

## VIDEO CHAT APPLICATIONS (VCA) IN ENHANCING STUDENTS' ENGLISH COMMUNICATION SKILLS AT POLITEKNIK UNGGUL LP3M MEDAN

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### Abstrak

Tujuan dari penelitian ini adalah untuk mengevaluasi seberapa baik penggunaan VCA dalam meningkatkan keterampilan komunikasi bahasa Inggris mahasiswa Politeknik Unggul LP3M. Desain penelitian pra-eksperimental dan metodologi penelitian kuantitatif digunakan dalam penelitian ini. Mahasiswa LP3M Politeknik Unggul yang terdaftar pada kelas AK4A/21 dan AP4C/21 selama semester 4 berjumlah 48 orang yang dijadikan subjek penelitian ini. Tes berbicara dan tes TOEIC diberikan sebelum dan sesudah VCA sebagai instrumen penelitian. SPSS Ver. 21 digunakan untuk analisis data kuantitatif. Temuan penelitian ini menunjukkan bahwa siswa mendapat nilai lebih tinggi pada post-test (12,79)/ (680) dibandingkan pre-test (5,66) pada tes berbicara dan tes TOEIC. Terhadap uji t taraf signifikan (p) sebesar 5%, serta nilai uji t (21,710) lebih besar dari nilai t tabel (3,138) dengan df (47) dan signifikansi dua sisi (0,000 < 0,05). Artinya diterimanya Hipotesis Alternatif (Ha) dan ditolaknya Hipotesis Null (Ho). Pada akhirnya dapat disimpulkan bahwa penggunaan VCA dapat meningkatkan keterampilan komunikasi siswa secara signifikan.

**Kata Kunci:** Aplikasi Video Chat, EFL, Keterampilan Komunikasi

### Abstract

*The objective of this study is to evaluate how well the use of VCA in enhancing English communication skills for students at Politeknik Unggul LP3M. Pre-experimental research design and quantitative research methodology are both employed in this study. There were 48 Politeknik Unggul LP3M students enrolled in classes AK4A/21 and AP4C/21 during their 4<sup>th</sup> semester served as the subjects of this study. A speaking test and a TOEIC test were administered both before and after the VCA as the research instrument. SPSS Ver. 21 was used for the quantitative analysis of the data. The findings of this study indicate that students scored higher on the post-test (12.79)/ (680) than the pre-test (5.66) of both the speaking test and TOEIC test. With respect to the t-test, the significant level (p) of 5%, as well as the t-test value (21.710) is greater than the t-table value (3.138) with the df (47) and the significance of two-tailed (0.000 < 0.05). It implies the acceptance of the Alternative Hypothesis (Ha) and the rejection of the Null Hypothesis (Ho). Eventually it can be concluded that the usage of VCA can enhance students' communication skills significantly.*

**Keyword:** Video Chat Application, EFL, Communication Skill

## INTRODUCTION

### History:

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One of the key factors influencing cross-border communication activity is language. For their competency and communication, students use a variety of English language abilities, including speaking, listening, reading, and writing (Grabe & Stoller, 2002). Aside from that, Ahmadi (2017) claimed that a key component of education is the approach teachers take in their classrooms to support students' language development. Computers are regarded as a valuable teaching tool in language schools provided instructors have easy access to them, are well-prepared, and have curriculum flexibility, according to Becker (2000). Many educators believe that using computers effectively is essential to delivering high-quality instruction.

For Indonesia, a rising nation with a strategic geographic location for tourist and economic growth, English communication skills as a foreign language (EFL) are becoming more and more vital (Willyarto et al., 2021). EFL instruction is required in all official education settings, from elementary schools to universities. Despite the fact that the Indonesian Ministry of Education incorporates English language courses into all school curricula and leads the charge in advocating for efficient English instruction across all educational levels, Politeknik Unggul LP3M students' English language proficiency is still generally quite low. Students' average score on the 2021 TOEIC exam was merely 490. Over time, the educational paradigm shifted from in-person instruction to online instruction, which initially resulted in a decline in educational quality.

