MALE AND FEMALE STUDENTS' PERCEPTIONS TOWARD THE IMPLEMENTATION OF VIDEO CONFERENCE AS A DISTANCE LEARNING MEDIA THAT ENHANCES TEACHERS' PRODUCTIVITIES

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Abstract

This paper reports the implementation of video conference as a distance learning media that enhances teachers' productivities in teaching English in a state high school in Tasikmalaya, West Java. To give much greater size sample, this study took two sample classes with the overall fifty-six students participated in this study by using cluster sampling technique. This study employed a qualitative research design focusing on the survey study method. A self-administration of twenty questionnaires provided to identify the distinctions perceptions between male and female students thought. The findings revealed that despite some limitation, the teaching and learning process with video conferencing was successful, then male students appear more favorably and react positively compared to female students. By having more positive responses, video conferencing proven to enhance teachers' productivities. More significantly, students argue on its advantages and disadvantages of video conferencing that was undertaken by interview. The advantages of video conference such as video conference could connect between teachers and students wherever they are, video conference alow them to access lessons with teachers separately, video conference motivated, video conference enhances teachers' role, responsibility, creativity, and students' insights and learning experiences using new learning systems. Besides, video conference also has weaknesses or disadvantages when it is applied such as interactions limits, unstable internet connections, unclear sounds, video delay, and background noises. This can be noted that today learning and teaching process can benefit from using video conference as a distance learning media

that teachers can used to improve their productivity, as well as substitution for teachers' absences in the classroom, so that learning can be done, and teacher productivity maintained wherever they are.

INTRODUCTION

Technology is very useful for all over people activities, and information technology may assist in the facilitation of learning or serve as the actual educational structure that allows learning to occur. Information technology benefits both traditional education institutions and online educational models in fundamental ways. According to Lever-Duffy & McDonald (2011), "educational technology might include media, models, projected and non-projected visual, as well as audio, video and digital media" and are likely to "confine educational technology primarily to computers, computer peripheral and related software used for teaching and learning". Technology in education is commonly used to enhance the instructions by the facilitator in the classroom.

Productivity may be the central problem for the education and educational research. Recent research according to Rockoff (2004) consistently finds that "teachers' productivities is the most important component of a school's effect on students' learning and that there is considerable heterogeneity in teachers' productivities within and across schools". Failure to deal succesfully with this issue must inevitably lead to continued reduction in the real income and components of teachers. Technology has made it easy to study as well as teach in distance in groups or in clusters, to reach learners wherever they are. In order to improve productivity in distance education, learning and teaching process needs to use a series of electronic equipment or learning media that can make learning and teaching process effectifely and efficiently. Donald (2010) defines that in distance education system, teachers and learners are physically separated and the instructional materials are delivered via telecommunication systems, such as CDs, radio, telepohone, e-mails, chatrooms, website, and video conferencing.

This study attempts to find out the students perceptions of video conferencing in high school level to see whether it can be as a distance learning tool that enhances teachers productivities, because it was found that the teachers still had problems with the productivities, when the teachers are unable to attend and engage with their students directly in the classroom, which may be attributable to the loss of teachers' productivities and students' achievements in the classroom. Meanwhile, in this research video

conferencing technology can be used to bridge this gap, by bringing teachers and learners face-to-face virtually in real time, that enriches the teachers' productivities in distance learning process in ways that cannot easily be achieved by other means.

METHOD

The research method used in this study was qualitative research method. Creswell (2014, p.232) defines that qualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research. Although the processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs. Based on the objective and the problems of this research, the writer decided to use survey study method. According to Nunan and Bailey (2009, p.25), "the overall purpose of a survey is to obtain a snapshot of conditions, attitudes, and/or events of an entire population at a single point in time by collecting data from a sample drawn from that population". Survey study involves systematically gathering enough informations about a particular person, social setting, event, to permit the research to effectively understand how the procces and how the conclusion of the research.

As the data sources, this study was conducted in one of Senior High Schools in Tasikmalaya, West Java. The participants of this study was two sample classes of the eleventh grade of scince class (MIPA-2) which consist of thirty-two students, where there are fifteen male students and seventeen female students, and the eleventh grade of social science class (IPS-1) which consist of twenty-four students, where there are fourteen female students and ten male students in the sample classroom. Overall, there were fifty-six students participated in this survey.

The video-conference based lecture was delivered by teachers separated from the classroom in different locations. To answer the research question, the questionnaires and the interviews were used as the data collection techniques. The questionnaire session was given after three times meeting and implemented after the live lecture to find out their perceptions of video conferencing. The questionnaire were adapted from the ones' in Martin's study (2005). Twenty item of ten positive statement and ten negative statement includes about students' interests, motivation, expectations, ineffectiveness and difficulties of video conference itself were provided. Then the interview session was given after answering the questionnaire. The four survey questions of interview were given in focus group interview.

