

Students' Perception toward Videoconference as the Mode of Teaching English Speaking for Presentation

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Abstract

The use of virtual classes in teaching-learning processes has increased recently which makes a videoconference class one of the alternatives for carrying out the processes. The research focuses on students' perception toward the use of videoconference as the mode of teaching-learning for a specific course; namely English Business Presentation and reveals the impact(s) of the use of this mode in teaching speaking for Presentation. A questionnaire was distributed to 33 students of the 1st-semester students at Bina Nusantara University in an experimental class that applied a videoconference as the mode of teaching-learning. The questionnaire consisted of opened-closed questions. 7 students among them were chosen randomly to be interviewed using WhatsApp (WA) communication media to get deeper insights into their perception toward the matter. The data was analyzed qualitatively based on five areas of discussion: the videoconference class, the communication during the class, the lecturer, the engagement, and the barrier. The results show that they perceive positively the use of videoconference as the mode of teaching-learning in this course although it reveals the facing barriers during the virtual class session. The result of the interview shows the impacts which in the future may be used as the consideration in using this mode of teaching.

Keywords

Videoconference, mode of teaching, English presentation, perception, barriers

1. Introduction

The use of technology in education has increased tremendously these recent years in higher education. It supports the improvement of the way the teaching-learning is conducted, and it is developed to provide various advanced applications which enable the process of teaching-learning to be carried out both in synchronous and asynchronous ways. Synchronous methods refer to the face-to-face method in which students and lecturers have real interaction in the same place and rooms while asynchronous refers to online learning (Hogan & Devi, 2019). This process of teaching-learning depends on the use of technology that is connected to the Internet by using a Learning Management System (LMS) which is effective to promote literacy in the language system (Wiannastiti et al 2019). This system is used as the media of interaction and discussion through the forum provided. However, based on some research studies, this method needs to be supported with the asynchronous method by presenting a virtual classroom in the mode of a videoconference (Candarlia & Yukselb, 2012; Drexhage et al, 2016).

Videoconference (Vicon) as the mode of teaching is commonly used to support asynchronous methods which means it is not applied for the whole semester. In some courses in higher education, it is used three or four times only during a semester. In language courses, videoconference usually is applied to teach the students' language skills, including speaking. However, there is no previous research focusing on the use of videoconference in teaching speaking especially English business presentations for specific purposes.

2. Review of Related Literature

It is necessary to support this research study by reviewing some related literature that can be used as the theoretical framework to answer the research questions.

2.1. Technology in Language Teaching

Language teaching and learning has faced its evolution from the classroom face-to-face (F2F) mode to the virtual classroom mode due to the invention of technology. The world of the technology enables teachers to use audio, video, multimedia, and digital resources for teaching and learning activities (Kessler, 2018). By using this type of technology, the classroom is more alive. Digital resources enrich the method of teaching besides, the never-ending development of technology in language teaching such as CALL (Computer Assisted of Language Learning) supports the students in learning the language better (Rahnavard & Heida, 2018; Shyamlee & Phill, 2012)

By making use of computers integrated with the internet, the process of teaching and learning process may find its steps to be more interactive and interesting (Patel, 2013). Moreover, the use of technology creates an atmosphere that is central to the students to explore more material comparing to the teachers' center which is only based on the teachers' knowledge and experiences. (Gilakjani, 2014). Technology enables language learners to develop their language in the context which also lets them create a type of individual and independent learning environment although it should be supported with clear instruction to make them focus on the achievement of the language skills targeted. Technology encourages learners to learn individually and to acquire responsible behaviors. The independent use of technologies gives learners self-direction (Riasati, et al, 2012)

2.2. Synchronous and asynchronous mode of teaching

Synchronous mode of teaching before the massive invention of technology means that the classes are carried out in the traditional way meeting in the real class, at the same time and same place with real interaction among the students and their teacher. In this type of teaching-learning process, students have the advantage of interacting communicate with the teacher. They are allowed to ask questions directly. However, by applying technology, the process of teaching-learning moves from the synchronous real face-to-face to asynchronous online mode (Murphy et al, 2010). The online mode is used massively since the online platform on education; Learning Management System (LMS) is used.

LMS, an online learning platform, gives room for students and teachers to communicate and have interaction through its forum and online material (Oliviera, et al, 2016). It is agreeable that LMS is beneficial for asynchronous learning (Adzharuddin & Ling, 2013) since it enables students to independently learn. Moreover, LMS provides a system in which a teacher or instructor to place course materials that can be accessed by students from a different place and time, and it is beneficial for both teachers and students in an asynchronous mode. In this mode. Students and their teacher or instructor do not meet in F2F, the communication among them is carried out using messenger, email, or forum.

