

**THE USE OF VOKI AS A MEDIA TO SUPPORT
THE ENHANCEMENT OF FIRST GRADE STUDENTS' SPEAKING SKILLS
AT SMPN 4 TAMBUN SELATAN**

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Abstract

Speaking skill is very crucial for every human being in order to be able to communicate and deliver his or her thoughts among themselves. However, many people around the world speak in vary languages; it depends on their origin. Consequently, many or most of them do not master or able to speak in those languages. So that, people around the world agreed to use some languages as international languages. These languages used as a medium of communication by people whose native languages are different or not mutually intelligible; people are used to say those languages as Lingua Francas. There are some languages that included in Lingua Francas i.e, English.

This research is aimed to investigate and explore the use of VOKI to support the enhancement of first grade students' speaking skills at SMPN 4 Tambun Selatan, Bekasi.

The method used in this research is qualitative approach, and it applied Research and Development technique. In this case, the writer collected the data by using observation, structural interview, questionnaire and documentation. The interview was done for the students of first grade students' speaking skills at SMPN 4 Tambun Selatan, Bekasi.

Based on the result of the research, it was found that there were several factors which influence students' inabilities to speak in English properly, they were students' speaking ability was low or poor, time limitation, uncomfortable feeling in learning English, lack of motivation, lack of exposures, insufficient materials, and did not know how to start speaking, and lack of feedback. In addition, it was also found that Voki had some features that could be used to solve those problems of the research, the problems of students in speaking English properly. This research can be concluded that the use of Voki as a media to enhance students' speaking skills to promote the extensive learning at SLTPN 4 Tambun Selatan is useful. It is proven by several problems that hinder the teaching learning process are solved.

Key words: *speaking skill, social media, voki*

A. Background of the Problems

Undeniably, speaking skill is very crucial for every human being in order to be able to communicate and deliver his or her thoughts among themselves. Without speaking, human will only be able to deliver his or her thoughts through text, symbol, and gestures. However, many people around the world speak in vary languages; it depends on their origin. Based on Summer Institute of Linguistics (SIL) the most extensive catalog of the world's languages, generally taken to be as authoritative as any, is that of Ethnologue (published by SIL International), whose detailed classified list as of 2009 included **6,909 distinct languages**.¹ Consequently, many or most of them do not master or able to speak in those languages. So that, people around the world agreed to use some languages as international languages. These languages used as a medium of communication by people whose native languages are different or not mutually intelligible; people are used to say those languages as Lingua Francas. There are some languages that included in Lingua Francas i.e, English. Indonesia, one of the countries around the world that takes and emphasizes English as its foreign or international language intended its people to be able to master English as best as possible. It is proven by many Courses and Universities that hold English as their major. Furthermore, the importance of

¹Anderson Stephen. *How many languages are there in the world?* <https://www.linguisticsociety.org/content/how-many-languages-are-there-world>.

English becomes more urgent to Indonesia nowadays, since it will face Asian Economic Society Era in 2020 when every person is required to be able to communicate using international language. However, in order to be able to master English, a person must learn English intensively. It is because mastering English is not something that can be achieved in the blink of an eye; it has to be learnt continuously and as early as possible.

Nevertheless, in fact, many difficulties that may hinder students in learning English, especially in acquiring speaking skills. Therefore, many courses in speaking skills have occur and have a prominent place today. Ever-growing needs for fluency in English because of the role of English as the world's international language, have given priority to finding more effective ways to teach English. It is therefore timely to review what our current assumptions and practices are concerning the teaching of these crucial language skills. ²Speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetition-based methodologies of the 1970s. The emergence of communicative language teaching in the 1980s led to changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skills today. Grammar-based syllabuses were replaced by communicative ones built around notions, functions, skills, tasks, and other non-grammatical units of organization. Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English. In so doing, learners would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills.

As the enhancement of technological development, it has brought about advocacy in certain field, particularly in language learning pedagogy. This enforces educators to adjust and synchronizes the methodology with technology. However, this transformation is to be respected as a breakthrough, a leap forward for a better education. VOKI, an educational tool that allows users to create their very own talking character. Voki is created by Oddcast and is located in New York City. Voki characters can be customized to look like historical figures, cartoons, animals, and even yourself! Give your Voki a voice by recording with a microphone, using our dial-in number, or uploading an audio file. Voki characters can be emailed, shared on social media, and embedded on websites!

B. Research Problems

In line with background of the problems above, below are the writer addresses the following research questions:

1. What factors do influence the students' inabilities to speak in English properly?
2. How is Voki used to solve the problem of limited time?
3. How is Voki used to improve students' motivation in speaking English properly?
4. How is Voki used to give exposures to students in speaking English properly?
5. How is Voki used to deliver feedback to students in speaking English properly?