According to Sulistiyo (2015) research, encouraging students to use story-bird or Story Jumper to recount events or share personal tales can help them become more articulate speakers and encourage creativity. In a similar statement, Zheng (2009) claimed that arranging web conferences or holding live webinars can expose students to real-world English conversation. Additionally, students' fluency and pronunciation can be enhanced by making podcasts or taking part in speaking challenges on websites like Anchor or SoundCloud, as mentioned by Kurniawan (2016). However, technical problems like slow internet, lag in audio and video, and interference from other platforms can influence online speaking jobs and make communication more difficult Ahmadi (2018).

The difficulty for those who create curricula for online teaching and learning is figuring out how to make adjustments and work toward enhancing English communication skills using less-than-ideal methods outside of traditional classroom settings. Namsaeng's (2021) study addresses difficult circumstances that negatively affect the capacity of beginning EFL students to acquire the knowledge required to meet academic course learning objectives. The purpose of a learning process is tp pointed out that in terms of how learning is organized, how student needs are taken into account, and how learning is evaluated, teaching and learning in online contexts are quite comparable to teaching and learning in traditional formal institutional settings. Additionally, this started to alter how people—both teachers and students—were viewed in the educational system (Ahmadi, 2018).

Along with the time, technology has shown to be a potent instrument that both supports and transforms the way we engage with schooling. With the worldwide accessibility of the Internet and the broad availability of linked mobile devices, technology devices like laptops, cellphones, and PCs are making it easier for English teachers to create instructional materials and offering new avenues for students to study and communicate. Thus, the advent of a new age of anytime, anywhere education is rapidly approaching. Effective education will become more widely accessible worldwide if we take careful use of this chance and transform the way we teach using already-existing technologies. According to Ahmadi (2018), teachers and students both appreciate the use of contemporary technology for language acquisition. Therefore, the objective of this study is to find out how well students' communication skills can be enhanced by applying the Video Chat Application (VCA).

## **RESEARCH METODOLOGY**

### **A. Research Design**

This study applied a quantitative methodological approach that used quantifiable data for data analysis. Using statistical analysis, such as exploratory factor analysis, t-tests, and descriptive statistics—all of which are regarded to be appropriate in applied linguistics research (Fryer et al., 2018)—this study aimed to assess the English communication abilities of Politeknik Unggul LP3M students. The researcher concludes, based on the aforementioned experts, that quantitative research is study in which the findings are derived from statistical data figures and are intended to be utilized as a tool for computation. A pretest and post-test design were administered to a single group in a pre-experimental manner by the researcher. The design of this research is shown below:

$$E = P_1 \rightarrow X \rightarrow P_2$$

Remark:

E = Experimental group                      X = Treatment

P<sub>1</sub> = Pretest                                      P<sub>2</sub> = Posttest

### **B. Participants**

This study was conducted in two classes (AK4A/21 and AP4C/21) at the Politeknik Unggul LP3M. This involved 48 students. There are 30 students from class AK4A/21 and 28 students from class AP4C/21. These students came from 2 academic major study programs. Two lecturers who are not native English speakers taught the English conversation course. Graduates of Politeknik Unggul LP3M are expected to have a minimum TOEIC score of 600.

The TOEIC test and speaking assessment sheet were the research instruments utilized to gather the data. The TOEIC test is used to highlight language proficiency

both before and after treatment, while the speaking test is used to gauge students' competence in speaking English in both the pre- and post-tests.

The procedures listed below are used to gather data: Pre-test

Before conducting the treatment to assess the students' communication skills, the students take a speaking test as part of this pre-test, which takes the shape of conversational and storytelling practice. The pre-test given to the students included of two discussions on distinct subjects. The researcher allowed students enough time to comprehend the conversation with a partner using the dialogue that the researcher provided. Then the TOEIC test was used to determine the students' level of English language competency.

### **C. Treatment**

During the treatment phase of the study, the investigator gave the students an overview of the various types of video chat applications, or VCAs (Brog et al., 2021). Discord, Zoom Meeting, Omegle, Skype, and OmeTV. However, the researcher advised the students to use and download OmeTV as one of the VCAs because it is a widely used and user-friendly live video streaming application that makes this possible by enabling users to meet in the OmeTV room to engage in casual conversation, get to know one another, exchange cultural experiences, and amuse themselves. others, even to practice, perfect, and gain proficiency in other languages. The researcher gave the students instructions on how to use the VCA and went over some common conversation themes. The treatment given were as follows:

#### **a. Step I.**

In this step, the researcher conducted six meetings of the Conversation 1 course and gave speaking lessons on topics such as greeting expressions, self-introduction, getting to know someone, ideas and thoughts, current concerns, and common responses while speaking with people on the VCA. The researcher showed a video that was relevant to the lesson at the start of each session and then gave an explanation of the topic covered. Subsequently, the researcher instructed the students to routinely practice the content presented in each meeting in groups, in pairs, and individually. In order to overcome fear and increase students' excitement for speaking English, the researcher encouraged the students at each meeting to not be scared to make mistakes when speaking the language.