Both Synchronous and asynchronous have benefits in teaching-learning processes. Synchronous learning offers real-time integration among the students and the teacher in which they can exchange information, knowledge, and experiences in real-time with a fixed schedule. On the other hand, Asynchronous offers the benefit that it is more student-centered learning that enables students to work independently in their own time. (Shahabadia & Uplaneb, 2015; Lim, 2017)

The more Information Technology is developed and the weakness of asynchronous that students and teachers do not have direct communication, there is a need to blend both synchronous and asynchronous in delivering a course. This technology provides virtual classes which enable teachers and students to interact and communicate directly in a virtual class through a videoconference.

2.3. Videoconference as the mode of synchronous teaching

Regardless of the disadvantages of using videoconference as the mode of synchronous teaching, higher education institutions use it to support the education processes to replace F2F classes. It is now accepted and becoming more popular since the pandemic hit the world which does not let the process of teaching-learning done in the real class in the mode of F2F (Fitzgibbon, 2003). Videoconference is the choice to accompany the mode of asynchronous in which the students have the opportunity to experience the real class virtually. This mode enables the teacher and students have interacted in a real-time but different place.

Videoconference as the mode of teaching has also been used in language teaching and the previous study proved that videoconference mode of teaching is better than F2F class since it is easy to use and the students have the real feel and atmosphere of a real class although it is carried out virtually. Moreover, in learning English skills, it shows much better result. (Altiner, 2015). It is undeniable that virtual classes using videoconference mode still have some weaknesses such as the limited time of interaction among the students and the teacher in the virtual class comparing to F2F class where they can have real interaction with no barriers. Videoconference mode of teaching also sometimes faces a technical problem for the users such as low internet signal and bandwidth of the users although the previous research study shows that both the students and the teacher have a positive attitude toward the use of this mode of teaching in handling the teaching-learning processes (Altiner, 2015).

3. Methods

3.1. Data Collection

The participants in this research were 33 students in their 1st semester joining the English for Business Presentation Course at BINUS University. These participants were those who were the experimental group and were taught fully using WEBEX videoconference as the mode of teaching from the 2nd to 13th meeting, once a week, scheduled at the same day and time. A triangular method was used to get the data. A questionnaire consisted of closed and open questions was distributed to the participants on the 13th meeting. One week after the last meeting, an interview was conducted to seven students who were randomly selected from the participants through the WhatsApp platform to get the more detailed information of the data needed.

3.2. Data Analysis

The units of analysis are participants' choices on the videoconference and the students' perception toward the use of videoconference as the mode of teaching for the English Business Presentation Course for the whole semester. A mixed method was used to analyze the data. The quantitative method was used to calculate the average calculation of the criteria taken as the result of the questionnaire while the qualitative method was used to analyze the deeper opinion about videoconference as a virtual class, the communication during the class, the lecturer, and the barriers they face. All the data is analyzed qualitatively based on descriptive analysis

4. Results and Discussion

The result and discussion are delivered in two main discussions, the first is the result of students' perception and the second is the impact for the use of the mode of teaching in teaching and learning English Business Presentation. Table 1 is the category used to classify the average score for each area. Which ranges from very low to very high. Each of the classification is used the abbreviation which contains the meaning as follow SD; Strongly Disagree, D: Disagree, N; Neutral, A; Agree and SA: Strongly Agree

Table 1. Category of the average score

Criteria/Class	Criteria Category
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Average
1.81 – 2.60	Low
1.00 – 1.80	Very Low

4.1. Student Perception toward the Use of Videoconference

This part presents the data analysis and the results of data taken from the questionnaire which was analyzed in five areas of discussion namely the videoconference tools, the communication during the session, the lecturer, the engagement, and the barrier.

Table 2 depicts the respondents' responses on their perception about the English Business Presentation class which is carried out by using videoconference as the mode of teaching.

Table 2. The EBP Videoconference class

EBP Videoconference class	SD	D	N	A	SA	weight	average
	Weight	Weight	Weight	Weight	Weight	x	
Statements	1	2	3	4	5	Frequency	
It is my first time and experience joining videoconference class	0	1	1	4	27	156	5.15
It is interesting	0	2	3	11	17	132	4.3
It is challenging	5	6	5	9	8	138	4.18
It gives me different angle of what a virtual class is	2	2	6	8	15	131	3.97
It is virtually a real class	1	1	4	9	18	141	4.27
					Total average		4.374

There are five items to measure the respondents' perception of the videoconference mode of teaching for the English Business Presentation Course. Each item ranges from the lowest to 3.97 for their perception about the different angle of a virtual class. The highest is 5.15 which shows that it was the first experience for them to join the virtual class using a videoconference mode of teaching. The average of all items is 4.37 that is categorized as a very high category. The data shows that they have a high perception that the videoconference is interesting, challenging, and virtually like a real class.