C. Objectives of the Study

Given the formulation of the research questions, the objectives of this study are to investigate:

1. What factors do influence the students' inabilities to write an academic paragraph properly.
2. The way or method how Voki is used to solve the problem of limited time.
3. The way or method how Voki is used to improve students' motivation.
4. The way or method how Voki is used to give exposures to students.
5. The way or method how Voki is used to deliver feedback to students.

D. Significances of the Study

In accordance with the formulation of the research question, the results of this current study is expected to be benefit either for theoretically or practically.

²Richards Jack. *Listening and speaking skills remain as important as ever for today's English speakers* <http://www.cambridge.org/elt/blog/2016/01/05/teaching-listening-speaking-theory-practice/> Published 5 January 2016

1. Theoretically, the finding of this study will be useful for improving or enhancing the use of VOKI as a media to support the enhancement of students' speaking skills, so the students will have exposures as much as possible and be able to speak fluently.
2. Practically, the finding of this study also will be useful for those who will be needed:
 - a. Teachers.
To improve their teaching method and technique.
 - b. Students.
To enhance their motivation.
 - c. Institution.
To improve its teachers' skills, its facilities, and its services.
 - d. Other writers.
To conduct the further research(s), particularly in the related area.

E. Limitation of the Problems

This research is focused on the strategy of how VOKI as a media is used to support the enhancement of students' speaking skills.

F. FRAME OF THEORIES

This section discusses related literature that will help and guide the writer to understand and to support the current study that is being investigated.

Concept of speaking skill

Speaking is an activity of delivering message, thought, ideas, and feelings, it occurs between speaker and listener orally. In hence, the main idea of speaking is that speakers is communicating their message to the listeners. In this situation, the speaker and listener should have same level of understanding. The speaker produces sounds that involved the ideas, feelings and thought, and the listener will receive, process, and response them. Svennevig³ argues "in all communication or conversation two people are exchanging information or they have a communication or conversation need." It means that the reason for the people to communicate and share knowledge with other is to tell people what they know, feel, and think.

The Concept of ICT in Education

Margaret states that ICT (information and communications technology - or technologies) is an umbrella that involves any communication device, tool or application. For example, radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the several services and applications related to them, such as videoconferencing and distance learning.⁴

Moreover, ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. ICT in education means teaching and learning with ICT. Worldwide research⁵ has shown "ICT can lead to improved student learning and better teaching methods". A report made by the National Institute of Multimedia Education in Japan, proved that an increase in student exposure to educational ICT through curriculum

In sum, ICT in education is technology or device used to manage information and aid communication for the purpose of education. In addition, the use of ICT in education is not only to improve the effectiveness and quality of the learning and better teaching methods, but also more importantly to enhance the mastery of ICT for teacher and student as a life skill in the era of rapidly changing and progressing technology.

³Svennevig, J., 2000. *Getting acquainted in conversation: a study of initial interactions* (Vol. 64). John Benjamins Publishing.

⁴Margaret Rouse. *ICT (information and communications technology-or technologies)* <http://searchcio.techtarget.com/definition/ICT-information-and-communications-technology-or-technologies>. (Accessed July 02, 2014).

⁵UNESCO. 2013. *ICT in Education*. <http://www.unesco.org/new/en/unesco/themes/icts/>. (Accessed December01, 2013).

The Concept of Internet-based Language Learning

The findings of recent studies showed that online learning and instruction had positive impacts on language learning. For instance, Conroy⁶ concluded “Internet based or assisted language learning could support students in independent language learning and academic writing because these students were enthusiastic and reasonably competent users of Internet-based tools and techniques”.

As pointed by Lee & Woods⁷ “In this sense, web-based, technology-enhanced learning seem to be able to stimulate, and supported the learning process and enhanced learning outcomes.” In addition to Conroy and Wang, Shih⁸ also gave a statement to the issue “Technology-enhanced learning through web pages supported learners by such ways as facilitating and providing feedback or assessment, thereby reducing the effort expended on organizational issues and improving learning effectiveness.” Hence, the advantages of web-based features in teaching learning have been proved by many experts and writers. However, the writer still needs to know what might happen to students’ learning atmosphere when they use the web-based in VOKI.

The Concept of Animation

In this session, the writer will apply the broad definition of animation used by Bétrancourt & Tversky (2000), i.e., animation is considered to be “series of frames so each frame appears as an alternation of the previous one” (p. 313). Typically, each frame exists only transiently to be replaced by subsequent frames, such that the dimension used to represent time in the representation is time. I also include animations that are under system or learner control. However, as with Mayer & Moreno (2002), video is excluded from the definition – as video shows the motion of real objects and animation is considered to show the motion of simulated objects.