The likert-scale questionnaire items analyzed by using quantification in form of percentage computation as suggested by Hatch and Lazaraton (1991, p.136), the formula of the percentage was as follows:

Proportion = $\dfrac{\text{Number of Frequency}}{\text{Total Number}}$ x 100

Whereas survey questions were analyzed by coding the obtained data, and then transcribing the data to get the answer of the second research questions.

FINDINGS AND DISCUSSION

In the questionnaire session, almost male students from two sample classes stated that they had positive perceptions of a video conference based lecture than female students. In term of the first positive questionnaire, "*I feel happy learning with video conferencing in the classroom*". From the total number of 15 science male students (MIPA), 8 (53.3%) students voted agree, from the total number of 10 social science male students (IPS), 7 (70%) students voted strongly agree, from the total number of 17 science female students (MIPA), 12 (70.6%) students voted neutral, and from the total number of 14 social science female students (IPS), 11 (78.5%) students voted neutral too. It clearly shows that male students react positively.

The second questionnaire, "*I am very concerned well to the lessons during video conferencing*", there are 7 (46.7%) of MIPA male students voted neutral, 5 (50%) of IPS male students voted agree, then 14 (82.3%) of MIPA female students voted neutral, and 9 (64.3%) IPS female students voted neutral. This results shows IPS male students almost strongly agree, and the rest were neutral to this item.

The third questionnaire, *"I am interested learning with video conferencing"*, there are 8 (53.3%) of MIPA male students chose agree, 7 (70%) of IPS male students chose strongly agree, then 12 (70.6%) of MIPA female students chose neutral, and the last 9 (64.3%) of IPS female students chose neutral. This comparison shows that male students react positively.

The forth questionnaire, "*I am more motivated to learn with video conferencing*", 9 (60%) of MIPA male students chose neutral, 8 (80%) of IPS male students chose strongly agree, then 10 (58.8%) of MIPA female students chose neutral, and the last 10 (71.4%) of IPS female students also chose neutral. This results proven that male students were motivated by video conferencing than female students.

The fifth questionnaire, "*I find it easier and focused to learn by using video conferencing*", were chose by 8 (53.3%) of MIPA male students who voted neutral, 7 (70%) of IPS male students chose agree, then 8 (47%) of MIPA female students chose neutral, and the last 7 (50%) of IPS female students also chose neutral. This results proven that one class sample of male students felt easier and focused by video conferencing than female students.

According to the sixth questionnaire, "*I get more experience when learning by using video conference*", there are 6 (40%) of MIPA male students chose strongly agree, and then there are 9 (90%) of IPS male students chose strongly agree too, the rest MIPA female students in amount of 13 (76.5) chose agree, and the last 8 (57.2%) of IPS female students chose strongly agree. This results shows that male students react strongly than female in this item.

Based on the seventh statement, "*Learning with video conferencing helped me to easily communicate with my teacher even in the distance*", 7 (46.7%) of MIPA male students answered strongly agree, 10 (100%) IPS male students answered strongly agree, then 6 (35.3) of MIPA female students answered agree, and the last 9 (64.3%) of IPS female students answered agree. This results proven that male students strongly have positive perceptions than female students to this item.

Concerning the eighth questionnaire, "*I can understand the learning well because the audio in the video conference is very clear* ", there are 10 (66.7%) of MIPA male students chose neutral, then 8 (80%) of IPS male students also chose neutral, 9 (53%) of MIPA female students chose neutral, and the last 6 (42.8%) of IPS female students chose disagree. This results shows that male students react normally than female students who assume disagree to this item.

The ninth questionnaire, "*I can understand learning well because visual effects in video conferences are very good*", it was found that 9 (60%) of MIPA male students voted neutral, 7 (70%) of IPS male students voted neutral, then 9 (53%) of MIPA female students voted neutral, and the last findings there are 7 (50%) of IPS female students voted neutral. This results confirmed that male and female students assume normally to this item.

The last positive questionnaire, "*The use of video conferencing in learning process can enhance the teachers' role in teaching even though it is not directly involved in the classroom*", there are almost 14 (93.3%) of MIPA male students answered strongly agree, and then the whole 10 (100%) of IPS male students answered strongly agree to this item,

also 13 (76.5%) of MIPA female students answered strongly agree, and the last 11 (78.5%) of IPS female students answered strongly agree. This results confirmed that both male and female students answered strongly agree if the use of video conference enhances teachers' productivities.

