



Webinar: A Strategy to Enhance Speaking Skill of Non-native English Speakers

Kartika Marta Budiana^{1*}, Hariadi Yutanto²

¹Diploma 3 Finance and Banking, STIE PERBANAS, Surabaya, Indonesia, ²Diploma 3 Accounting, STIE PERBANAS, Surabaya, Indonesia

Low competence in speaking for the students of Non-native English speakers has been crucial challenge so far for the teachers in language teaching in Indonesia. This study attempts to explore the effect of webinar applied in teaching speaking on Students of Non-native English Speakers at one of Business schools in Surabaya. There are three classes observed in this study. Before the webinar was applied, the groups were given test to check their proficiency. After conducting the webinar class, the post-test was given to the groups. The instruments to get the data was the oral test. The results reveal that there is an improvement on post test score in the two out of three classes observed. In contrary, the last class has no improvement on their post test score. Moreover, barriers found during the implementation of webinar in speaking class will be explored.

Keywords: webinar, speaking, ESP, teaching

INTRODUCTION

Non-native English speakers students have difficulty in expressing their ideas in English on their career path. This phenomenon is supported by students' users who suggest that many students in Business Schools have low competence in English Budiana (2015). This phenomenon occurs not only in Indonesia, it also happens in Thailand, using English effectively and efficiently in non-English speaking countries is required in fields such as education, business, medicine, fashion design, and manufacturing. This is particularly true in Thailand and other Asian countries. In Asian countries where college students are required to achieve good English standardized test scores to apply for jobs Piyarat et al. (2018). In addition, after years of learning English, many students in Asia cannot communicate with confidence or success to meet the demand to use English for their careers Chuanchaisit and Prapphal (2009).

Teaching English to the students need more innovation concerning to the importance of English itself. English must be well understood by the students, whereas the students always innovate in learning a language. Language learning is a complex process, from the material source searching up to the delivery to the students. In this process, language teachers cannot be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines Cakir (2006).

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*Correspondence:

Kartika Marta Budiana
kartika@perbanas.ac.id

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In this multimedia era, technology has been developed broadly. Zhao in Marx (2015) points out that the umbrella term 'technology' represents a wide array of tools and tools that can be used in numerous ways in the context of teaching English as a foreign language (EFL). Furthermore, such technologies can encourage the development of individual language skills, as well as the acquisition of pedagogical methodologies that are essential in the field of effective language teaching.

One of the tools can be used in language teaching is the tool that can be used by using internet. As globalization is bringing people closer to each other via a number of Information and Communication Technologies, webinars have become an indispensable tool in ensuring online educational environment in higher education for closer inter-connections between students, educators, researchers and other participants of higher education Ahrens et al. (2016).

"Webinar" initially originated from "web seminar". An online class is basically only a course or workshop held over the Internet, and it tends to be an introduction, talk, exhibition, or other instructional session. As it were, an online course is an online class or workshop conveyed over the web Rao (2019).

There are several studies explore how webinar tools can facilitate communication in online educational situation. Kohorst and Cox (2007) adopted a webinar system *Illuminate* to enable both virtual office hours and the communication of course-related information to students. *Illuminate* effectively facilitated communication between the instructor and individual students who had questions concerning the course materials Ahrens et al. (2016). The next research by Agnes (2012) who applied online class, an internet learning idea on An alumni level Flex Mode course "Prologue to Computers in Education". This research studied how online class cooperation predicts understudies' practices and commitment in web based learning, and the encounters and points of view of understudies who take this course. Information regained from the course database show that online class support corresponded altogether with the commitment build (about perusing and composing on the web). Results from the poll recommend that understudies were happy with both the online class and online conversation parts of the course. Meeting discoveries show that understudies acknowledge the online course for helping them feel progressively associated with their school-mates.

The last by Robinson (2015) who directs an investigation entitled the impacts of organization and writing online class on understudies' presentation. A sum of 1,105 understudies took on Composition and Literature online had the alternative to join in or see a chronicle of live online course occasions in the Fall 2014 semester. The last grades and culmination paces of those understudies who joined in as well as saw a chronicle of an online course were contrasted and the individuals who didn't join in. Utilizing a Mann-Whitney U test, the investigation decided a factually noteworthy contrast in the last grades and fruition paces of understudies who joined in or saw an online course versus the individuals who didn't.

