussed the topic of peace and security with two people each from two countries that is Philippines and India. The discussion is based on the perspective of each country's culture and the participants from all of these countries can listen and share their perspectives

The result of the questionnaire for this indicator shows that most of the students also agree that they can discuss with people from other countries by joining the

videoconferencing. The result also shows that the majority of the students can understand various perspectives on certain topics with people from other countries.

The result of the Interview shows that all of the respondents find that the perspectives of other countries' opinions are relatable to them. All of the respondents also expressed that participating in videoconferencing opened up a new perspective on their view on other countries' cultures. Speaking with people with said culture directly is a great source of information than just simply gaining that information through books or the internet.

In conclusion, participating in videoconferencing provides an opportunity for the students to have a larger idea exchange by speaking with people from other countries. By speaking with people from other countries, the students can get new perspectives based on the views of the people from other countries, and at the same time also align any misperception about the information of other countries' cultures. The result for this indicator is aligned with one of the advantages of videoconferencing according to Paun (2023) where the participants can exchange ideas with people globally due to videoconferencing wide accessibility.

6. Access to previous sessions

The result of the observation, shows that the meeting is conducted via Zoom meeting, and during the occurrence there is a notification that informs that the meeting is being recorded, however, there is no information on where the meeting can be accessed, whether it is from an app or a link.

The result of the questionnaire, however, contradicts the result of the observation. Almost all of the students agreed that they could access the previous

sessions and evaluated the last meeting. This result can be seen by the large number of students who chose yes to the question.

The result of the Interview is also in line with the observation. The interview result shows that there is no indication of where the previous meeting can be viewed and be made evaluation with. All of the respondents told the researcher that there was no information about where the past meeting was. However, at the end of the meeting, there is often an evaluation made to conclude what the meeting is about.

In conclusion, despite the overwhelmingly “yes” from the students who fill the questionnaire, it seems that from the observation and interview, there is no indication about where the previous meeting can be accessed. The participants do evaluate what they were talking about at the end of the meeting, but not by accessing the previous meeting.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of the research in the previous chapter show that videoconferencing has the opportunity as an extracurricular activity to help its participants, especially in the aspect of language competency, promoting cultural exchange, critical thinking, speaking confidence, and larger idea exchange.

In language competency, videoconferencing allows participants to improve their speaking, and listening, especially in their vocabulary, fluency, and pronunciation by hearing words they never heard before and how they pronounced them during the conference occurrence this constant exposure to the English language gives the participants the opportunity to improve their language competency.

In promoting cultural exchange, videoconferencing gives an opportunity for its participants to promote their culture by creating topics that involve how certain phenomena are viewed or solved according to each of the participants' cultures, what kind of traditional clothing or housing design, and by encouraging the participants to share their culture with others.

In critical thinking focus, videoconferencing provides the participant with a topic that evokes their critical thinking by creating a problem or phenomenon, which then the participants must solve whether it is according to their community/culture's view, or from themselves. The participants were also encouraged to participate in the discussion

For speaking confidence, videoconferencing allows its participants an environment in which people can discuss and agree with each other. The positive feedback from the thought that the participants deliver can build their confidence in speaking, not to mention, that the participants also have plenty of time to speak about anything related to the topic that is talked about during the conference occurrence.

For larger idea exchanges, videoconference's large accessibility allows the meeting to have its participants based from different countries, this means, participants of the conference can be made up of participants from different countries. The topic that is present during the meeting can be discussed based on each participant's cultural view thus resulting in more views on how certain topics are discussed which gives more diverse opinions.

However, as for access to the previous sessions, videoconferences are capable of recording the past sessions, but there has to be a specific explanation as to where the link to the past recording is located so that the participants can access the sessions.

B. Suggestions

Based on the result of the research, the researcher suggested other researchers, and teachers who are interested in this topic.

1. Other researchers

This research has a few limitations during its progress. The observation that is conducted is only done once due to the data collection's date proximity to the exam in the school, and because of this, the data collected in the observation has no

comparison or changes that happen in the indicator or the occurrence of the videoconference itself. So, it is better to have more than one observation to create saturated data that can be used as better sources for data analysis for future researchers. This research also talks about six indicators: language competency, promoting cultural exchange, critical thinking, speaking confidence, large idea exchange, and access from previous sessions. Future researchers can look for other advantages of videoconferencing and talk about those.