The next findings explained their negative perceptions of video conferencing, in term of the first negative questionnaire, *"Video conferencing make the classroom learning time more narrow"*, there are 7 (46.7%) of MIPA male students chose neutral, and then there are 6 (60%) of IPS male students chose neutral too, 7 (41.2%) MIPA female students chose agree, and the last there are 8 (57.2%) of IPS female students chose agree for this item. This results shows that video conferencing make the learning time narrow for female students.

The second questionnaire, "*Video conferenceing make learning ineffective because of the lack of interaction between students and teachers*", from this item, it indicated there are 6 (40%) of MIPA male students chose neutral, 5 (50%) of IPS male students chose neutral for this item, then 6 (35.3%) MIPA female students chose strongly agree, and the last there are 6 (42.8%) IPS female students chose agree. This findings confirmed that for female students, video conferencing is ineffective.

The next findings for the statement, *"The use of video conferencing makes learning in the classroom not delivered well by the teacher"*, it was found there are 7 (46.7) MIPA male students answered disagree, then 6 (60%) IPS male students answered neutral, also there are 6 (35.3%) MIPA female students answered neutral too, and the last 9 (64.3%) IPS female students answered neutral. It can be concluded that one sample class of male students still react positive than female students who chose neutral for this item. But this results confirmed that by using video conferencing how teachers conveyed lesson is normal.

The fourth questionnaire, *"The use of video conferencing is ineffective because between students and teachers cannot have face-to-face learning"*, it was found there are 9 (60%) MIPA male students voted neutral, next there are 4(40%) IPS male students also voted neutral, then 6 (35.3%) MIPA female students voted strongly agree, and the last 9 (64.3%) IPS female students voted agree to this item. This findings shows that female students react negatively for this item than male students.

The fifth questionnaire, *"The use of video conferencing makes learning not well understood by students"*, it found there are 9 (60%) of MIPA male students chose neutral,

then 6 (60%) of IPS male students also chose neutral to this item, then 10 (58.8%) of MIPA female students chose neutral, and the last 12 (85.7%) of IPS female students chose neutral too. This results inferred that both male and female students from both sample class react normally for this item.

Concerning the sixth questionnaire, *"Video conferencing requires great electricity usage"*, there are 6 (40%) MIPA male students voted disagree, then 8 (80%) IPS male students voted neutral, 8 (47%) MIPA female students voted agree, and the last there are 6 (42.8%) IPS female students voted neutral for this item. This results clearly compared that male students of the first sample class react positively than female students who voted neutral for this item. But it also confirmed that for almost students, the use of video conference need normally electricity usage.

Based on the seventh questionnaire, *"Video conferencing requires a stable internet connection"*, it was found there are 8 (53.3%) MIPA male students answered agree, then all 10 (100%) of IPS male students answered strongly agree, 10 (58.8%) MIPA female students answered agree, and the last whole 14 (100%) IPS female students answered strongly agree for this item. This findings clearly answered that for both male and female students, video conferencing need a stable internet connection.

According to the eighth questionnaire, *"I don't understand the use of video conferencing"*, it was found there are 7 (46.7%) MIPA male students chose disagree, then there are 6 (60%) IPS male students chose neutral, the next there are 10 (58.8%) MIPA female students chose agree, and the last 7 (50%) IPS female students chose neutral. From this results, it can be concluded that male students from one of sample class, react positively for this item than female. But it also confirmed that almost students from two sample classes normally understand the use of video conference.

The ninth statement, *"Presentations using video conferencing are more difficult than not using video conferencing"*, from this item, it was found there are 8 (53.3%) of MIPA male students voted agree, 7 (70%) of IPS male students voted agree, then 12 (70.6%) MIPA female students voted strongly agree, and the last 7 (50%) IPS female students voted agree. From the percentage above, it can be concluded that both male and female students felt difficult to present the presentations by using video conferencing.

The last negative questionnaire, "*The use of video conference facilities is expensive*", it was found there are 7 (46.7%) MIPA male students chose neutral, 6 (60%) IPS male students chose agree, and then almost 11 (64.7%) of MIPA female students chose strongly

agree, and the last there are 7 (50%) of IPS female students chose strongly agree too. This results inferred that for one sample class, male students felt normal for this item, another sample class both male and female students assumes agree that the use of video conference facilities is expensive.

From all the findings concerning the first research question, it can be concluded that between male and female students from both two sample classes, it indicates that male students appear more favorably and react positively compared to female students. By having more positive responses, video conferencing proven to enhance teachers' productivities.