Previous empirical studies for the most part researching on the impact on online class use on instructing and encounters and viewpoints of understudies who take this course. The research didn't talk about the teacher's online class use encounters mostly investigating on the effect on webinar use on teaching and experiences and perspectives of students who take the course. In this study, the researcher explores the barriers found in webinar using in teaching speaking on Students of non-native English Speakers. It is expected that by the use of webinar in teaching speaking, the students communicative competence can be improved. With this method applied in the teaching learning process, it will give benefit to other teachers in explore their teaching method.

METHODS

This study was carried out in one of business school in Surabaya, Indonesia. The subjects are three classes in STIE Perbanas Surabaya. The selection was based on the consideration that the researcher is an English teacher in that institution. There were three classes observed in this study. The classes were conducted in laboratory. Several instruments used to collect the data relate to the teaching method applied. The research instruments in this study were 1) pre-test and posttest and 2) questionnaire. Pretest and posttest are conducting in : 1) conversation or dialogue practice and 2) presentation. In using the research instrument, the students were filling the questionnaire about webinar applied in a language class. The students were asked to watch the video and pay attention very well to the video to imitate the steps in a formal meeting. Next, the students' speaking score in performing presentation was observed.

The sources of data are students' score and the result of questionnaire. Students score here was gotten before and after webinar applied in the class. The students speaking score showed their understanding after joining webinar. Webinar learning implementation was divided into some steps. First, the students were given pretest to check their proficiency level. Then, the teachers had collaboration to conduct a webinar in a material delivery of teaching speaking. Webinar was conducted; the students were given an oral test (post-test) to see the effect of webinar applied. From the oral test, the result is described.

RESULTS AND DISCUSSION

There are three points that are presented in this section including the implementation of webinar, the skill enhancement, and students' perception.

The Implementation of Webinar

The webinar application is held on diploma students that undergone 2nd semester. This webinar class uses Google meeting application. Under IT lecturer coordination and briefing, this webinar is conducted using Google: invitation by students' official email and Google meeting. The students in this webinar are asked to present a topic about comparing services. The students also asked to prepare the PowerPoint slides before the day they have to present it on webinar class. Their presentation will be assessed by the lecturer, as their daily score. Webinar class is applied on three classes. The classes are W2, Y1 and W1. Class W is majoring finance and banking while Y class is majoring Accounting.

Webinar is conducted in the first class, W2, on May 30th 2019 at 9.00 AM to 12.00 PM. On this date, the students were not at campus because that day was a national religion red day there are 25 students enroll in W2 class. Those students accept the webinar invitation by email. On the day, one by one of the students attempt to log in. Some difficulties also exist in this webinar class. Unfortunately due to the bad signal there is one student succeeded to log in on webinar but failed on presenting her power points slides. This student later on joined the webinar on the third class schedule.

During the process, the student, one by one, was presenting his slides of PowerPoint. The topic of this webinar class was comparing delivery service in Indonesia. In the top down left corner, there was information that one of the students has left the meeting. This is happened not by her intention. It happened when the signal was not good enough to join the webinar class. If the students had low signal, the internet automatically made her log out from the webinar / Google meeting.

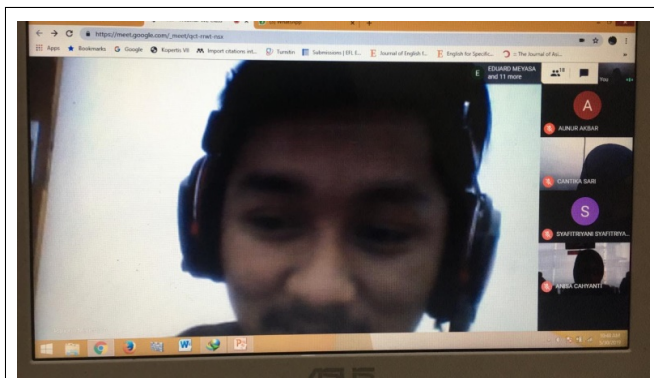


FIGURE 1 | The students of W2 class were online

On Figure 1, there are students online and one of them is showing his face on camera. He was not doing this by intention. This student would like to display his PowerPoint slide to be presented. He found difficulties in showing his PowerPoint slide on webinar class from his Google account. The lecturer and his friends tried to guide him in showing the slides in webinar, but he found it difficult. In this short occasion, his

