COMPUTER-MEDIATED COMMUNICATION IN ONLINE SPEAKING CLASSROOM: STUDENTS' INTERACTION WITH NON-NATIVE SPEAKERS OF ENGLISH

A Thesis

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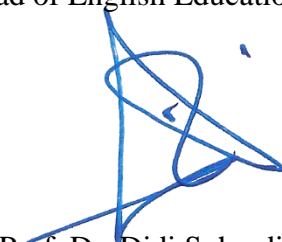
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ABSTRACT

Inspired by a term called Virtual Exchange and Language Learning (O'Dowd & Lewis, 2016), Synchronous Computer-Mediated Communication (SCMC) with non-native speakers of English was conducted by Engineering-majored EFL learners. It leaves two data: speaking scores report and teacher journal. Grounded in an *ex-post facto* with retrospective qualitative analysis, those data were reviewed and confirmed by grouped-interviews with three high and twelve low achievers to investigate its effects on their speaking skills (Engineering-related vocabulary (Erv), grammar, and pronunciation) and how they perceived it. Results show that SCMC could not stimulate Erv use, improve proper grammar nor pronunciation. Both of the high and low achievers experienced similar situations including Erv use limitation due to their counterparts' lack of interest in it and no grammar and pronunciation improvement due to lack of concern on correctness. The difference between them lies in an anxiety issue where it was only experienced by the low achievers that brought its intervening effects on all aspects. Both categories of the students perceived SCMC unsuitable for improving their English-speaking skills. Time management difficulty before and their low physical state while interacting are also perceived as the intervening factors as they were part/full-time workers as well. However, although SCMC allowed a small amount of modified output stimulation, pronunciation was more positively perceived as the aspect potentially-affected as the number of modified outputs found more in the pronunciation aspect compared to the grammar. They also felt confident and happy making new friends. This study implicates teacher monitoring, preparations, and SCMC modification.

Keywords: Engineering students, English-speaking practice, non-native speakers of English, Synchronous Computer-Mediated Communication (SCMC)

ABSTRAK

Terinspirasi oleh istilah Virtual Exchange and Language Learning (O'Dowd & Lewis, 2016), SCMC dengan non-penutur asli bahasa Inggris dilakukan oleh pembelajar bahasa Inggris jurusan Teknik. Pengimplementasiannya meninggalkan laporan nilai dan jurnal pengajar. Melalui ex-post facto dengan analisis kualitatif retrospektif, dua data tersebut ditinjau dan dikonfirmasi oleh wawancara dengan tiga high dan dua belas low-achievers untuk menginvestigasi pengaruhnya terhadap keterampilan berbicara mereka (penggunaan kosa kata yang relevan dengan keteknikan, tata bahasa, dan pelafalan) dan bagaimana mereka berpersepsi tentangnya. Hasil menunjukkan bahwa SCMC tidak dapat menstimulasi penggunaan Erv, tata bahasa, maupun pelafalan yang tepat. Baik high maupun low-achievers mengalami situasi serupa termasuk keterbatasan penggunaan Erv karena kurangnya minat lawan bicara pada keteknikan dan tidak ada peningkatan tata bahasa dan pengucapan karena kurangnya perhatian pada keakuratan penggunaan keduanya. Perbedaan di antara mereka terletak pada masalah kecemasan yang hanya dialami oleh low-achievers yang membawa efek yang tidak mendukung pada semua aspek. Kedua kategori siswa tersebut menganggap SCMC tidak cocok untuk meningkatkan kemampuan berbahasa Inggris mereka. Kesulitan manajemen waktu sebelum dan kondisi fisik mereka yang rendah saat berinteraksi juga dianggap sebagai faktor yang tidak mendukung karena mereka juga pekerja paruh/penuh waktu. Namun, meskipun SCMC hanya menghasilkan sedikit stimulasi modified-output, aspek pelafalan dianggap sebagai aspek yang berpotensi terefek karena jumlah modified-output yang lebih banyak ditemukan pada aspek ini dibandingkan dengan tata bahasa. Mereka juga merasa lebih percaya diri dan senang mendapatkan teman baru. Studi ini berimplikasi pada pemantauan dan persiapan pengajar serta modifikasi SCMC.

Kata kunci: *Mahasiswa Teknik, Praktik berbahasa Inggris, non-penutur asli Bahasa Inggris, Synchronous Computer-Mediated Communication (SCMC)*

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