2. Teachers

This research discusses the opportunities of videoconferencing such as in language competency and speaking confidence where it shows that videoconference can help its participants in enhancing vocabulary, speaking fluency, and pronunciation. This research hopefully encourages teachers who looking to improve their students' language competency and speaking confidence to use the videoconferencing program as part of their teaching.

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APPENDICES

A. Appendix 1: Research Instrument

OBSERVATION FIELD NOTES

The researcher observed the videoconference process and then prepared some field notes related to the research indicators. This observation is based on the researchers' perspective and it observed the behavior of the participants, related to the research indicators, with the answer of Yes, No, and Notes.

Indicator	Statement	Answer		
		Yes	No	Notes
7. Language competency	12. Participants show good pronunciation and grammar in speaking.			
	13. Participants are giving appropriate feedback to the question of the topic in English.			
2. Promote Cultural Exchange	3. The videoconferencing topics provide the participants with the ability to speak about their culture.			
	4. The videoconferencing instructor encourages the participants to share their respective cultures.			
3. Critical thinking	5. Topics in videoconferencing involved certain complex issues			

	6. Participants can specifically convey their ideas about the topic.			
4. Confidence in speaking	7. The participants show no stutter when speaking during videoconference.			
	8. The participants can speak their thoughts expressively.			
5. Larger idea exchange	9. The participants can discuss with people from other countries.			
	10. The participants can listen to their other country's counterparts about their perspectives regarding the topic			
6. Access to the previous session.	11. The participants can access the previous videoconference session in certain ways.			

CLOSE-ENDED QUESTIONNAIRE

In the first part of data gathering, the researcher will share a survey in form of Google form with the participants through a type of questionnaire called a “close-ended questionnaire” This questionnaire contains some questions related to the indicator of the learning opportunities of videoconference and then the students have the option to write Yes or No into the statement.

Indicator	Statement	Answer	
		Yes	No
1. Language competency	1. Participating in Videoconference helps my competency in speaking English.		
	2. Participating in Videoconference helps my competency in Listening in English.		
2. Promote Cultural Exchange	3. Participating in videoconference helps me understand the culture of other countries.		
	4. Participating in videoconference encouraged me to share my culture with others.		
3. Critical thinking	5. Participating in videoconference helps me understand about complex issues.		
	6. Participating in videoconference allows me to share		

	my solution to specific issues.		
4. Confidence in speaking	7. When participating in the videoconference, I became more confident when speaking in front of others.		
	8. I can speak my ideas more clearly after participating videoconference		
5. Larger idea exchange	9. I can speak and discuss with people from other countries by participating videoconferences		
	10. By participating in the videoconference, I can understand various perspectives on certain topics with people from other countries.		
6. Access to the previous session.	11. After participating in the videoconference, I can access the past session for my evaluation		

INTERVIEW QUESTIONS

The researcher will interview the students who are participating in the videoconference. The researcher will pick a few students who specifically gave the most positive feedback from the questionnaire, and also the most participation in the videoconferencing program. The interview used a semi-structured interview which was based on the indicator of the research.

Indicator	Questions
1. Language competency	1. What improves your speaking skills that you feel changed the most?
	2. How were your listening skills before participating in the videoconference compared to after? How much?
2. Promote Cultural Exchange	3. Have you shared your culture in the videoconference before?
	4. What is your understanding of other cultures before participating in videoconference? What changes?
3. Critical thinking	5. How can participating in videoconference understand make you understand a certain issue?
	6. How are you able to share your thoughts

	deeply about the topic?
4. Confidence in speaking	7. What do you think the videoconference contributes to your confidence in speaking?
	8. Compare to other ways of learning, how much is the contribution that videoconference has in your speaking confidence?
5. Larger idea exchange	9. What is your first impression when hearing the perception of your other country's counterparts during the videoconference? Do you think they are relatable to you?
	10. Do you feel that speaking with people from other countries, opens a new perspective on some things? What did you get?
6. Access to the previous session.	11. Can you access the previous session? What can you learn from them?

