STUDENTS' CHALLENGES IN LEARNING SPEAKING THROUGH WHATSAPP SHARED VIDEOS AT ENGLISH DEPARTMENT

Rijal Kanzun Alzakyan[1], Tambunan[2], Siam[3]
rijalkanzun96@gmail.com
[1,2,3]*Halu Oleo University, Indonesia*

ABSTRACT

This study aims at finding challenges faced by students in online learning using WhatsApp shared videos in speaking class. The design of study is ex post facto research design. The population of this study was all students at English Education Department of 2019 who have programmed Basic Speaking. The sample of this study involved 36 students taken through purposive sampling. The instrument used questionnaire which consisted of 17 closed-ended questions. The result shows that there are many challenges that students face during the online learning taught using WhatsApp shared videos including internet network, motivation, and confidence..

Keywords:
Challenges, Speaking, WhatsApp Shared Videos.

1. Introduction

The existence of technology has affected education positively. Indonesia and other countries in South-East Asian have framed a national ICT plan for education. This has engaged these countries to discover ways to encounter the challenges of technology in choosing and installing an appropriate learning management system (LMS), having adequate bandwidth allotted to e-learning and gaining state-of-the-art learning tools and materials (Zajda & Gibbs, 2019). The development of the increasingly rapid expansion with the help of Mobile assisted Language Learning (MALL) is the key to learning through a mobile device. The vast use of smartphones can make L2 students to utilize smartphones to discuss their learning. The development of the literature on the use of smartphones into teaching in the classroom has reached at tertiary levels and received a good response among educators. Cetinkaya (2017) says there are a lot of short message apps which can be used on mobile devices, the WhatsApp app becomes the most popular app on the mobile device.

In addition to the need of technology, in the present situation, the vast majority of countries in the world are still facing the COVID-19 pandemic. This unfavorable condition forces educators, students, and other academicians to totally utilize the technology in administering virtual learning. However, not every academicians can access or have the sufficient technology devices. Challenges in applying the resent technology might be there. Over the past year, along with the development of internet access, WhatsApp has developed in the field of education. Teachers and students have found various conveniences in learning with this kind of

internet application. WhatsApp has also been known for its ease of access and effectiveness in the teaching and learning process. Currently, it seems that WhatsApp provides greater benefits than other technological media used in the education system. These benefits include: low cost, simplicity, accessibility, efficiency, and natural language.

However, there are many challenges faced by the learners on using WhatsApp as a teaching and learning tool. In his study, Gon & Rawekar (2017) found that students who take online classes via WhatsApp face technical challenges comprising availability of smart phones, message flooding, time consuming and continuous focusing towards the mobile screen leading to ocular muscle fatigue. In addition, the students agree that there is no effort made by some students. They only distribute material to impress the teacher. This situation leads the researcher to investigate this subject further.

This study is aiming at identifying the challenges of using Whatsapp shared videos in terms of internet network aspect, motivation in using Whatsapp aspect, and speaking confidence trough Whatsapp shared videos. Knowing the students' challenges is essential for the search of a better learning environment. This research provides beneficial and referential contributions in giving scientific knowledge of the problems of students in doing shared videos through WhatsApp. For English teachers, this study can be helpful in providing information about problems in terms of speaking specifically when doing shared videos through WhatsApp and can determine solutions to address the problems. For other researchers, this study can be a reference in investigating this subject further

2. Methods

This research was a quantitative ex post facto research design. There were 36 students who were programming Basic Speaking course participating in this study. Meanwhile, random sampling technique was applied for determining the samples of research. First, the researcher observed the classes taught through online learning, after finding the two classes, the researchers chose one of the classes randomly as the research respondent. In collecting the data, questionnaire was administered to samples to find out their responses. The procedure of data collection were highlighted as follows:

1.   The researcher distributed the questionnaire to the samples online using Google Form and they were encouraged to fulfill the questionnaire based on their experiences.
2.   The researcher then explained the samples regarding how to fill out the questionnaire.
3.   In the end, the researcher submitted the questionnaire to be analyzed henceforth.

The instrument of this study was a five-point Likert scale questionnaire adapted from Wan Hassan, W.A.S., Ariffin, A., Ahmad, F., Sharberi, S.N.M., Nor Azizi, M. I., Zulkiflee, S.N. (2020), Elaine K. Horwitz, Michael B. Horwitz, Joann Cope (1986), Nowreyah A. Al-Nouh1, Muneera M. Abdul-Kareem2 & Hanan A. Taqi (2015). The questionnaire included three (3) sections namely internet network aspect,

motivation in using Whatsapp, and confidence challenges of using Whatsapp shared videos. All are negative close-ended question.