Table 3: Communication in Videoconference class

Videoconference Class Communication	SD	D	N	A	SA	weight	average
	Weight	Weight	Weight	Weight	Weight	x	
Statements	1	2	3	4	5	Freq	
I can communicate easily with the lecturer during the vicon	1	2	4	11	15	136	4.12
I can communicate with the classmate during the Vicon	1	4	4	7	17	134	4.06
The communication among the lecturer and students has no barrier	0	2	7	9	15	136	4.12

Each student was given a chance to ask question(s)	0	0	3	8	22	151	4.58
Each student has a chance to respond/answer question during the class session	0	0	3	10	20	149	4.51
						Total average	4.28

Table 3 shows how the respondents perceive their communication during the videoconference class. There are 5 items to measure how the respondents perceive how communication is conducted during the videoconference class especially the communication with the classmates, the lecturer, and the way how to ask and answer the questions. The average of all items is 4.28 and is categorized as very high. From the items, the average is between 4.06 – 4.58 which means they have a high perception toward communication in the videoconference. The respondents perceive in high category that they were able to communicate well during the videoconference either with the lecturer and the classmate and they were able to ask and answer questions during the class with no difficulties.

Table 4 depicts the respondents' perception of how the lecturer used the videoconference apps to teach English Business presentations to the students. These items are very important to define the lecturer's ability to use the videoconference which may influence the environment of videoconference processes.

Table 4. The Lecturer using Vicon Apps for teaching EBP

Lecturer using Vicon Apps for teaching EBP	SD	D	N	A	SA	weight	average
	Weight	Weight	Weight	Weight	Weight	x	
Statements; The lecturer	1	2	3	4	5	Frequency	
used Webex for Vicon class appropriately	0	0	3	5	25	154	4.67
appeared confident using webex apps for teaching	0	0	3	7	23	152	4.61
established rapport with the student in vicon	1	1	5	7	19	141	4.27
gave opportunities for students to practice presentation using the apps	0	1	1	9	22	151	4.58
gave feedback to students after delivering the presentation in vicon	0	0	1	8	24	155	4.69
						Total average	4.56

There are five items to measure the respondents' perception of the lecturer's ability in handling the class via videoconference. The average of all items is 4.56 and is categorized as very high and each item's average ranges from 4.27 to 4.69. Based on the result of the item averages, the participants perceive the lecturer very high that she used the videoconference apps appropriately and was very confident to use the apps. She gave feedback and maintained rapport with the students' well and giving opportunities for the students to ask questions. Table 5 portrays the participants' perception toward their engagement in the videoconference class. The students' engagement reveals how the video conference class is effective to be used in teaching English Business Presentation

Table 5. Respondents' opinion on the engagement in the videoconference class

The engagement in the videoconference class	SD	D	N	A	SA	weight	average
	Weight	Weight	Weight	Weight	Weight	x	
Statements	1	2	3	4	5	Frequency	

The use of Vicon encourage me to continue discussion	0	4	8	6	15	131	3.97
The use of vicon encourage me to learn independently	0	3	8	8	14	132	4
I felt engaged in vicon class setting	2	3	6	11	11	125	3.79
I would be happy to take another course using vicon mode of teaching	1	2	3	9	18	140	4.24
I would recommend institution to use vicon for more courses	3	3	8	5	14	123	3.72
						Total average	3.94

There are five items to measure to find the respondents' engagement in the videoconference class. The total average is 3.94 which means the high category which means the participants have high engagement toward the videoconference class. Based on the items, each average range from 3.72 to 4.24. The lowest among them is 3.72 in the item of recommending the institution to use the videoconference mode of teaching for more courses

Table 6. the Barrier of Videoconference Class

Barrier of Videoconference Class	SD	D	N	A	SA	weight	average
	Weight	Weight	Weight	Weight	Weight	x	
Statement	1	2	3	4	5	Frequency	
Once getting lack of signal that I missed the information/explanation	3	1	2	8	19	138	4.18
Once the presenter got lost from the screen	4	0	9	9	11	118	3.58
Once I could not log-in in the vicon	15	3	3	2	10	88	2.67
Once I could not see the picture but I could hear the voice	8	4	7	4	10	103	3.12
Once, I could see the picture but I could not hear the voice.	9	4	7	5	8	98	2.97
						Total average	3.3