B. Appendix 2: Result of the observation

Indicator	Statement	Answer		
		Yes	No	Notes
1. Language competency	1. Participants show good pronunciation and grammar in speaking.	√		Students who speak during videoconference can pronounce numbers of words well, and it is formed with the right structure.
	2. Participants give appropriate feedback related to the question of the topic in English.	√		Students who speak during the conference can explain and ask questions that are related to the conversation.
2. Promoting cultural exchange	3. The videoconferencing topics provide the participants with the ability to speak about their culture.	√		The “peace and security” topics indirectly mention how each community/culture affects each other peace and security.
	4. The videoconferencing instructor encourages the participants to share their respective cultures.	√		The instructor informed the students to not hesitate to share any piece of information about their culture that related to their peace and security
3. Critical thinking	5. Topics in videoconferencing involves certain complex issues.	√		The topics present encourage the students to think about the problem outside their environment and how to solve it.

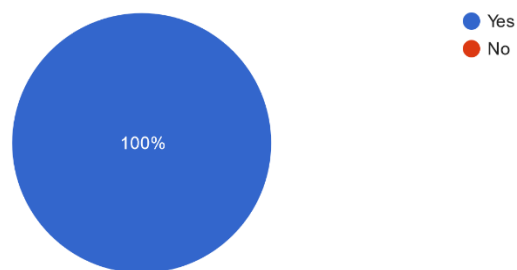
	6. Participants can specifically convey their ideas about the topic.	√		The participants were instructed to be free to express their ideas and as detailed/many as they could.
4. Speaking Confidence	7. The participants show no stutter when speaking during the conference	√		The students who were speaking during the videoconference did not stutter but occasionally made a brief pause while speaking.
	8. The participants can speak their thoughts expressively.	√		Gestures of the students who speak during the videoconference are quite active and their intonation is constantly between high and standard
5. Larger idea exchange	9. The participants can discuss with people from other countries.	√		The participants in the videoconference involve students from other countries (India, Philippines)
	10. The participants can listen to their other country's counterparts about their perspectives regarding the topic	√		The videoconference instructor allows all participants from Indonesia and other countries to speak from their own country's perspective.
6. Access to the previous session.	11. The participants can access the previous videoconference		√	There is a notification in the Zoom meeting that the meeting is being recorded,

	session in certain ways.			however, there is no information regarding where the recording can be viewed
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C. Appendix 3: Result of questionnaire

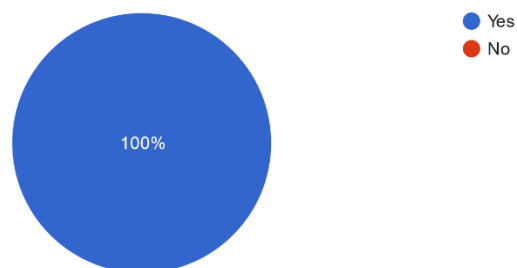
1. Participating in Videoconferencing helps my competency in speaking English

18 jawaban



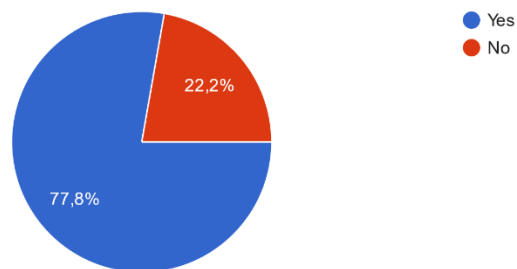
2. Participating in Videoconferencing helps my competency in Listening in English

18 jawaban



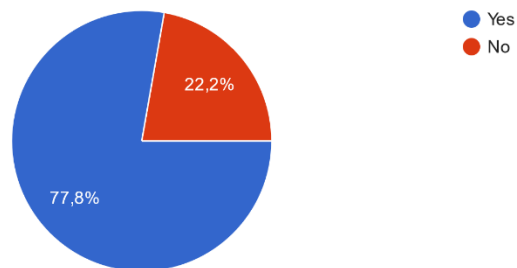
3. Participating in Videoconferencing helps me understand the culture of other countries