friend was helping him by asking this student to send the PowerPoint slide by email to his friend and his friend would display it on webinar. So, this student is uttering his presentation while his friend was displaying his PowerPoint slide. This is in accordance with Wang et al. (2008) that state online class instrument encourages constant sight and sound exhibits. Teachers can share the application on the moderator's site with all members.

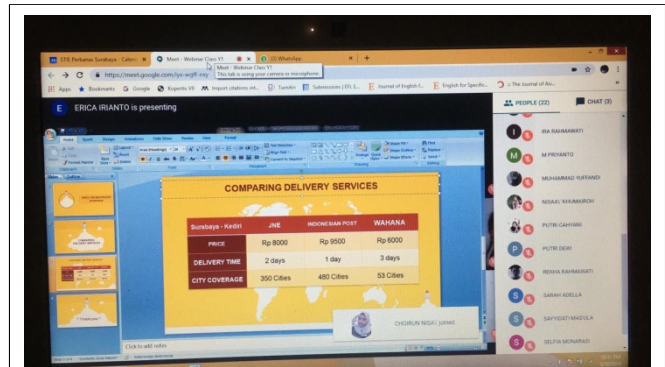


FIGURE 2 | Students' account of Y1 was online in webinar class

The second webinar class is Y1. The schedule for this class was May 30th 2019 on 12.00 pm to 2.30 pm. Previously, there are 24 students accept webinar invitation by their official goggle mail. On this schedule the students are ready to join webinar, only 1 student was failed to log in due to technical problem on her laptop. This situation differs greatly from the previous class which going on line to webinar class one by one. Their punctuality in joining webinar class is described on Figure 2.

The students enthusiastically joining webinar, so they are looking forward for their turn in presenting their slides of PowerPoint. The lecturer, on webinar, could not control the students who were allowed or not in displaying their power point slide. The lecturer as the coordinator in this webinar was able to mute the students who was not presenting at that time. Thus, in this webinar class the students are scrambling to display their PowerPoint slide. One of the students was trying to show her slide while another student also attempted to display her PowerPoint. Actually, before the students were presenting their slides, the lecturer was setting up the order who would present first. Unfortunately, the low signal from the named student makes her could not show her PowerPoint slides. This made the presentation order change. For whom ready to present, directly present their slide. Finally, the lecturer chose the students one by one to present in webinar and ask other students to wait patiently for their turn.