Also, a depth information appear to be as important to gain more in-depth information and continuous responses to explore the advantages and its disadvantages of video conferencing that have been undertaken by interviewing the students. The findings revealed more significantly, students argue the main advantages and disadvantages of video conference for education. The advantages of video conference such as video conference could connect between teachers and students wherever they are, video conference alow them to access lessons with teachers separately, video conference motivated them to learn, video conference enhances teachers' role, responsibility, creativity, and students' insights and learning experiences using new learning systems as said by one of group interviewee : "*We can add our motivation because many technology that can be used to study, video conference add our experience too*". Besides, video conference also has weaknesses or disadvantages when it is applied such as interactions limits, unstable internet connections, unclear sounds, video delay, and background noises, as another one group said: "*Sometimes there is a disturbing sound from the teachers' video and it is disturb us*".

This can be noted that today learning and teaching process can benefit from using video conference as a distance learning media that teachers can used to improve their productivity, as well as substitution for teachers' absences in the classroom, so that learning can be done, and teacher productivity maintained wherever they are.

CONCLUSIONS

In conclusion, by having more positive responses in this research, the writer argues that the implementation of video conference as a distance learning media proven to enhance teachers' productivities. Regarding the research question about the advantages and

disadvantages of video conference, the writer states that the students generally pleased and have a high enthusiasm in video conferencing.

Refering the conclusion above, the writer suggests to the institution, teachers, the students, and the further researchers who will doing the research in the same field. For the institution, the school should attempt to facilitate the teaching and learning activities, especially for English lesson which require conductive conditions such as a competent teacher, appropriate teaching media such as; Laptop, in focus, active speaker, etc. In order to get the effective result of teaching and learning process.

For the teachers, it is very important and needs to be done, to have some strategies and the technique when the teacher could not come to the classroom and give a direct teaching and learning process. Therefore, it is very important for the teachers to have a variety of teaching add or tools that can helps students to keep teaching even though teachers cannot teach directly in the classroom.

Last, the result of this research provides a significant improvement of teachers' productivities by using video conferencing. In this regard, video conferencing may gain credence as a valid educational resource, so video conferencing can be implemented as a distance learning media that enhances teacher' productivities . Finally, the writer recommends for further researchers who want to conduct the same research, should conduct the research in longer period to get more accurate data.

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APPENDIX

Questionnaire

You are kindly requested to give an opinion on your attitude in English learning using video conference. This questionnaire is not a test. There is no right or wrong answer to the statement, your answer will not affect the value of your lesson. However, the information you provide will be invaluable for improvements in learning (English). After you have carefully read a statement, decide how you think about the statement carefully. Decide what you think of the statement by writing a checklist on the statement that is consistent with your opinion:

Strongly Agree   : SA
Agree   : A
Neither   : NT
Disagree   : D
Strongly Disagree : SD
Good luck and answer honestly. I do not forget to say thank you.

Name:
Class:

No	Statement	SA	A	N	D	SD
1.	I feel happy learning with video conferencing in the classroom.					
2.	I am very concerned well to the lessons during video conferencing					
3.	I am interested learning with video conferencing.					
4.	I am more motivated to learn when video conferencing.					
5.	I find it easier and focused to learn by using video conferencing.					
6.	I get more experience when learning by using video conference.					
7.	Learning with video conferencing helped me to easily communicate with my teacher even in the distance.					
8.	I can understand the learning well because the audio in the video conference is very clear.					
9.	I can understand learning well because visual effects in video conferences are very good.					
10.	The use of video conferencing in learning process can enhance the teachers' role in teaching even though it is not directly involved in the classroom.					

11.	Video conferencing make the classroom learning time more narrow.					
12.	Video conferenceing make learning ineffective because of the lack of interaction between students and teachers.					
13.	The use of video conferencing makes learning in the classroom not delivered well by the teacher.					
14.	The use of video conferencing is ineffective because between students and teachers cannot have face face-to-face learning.					
15.	The use of video conferencing makes learning not well understood by students.					
16.	Video conferencing requires great electricity usage.					
17.	Video conferencing requires a stable internet connection.					
18.	I don't understand the use of video conferencing.					
19.	Presentations using video conferencing are more difficult than not using video conferencing.					
20.	The use of video conference facilities is expensive.					

Interview

Interview Questions:

1. Do you feel happy learning with video conferencing?
2. What factors make you happy and / or unhappy learning with video conferencing?
3. Do you think the teacher has successfully delivered learning and teaching process through video conferencing?
4. Do you think that there is an increase on how the teachers teach using video conferencing?