The Concept of VOKI

Voki is a fun tool that students can use for homework, classwork or projects. Customize their appearance and what they say, and share with others! Also, it is a free service that lets teacher creates a talking avatar to help students share their learning. The other excellent feature is that it can then be embedded onto a blog or Wikispace. In addition, Voki has Classroom as well. Voki Classroom is a student assignment management system for Voki. With Voki Classroom, teachers are able to control their students' privacy settings.

1. The Advantage of VOKI in Teaching Speaking

Voki gives teacher the opportunity to engage students in any topic area through a simple to use and free resource available anytime and anywhere for almost any purpose. There are some advantages that VOKI provides:

- Getting students to share their learning
- Getting feedback from students
- Getting students to add a more human feel to their blog or wiki
- Foreign language speakers to express views and opinions easier
- Engaging and hooking students into a subject or topic
- Interacting with students on a global level (e.g. quad blogging)
- Practising and listening to their presentations (e.g. pronunciation)

⁶Conroy M. A. 2010. *Internet tools for language learning: University students taking control of their writing*. Australasian Journal of Educational Technology, 26(6), 861-882. <http://www.ascilite.org.au/ajet/ajet26/conroy.html>(accessed November 12, 2012).

⁷Lee S. E. & Woods K. J. 2010. *Using contemporary topics and Internet resources to stimulate student-centred learning*. Australasian Journal of Educational Technology,26(6),775-790.<http://www.ascilite.org.au/ajet/ajet26/lee.html> (accessed November 12, 2012).

⁸Shih R. C. 2010. *Blended learning using video-based blogs: Public speaking for English as second language students*. Australasian Journal of Educational Technology, 26(6), 883-897.<http://www.ascilite.org.au/ajet/ajet26/shih.html>(accessed November 12, 2012).

G. RESEARCH METHOD

Research Design

In conducting this research, the writer applied a qualitative approach. Through qualitative approach, the writer was able to obtain a fresh view of the data, to progress from initial description through the process of breaking data down into bits, and to see how these bits interconnected to a new account based on the writer's reconceptualization of the data. The writer broke down the data in order to classify it: the concepts which created or employed in classifying the data, the connections that had been made between these concepts, and finally provided the basis of a fresh description. Furthermore, the writer applied Educational Research and Development (R & D) technique in investigating the use of VOKI as a media to support the enhancement of students' speaking skills on this current study. It was because the writer wanted to find out, to provide, and then to apply the best learning opportunities that students have.

Borg and Gall⁹ provide several steps or procedure that must be applied in order to meet the maximum requirements in this approach. The steps are 1. Research and information collecting, 2. Planning, 3. Develop preliminary form of product, 4. Preliminary field testing, 5. Main product revision, 6. Main field testing, 7. Operational product revision, 8. Operational field testing, 9. Final product revision and 10. Dissemination and implementation.

Research Participants

The participants to be researched in this study were the first grade students of SMPN 4 Tambun Selatan. The students were graduations of public and private elementary school. Furthermore, there are twenty five students at the first grade (17 male and 14 female), yet the writer only chose thirteen of them randomly as the resource of the data.

Data Collecting Techniques

In this section, the writer elaborated and visualized the data collection as a series of interconnected activities. Data collection was aimed to gather useful information to answer the research questions of the study. The steps of data collection was called the "cycle". It started from locating site or individual, acquiring access and making rapport, purposefully sampling, collecting data, recording information, resolving field issues, and storing data. The steps of data collection were as follows:

1. Locating site or individual. In this step, the writer was required to find people or places to explore or to be researched. The site of this study was at SMPN 4 Tambun Selatan which is located in Bekasi.
2. Access and Rapport. This step was very essential to provide good data for the research. Suparman "several steps to get access to the site were required, such as: permissions, need the accelerated or full review, and qualitative project description." However, because of the writer was a lecturer at that institution, the writer did not have to do all those things.
3. Purposeful Sampling Strategy. The purpose of this step was to make the writer had a clear idea in his mind and supplied the rationales for his decisions.
4. Forms of Data. The last step explained that there were several types of information to be collected in qualitative research. The types were as follows: observation, interview, documents, audio-visual materials, journaling in narrative storytelling, observing through videotapes, and photographs.

Furthermore, the writer also did some several steps in order to get more valuable and reliable data. Those steps were interview, observation, and documentation.