#### **b. Step II.**

In this step, the researcher discussed the use and the advantage of practicing conversation through the VCA namely OmeTV. At the beginning, the researcher explained some features contained in the OmeTV and how to operate it. Then, the researcher guided the students to download and install the OmeTV application in their gadgets (cellphone, laptop, netbook and tablet). After that, the researcher

asked the students to practice using the VCA for 15 minutes. And then, the researcher asked the students to give feedback about the use of the VCA.

On the next 5 meetings, the researcher practice conversation by using VCA. The researcher explained today's learning activities. The researcher asked the students to practice speaking by using VCA for 30 minutes. After the practice, the researcher asked the students to explain what the students discussed in the VCA. The researcher always motivated students to practice all the time.

#### D. Post-test

After having the treatment for 6 meetings, the researcher conducted a post-test to measure speaking skills and TOEIC test result. The tests (speaking test and TOEIC) are the same as the pre-test with a different topic of conversation and TOEIC test.

#### E. Technique of Data Analysis

The researcher used a quantitative analysis to examine the data in this study. The researcher obtained the speaking score—which includes accuracy, vocabulary, pronunciation, and fluency—as well as the TOEIC test score by using SPSS 21 to do a quantitative analysis of the data. The quantitative steps in data analysis are in the table 1 below:

**Table 1. Scoring of Speaking Skill Components**

SPEAKING SKILL COMPONENTS	SCORE	LANGUAGE PROFECIENCY
Vocabulary	1	Having no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand
	2	Using limited vocabulary variations and very inappropriate word choices in performing the expected competency
	3	Using few vocabularies and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency.
	4	Using quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
	5	Using so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
Fluency	1	Communicating very difficult to perform the expected competency, they speak very slowly and always discontinuously (like speaking per word with simple patterns) and even then stop.
	2	Doesn't speak quite fluently in communication to perform the expected competency, sometimes they are impeded by language problems like repeating and searching for word so that they speak hesitantly and sometimes pauses quite long, those problems strongly disrupt the performance.
	3	Doesn't speak quite fluently in communication to perform the expected competency, sometimes they are impeded by language problems so that they speak rather slowly and hesitantly, sometimes those problems disrupt the performance.
	4	Speaking quite fluently in communication to perform the expected competency, although there are hesitations which are not quite natural.
	5	Speaking very fluently in communication to perform the expected competency.
Pronunciation	1	Aren't able to pronounce well at all in performing the expected competency.
	2	Very often make mistakes in performing the expected competency, intonation and stress are inappropriate, many sounds ambiguous and difficult to be understood.
	3	Sometimes mispronounced the expected competency, intonation and the stresses are

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		sometimes inappropriate, some sounds are ambiguous and rather difficult to be understood.
	4	Seldom mispronounced the expected competency, intonation and the stresses are not quite appropriate, all sounds are rather ambiguous but can be understood.
	5	Never make pronunciation mistakes in performing the expected competency, intonation and stress are appropriate, all sounds are correctly pronounced and can be understood.
Accuracy	1	Having no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.
	2	The students often make grammatical mistakes in basic grammatical structure such as phrase, tenses and compound sentences and make so many mistakes in complex structures. The mistakes strongly impede communication in performing the expected competency.
	3	Sometimes make grammatical mistake very rare in basic grammatical structure and make quite a lot of mistakes in complex structure in performing the expected competency so that the students rather impede meaning.
	4	Rarely make grammatical mistake very rare in basic grammatical structure and make quite a few mistakes in complex structure in performing the expected competency so that the students rather impede meaning.
	5	Never make grammatical mistake in performing the expected competency, both in basic and complex grammatical structure.