18 jawaban



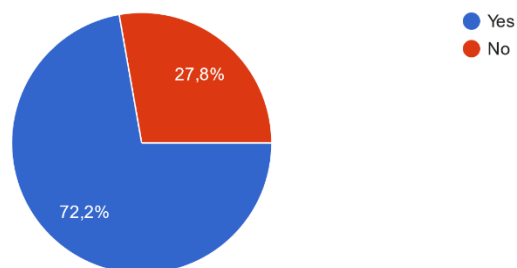
4. Participating in videoconferencing encourage me to share my culture with others

18 jawaban



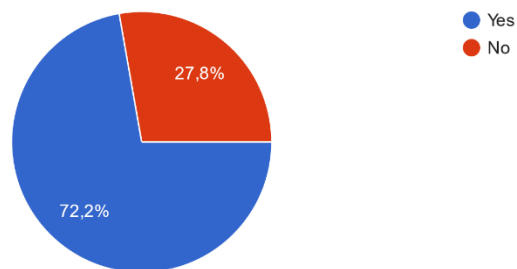
5. Participating in videoconferencing helps me understand about complex issue

18 jawaban



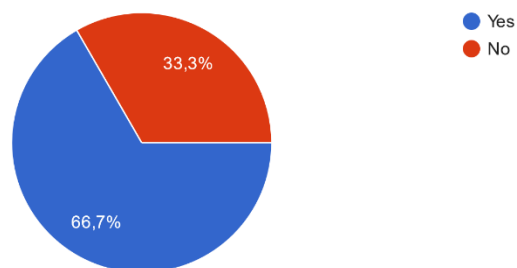
6. Participating in videoconference allows me to share my solution to specific issues

18 jawaban



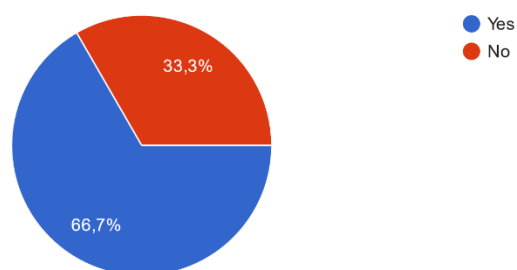
7. When participating in the videoconference, I became more confident when speaking in front of others

18 jawaban



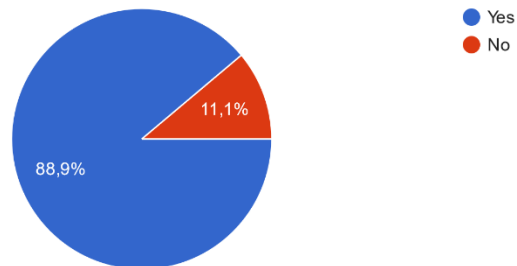
8. I can speak my ideas more clearly after participating videoconference

18 jawaban



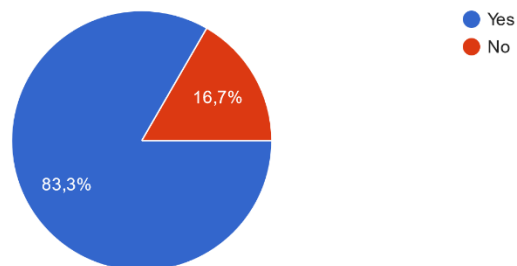
9. I can speak and discuss with people from other countries by participating videoconferences

18 jawaban



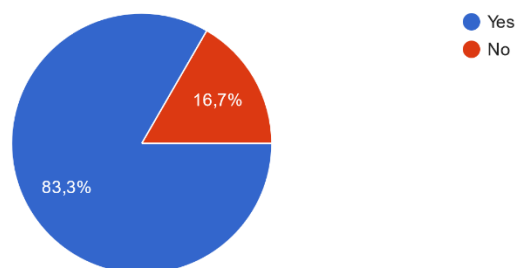
10. By participating in the videoconference, I can understand various perspectives on certain topics with people from other countries

18 jawaban



11. after participating in the videoconference, I can access the past session for my evaluation

18 jawaban



D. Appendix 4: Result of the interview

Interview Data Transcription

Respondent #1

Name: Nabiila Dekita Ramadhina

Date: 18 March 2024

Place: Counseling Room, Bina Bangsa Sejahtera High School, Kota Bogor

Pewawancara: This is a recording from Muhamad Raihan Arifian about the benefit of the videoconferencing program, and I am here with...