The analytical method used in this research was descriptive analysis namely percentage. It was processed by frequency divided by the number of respondents and multiplied by 100 percent, as stated Sudjana (2001: 129) are as follow:

P = f/N x 100%

Description:

P = Percentage

f = Frequency

N = Number of Respondents

100% = Constant Number

The calculation of this descriptive percentage is as follows:

a. Correcting the questionnaire answers from respondents

b. Calculating the frequency of respondent's answers

c. The overall number of respondents is 36

d. Insert into the formula

3. Result

Table : Frequency of students' Responses to Challenges of Using WhatsApp Shared Videos.

No.	Questions	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
1.	I find it hard to find internet access at home.	3	8.3%	8	22.2%	11	30.6%	11	30.6%	2	5.6%
2.	I can't afford to subscribe to the internet.	4	11.1%	12	33.3%	13	36.1%	6	16.7%	1	2.8%
3.	The internet connection at home is poor.	2	5.6%	11	30.6%	18	50.0%	3	8.3%	2	5.6%
4.	Uploading / downloading learning materials It is difficult because of slow internet speed and low storage.	3	8.3%	13	36.1%	16	44.4%	2	5.6%	2	5.6%
5.	I find learning by using WhatsApp shared videos very challenging.	2	5.6%	13	36.1%	14	38.9%	5	13.9%	2	5.6%

No.	Statement									
6.	I can't focus when I'm at home and being thought by using WhatsApp share video.	1	2.8%	10	27.8%	12	33.3%	11	30.6%	2	5.6%
7.	I don't have the confidence to share my videos on WhatsApp.	1	2.8%	10	27.8%	8	22.2	14	38.9%	3	8.3%
8.	I need someone to guide me to share videos on WhatsApp.	4	11.1%	18	50.0%	6	16.7%	7	19.4%	1	2.8%
9.	I feel afraid of making mistake and being criticized by my classmate.	3	8.3%	8	22.2%	7	19.4%	13	36.1%	5	13.9%
10.	I am not accustomed to speak in front of camera.	2	5.6	13	36.1%	9	25.0%	9	25.0%	3	8.3%
11.	I find it difficult to speak as fluent as in real life.	~	~	9	25.0%	11	30.6%	12	33.3%	4	11.1%
12.	I feel anxious that other students will watch me speaking in WhatsApp shared videos.	1	2.8%	11	30.6%	8	22.2%	13	36.1%	3	8.3%
13.	When I start speaking in front of camera, I forget some of the ideas that I want to say.	~	~	7	19.4%	2	5.6%	24	66.7%	3	8.3%
14.	I feel not confident speaking in from of my camera video recorder.	~	~	13	36.1%	7	19.4%	14	38.9%	2	5.6%
15.	I have problem with oral fluency and pronunciation when speaking in WhatsApp share videos.	~	~	11	30.6%	10	27.8%	13	36.1%	2	5.6%

16.	I feel shy speaking in from of camera.	1	2.8%	13	36.1%	9	25.0%	12	33.3%	1	2.8%
17.	I feel nervous when speaking in WhatsApp share videos.	2	5.6%	12	33.3%	12	33.3%	8	22.2%	2	5.6%

According to data, it is found that out of 36 students, 37% of students find it hard to find internet access at home. In this case, students do not have learning tools that support learning such as laptops or mobile phones. In addition, students encounter problems in subscription. Subscription means students' ability to purchase data to access the internet. In this study, it is found that a few students have problems in subscribing to the internet. Out of 36 students, 20% have problems with the subscription. The next issue is how students respond to learning using WhatsApp share videos. The result shows that 20% or 7 students find learning by using WhatsApp shared videos very challenging. Furthermore, 36% or 13 students said that they cannot focus when they are at home and being thought by using Whatsapp share video. Next, there are more students who experience fear of making mistakes and being criticized by their classmate. Out of 36 students, 50% experienced it. Another challenge is that many students feel unaccustomed to speaking in front of the camera. In this study, the result shows that out of 36 students, 33% or 12 students feel not accustomed speaking in front of camera. 44% or 16 students find it difficult to speak as fluent as in real life.

4. Discussion

Based on the result of the finding, the students indicated that they had challenges of Learning Speaking through WhatsApp Shared Video. The overall finding shows that the challenges encompass three aspects: internet network, motivation, and confidence aspect.

The biggest challenge for internet network access is that it is difficult because of slow internet speed and low storage. This is in line with Mahyoob (2020) who found more concerning fact that out of 184 students, 48% had problems with internet speed. In addition, some students find it hard to find internet access at home. This is also in line with Mahyoob (2020) in which one of the issues faced by students in online learning during the current pandemic is the lack of proper devices. As for this issue, Ng, Mohamud, Abd Rahman (2015) suggest that stakeholders play a role in ensuring that internet facilities are available for student's engagement with e-learning. Students also have challenge in the ability to purchase data to access the internet. Even though the government has provided internet quotas, still many students could not access it yet. Furthermore, internet connection, downloading and uploading tasks are other challenges.