Data Analysis

The data of this research were gathered from students' activities in class while they were performing their speaking skills. Furthermore, in analyzing the data of the study, there were several steps that must be accomplished by the writer, they were Organizing, Decoding, Classifying data, Reducing data, and Cross checking (Triangulation).

⁹Meredith D. Gall, Joyce P. Gall, Walter R. Borg. 2003. *Educational Research. An introduction*. USA: Pearson Education Inc. p. 775

H. RESULT AND DISCUSSION

Students' Speaking Test

Based on the data of pre-observation (students' speaking test), it was found that the students had some difficulties in speaking English: organization, content (idea), sentence problem, vocabulary, and dialect.

Interview Based Data

As mentioned in chapter three, interview is an important thing in collecting the data of the research, especially for the qualitative research. Moreover, the interview was held in two different occasions: first, the interview to get the preliminary data of the research, and it was held at the beginning of the research and the second one was the interview to get the information about the use of Voki as a media to support students' extensive learning, and it was held at the end of this research.

The first interview was to get the preliminary data of the research. The writer interviewed the participants in class privately, so that the writer could get the reliable information (answers) or data for the research. Moreover, the information contained in this interview will be elaborated in the next following explanation.

1. First is the grade. As written in the title of the research, the grade of the students or the participants was the first grade of Junior High.
2. Next is how the students prepare their speaking (English) class. Based on the data of the interview, the data informed that most of the students did not make any significant preparation(s) for their speaking (English) class.
3. The books. Students argued that they had a book entitled "*English for Junior High*". It was the only book they had to learn English in class; it is included all skills: speaking, reading, listening, and writing. On the other hand, the students did not have any specific book to learn how to speak English.
4. How the teacher evaluates their learning. Based on the data of the interview, most of the students answered that the assignment they received was rarely to have evaluation or discussion.
5. The condition of their class. Based on the data of the interview, many of the students stated that the class was not interesting, they were easily to get stuck when they tried to make sentences (tenses), the class (lessons) is difficult, and those caused the students felt uncomfortable during the lessons
6. How many hours of English class do the students receive in a week. Based on the students' answers, the data informed that the students only received two hours a week for English class, and it was on Wednesday. It means that the student did not always have speaking class every week.
7. Students stated that the internet was really helpful in finding the additional explanation of the lesson when they were in the classroom because they had unlimited sources
8. How they feel about the English class. According to the students' answers, most of them stated that they were not motivated in their class and easily to get bored
9. The assignments they usually received from the teacher, most of the students argued that they were usually asked by the teacher to make some sentences for some tenses at the end of their class. However, they never had assignments for speaking skills.
10. How English interact them in class. Related to the question, most of the students stated that they found nothing that could interact them in English class. However, when they felt stuck or did not know what to learn, the only thing could help (attract) them was the internet.
11. Kind of exposure or exercise do the students usually do in their recess time. Based on the students' answers, it was found that most of the students were rarely to learn speaking outside their class or in their recess time. They stated that they had no place to learn speaking and they did not know what to learn .

The second interview was held to get the information of how VOKI is used as a media to support the students' extensive learning. In other words, the information of the second interview could be used to support and strengthen the data from observation. Furthermore, the information contained in this interview were: the information of students' knowledge of VOKI itself, what students' feel while they were using VOKI, the difficulties in using VOKI, the effectiveness of VOKI as a media to support their extensive learning, and students' opinion about VOKI as a media to support their extensive learning.

1. the information of students' knowledge of VOKI itself. Based on the students' answers, it was stated that there was no student who knew about the VOKI at the first time.
2. What the students feel while they were using VOKI. The data informed that the students felt so safe and secured when they practiced with VOKI. They stated that it was really helpful because there are some accents and genders in voki. So they can imitate and accent from native.
3. The difficulties. At the first phase (stage), there were two students who found difficulties in using VOKI while the writer was explaining it in class. They stated that it was because they were not familiar with the terms in VOKI. However, in next following observation (outside the classroom) those students were able to follow the directions, and they always submit the assignment on time.
4. students' opinion about VOKI as a media to support their extensive learning. Although at the first phase (stage), there were two students who found difficulties in using VOKI, yet at the end of the learning, all of the students stated that VOKI did really work in helping them to learn English outside the classroom or in their home, especially in speaking. They informed that learning through VOKI was so fun.

Observation Based Data

The observation was conducted in two different places, they were when the students in classroom and while the students were using VOKI as a media to support the extensive learning (in their recess time). In other words, the observation was gathered inside and outside the classroom.