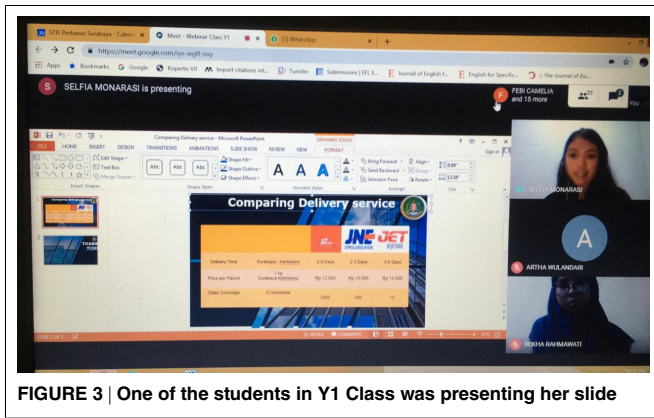


FIGURE 3 | One of the students in Y1 Class was presenting her slide

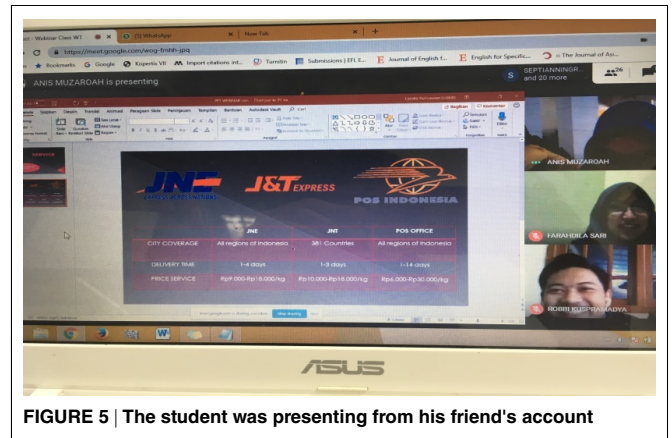


FIGURE 5 | The student was presenting from his friend's account

The last class that applied webinar is W1 class. The schedule for W1 class was on June 21st 2019 at 09.00 AM to 11.30 AM. Just like the other classes, they had accepted webinar invitation by students' official email. There are 27 students who accepted to join webinar class. In fact, three students were failed in log in to the webinar class. In the next additional schedule, only two from three students succeeded to be online in the webinar class. There was one student log in webinar class failed after twice attempted to join.

From three classes that apply webinar, we can see that every student is a presenter either a participant. Before or after they present their PowerPoint slides, they are listening on their friends' presentation. The lecturer will then assess the students' speaking performance on their presentation. This kind of webinar is format of presenter vs. multiple participants from multiple locations Wang et al. (2008).

Speaking Skill Enhancement

The teacher has designed the pre-test to be conducted on three classes. The pre-test was held to see their achievement in speaking skill. The pre-test is to take sample out of five hundred students of ESP program level in STIE Perbanas Surabaya. The pre-test contains of a topic presentation. The topic for the pre-test is comparing working practices. The students read the topic that must be presented a week before. The English teacher gives an example of a power point slide about the topic. She also gives an example how to present the topic. On the day, the students present the topic in a power point slides. The pre-test is conducted in three classes. The first class score is seen in Figure 6

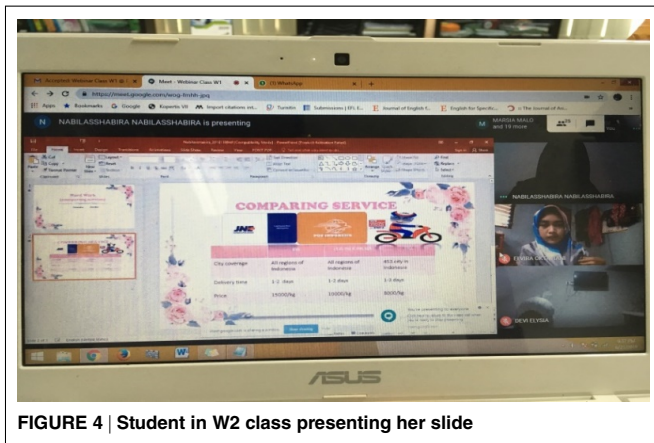


FIGURE 4 | Student in W2 class presenting her slide

As seen in Figure 4, they were asked to present their PowerPoint slide about comparing services. In this occasion, most of the students were learning from the previous class experience. There were some difficulties that still exist in this webinar. The first difficulty was that some students need much time to express their voice due to technical problem their headset or laptop. The second was one of the students could not display their PowerPoint slide from their Google account. After trying for about 30 minutes, they were presenting their slide from their friend's Google account. This situation could be seen in Figure 5.

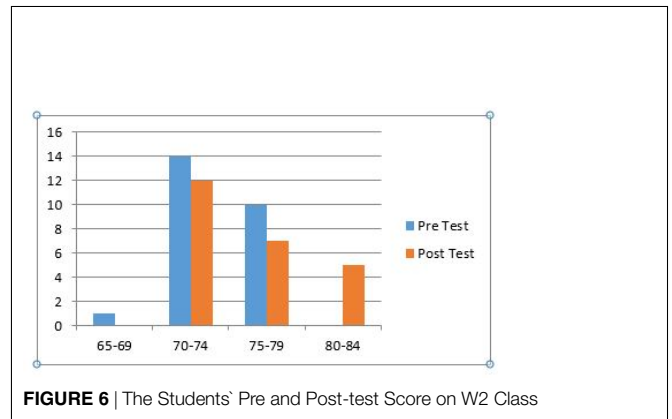


FIGURE 6 | The Students' Pre and Post-test Score on W2 Class

Figure 6 is about pre and post test score on W2 class. In this figure there are two graphs. The blue graphs represent pretest score while the red graphs represent post test score. It can be seen here on their pretest score that there are 2 students have score 65 to 69, 14 students have score 70 to 74, and 10 students