Although the 5 categories deploy good categories, the barrier cannot be denied. The barrier of using videoconference as the mode of teaching may influence the teaching-learning process. Therefore, it is essential to reveal the results. There are five items to measure how high the participants' perception toward the barrier they faced during the videoconference class as can be seen in table 6. The overall average is 3.3 which means that in the average category but the range of each item ranges from 2.67 to 4.18. It is very interesting since the average of each is different. The first items, the respondents perceive high for at least once they got lack of signal that made them missed the information. It also happened that students who were doing presentations did not appear on the screen. It probably happened when the presenter got a connection program. The lower average is on the item that they could not log in to the video conference apps with a 2.67 average score. It means that they could log in easily although few faced this problem

4.2. The impacts of Videoconference Mode of Teaching

The videoconference mode of teaching is not purely new to apply in higher education to support teaching-learning processes. Commonly, this mode of teaching is used to support the F2F class or in blended learning. However, in this study, the class is conducted fully in videoconference mode. Participants' opinions after joining a whole semester reveal that this mode of teaching impacts.

The statements of participants' opinions are not modified and show the original statements. Grammar, punctuation, and spelling mistakes are not considered since the most important are the meaning and the content in each of the statements which shows the perception and the judgment toward the questions given. Those mistakes do not influence the discussion.

Table 7. Opinion on Videoconference Class

Items	Opinion
Interesting	<i>This vicon in interesting that we do not need to go to the classroom. I can still stay awhile am away from school. Yes, this course is interesting because of the new method of teaching. It is a good way to learn because we can learn ad relax at the same time I got a new experience about videoconference class. It is interesting because it is different than usual</i>
Challenging	<i>Yes, because it really trains the ability of listening and understanding English It is not so challenging because it is like a video-call using and the lecturer is friendly and so are the friend It is challenging because it really trains the ability in using the tools It is pretty challenging to do presentation using a videoconference due to the internet connection. It is challenging because it is hard to find a good connection and good angle of camera to do a presentation It has a fair amount of challenge to use it</i>
Giving a different angle	<i>Yes, this virtual classroom was never this flexible, like we can still enter the class but not entering the classroom physically. Yes, it gives me different angle of what is called a classroom. It is amazing to know that a classroom can be virtual too For me, it does not have a big different to a classroom, but it gives me a vibe to learn in a class Videoconference has changed my mind about the class. Classroom does not need a room anymore. It is the same except it is using a different media</i>
Virtually a real class	<i>Yes, we can communicate the lecturer and friends and well, it's kinda a real class Yes, this vicon class is virtually a real class because it has different with the regular class except the method, and it influenced by the unstable connection I can feel the teaching atmosphere even in a virtual class Vicon is the same as the real class even it is virtual</i>

Table 7 shows the respondents' opinions toward the videoconference class. For them, this virtual class is interesting as the new method and new ways to learn a course which also give them room to do the class as well as to have fun and they do not need to go to the F2F class. Moreover, this class is challenging for them not only because they have to learn using apps and at the same time to learn the language although the challenge is because of the internet connection. This videoconference mode of teaching gives the participant a different angle of what a virtual class is. The responses show that virtual class is flexible, interesting, amazing, and using different media which let them attend the class, but they do not need to go to the physical classroom. The respondents present their opinion that this videoconference is virtually a real class that they can feel the teaching atmosphere during the class.

Table 8. Videoconference class encouragement and engagement

Items	Opinion
Encouragement to continue discussion	<i>It encourages me to have more discussion with my friends Yes, the use of vicon encourage me to continue the discussion of the material Not really, since my attention time is much shorter in virtual class than in the regular class It really encourages me to talk Yes, it encourages me to continue discussion with friends It encourages me to continue discussion</i>
Encouragement to learn independently	<i>Yes, because it is not a physical class Yes, it encourages me to learn independently</i>

	<p><i>Yes, because we will not learn anything if we don't do it</i> <i>It really helps me to learn independently</i> <i>It encourages me to study independently</i> <i>True. It helps me in other courses, too</i></p>
Engagement to a virtual class setting	<p><i>Yes, the vicon class setting is very great</i> <i>I feel engaged in the videoconference class setting</i> <i>No, I often lost focus during the lecture session</i> <i>Because we can communicate easily to others</i> <i>I felt engaged in this class setting</i> <i>True, it's exhilarating in vicon class</i></p>
Recommendation to use virtual class for other courses	<p><i>I think only for English class because other courses will not be so good</i> <i>I will recommend to use videoconference class if the courses are suitable such as English or Indonesian but not Math.</i> <i>No, I'd rather get the regular class</i> <i>It I one of my favorite class, Yes, I will but not for all classes.</i> <i>There are some classes that can be taught using vicon but there are some that can't</i></p>