Based on the data of the observation, it was found that VOKI could be used to solve the problem of time limitation. It was proven by the additional time that students had in learning English, especially in speaking through VOKI. The procedure of the writer in using VOKI as a media to support the extensive learning was by giving the students daily assignment. Daily assignment that was given to the students was aimed to make them got more exposures because they received insufficient time in learning how to speak in English and to make them becoming the autonomous learners at the end of the learning. The assignments they had submitted then checked by the writer. Furthermore, every time the students made mistake on their assignment, soon the writer gave them evaluation or feedback in VOKI. In short, the writer observed the use of VOKI through students' activities and progress using their assignments and works that they had submitted into VOKI daily.

Furthermore, based on the data of the observation, the students seemed easily to learn English using VOKI at the first time; it was proven by the time they submitted the assignment in time even though there were still some mistakes in their answers. Moreover, after the process in using VOKI for days by the students, it could be seen that the students were getting familiar, easy, interact, and interested in using it as a media to support their learning each day. It was proven when they asked the writer to confirm and to find more related sources from other networks, and put them into VOKI.

In addition, to make them more attracted and excited in speaking, the writer also created the assignment in sequent pictures (picture qued). It was because they were easily to get bored and stuck when they tried to make their speaking and they do not know what to speak. Also, the writer put some links into VOKI related to the topic (lessons).

I. DISCUSSION

1. Factors influencing the students' inabilities to speak English properly.

Based on the result of the study, it was found that there were several factors which influenced students' inabilities to speak English properly. (1) "students' speaking ability was low or poor," (2) "students had limited time in learning English," (3) "students felt uncomfortable in learning English,"

(4) “students were not motivated to learn English,” (5) “students were lack of exposures,” (6) “students got insufficient materials,” (7) “students did not know how to start speaking,” and (8) “students are lack of feedback”.

First, students’ speaking ability was low or poor. The data informed that most of the participants in this research had low ability in speaking English properly. It was because they never had a chance to learn how to speak in English when they were in primary school. Most of the students just learnt English from tiny book called (*Lembar Kerja Siswa*) LKS.

Next was students had limited time in learning English. The school only gave two hours a week to learn how to learn English. Meanwhile, for human, several hours a week is not enough to learn a language. Since, the language that was being learned was a foreign language, it would be more difficult, more procedures, and more time for students (adults) to acquire that language. Krashen¹⁰ recognizes “adults have two different ways to develop competence in a language: language acquisition and language learning”. First is Language acquisition. In other book, Dulay *et al* also claim Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a feel for correctness. In non-technical language, acquisition is picking-up a language.¹¹ The other one is Language learning. Language learning refers to Brown⁸⁰ is the "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them." Thus language learning can be compared to learning about a language. In other words, the length of the process of human in acquiring language is not something that can be achieved in hours. So that, in this case, the extensive learning (learning outside the classroom) was really suitable for them, since they only received two to four hours per week to learn English, and it included all four skills.

Moreover, the third factor was students felt uncomfortable in learning English. From the data of the research, it was obviously seen that they were easily got bored in class when they were studying English. Nevertheless, the factor was because the subject was so tedious which led to the uncomfortable environment. However, when students felt uncomfortable in their learning, they wouldn’t respond well to the teacher and the material or they just sit still in a chair for six hours per day and acquired nothing. In other words, students learnt nothing. Mc Robbie at all¹² define “the nature of the Classroom Learning Environment and psycho-social interactions can make a difference in how the students learn and achieve their goals”. It is because, most of the learning process takes place there. They learn through exploration and discovery using their senses to support their natural curiosity and desire to learn. Providing the feeling of security and pleasure. If the student feels uncomfortable of the classroom conditions, then they will have less concentration on the lesson and so they get a little information only.

Furthermore, the fourth problem was students were not motivated to learn English. In line with the third problem, it was found that the reason of why students were not motivated in their learning was because of the tedious subject, for they only had one book to learn speaking. In addition, most of the teachers or lecturers only ask the students to do task that was printed in text book. In line with the previous explanation, Stephen Krashen argued that the teachers should use authentic materials. For example, feature movies, newspapers and magazines, and popular fiction, rather than the ESL textbooks and the like. It was because boredom could be reduced likely with these authentic materials, since they were the kinds of things that common people enjoyed in real life¹³

The fifth problem was students were lack of exposures. In accordance to the problem of limited time in learning English, especially for speaking, many students got insufficient exposures to the discussion because of the limited time. It seemed that they only practiced and had exposures in speaking when they were in classroom, yet outside the classroom they did not have any significance exposures that could make them kept practicing on the discussion; meanwhile, speaking is difficult process to learn and a hard skill to teach. As we have known, speaking needs a lot of practices and

¹⁰Stephen D. Krashen. 1981. *Second Language Acquisition and Second Language Learning*. California: Pergamon Press Inc. P. 1-2

¹¹Dulay Heidi, Marina Burt and Stephen Krashen. 1982. *Language Two*. New York: OUP.