1. The Classification of The Students' Speaking Score

**Table 2. Speaking Score Classification**

CLASSIFICATION	SCORE
Very Good	16 – 20
Good	11 – 15
Fair	6 – 10
Poor	4 – 5
Very Poor	0 – 3

**Table 3. TOEIC Score Classification**

CLASSIFICATION	SCORE
Very Good	810 – 900
Good	700 – 800
Fair	600 – 690
Poor	500 – 590
Very Poor	110 – 490

2. Scoring the students' speaking score of Pre-test and Post-test.

a. Finding out the mean score by using the following formula:

$$X = \frac{\sum X}{N}$$

Remark:

X = mean score

N = total number of students

∑ = total score

b. Calculating the rate percentage of students score by using the following formula:

$$p = \frac{F}{N} \times 100\%$$

Remark:

P = Percentage

F = Frequency

N = Total Number of samples

- c. Finding out the difference of the mean score between pre-test and post-test by calculating the t-test value using the following formula.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Remark:

t = test of significance

$\sum D$  = the sum of the total score

D = the mean score of difference ( $P_1 - P_2$ )

N = the total sample

$\sum D^2$  = the square of the sum score of difference

## FINDINGS & DISCUSSION

### A. Findings

The data of the research on the effectiveness of Video Chat Application (VCA) in enhancing students' Communication Skills at Politeknik Unggul LP3M were taken from 48 students of class AK4A/21 (consists of 30 students) and AP4C/21 (consists of 28 students).

The data got from speaking test and TOEIC test conducted in the pretest and the post-test and scored by the researcher with a total 14 meetings. The founded data were processed to find out whether there is significant improvement use VCA for students' speaking skill. The findings of the research were showed to describe the result of the data analyzed statistically. The findings consist of students' score on the result of the post-test, classification of the percentage of students' scores on the post-test, the average score, and the standard deviation of the students' post-test.

### B. The Pre-test and Post-test Score of Students' Speaking Skill

The students were asked to present conversations in pairs with their speaking partners based on the topics given by the researcher. Then, the researcher observed and examined the students' speaking skill i.e. pronunciation, accuracy, vocabulary and fluency before and after the treatment. The following table 4 shows that the students' speaking skill elements in the pre-test and post-test. In general, it can be said that all students' speaking skill element increased after having the treatment.

Table 4. Elements of Speaking Skill

	Speaking Skill Elements				
	Fluency	Vocabulary	Accuracy	Pronunciation	TOTAL

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Pre-test	70	75	65	69	279
Post-test	119	122	92	99	432

Based on the table above, it stated that all the students' speaking skill elements increased. The elements of speaking skills increased significantly in vocabulary and fluency. The students' fluency in speaking English as EFL before and after the treatment improved from 70 become 119. Then the students' vocabulary in speaking English as EFL also increased from 75 become 122. Then Students' pronunciation improved from 69 becomes 99. And finally, the students' accuracy in speaking English also got better when it is compared in the pre-test score (65) from the post-test score (92). In general, it can be stated that the students' speaking skills enhanced significantly.

Then, the students' scoring system was classified as "very good", "good, fair", "poor", and "very poor" – and used to calculate the students' speaking skills on the pretest and post-test. Below is a breakdown of the students' speaking skill scores by classification:

**Table 5. Students' scoring in speaking skills in pre-test and post-test**

CLASSIFICATION	SOCRE	PRE-TEST		POST-TEST	
		FREQ	%	FREQ	%
Very Good	16 – 20	0	0%	1	2%
Good	11 – 15	2	4%	26	54%
Fair	6 – 10	10	21%	20	42%
Poor	4 – 5	28	58%	1	2%
Very Poor	0 – 3	8	17%	0	0%
TOTAL		48	100%	48	100%

Table 5 indicates that only 2 students (4%) received good score on the pre-test, and no students had a very good score. Ten students (21%), 28 students (58%), and 8 students (17%) that were included in the sample received fair scores, poor scores, and very poor scores, respectively. Table 5 also presents the post-test score classification. It indicates that 2 students (2%) received a very good score, 26 students (54%), received a good score, 20 students (42%), received a fair score, 1 student (2%) received a poor score, and 0 students received a very poor score. The post-test results for the kids demonstrate a significant difference.