Table 8 shows the encouragement and engagement during the videoconference class. From the respondents' responses, it can be gained that this virtual class encourages them to have more discussion of the material both with the lecturer and their classmates. Besides, it encourages them also to learn independently since they do not meet their classmate in F2F real class. Discussing the engagement during the virtual class, the respondents reveal their ideas that their engagement during the class session is great and exhilarating, although they also face the problem when they lost the connection.

It has been revealed that this videoconference class has some benefits it also raises some barriers for the respondents during their time in the virtual class. Table 8 presents the respondents' opinions about the problem raised. At least they once get a lack of internet signal and no pictures on their screen or no sounds, but the screen appears. Mostly they do not have a problem when they logged in to the apps except those who enter the wrong password which means it is only a few among others and it is not about the apps. Most of all the problem is the internet connection because in this virtual class students accessed the internet in a different place which might have a different internet connection and different signal strength

The impacts of the videoconference mode of teaching have been revealed the new insight of the way to learn in a virtual class to replace the F2F class. It allowed the students to have independent learning, yet this class is interesting and encouraging despite the barrier they faced during the classes.

Table 9. Experiencing barrier of videoconference class

Items	Opinion
Getting lack of signal	<p><i>It happens a lot</i> <i>I experience many times, that I miss the information or explanation</i> <i>At least once</i> <i>This situation is pretty common happened in every session, but thanks there is a chat-room so we can ask information / explanation</i> <i>True, because of my low connection</i></p>
Losing the screen	<p><i>It sometimes happens</i> <i>I never experience it</i> <i>Only once or twice, but overall, it is already good</i> <i>I never experience this</i> <i>True, because my RAM is overloaded</i></p>
Being not able to log in	<p><i>I have never experience that</i> <i>I never experience this</i> <i>Never</i> <i>Once I experience because I type the wrong password</i> <i>Yes, because the server problem</i></p>
No picture, only the sound	<p><i>Yes, sometimes it happens</i> <i>I never experience this</i> <i>Once or twice because of the connection or bad network</i> <i>I never experience this</i></p>

	<i>Yes, because my bad connection in my laptop</i>
No sounds, only the picture	<i>Ye it sometimes happens I have never experience this Only happened once I never experience this situation Yes, I face low connection</i>

Table 9 clearly shows the barriers they faced. At least one, the participants got a problem of lacking the signal which impacts the loss of information although they encounter it by using the chat room provided in the application. They experienced having screen lost although it happened once or twice, and it was because of technical problem, and it does not give the impact much for the participants. Following the discussion, there is no big impact for them sincere there never had a problem in login to Webex Videoconference, if it happened due to personal carelessness for typing the wrong password. On the problem of disappearing the screen while the sound is available, the results vary. Some faced it but some never. On the contrary, when they have the sound only with no screen, the result is the same that some faced it and some others did not. Although they faced the barrier, for all it does not impact them in having the course in a virtual class.

The impacts of the videoconference mode of teaching have been revealed in the area of the new insight of the way to learn in a virtual class to replace the F2F class. It gave opportunity for the students to have independent learning yet this class interesting and encouraging despite the barrier they have to face during the classes.

5. Conclusion

The research study has revealed the discussion on students' perception toward the use of videoconference as the mode of teaching-learning for a specific course which can be concluded that the respondents perceive the videoconference mode of teaching highly, especially that this mode of teaching gives them a new experience of virtual class which the same as the F2F class although it still faces some barrier that mostly the technical problem with the signals and the internet connection.

This research study also reveals the impact(s) of the use of the videoconference mode of teaching in teaching speaking for the presentation that this model allows students to be more independent in learning and encourage them to learn from a new perspective and allow discussing material more with the classmate. On the lack of information due to the bad connection, they could use chatroom to overcome this impact. However, it reveals another impact that they still face the barrier, especially the technical problem such as the internet connection. It is suggested for the lecturers who are using videoconference as the mode of teaching to anticipate the barriers during the virtual class. Since this study is limited to a certain class, for the future researchers, they can take deeper research from the psychological points of view to know their feeling during the virtual class.

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