Nabiila: I'm Nabiila, from Bina Bangsa Sejahtera High School, from the 10th grade

Pewawancara: Okay Nabiila, from this recording I would like to ask you about the aspect benefits of videoconferencing, and also about how far did it affect you. Okay then, the first one, What speaking skills do you feel changed the most?

Nabiila: I think it helps my vocabulary because during the meeting I hear many new words and then I find out that it is how you say those words in English."

Pewawancara: Interesting, so it is from your vocabulary?

Nabiila: Yeah, like from different accents, we can says like "water" but since we hear different accents, we also hear different sounds too.

Pewawancara: Right, Interesting, so it is also in your pronunciation too, right?

Nabiila: Yeah

Pewawancara: Impressive, then, from the listening aspect, How were your listening skills before participating in the videoconference compared to after? How much?

Nabiila: Right, as said before, From the video conference my eyes got totally opened up because wow wee accents do play a huge part in our everyday life. Sometimes some words even sounded differently depending on the region. So I think it helps a lot on improving my listening skills.

Pewawancara: So different countries also have different accents, so it give you an understanding of how these words are pronounced.

Nabiila: Yes.

Pewawancara: Right, I never thought about that. Now, when it comes to cultural things, I saw that videoconferencing also helps us understand about the

cultures between us and others, and so, my question is, Have you shared your culture in the videoconference before?

Nabiila: Yes, i have shared some of Indonesia's culture to many other people before. From the many diverse languages to our uniquely build houses, i have shared a lot of our culture to the outside world.

Pewawancara: That is great, and What is your understanding of other cultures before participating in videoconference? What changes?

Nabiila: If we're being fair, I'm someone who looks into other cultures alot. So by joining a video conference I get to verify what i found on the internet regarding other cultures.

Pewawancara: Interesting, so it sorta clarify your understanding about other cultures

Nabiila: Yeah

Pewawancara: Then, When it comes to critical thinking, How can participating in videoconference make you understand a certain issue?

Nabiila: Well, we get to exchange many different thoughts and opinion on certain matters. For example the global boiling that has just been announced not too long ago and how us the younger generations can help the planet on the issue. With video conference, we will get a better understanding of things because we tend to critically think about the matter and find a solution to it.

Pewawancara: and then, How are you able to share your thoughts deeply about the topic?

Nabiila: We all are given quite a lot of chances to share our thoughts on those topics. So I'm able to share them freely and as much as i can as long as it's within the time limit.

Pewawancara: Impressive, and then, when it comes to speaking confidence, What do you think the videoconference contributes to your confidence in speaking?

Nabiila: It contributed alot to be quite frank. Because, it helps us better express ourselves and indirectly helps boosts our confidence when someone actually agrees with what we believe in.

Pewawancara: That's amazing, then, Compare to other ways of learning, how much is the contribution that videoconference has in your speaking confidence?

Nabiila: Videoconference contributed quite a lot, but also i think before video conference, learning how to express one self in a way that people understands

you is way more crucial. Like how to create words that are easily understood but also compact is very important in videoconference.

Pewawancara: So it seems that it has contributed a lot to your confidence in speaking

Nabiila: Yes

Pewawancara: good to know, then, What is your first impression when hearing the perception of your other country's counterparts during the videoconference? Do you think they are relatable to you?

Nabiila: Some countries are not that different from us. Although they are in a sense quite similar, whether it's the everyday life down to the things they believe in, I do think that their perception of our country sometimes misleads them into having this view of us that aren't really that true.

Pewawancara: Right, so mislead things like a stereotype and such?

Interesting. Then, Do you feel that speaking with people from other countries, opens a new perspective on some things? What did you get?

Nabiila: Yes, I do think so. Even with many knowledge and perspectives, real-life experience or the things you get from communicating from others hold a deeper value than what you get from a textbook. Books can teach you stuff I assure you that, but people can inspire you not like how you ever expect. Then again, this is my take on perspectives.

Pewawancara: I guess talking directly to the people who live there is more clearer than just reading from a book or an article.