¹²McRobbie, C.J., Roth, M.W., & Lucas, K.B. 1997. *Multiple learning environments in a physics classroom*. *International Journal of Educational Research*, 27, 333-342.

¹³Krashen, *loc.cit.*

exposures for someone in order to be able to speak in English. As pointed by Dr. Sulzberger from the Victoria University of Wellington, New Zealand, he claims that our brain required to learn and understand a new language, and it will develop and improve automatically from exposure(s) to the language. Then he came across a simple answer: extensive exposure to the language.¹⁴

In addition to five problems above, another problem that occurred from the data of the research was the insufficient materials that students had. In some schools, the textbook becomes the most important source. United Nations Educational, Scientific and Cultural Organization (UNESCO)¹⁵ writes “without the textbook, skills, concepts and content required by the curriculum cannot be taught”. In the absence of any other widely available sources of information, the textbook also becomes the most important and often the only source of content and pedagogic information for the teacher. However, in this school (class) they only had one textbook for their speaking class, it was a book about all skills: speaking, reading, writing, and listening, and most of the learning process was focused on writing (tenses and grammar), and it was not a book to learn how to speak. Furthermore, based on the data of the research, it seemed that the students found some difficulties to learn English due to the insufficient learning resources they had. As the result, in Voki through the feature called library. This feature possible the students to access the material 24 hours a day.

The seventh problem was students did not know how to start speaking. People know that to speak is an easy task, yet to start speaking is the hardest part. Based on the data of the research, it was found that the reason of why students did not know how to start speaking was because they were lack of ideas and because of the condition or situation in the classroom which did not support them to start speaking. As pointed in the previous problem, to make the students interested and had more ideas, the writer gave some sequent pictures (picture qued). As the result, it seemed that the students got more ideas in speaking English properly.

The last problem that appeared from the data of the research was lack of feedback. Many students complained that the teacher was rarely evaluate their assignments, or sometimes, they have never had the feedback or discussion towards the task or the discussion they had learnt or had worked at all. The lack of feedback could be crucial especially in speaking because they needed to know what kind of mistakes they had made and how to fix them. In line with the words, Centre for Development of Teaching and Learning (CDTL), National University of Singapore¹⁶ argues “It is important for students to know how well they are doing as they learn.” The theories also supported by Gibbs and Simpson¹⁷, they argue “feedback on performance is so important; feedback to the students on their assignments was the single most powerful influence on student achievement”.

In sum, there were several factors that caused the students unable to speak in English properly: students had limited time in learning English, students felt uncomfortable in learning English, students were not motivated to learn English, students were lack of exposures, students got insufficient materials, students did not know how to start speaking and students are lack of feedback.

2. How to use Voki to solve the problem of time limitation

As mentioned in the findings, in solving the problem of time limitation, Voki has some advantages features, they are the access of files 24/7 through the cloud-based ‘Library’ and folder-sharing ‘publish’.

First is the access of files 24/7 through the cloud-based ‘Library’. Based on the result of the study, it was found that the students had insufficient time in learning English when they were in class, especially for speaking; commonly, the students had about two hours a week to learn speaking in class. However, the feature of Voki offered the access of files 24/7 through the cloud-based ‘Library’.

¹⁴Sulzberger, *loc.cit.*

¹⁵UNESCO. Basic Learning Material: chapter 4.<http://www.unesco.org/education/blm/chap4en.php>(accessed March 14, 2014)

¹⁶Students Learn Well by Doing <http://www.cdtl.nus.edu.sg/ideas/iot407.htm> CDTL 2000 – 2008 Volume 1 february 2003 acc

¹⁷Graham Gibbs & Claire Simpson. 2004. *Learning and Teaching in Higher Education, Issue 1, 2004-05: Conditions Under Which Assessment Supports Students’ Learning*. Oxford University, Open University, UK p. 17-19

In this research, students usually visited the library when they were in recess time or at home, using their phone, laptop or computer.

The other feature of Voki in solving the problem of limited time is folder-sharing 'publish'. Folder-sharing 'publish' is a feature in Voki that allows teacher and students to share their works to whoever they want. This feature possibly the teacher to put all the materials and sources into a specific folder. The folder(s) that had been put into Voki would not disappear or difficult to find because Voki has specific place for this feature. On the other hand, teacher could have folder consisted of many learning materials or works.