For motivation aspect, many students feel that they could not study well at home. They could not focus on learning through WhatsApp. This has been the biggest challenge students experience in this aspect. To overcome this challenge, teachers play a very important role in providing motivation and reinforcement to

students so that this challenge becomes a learning process for them who can increase their confidence. Furthermore, many students do not have the confidence to share their videos on Whatsapp. This issue can be caused by fear of making mistakes (Tsui in Nunan, 1999; Yi Hua, 2007; Robby, 2010), shyness (Baldwin 2011), anxiety (Horwitz (1991) as quoted in Sylvia and Tiono (2004). In addition, a small number of students stated that they needed more guidance in using WhatsApp in the learning process.

Finally, students have some challenges dealing with confidence aspect namely fear of making mistake and being criticized, not accustomed to speaking in front of camera, poor fluency of speaking as compared to that in real life, anxiety challenge, forgetting idea, low confidence in speaking and being recorded, fluency and pronunciation, shyness, and nervousness. This challenge is related to the skill in speaking. The biggest challenge in this aspect is "when I start speaking in front of camera, I forget some of the ideas that I want to say. It is in line with Moulida (2005) which found that almost all students experience fear of making mistakes. In relation to the problem of fear of making mistakes, Aftat, (2008) furthermore said that this fear is related to the correction and negative evaluation. In addition, it is also heavily influenced by the fear that students will be ridiculed by other students or criticized by teachers. Therefore, it is essential for the teacher to convince students that making mistakes is not a wrong or bad thing for students can learn from it. In brief, this is the role of an instructor to provide reinforcement so that students can express their oral skills without fear of mistake or criticism.

5. Conclusion

Based on the data presentation and discussion above, it can be concluded that there are challenges of learning speaking through WhatsApp shared video faced by students at English language education program of Halu Oleo university on academic year 2019. The challenges consist of internet network, motivation and confidence aspect. In addressing these shortcomings, stakeholders and infrastructures should pay attention to these and create a better online learning environment.

References

Aftat, Mokhtar. (2008). Motivation and Genuine learning. [Online] Available: http://www.englishteacher1.com/motivation.html (March 15, 2011)

Baldwin, Caroline. (2011). How to Overcome Shyness during an Oral Presentation. [Online] Available:http://www.ehow.com/how_7852354_overcome-shyness-during-oralpresentation.html (February17, 2011)

Hieu, Trung. (2011), Students Lack Confidence to Use English. [Online] Available:http://vietnamnews.vnagency.com.vn/Talk-Aroundtown/212262/Students-lack-confidence-to-use-English.html (July15, 2011).

Gon, S. & Rawekar, A. (2017). Effectivity of E-learning through WhatsApp as a Teaching Learning Tool. *MVP Journal of Medical Sciences.* Maharashtra: Associate Professor, Department of Pathology.

Horwitz, Elaine. K., & Horwitz, Michael. B. (1986). Foreign Language Classroom Anxiety. Joann Cope Source: The Modern Language Journal, 70(2), 125-130.

Mahyoob, M. Challenges of E-learning During the COVID-19 Pandemic Experienced by EFL Learners. *Arab World English Journal (AWEJ).* Madinah: Department of Languages and Translation.

Ng, K.S., Mohamud, A.I., Abd Rahman, A. & Ng, M.X.S. 2015. Factors influencing intention to use mobile technologies for learning among technical universities students. The 26th IBIMA Conference. Innovation and Sustainable Economic Competitive Advantage: From Regional Development to Global Growth. 11 – 12 November, Madrid, Spain.

Robby, S. (2010). Conquer Your Fear of Making Mistakes when Speaking English. [Online] Available:http://englishharmony.com/conquer-fear-of-making-mistakes-whenspeaking-English/ (March 15. 2011)

Wan Hassan, W.A.S., Ariffin, A., Ahmad, F., Sharberi, S.N.M., Nor Azizi, M. I., Zulkiflee, S.N. (2020). COVID-19 Pandemic: Langkawi Vocational College Student Challenge in Using Google Classroom for Teaching and Learning (T&L). *International Journal of Advanced Trends in Computer Science and Engineering.* Malaysia: Universiti Tun Hussein.

Zajda, J. & Gibbs, D. (2019). Comparative Information Technology Languages, Societies and the Internet. *Globalisation, Comparative Education and Policy Research.* Netherland : Springer Netherlands