Nabiila: That's right

Pewawancara: All right then, so when it comes to learning, Can you access the previous session? What can you learn from them?

Nabiila: Well, Not quite, we do get a bit of a summary and a test kind of? To see if we paid any attention to the conference and whether we got anything out of it.

Pewawancara: huh, so you don't get any access to the previous recording, and instead get a summary?

Nabiila: Yeah.

Interview Data Transcription

Respondent #2

Name: Muhamad Ali

Date: 18 March 2024

Place: Counseling Room, Bina Bangsa Sejahtera High School, Kota Bogor

Pewawancara: This is a recording from Muhamad Raihan Arifian about the benefit of the videoconferencing program, and I am here with...

Ali: I'm Muhamad Ali, from Bina Bangsa Sejahtera High School, from the 10th grade.

Pewawancara: Okay Nabiila, from this recording I would like to ask you about the aspect benefits of videoconferencing, and also about how far did it affect you. Okay then, the first one, Ali, What speaking skills do you feel changed the most?

Ali: My participation in the videoconference had affected my speaking confidence a lot. It is so much better than before, especially in how it also affects my fluency."

Pewawancara: so, it affects your fluency?

Ali: Yes, especially in communicating in videogames, and other media.

Pewawancara: That's good to hear, then, How were your listening skills before participating in the videoconference compared to after? How much?

Ali: lot has changed before participating video conference my listening skill was still need a lot of time to process the meanings, after the conference my listening skill is improve i know the meanings a second after i hear it

Pewawancara: Right, so it is about your understanding of other words, interesting, and then, from cultural aspect, have you shared your culture in the videoconference before?

Ali: Of course, what I shared with others has a lot of meanings for my culture an example: hijab, pamali, etc

Pewawancara: Impressive, so then, What is your understanding of other cultures before participating in a videoconference? What changes?

Ali: Before the video conferences, I think other countries had a more or less difference with ours. For example with the hijab style, Now I know in India the style of hijab in India is not the same as in Indonesia."

Pewawancara: Right, so your understanding in the view of fashion, is that some cultures more or less different than ours

Ali: Yep

Pewawancara: All right, so, how can participating in videoconference make you understand a certain issue?

Ali: Because now I have a reference about other cultures that make me know different cultures have a different issue

Pewawancara: So by participating videoconference you get to know people from different cultures that have different issue themselves?

Ali: Yeah.

Pewawancara: very nice, then, How are you able to share your thoughts deeply about the topic?

Ali: By speaking to other people about my thoughts make me feel relieved so that was how i share my thoughts deeply

Pewawancara: Interesting, so simply by having people to hear your thoughts you can share your feelings deeply

Ali: Yes.

Pewawancara: I'm happy for you then, so, what do you think the videoconference contributes to your confidence in speaking?

Ali: Because i can meet other people from different countries and this makes me want to talk about my thoughts or cultures so that make me feel confidence

Pewawancara: Right, back as you said, it is about the audience, interesting. Then, Compare to other ways of learning, how much is the contribution that videoconference has in your speaking confidence?

Ali: Compares to other ways this video conference was really helpful for my speaking confidence

Pewawancara: Then, what is your first impression when hearing the perception of your other country's counterparts during the videoconference? Do you think they are relatable to you?

Ali: yes, because many cultures from Southeast Asia, and India, there are some part of the cultures that I can find relatable to us.

Pewawancara: That make sense, so then, do you feel that speaking with people from other countries, opens a new perspective on some things? What did you get?

Ali: yes, I have a lot of new perspectives about the culture, I have an interest in learning about other cultures in many different countries in the world, and that is why, when I am going to go to college, I am going to choose international Relations.

Pewawancara: I see, that is impressive. Then, my final question, can you access the previous session from videoconferencing? If you can, what did you learn

Ali: I don't have access. But I do learn a lot from the conference.

Interview Data Transcription

Respondent #3

Name: Shoffiya Maulida

Date: 18 March 2024

Place: Counseling Room, Bina Bangsa Sejahtera High School, Kota Bogor

Pewawancara: This is a recording from Muhamad Raihan Arifian about the benefit of the videoconferencing program, and I am here with...

