STUDENTS' PERCEPTION OF COMPUTER MEDIATED COMMUNICATION IN EFL READING CLASSROOM

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Abstract

The implementation of autonomous learning needs various activities and media in order to attain learning outcomes. The article presents the research findings about the students' perception toward autonomous learning through computer mediated communication (CMC). The research was carried out in the intensive reading lesson that consists of 14 meetings and 100 minutes each. The type of research is a descriptive qualitative. The participant in the research is 2ⁿᵈ semester students of bachelor degree of English language education at Slamet Riyadi University, Indonesia, who are 36 students. The research was done both offline and online learnings before and during corona pandemic situation in 2020. The methods of collecting the data are questionnaire after learning finished and observation in following the lesson. The researchers analyzed the data used data display, data reduction, and conclusion. The research findings show that there are various activities facilitating the students' reading comprehension. They are online listening, text-based and video based CMC, collaborative activity, online chat log, and text based communication; the students have a responsibility to follow both offline and online learning activities by doing individual and collaborative activities, and the students use creative language and language strategy to communicate the texts' content being learnt.

Keywords: maximum 5 keywords, sort alphabetically

1. Introduction (arial 13pt, bold)

The study of computer mediated communication (CMC) in teaching English on the micro elements of students' activities relates to students' interaction and their autonomy. (Nguyen, 2011) studied reflection and perception of Vietnamese students in the implementation of CMC and the results are the improvement of the students' collaborative experience and computer skill. Research on CMC relevance for fostering students' autonomy in EFL classroom indicates that there is autonomy to practice their English in the form of online interaction beyond the classroom (Wach, 2012). A cultural cues response of undergraduates to an email request to cooperate was studied and the findings indicate the willingness to assist, wording their response is affected by the ethnic, and perception of the personality of senders (Hansen, Fabriz, & Stehle, 2015).

Besides, a few studies about CMC in English teaching in terms of teachers' factors. Teachers' pedagogy, attitude, and classroom management affect the students' performances in the classroom (Abiola, 2013). Using audioblogs assists

teachers to design instructional needs, contributing to effective and efficient methods in evaluating learners' verbal practice, and giving an opportunity to personal verbal feedback (Hsu, Wang, & Comac, 2008). The effort of teachers to strengthen their students in reading and writing a novel and their interaction in ELT reading and writing (Hirvela, 2007). The role of teachers to reflect their own teaching in terms of how their students have learnt and personalized to match their own or future teaching circumstances and how they give a chance to students to negotiate new knowledge (Hirvela, 2006).

2. Literature Review

Several study on the tasks' implementation during CMC English teaching have conducted successful implementation. A study of the effects in connecting between reading and writing in CMC learning showed that it assists students to memorize the new words, reuse new words, and optimize their writing(Ying, 2012). A study of elaborative feedback in doing a multiple choice exercise of reading comprehension based on a website affords that CMC is an appropriate way of developing quality interaction among learners when elaborative feedback is applied (Murphy, 2010). Then, a study to describe students' attention to linguistic forms by giving a chance for feedback correctively, recasts incidentally, and highlighting their linguistics errors and as a result those do not attend to corrective feedback promoting the relationship between the corrector and the corrected (Rusmanayanti & Hanafi, 2018). In addition, a study of asking the students to do two multiphase communicative task in a synchronous computer-mediated communication (SCMC) environment and the result shows that language-related episodes in the medium of SCMC can improve students' language development in both dyadic types. (Eslami & Kung, 2016)

3. Research Methods

Intensive reading course is a compulsory course within Bachelor degree of English language education at Slamet Riyadi University, Indonesia. The number of meetings in this course is 14 meetings, exclude mid-semester and final semester tests. The time duration for the course is 100 minutes each. The research was followed by 36 students from 2ⁿᵈ semester students. The primary goal of the study is to find out the students' perception toward autonomous learning through computer mediated communication as the learning medium. The research was done before and during emergency situation due to corona virus pandemic; therefore we decided to do the present study by offline and online learning. The methods of collecting the data are questionnaire after offline and online learning finished and observation in doing the task during offline and online learning. To analyse the data, the researchers used data display, data reduction, and conclusion. Table 1 shows the activities and benefits to give short description about the activities in the research.

4. Result and Discussion

Many students were responsible to do their own learning beyond the classroom because they want to learn English and to get score, for example a

student noted that "of course I am responsible about all of my learning activities because I really want to learn English language more". Another stated "Yes, I am responsible for my assessment and for my value in order to achieve maximum value"

Many students took a responsibility to partial or total of the learning activities because of their needs and duty of the learning, for example some students noted below:

"Yes, I am responsible for all my work and duties as a student with the results of my own hard work because it is my duty as a student".

"I take responsibility either partial or total of my learning activities. I'm aware that learning activity is necessary and I do need it. And I'm sure that it's also what I should do".

Many students use language creatively and use language strategy for communication to improve their speaking and grammar, for example a student noted "I do use language at home though, for increasing my ability of speaking English and also to fix my grammar". Another student said that communication strategy was used to adapt with interlocutors language depending on the situation. He/ she noted that "I use my own language to communicate with others. Also sometimes I adapt with my interlocutor's language. It depends on the situation".

