



**AN ANALYSIS OF UNIVERSITY STUDENTS' PERCEPTIONS ON THE
USE OF COMPUTER- MEDIATED COMMUNICATION IN SPEAKING
SKILLS**

SKRIPSI

BY

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ABSTRACT

Aisyah, Siti AS. 2022. *An Analysis of University Students' Perception on The Use of Computer-Mediated Communication in Speaking Skills. Skripsi*, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Hj. Mutmainnah M, S.Pd., M.Pd.; Advisor II: Dr. Dwi Fita Heriyawati S.Pd., M.Pd.

Keyword: Computer-Mediated Communication, Perception, Speaking Skill

Computer-Mediated Communication is one of the technologies that can be used to communicate through video calls, messages, send pictures, etc to the people we want to communicate with throughout the world. The purpose of this research is to complete the previous study by conducting research students of the University. There are two kinds of CMC as follows: Synchronous CMC and Asynchronous CMC. Those can be used often by the people for their study especially for communication by speaking (English) and by writing.

This study used a descriptive qualitative method. The researcher used a questionnaire and interview as the instrument. The participants were 40 students as the sample of questionnaires and 5 students of interview. The researcher shared a digital questionnaire (Google Form) and interview by chat on Whatsapp to collect the data. Since the research objectives are to find out and to describe the students of academic year 2021/2022 about students' perception on the use of CMC for speaking skill. The first step was to find the percentage in the percent diagram by using automatic result from the questionnaire data on Google Form, and the second step was interview documentation by chat messages on Whatsapp.

Almost all the students agree that CMC has a positive influence on the development of student's speaking. And can be used as a continuation in learning other skill in English. That can be seen between synchronous and asynchronous almost the all students use synchronous in communication and they had an access to connect to the internet every day.

The researcher concluded that: almost all question and statements show a positive perceptions and the implementation of CMC which have an impact on improving student's ability to communicate and interact using English in their daily lives. However, one of the result also showed a neutral student's perception of not experiencing difficulties when communication directly.

Suggestions for the Students and teachers are advised to frequently use CMC in learning, especially when outside the classroom and for the other reserachers are advised to conduct research using more in-depth research problems related to CMC and try to find more strategies research settings

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

Researches on integrated ELT and ICT based learning have become a global interest. As it is known, they also had many positive impacts in daily life and modern life in today's contemporaries. In addition, to build habits of a knowledge-Based Society, development of ICT use skills is necessary to increase effectiveness and efficiency in learning. It also continues to experience development in educational, social and economic aspects. The studies such as, ICT has become an important component of educational reformation and an integral part of school curriculum (Charles & Issifu, 2015).

Thus, ICT literacy also plays an important role in many educational and work place settings (Senkbeil, 2018). For instance, one widely used definitions describes students' perceptions on implementing ICT For example, the secondary school students give possitive attitude towards the use of ICT on their learning (Charles & Issifu, 2015). In spite of all these, many studies have found that students do not use ICT in their learning effectively (Charles & Issifu, 2015).

Several research studies have found that the use of ICT in learning has an impact on students' positive attitudes. (Lee & Liang, 2012) pointed out Another key objective of video implementation is to expose students to speeches intended for a wider range of people and with more application to the real world than public speaking in a classroom setting, which frequently targets a very small audience. Those statement mean ICT users as a learning medium have an interest for them to learn and understand broadly from the tool instead of face-to-face learning in the classroom.

Computer mediated communication is one of the technologies that can be used to communicate through video calls, messages, send pictures, etc, to people we want to communicate with throughout the world. Such as skype applications, whatsapp, messenger, snapchat, google chat, etc. In turn, these different CMC paradigms have spawned engaging pedagogies (Paran et al., 2004). In the previous research, it was showed that CMC is highly reliable for interacting with ideas through communication and international interculturalism in speaking classes. Developing a very democratic and participative communication platform that allows all students to express their viewpoints (Ajabshir, 2018). Students seem to be on the fortunate side of the digital divide, students were experienced in word processing, emailing and Internet use, only a minority had any expertise of online discussion groups.