have score 75 to 79. While on post test score there are 12 students have score 70 to 74, 7 students have score 75 to 79 and 5 students have score 80 to 84. On the post-test score there is a new group score that previously not exist, that is range score. Thus, it can be said that there is a good improvement on the post-test score.

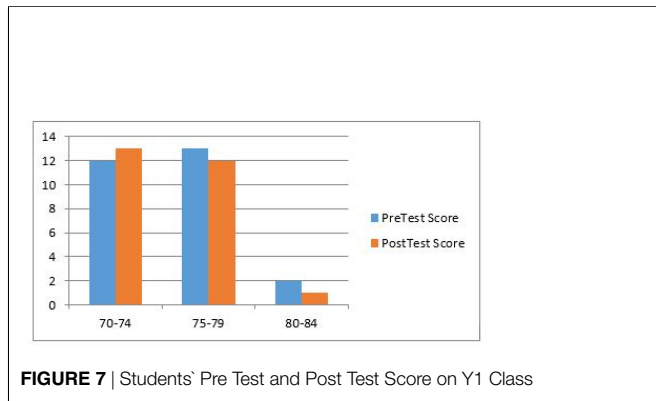


FIGURE 7 | Students' Pre Test and Post Test Score on Y1 Class

From **Figure 7**, there are two score test displayed. The pre-test score, there are 17 students has score 70 to 74, 6 students have score 75 to 79, and a student has score 80 to 84. On the post-test score, there are 6 students has score 70 to 74 and 12 students have score between 75 to 79. While the rest, there are 5 students have score 80 to 84, and 1 student has score 85 to 89. It can be implied that there is an improvement on the post test score. The amount of students on score range 75 to 79 is from six students increase to twelve students on the post test score. In addition, there is a new score range exist on the post-test which categorized on a high score, that is 85 to 89. This positive improvement is in accordance with Robinson [Robinson \(2015\)](#) who directs an investigation entitled the impacts of arrangement and writing online class on understudies' presentation. Utilizing a Mann-Whitney U test, his examination decided a measurably critical contrast in the last grades and finish paces of understudies who joined in or saw an online course versus the individuals who didn't.

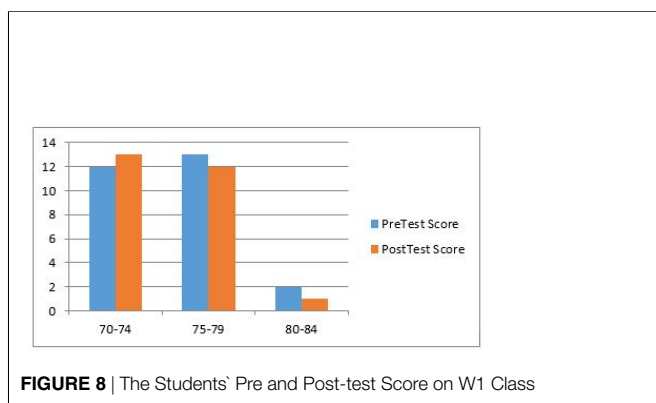


FIGURE 8 | The Students' Pre and Post-test Score on W1 Class

In **Figure 8** the blue graphs represent pretest score and the red graphs represent post-test score. There are twelve students

have score 70 to 74, thirteen students have score 75 to 79 and two students have score 80 to 84. In addition, there are thirteen students have score 70 to 74 and twelve students have score 75 to 79 and one students have score 80 to 84. As a result, we can say that there is a decrease on the amount of students who have score between 75 and 79 and 80 to 84. Otherwise, there is a small increase on the amount of students who have scored 70 to 74.