Moreover, based on the previous studies, there are two writers who give similar theories and findings toward the discussion, they are Thaha and Monica. Thaha¹⁸ states "learning through web 2.0 (which happens outside the classroom) can give additional information through discussions and exchange of information to students". In other words, learning outside the classroom (extensive learning) or in their recess time does really help students in solving the problem of limitation. In addition, Monica¹⁹ states "it is time to move on and make use of the technologies that can create collaboration similar to those in the physical environment". Monica realizes that learning through social media can give similar effects on students' performance, and it can be used to enhance students' quality time in learning.

3. How to use Voki to improve students' speaking motivation

In improving students' motivation in speaking properly, Voki has an interesting feature. This free service provides students and teachers the ability to personalize their avatar's voice, appearance, hair color, background and clothing. It is a simple and easy process to set up. When changes are made to a personal Voki, they are automatically updated. Voki will help motivate students, improve lesson comprehension, and increase student engagement. Teachers around the world are using Voki as a creating and collaborating tool for education. There are many lesson plans available through the use of the speaking avatars.

Undeniably, sometimes students did not know what to speak when their teacher asked them to speak in English; hence, students got bored easily, yet this feature possibly teacher to create video with their own, and used them in Voki as a media or tool to enhance students' motivation in speaking English. The objective of using this kind of method was to assess students' speaking ability responses to the appropriate context or to stimulate students' responses.

According to stempleksi²⁰ "lesson with video should be enjoyable and should provide even mediocre students with a genuine sense of achievement". It means that teaching through audio visual can make the students feel their interest quicken when language is experienced in a lively way. So that, the combination of moving pictures and sound can present language more comprehensively and more realistically than any other teaching medium.

Thus, the use of pictures and video as media to support the teaching-learning in Voki were able to improve students' motivation. Hence, the features could improve students' Speaking skills eventually.

4. How to use Voki to expose the students in speaking English properly

In giving exposures to students, Voki has some advantages characteristics, they are teachers can post assignments that are electronically submitted, a built-in survey tool can be used to check for understanding, teachers and other school personnel can create professional groups, and teachers can maintain a personal content library and share content with members.

However, the lesson, the explanation, and the assignment that was given to students as the exposures was given step by step. As pointed by Dr. Sulzberger from the Victoria University of Wellington, New Zealand, he claimed that our brain required to learn and understand a new language, and it would develop and improve automatically from exposure(s) to that language. Then he came across a simple answer: extensive exposure to the language. Meanwhile, exposure refers to the interaction that the learner gets with the language that they are trying to learn, and it often refers to the interaction outside the classroom²¹.

¹⁸Thaha, *loc.cit.*

¹⁹Monica, *loc.cit.*

²⁰Stempleksi, *loc.cit.*

²¹Sulzberger, *loc.cit.*

5. How to use Voki to provide feedback

In providing feedback, Voki has some advantages characteristics, they are teachers and students can collaborate in a secure and closed environment or group, a message board allows secure and open communication that can be monitored and controlled by the teacher, and a built-in survey tool that can be used to check for understanding. However, those characteristics are included and compiled in one feature; it is small group.

As we have known, there were some students who had different level of affective filter. So that in giving feedback, lecturer must know and consider about his affective filter or his psychological aspect, so students would not feel shame or afraid in posting their answers. According to Krashen affective Filter is the term that refer to the several of negative responsive or emotional and motivational factors that may affect the reception and processing of comprehensible input. For example, anxiety, self-consciousness, boredom, annoyance, alienation, and so on.²²

In addition, he also mentions some ways to maintain the affective filters, there are as follows: 1. we do not test students on the material they are working with. This will eliminate the main source of anxiety, 2. we do not require students to perform when they are not ready and willing to do so, 3. we use authentic materials -- feature movies, newspapers and magazines, popular fiction, etc. -- rather than ESL textbooks and the like, 4. we do not use exercises, drills, or any kind of artificial task that has no ostensible or sensible purpose other than language practice. Instead, we maintain a flow of ordinary, meaningful language about people, places, things, ideas, stories, and so on, 5. teachers function as partners and mentors (positive roles) but not as testers and judges (negative roles), 6. frequent placement testing (see below) enables us to keep students in groups that reflect their current needs and abilities, and 7. I also admitted to any mistakes I made in class or let them know that I had to go home or talk to another teacher to get answers or ideas for class.

In short, in giving feedback to the students, teachers or lecturers must notice that not all of the students have same level of the affective filter; they are different psychologically.