While both the use of CMC Syn and Asyn groups generated roughly similar frequencies of indirect speech acts, the Asyn group tended to use the syntactic and lexical modifiers more frequently. The Syn group, on the other hand, tended to vary their request strategies more than the other group in accordance with the

levels of imposition. But there are main factors that are the problem or constraints experienced, namely different time zones, time constraints, and instead of access.

Speaking skill is the hyperactive skill in English than the other skill. Because we can improve our communication by speaking not reading, writing, or listening. In the previous study was explained that to improve a good and proficient conversation and communication, it is necessary to practice speaking. Students' general intellectual and language development and speaking performance are interrelated (Millrood, 2015). Namely through reliable applications. such as the use of computer communication media. many media can be applied through by video call, namely skype, youtube, whatsapp, line, duolingo, facebook, instagram, etc.

Student's perception on the use of ICT is the student's opinion of what is experienced or felt when they use ICT in their learning. In the previous study, it was explained that the perception in the use of ICT on students turned out to have a positive impact on students in implementing or promoting it in learning. Includes the expectancy of success and perceived cost were high and contributing positively to students' overall course evaluations. The perception between high school students and high school students must be very different. For this reason, researchers want to get results from the perception of students at universities that can be said that they have a broader view and are more experienced in the use of ICT in everyday life.

Because of the rapidly changing technological environment, self-regulated and continuous life-long learning is a key factor for successfully keeping pace with

recent developments in the area of ICT (Senkbeil, 2018). That's clearly the key to success in the world of technology begins from being in education. Because in learning new advanced technology, someone is needed to be an expert in their field. Not only in schools but also our surroundings. Researchers and professional teachers are continuously looking for new ways that technology may support learning (Kozlova & Pikhart, 2021). Previous research has shown that educational technology tools enhance student learning and develop career skills (Tugrul, 2012). The argument explains in fact that educational technology tools can indeed improve students' skills not only in terms of technology but also miscellaneous skills.

In general research of perception toward ICT learning had only a few participants from the high-grade level, namely students in higher education, to be asked for their perception of the use of ICT or CMC on improving speaking skill. Many researchers conducted studies on students' perceptions, they concentrated on a few number of students (Alotumi, 2021) deal with (Charles & Issifu, 2015).

In the previous study used a very large number of participations to be used as research samples, namely the participation of middle school students from four different areas including public schools, private schools, semi-urban schools, and rural schools. The importance of this research is to look for a fact experienced by students that ICT can help them to improve their skills in any field. ICT has advantages for students. As has been found in several previous studies that the implementation and using of ICT have a positive impact and attitude for users or students in the field of education in this world. Since the previous studies only

focused on secondary school participants, the present study is aimed to analyzed different participants.

Therefore, researchers are interested in conducting research which invites university students. Futher, the present resesarch focus on the experience of university students in using ICT as a media to improve their speaking skills. Finally, based on the elaboration above, the present study is conducted under the title “An analysis of University Students’ Perception on The Use of Computer-Mediated Communication to Improve Students’ Speaking Skill”.

1.2 Research Questions

Based on the background of study above, the research questions of the study are as follows:

- 1) What are the students’ perception on the use of Computer- Mediated Communication?
- 2) How is the implementation of Computer- Mediated Communication in speaking skill ?

1.3 Objectives of the Study

The objectives of the study are as follows:

- 1) To describe the student’s perception on the use of Computer- Mediated Communication in speaking skill
- 2) To investigate the implementation of Computer- Mediated Communication in speaking skill

1.4 Significance of the Study

The researcher hopes that this study will be useful for:

1. Lecturer

By conducting this research, the researcher hopes this study can be useful for additional knowledge and information that can be applied in teaching strategies, especially in the modern technology. Also, by knowing how the students use the computer- mediated communication, lecturers can consider using this tool in teaching English especially speaking skill.

2. Students

The researcher hopes this study can provide more information related to the use of computer- mediated communication especially in English speaking skill.

1.5 Scope and Limitation of the Study

In fact, this research was conducted only to gain perceptions from students in the use of ICT-based education to improve their speaking skills through the various communication media they use to learn. From that perception, researchers will know whether the use and implementation of ICT on students has a positive impact and effect or maybe not in their learning. Therefore, it is very necessary to do research to find out the results of these perceptions.