Students' Perception on webinar Class : Benefits and Barriers

At the end of webinar session, the participants were guided to fill the questionnaire. There are 81 students participating in this study. This study does not apply gender base discrimination, whereas both male/female genders have equal value in the study. The participants here are the students who fill in questionnaire about attitude in learning English using webinar. The questionnaire used here is closed-ended questionnaire in the form of Likert scale and one open-ended question about their problems to explore question number 7. **Table 1** shows the students' attitude on each statement in the questionnaire.

From the table shown, it can be seen that: 1) Most of the students enjoyed English class; 2) More than half of the students want to able to communicate in English; 3) Most of the students could understand the explanation by using webinar; 4) Most of them would like to use their English on Webinar; 5) More than half of the students or sixty-two percent of the students agree that they can speak English better by using webinar; 6) The students felt that webinar makes them more confident than use conventional teaching; 7) Some of the students here were not sure that webinar is easy to use; 8) Most of the students agreed that English will help them find a job; 9) Most of the students studying English because it is a compulsory subject in the university; 10) Most of the students were nervous when they answer or give presentation in English class; 11) Most of the students worried when they are doing worse than my classmates in English class.;12) Most of the students answered Unsure and disagree to this statement. Overall, the results indicate that they were not feeling anxious on English class.

Moreover, there are several difficulties found in using webinar in teaching speaking. The difficulties are: 1) Low signal in the remote areas in east Java make the students has difficulty in log in/ join to webinar class. 2) Some of the students can not show their PowerPoint slide by using their Google account due to internet signal, otherwise they are showing their PowerPoint though their friends' account and 3) Some of the students need much time to express their voice due to technical problem on their headset.

Regarding the positive responses on the students' answers, webinar class in this language learning context contributes to their learning positively. This is in line with [Sweeney \(2009\)](#). Furthermore, the barriers found in the webinar class support [Cigognini et al.](#)'s arguments concerning the distraction in

TABLE 1 | Students' Response toward Questionnaire

Item #	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I enjoy the English class	37.5%	50%	11.3%	1.3%	-
2	I want to be able to communicate in English	50%	32.5%	17.5%	-	-
3	I understand the explanation on webinar	13.6%	54.3%	28.4%	2.5%	1.2%
4	I'd like to use the English that I have learned in webinar	16%	56.8%	23.5%	3.7%	-
5	I can speak English better by using Webinar	17.3%	45.7%	32.1%	4.9%	-
6	I feel more confident when I give presentation in English	32.1%	39.5%	23.5%	4.9%	-
7	I find difficulties in using webinar	-	79%	8.6%	11.1%	1.2%
8	I feel webinar is easy to use	22.2%	34.6%	32.1%	4.9%	6.2%
9	I think speak in English will help me to find a job	60.5%	22.2%	16%	1.2%	-
10	I am nervous when I answer or give presentation in English class	19.8%	30.9%	37%	9.9%	2.5%
11	I am somehow always anxious on English class	8.6%	24.7%	37%	17.3%	12.3%
12	I am studying English because it's a compulsory subject in the university	25.9%	34.6%	22.2%	11.1%	6.2%
13	I get worried when I'm doing worse than my classmates in English class	19.8%	27.2%	38.3%	9.9%	4.9%

its use. Optimal internet access is the main issue for this [Gegenfurtner et al. \(2020\)](#)

CONCLUSION

The conclusion in this study is that there is an improvement on the speaking score with webinar using on the two from three classes observed. It is drawn from the score of the pre-test and post-test score. From the comparison of the pre-test score and post test score it can be drawn that there is an increase on post test score on two from three classes observed. This is in accordance with [Robinson \(2015\)](#) who said that there is noteworthy distinction in the last grades and finish paces of understudies who joined in or saw an online class versus the individuals who didn't. In opposite, the last class watched has no enhancement for their post test score.

Practically, the findings of this study are likely able to give positive contribution and technology using experience to all English teachers as well as the students. This finding is to support English teachers in Indonesian universities or colleges level to have an option to deliver their material in long distance using technology and how to overcome the barriers. In general, the teacher can use webinar in teaching speaking to increase the students' communicative competence.

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