Then, the students do independent work although they sometimes discuss with their friends about the materials and do independent work as instructed by a lecturer, for example some students noted below:

"In learning strategies, I like studying in quite situation. But, I'm more interested in learning together with my friends in class. I work independently of my task if it's individual assignment".

"It is not always, sometimes I also discuss with my friend about some materials that I don't know".

 "Yes, I work independently on my assignment if that is an individual assignment".

The lesson (intensive reading) allows the students to take charge of their own learning, determine their objectives, select methods and techniques and evaluate the knowledge and skills, for example some students noted in the following:

"Yes that's right, my lecturer gives us the flexibility of learning English inside the class and outside the class"

"Yes, the Intensive reading lesson allows me to select techniques and evaluations about my knowledge

"Yes, learning Intensive Reading enables me to enhancing my skills on determine objectives, select methods and techniques, and evaluate the knowledge. It can be really enhancing my skills if there offline class. In online class we, student, obstructed with distance and can't be communicate in real life, so the lecture are not so optimal.

However, some disagree and feel that they need a friend to discuss the difficult materials, for example one noted that "I don't think so, because I myself also need discussions with friends when there is material I don't know"

Online listening is one of activities in the Intensive reading lesson to improve reading comprehension. The use of online listening when the lesson happen assists the students reading comprehension and provides new vocabulary, for example some students noted that "in my opinion, listening online helps me get new vocabulary and optimize my reading comprehension skills". But, some

student stated they only got new vocabulary when following online listening in the lesson for example, one noted "Yes, I found many new vocabulary when I did online listening according to my assignment". Another student noted "getting new vocabulary is possible but understanding may not be so". A students stated that he/ she felt that listening activity assists him/her to improve his/her English speaking skill as he/she noted that "yes, indeed but it also help me to talk English fluently while we have an online classroom meeting". In addition, a student said that his new vocabulary added and he could evaluate his pronunciation, as he noted "yes, online listening helps me find new vocab and evaluate my pronunciation too"

The students stated that the videos helped them to understand the materials of the lesson properly, for example some students noted in the following:

"Yes, I agree, the video in teaching reading gives text descriptions and develops my understanding of the text. Besides the video in teaching also improves listening skills".

"Yes I agree, the using of media such as videos can develop the understanding skill from the student, and also it maybe make the student feel exited"

"Yes, the videos can help us to understand the material well".

"Yes, the videos are very helpful for understanding the contents of text material".

Some students noted they were interested in online collaboration in the lesson, for example a student noted that "I prefer when discuss through online classes because there is a possibility of lecturers to read our opinions. While in class I often do not miss the time to give my opinion"

But, some students prefer offline collaboration because they can discuss face to face and can have deep conversation, for example some noted below:

"In my opinion we can have more deep conversation if we can discuss it face to face. In online classroom indeed can share the learning materials more than in inside classroom but for me actually in online classroom i have a problem in understanding of some materials, i need to watch it twice so that i can understand the materials".

"Offline Collaborative activities (in class) provide more opportunities to discuss and share learning materials and assignments than online collaborative activities (online chat log). In my opinion, online activities are not very effective in learning because many students are not free to understand online material and are easier to understand when face to face"

"Yes, for me offline collaborative activity are better than online. The offline activity give opportunity to have more idea or spontaneous opinion that simplify the learning activity".

Yes, offline class is more possible for discussion, because online class is interrupted by slow networks

One of the activities in this research is the use of video and text integrated in CMC. It is in line with (Hung Yu-Wan & Steve, 2016) stating that there are some differences in terms of learning opportunity through text-based and video-based SCMC in which text-based SCMC seems to have greater potency for learning target language form, however video-based SCMC tend to have greater chance for the development of fluency as well as the improvement of pronunciation. In this research, I used online listening because it assists the students to read more easily and get new vocabulary. It is in line with research conducted by (Absalom & Rizzi,

2008) who state that online listening focuses on elaborative purpose, provides vocabulary acquisition, knowledge retention with online listening assignment, and optimize the students want to deconstruct and comprehend a text.

This research used collaborative activity in the form of a dialogue during the implementation of CMC. As a result, the student helps his/her pair to communicate actively about the text. It is in line with (Zeng & Takatsuka, 2009) that learners help each other in terms of language forms through dialogue collaboratively to improve their language learning. This study employed group activity to interact with text through dialogue actively and they did the required task in the reading book and it was helpful because when they found a difficulty, they could ask to their friends. Such result is in line with (Lin, Hung, & Chin, 2013) who conducted a study on the effect of text based SCMC on learners' second language acquisition and the result was that grouping activity and participating in SCMC assisted them to do the tasks.

5. Conclusions and suggestions

The conclusions of the present article are the roles of a variety of media and activities in order to support learners' autonomy, especially in EFL reading classroom have been facilitated by the researchers because learners' necessity to improve their reading comprehension depends, one of them, on teacher's role to facilitate them with those elements; the students' responsibility in following the lesson, including doing the task run well because of the needs of values and knowledge of reading; independent and collaborative activities have been followed by the students both online and offline learning to reach their autonomy; therefore they have a learning reading experience.

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