Shoffiya: I'm Shoffiya, from Bina Bangsa Sejahtera High School, from the 12th Science.

Pewawancara: Alright, Shoffiya, do you think, What improves your speaking skills that you feel changed the most?

Shoffiya: My participation in the videoconference had affected my speaking confidence a lot. It is so much better than before, especially in how it also affects my fluency."

Pewawancara: Interesting, so then, how were your listening skills before participating in the videoconference compared to after? How much?

Shoffiya: My listening skills before participating in the videoconference compared to after having so many differences. I can understand well some words that are spoken by other people in English by keep listening how others speak them during videoconference."

Pewawancara: Interesting, so it is from the view of vocabulary ?

Shoffiya: Yep

Pewawancara: All right, then, Have you shared your culture in the videoconference before

Shoffiya: Yes, but during video conferences I get more knowledge than before and get many people's perspectives on several things.

Pewawancara: Right, so besides their perspective, what is your understanding of other cultures before participating in a videoconference? What changes?

Shoffiya: my understanding of other cultures when participating in videoconferences I feel more open-minded because I learn from the other countries

Pewawancara: Then, how can participating in videoconference make you understand a certain issue?

Shoffiya: Participating in a videoconference makes me understand a certain issue because we have shared a lot about the issue or what is happening in that country.

Pewawancara: That's good to hear, so, how are you able to share your thoughts deeply about the topic?

Shoffiya: I am able to share my thoughts deeply about the topic because, at this conference, we are able to share anything from our perspective.

Pewawancara: Then, what do you think the videoconference contributes to your confidence in speaking?

Shoffiya: My contribution to the videoconference has changed my speaking confidence a lot. It is so much better than before.

Pewawancara: That's great, compared to other ways of learning, how much is the contribution that videoconference has in your speaking confidence?

Shoffiya: I feel more confident because, while I was taking part in the video conference. I practiced speaking a lot and gained a lot of experience to be able to remain confident in speaking English

Pewawancara: So speaking of practicing while talking, what is your first impression when hearing the perception of your other country's counterparts during the videoconference? Do you think they are relatable to you?

Shoffiya: Yes, my first impression when hearing the perceptions of the other country's counterparts during the videoconference was that I felt so amazed, and yes, I think they are relatable.

Pewawancara: Relatable? Interesting, so, do you feel that speaking with people from other countries, opens a new perspective on some things? What did you get?

Shoffiya: Yes, I do. When I speak with people from other countries, it opens up a new perspective on some things.

Pewawancara: Finally, can you access the previous session? What can you learn from them

Shoffiya: No, I learned many things, its improved my speaking skills and improved my knowledge

E. Appendix 5: Surat Keputusan Pengangkatan Skripsi



YAYASAN PAKUAN SILIWANGI
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SURAT KEPUTUSAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN

Nomor : 3452/SK/D/IKIP/VII/2024

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.
- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- MEMUTUSKAN
- Menetapkan : Mengangkat Saudara
Pertama : Dr. Istiqlaliah Nurul Hidayati, M.Pd. : Pembimbing Utama
Abdul Rosyid, M.Pd. : Pembimbing Pendamping
- Nama : MUHAMAD RAIHAN ARIFIAN
NPM : 031119021
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Skripsi : THE BENEFITS OF VIDEOCONFERENCING PROGRAM AS AN EXTRACURRICULAR ACTIVITY
- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.


Ditetapkan di Bogor
Pada tanggal 04 Juli 2024
Dekan,

Dr. Eka Suhardi, M.Si.
NIK. 1. 0694 021 205

Tembusan :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

F. Appendix 6: Surat Izin Penelitian

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Nomor : 7966/WADEK I/FKIP/III/2024
Perihal : Izin Penelitian

18 Maret 2024

Yth. Kepala SMAIT BINA BANGSA SEJAHTERA di
Tempat


Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : MUHAMAD RAIHAN ARIFIAN
NPM : 031119021
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Sepuluh

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 18 Maret 2024 sampai dengan 18 April 2024 mengenai: THE BENEFITS OF VIDEOCONFERENCING PROGRAM AS AN EXTRACURRICULAR ACTIVITY

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Dr. Sandi Budiana, M.Pd.
NIK. 11006025469