**C. The Pre-test and Post-test Score of Students' TOEIC Test Result**

The students' English Proficiency is also measured through TOEIC test which were given in the pre-test and on the post-test by using the student scoring system. The classification of students' English proficiency can be seen below:

**Table 6. The Pre-test and Post-test Score of Students' TOEIC Test**



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CLASSIFICATION	SOCRE	PRE-TEST		POST-TEST	
		FREQ	%	FREQ	%
Very Good	810 – 900	0	0%	2	4%
Good	700 – 800	0	0%	24	50%
Fair	600 – 690	18	38%	22	46%
Poor	500 – 590	20	42%	0	0%
Very Poor	110 – 490	10	21%	0	0%
<b>TOTAL</b>		<b>48</b>	<b>100%</b>	<b>48</b>	<b>100%</b>

Table 6 above shows that no students received a very good or good score (0%), according to the pre-test score classification. Among the sampled students, 18 students (38%), 20 students (40%), and 10 students (21%), had fair scores, bad scores, and extremely poor scores. In the meantime, table 3's classification of post-test scores reveals that 2 students (4%) received a very good score, 24 students (50%), received a good score, 22 students (46%), received a fair score, and no student (0%) had a poor or extremely poor score. When comparing the students' post-test results to their pretest results, there is a clear difference.

The results of improving students' speaking abilities and TOEIC test scores following the application of VCA treatment were demonstrated by the speaking skill and TOEIC tests, both in the pre-test and post-test. It demonstrated that students' post-test scores had increased. None of the students had a poor or extremely poor categorization score, according to the post-test data. In this instance, the researcher used the VCA in speaking skills to analyse the post-test data and see if there were any variations in the students' performance before and after the learning process.

**D. Mean score and standard deviation of pre-test and post test**

**Tabel 7. Mean Score and Standard Deviation of the Test**

	Speaking Test		TOEIC Test	
	MEANSCORE	SD	MEANSCORE	SD
Pre-Test	5.66	2.45	547	2.38
Post-Test	12.79	2.58	680	2.57

The post-test results in table 7 indicate an enhancement in the students' scores when compared to the pre- and post-test results. According to the data, the students' pre-test mean score was 5.66, which falls into the low category. The pre-test standard deviation score was 2.45. The table also revealed that the students' standard deviation score on the post-test was 2.58, and their mean score was 12.79, falling into the good category. After the data was processed with SPSS Ver. 21, the table revealed that the students' post-test mean score was greater than their pre-test mean score.

Table 7 above demonstrates that there was a significant difference in the speaking skills of the students before and after treatment between the pre- and post-tests utilizing the VCA. According to the t-test output table, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. The result of  $\text{sig} = 0.000$  shows that the significance, or the probability value, was smaller than  $\alpha 0,05$ . The use of VCA can enhance students' speaking abilities, which in turn results in improvements in the three speaking components that are evaluated: comprehension, accuracy, and fluency. In this research, accuracy is the speaking component that can be improved upon the most. A pre-experimental design comprising a pre-test and post-test was employed in this study. A significance value of  $0.000 < 0.05$  is shown in the data below. It is evident that there are variations in the outcomes of applying VCA to improve students' communication abilities.

Table 8. Hypothesis Test

t-test	t-table	df	Sig.
21.710	3.138	47	.000

Table 8 above showed the average of the two paired samples was compared using the table above to see if there was a difference. The t-test score is 21.710 and the t-table value is 3.138 for the significance level of 5% and  $df = 47$ . This indicates that the t-test value is greater than the t-table. Thus, it can be said that receiving VCA treatment enhanced students' speaking abilities. In each of the three areas, the students' speaking abilities get better, namely, comprehension, accuracy, and fluency.

## DISCUSSION

This study aims to answer research questions related to the use of VCA exclusively to teach English communication skills, in two study programs at Politeknik Unggul LP3M, due to the need during the enhancement of communication skills in English.

The Speaking test and the TOEIC test are used in the study to gauge how well VCA enhances speaking skills in EFL undergraduate students. This is consistent with Mofareh's (2019) research, which shows that technology can be a potent and revolutionary tool for online instruction by enabling educators to engage with their students in new and creative ways. These include professional content and resources, as well as systems that support both independent and enhanced learning. This is not surprising, since students at Politeknik Unggul LP3M are said to be quite comfortable with digital technology, having practically grown up with it. Nearly all students use their smartphones or other devices for more than five hours every day.