The limitation of the study is that the researcher cannot make observations due to time constraints and is still in the Covid-19 pandemic situations. Moreover,

the researcher is only able to conduct interviews through by chatting in WhatsApp and share the questionnaire through by Google Form or Google Drive.

1.6 Definition of Key Terms

The definition of key terms are provided to avoid misunderstanding and ambiguity. In this regard, there are several terms used in this study that need to be defined. Are as follows:

Perception is a mental impression or the ability and the way to understanding, interpreting something, see, hear, or become aware of something through the senses.

CMC is the technical term covering various forms of human communication over computer network, which can be synchronous or asynchronous and involve one-to-one, one-to-many, or many-to-many exchanges. Such as, video conferencing, phone calls, email messages, text, audio, video chat or video messages.

English speaking skill is a very important and active skill in English than the other skills such as reading, writing, grammar, or listening. The good communication was begin from the speaking ability habit. and the final thing practicing speaking in every single day is the best one to improving the speaking ability.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter would present some conclusions and suggestions based on the findings and discussions in the previous chapter.

5.1 Conclusions

Related to the findings and discussion presented in the previous chapter. Then, the researcher shares some conclusions according to this study as follows. This study used descriptive qualitative methods and questionnaires and interviews. The results of this study indicated two main points of student perception. First, it was about students' perceptions of using CMC. The majority of the students showed positive perception on using CMC for learning speaking skill. Second, it was about the implementation of CMC in learning. Almost all students did not experience difficulties and only a few students experienced difficulties in communication.

5.2 Suggestions

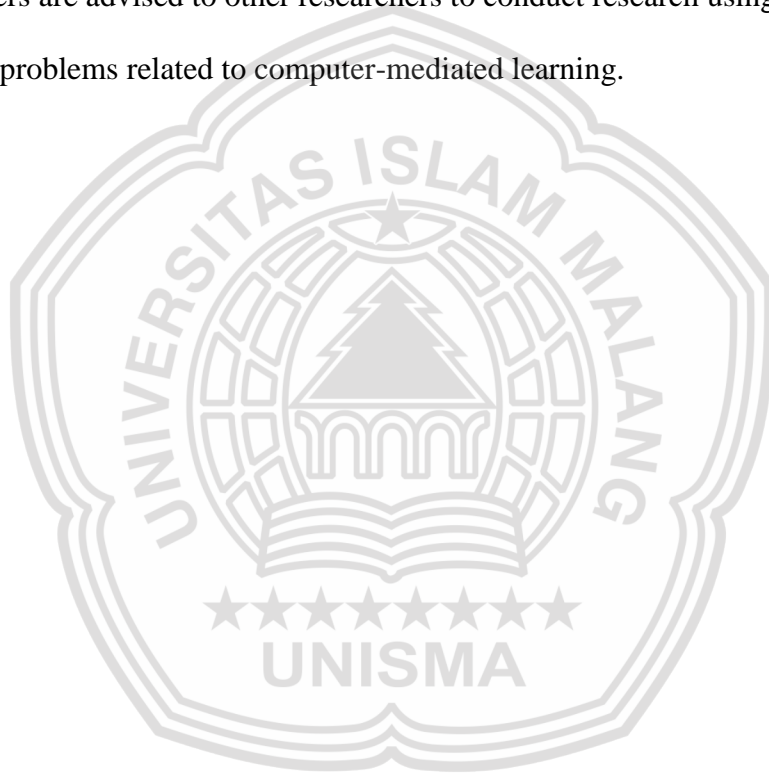
Based on the research that had finished, there are several suggestions that researcher gives as below:

1. For the students and teacher

The Students and teachers are advised to frequently use CMC in learning, especially when outside the classroom, for students to use English vocabulary every day to increase vocabulary and avoid forgetting, because the use of CMC to communicate is generally effective in learning English, especially speaking skills. Not only using CMC to write send messages, read news, and so on.

2. For other researchers

Other researchers are advised to other researchers to conduct research using more in-depth research problems related to computer-mediated learning.



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