J. CONCLUSIONS AND SUGGESTIONS

Conclusions

The conclusions of this research will be served in five major points, as stated in the research questions, they are factors influencing students' inabilities to speak in English properly, how to use Voki to solve the problem of time limitation, how to use Voki to improve students' speaking motivation, how to use Voki to expose the students in speaking English properly, and how to use Voki to provide feedback.

a. Factors influencing students' inabilities to speak in English properly

Based on the results of the data analysis and discussion in chapter four, it can be concluded that there were several factors which influenced students' inabilities to speak in English properly, they were students had limited time in learning English, students felt uncomfortable in learning English, students were not motivated to learn English, students were lack of exposures, students got insufficient materials, students did not know how to start speaking and students were lack of feedback.

b. How to use Voki to solve the problem of time limitation

The use of Voki as a media to support the enhancement of students' speaking skills seemed useful. It is proven by the solutions that Voki served in solving the problems of the research: solving the problems of time limitation. In this part, Voki had some advantages features, they were the access of files 24/7 through the cloud-based 'Library' and folder-sharing. Those features allowed lecturer to share all contents for particular units of study with selected groups or all students, and students could access the library and folders easily for 24 hours as long as they had permission from the lecturer. However, those features and solution could be reached and accomplished because of the characteristic of the social network itself: the 24 hours a day access from everywhere.

c. How to use Voki to improve students' speaking motivation

Based on the results of the data analysis and discussion, improving students' speaking motivation could be achieved through Voki as a media to support the teaching learning activities. At this section, Voki had an interesting feature to use; it was cloud-based environment. Cloud-based environment was

²²Krashen, *loc.cit.*

a feature that allowed students and teacher to visit any link or web they wanted to visit or available on Voki itself and to post any picture and video they had. The link itself could be saved by the lecturer or students (by the permission of the lecturer) in the library or in students' profile, and it would be available to read for 24 hours a day.

d. How to use Voki to expose the students in speaking English properly

Related to the result of the data analysis, Voki proved that this features could be used as a media to support the teaching learning activities in giving exposures to students. For this point, Voki had some advantages characteristics to use, they were teachers could post assignments that are electronically submitted, a built-in survey tool that could be used to check for understanding, teachers and other school personnel could create professional groups and last, teachers could maintain a personal content library and share content with members. Furthermore, those advantages were used daily by the writer to give students exposure outside the classroom or in their recess time.

e. How to use Voki to provide feedback

At this section, based on the result of the data analysis, Voki had also some advantages characteristics in providing feedback to the students, and they were teachers and students could collaborate in a secure and closed environment or group. A message board allowed secure and open communication that could be monitored and controlled by the teacher, and a built-in survey tool that could be used to check for understanding. Amazingly, those characteristics were included and compiled in one feature; it was small group. In other word, the writer used this feature in Voki to provide the students feedback.

Suggestions

In line with the conclusions, the writer also give suggestions based on those five major points, they are factors influencing students' inabilities to speak in English properly, how to use Voki to solve the problem of time limitation, how to use Voki to improve students' speaking motivation, how to use Voki to expose the students in speaking English properly, and how to use Voki to provide feedback.

1. Factors influencing students' inabilities to speak in English properly

Related to the conclusion about the factors influencing students' inabilities to speak in English properly, the writer suggests that either the school or the teachers, they have to be more careful in understanding their students: what students' needs and what may hinder them in teaching learning process. In addition, it will be better for the teachers to hold a need analysis at the beginning of the semester, so they know what to teach or to give (not too difficult and not too easy for the students).

2. How to use Voki to solve the problem of time limitation

Given the conclusions of how to use Voki in solving the problem of time limitation, the writer suggests that lecturer must give the students additional time outside their classroom (recess time), so they will have more time to learn the subject. At this point, the lecturer can give the solution to solve this problem through social media, for its benefits. The lecturer can give the additional time outside the classroom or in the students' recess time, or it is commonly known as extensive learning.

3. How to use Voki to improve students' speaking motivation

Based on the conclusions of how to use Voki to improve students' speaking motivation, the writer suggests that a lecturer should use interesting and attractive materials to students, so he can engage students' motivation and attention while they are in the learning process. Moreover, those can be reached through Voki or technology at present days.

4. How to use Voki to expose the students in speaking English properly

In line with the conclusions of how to use Voki to expose the students in speaking English, the writer suggests that the teachers should give extra attention(s) to the students: assignment and explanation of the current material(s) outside the classroom. It is because the students acquire insufficient knowledge (understanding and practices) of the language they learn. However, the teachers can use Voki as a media to support the teaching learning process because it offers features and characteristics to make it happens.

5. How to use Voki to provide feedback

As pointed in conclusion of how to use Voki to provide feedback, the writer suggests that lecturer should really give evaluation towards the discussion and materials; however, a lecturer must consider

students' affective filter (psychologically) in giving feedback because they are different psychologically

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