The examination of the data analysis results shows students' communication skills can be enhanced by using the VCA. Shown in the mean score table that the pre-test score was 5.66 and the post-test score was 12.79, it is evident that students' speaking abilities have improved as a result of utilizing the VCA. The average speaking skill

score of the students prior to receiving the treatment was found to be lower than the average score subsequent to receiving the treatment, the researcher determined.

Researchers found that using the VCA in speaking lessons helped students learn how to communicate their ideas clearly and concisely. The researcher assessed the students' communication skills using a variety of criteria, including vocabulary, pronunciation, correctness, and fluency. Researchers can use these factors as a reference for evaluating students' speaking abilities. According to the study's findings, just 2 students (4%) received good scores on the speaking test, and no students had very good scores according to the pre-test score classification. Ten students (21%), 28 students (58%), and 8 students (17%) that were included in the sample received fair scores, low scores, and extremely poor scores, respectively. Table 2's grouping of post-test scores demonstrates.

The post-test results indicate a significant difference between the pretest and post-test scores, with a significant increase in the proportion of students receiving good scores. The researcher came to the conclusion that the rate percentage of post-test score was higher than pretest based on the data mentioned above.

However, based on the TOEIC test used in this study, it is evident that no student received a very good or good score (0%), according to the pre-test score classification. Among the sampled students, 18 students (38%), 20 students (40%), and 10 students (21%), had fair scores, bad scores, and extremely poor scores. In the meantime, table 3's classification of post-test scores reveals that 2 students (4%) received a very good score, 24 students (50%), received a good score, 22 students (46%), received a fair score, and no student (0%) had a poor or extremely poor score.

The post-test results indicate a significant difference between the pretest and post-test scores, with a significant increase in the proportion of students receiving good scores. The researcher came to the conclusion that the rate percentage of post-test score was higher than pretest based on the data mentioned above.

According to this study, vocabulary and fluency are the elements of speaking skills that have improved significantly, with a pre-test score of 70 and a post-test score of 119 for fluency and with a pre-test score of 75 and a post-test score of 125 for fluency. Then the next speaking skill element enhanced is pronunciation with a pre-test score of 69 and a post-test score of 99. This finding supports the claim that employing VCA improves students' communication skills more than other methods do when it comes to improving speaking ability. VCA is defined as "engaging materials and tools that support sight and sound in instruction to activate multiple sensory channels and support student learning" (Madhuri, 2013). The evidence presented demonstrates how employing VCA enhances students' speaking skills. The significance follows this phrase as well. Following the computation of the t-test result using SPSS Version 21, the t-table value was compared. With the degree of freedom (df) = 47, the paired sample t-test produced a p-value = 0.000 and the level of significance (p) = 0.05(5%), and the t-test value (21.710) was higher than the t-table value (3.138). Since the t-test value was

greater than the t-table value and the t-test p-value (0.000) at the significance level of 0.05(5%), the null hypothesis was rejected and the alternative hypothesis (Ha) was accepted. It indicates that the use of VCA enhanced the students' speaking abilities.

## CONCLUSION

After having analysed the study on video chat application (VCA) in enhancing students' English communication skills at Politeknik Unggul LP3M and based on the findings and discussion in this study, it can be stated that the usage of VCA has significantly improved communication skill in speaking English as EFL for students in class AK4A/21 (consists of 30 students) and AP4C/21 (consists of 28 students). Base on the study, the data showed that students scored higher on the post-test (12.79)/(680) than the pre-test (5.66) of both the speaking test and TOEIC test. With respect to the t-test, the significant level (p) of 5%, as well as the t-test value (21.710) is greater than the t-table value (3.138) with the df (47) and the significance of two-tailed ( $0.000 < 0.05$ ). It implies the acceptance of the Alternative Hypothesis (Ha) and the rejection of the Null Hypothesis (Ho). Eventually it can be concluded that the usage of VCA is able to enhance students' communication skills significantly.

To sum up, in order for students to learn how to enhance their communication skills in English as EFL through VCA, they must be interested in the process and have a clear grasp of why it is necessary for them to do so in order to get better at speaking. As a result, the student will have a strong desire to get better at speaking English.

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