SPEAKING PRACTICE FOR EFL STUDENTS THROUGH SCMC:
TALKING TO FOREIGNERS ONLINE

THESIS
Submitted in Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan

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THESIS
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Cicilia Yiska Kusuma Pratama
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ABSTRACT

Many of EFL students might still face difficulties in acquiring speaking skills during their English study. In order to achieve success in speaking English, SCMC is used as other media of learning besides learning in classroom. This study that aimed to describe EFL (English as Foreign Language) students’ speaking practice experience in SCMC using such as Omegel, Skype, Whatsapp, Facebook and Holla. It involved two undergraduates EFL students from the English Language Education Program (ELEP) of the Faculty of Language and Arts and one student from Informatics Technology Program, Universitas Kristen Satya Wacana, Salatiga. The data were collected through students’ journals and analysed employing a descriptive qualitative method. Furthermore, to get more insight toward their learning through SCMC, interview was done. Finally, conclusions are drawn regarding SCMC in providing students’ speaking experience for the practice and improvement of speaking skills for EFL students.

Keywords: SCMC, videoconferencing, speaking, EFL learner.

INTRODUCTION

Language is one of the means of communication. Communication is needed to get our message across the people we are talking to. In order to achieve this goal, it is necessary to have excellent speaking skills. If communication is a pen, speech will be the ink. Speaking cannot be separated from communication. Cameron (2001) in Imane (2015) mentioned “speaking is the active use of language to express meanings so that other people can make sense of them”. Furthermore, speaking is an essential skill for students and increases students' opportunities for success at the workplace.

However, many students might still face difficulties in acquiring speaking skills during their English study. There are some factors which may lead to this. Gan (2012), for instance, stated many studies have examined university EFL
students’ concerns and difficulties they face while participating in oral classroom activities. The difficulties which happen are the students lack of confidence in speaking and have problem with grammar. Furthermore, Evans and Green (2007) explained that the students’ major problems are focused on their academic speaking subject (particularly grammar, fluency and pronunciation). These problems often appear when the students need to present or talk to their professors or even to their college. Despite English usage inside the classroom, the students need another means of exposure to enhance their speaking skills independently.

To deal with the issues mentioned above, nowadays technology comes up with breakthroughs that give more options for enhancing English speaking skills. This is also a magnet for young people since they are familiar with email, the Internet, and cell phones (Young & Edward, 2012). It makes things easier for them. Therefore, Synchronous computer-mediated communication (SCMC) can be one of the alternatives to get more English exposure. SCMC is different from face to face (F2F) interaction because the interlocutors and the speakers (students) are not physically present in the same place. They use video-calling to interact. The students can do SCMC either on their computers or even their mobile phones. SCMC such as Omegle, Holla, Facebook and WhatsApp Video are popular applications to use.

SCMC can be a medium for those who are shy in F2F interaction to gain more confidence in speaking (Wallace, 1999; Carnevale, 2003, as cited in Okuyama, 2005, p. 4). SCMC gives a motivating form of communication which also has a red-line with current theoretical and pedagogical trends in SLA (Second
Language Acquisition). In addition, a growing number of studies have proven the benefit of SCMC for SLA. They mentioned that SCMC enhances students’ linguistic input and interaction, which are meant to be central to the social and cognitive consideration in SLA (Kim, 1998; Warschauer, 1996).

This study aims to examine the extent to which the students speaking practice experience in using SCMC. The demand of English speaking competence required in university level is higher and more sophisticated rather than in high school level or even daily communications. Moreover, the students in Satya Wacana Christian University still encounter problems with communicating in English, especially in pronouncing words and delivering presentation in the English class. Therefore, the study was to support their English practice during their study. Additionally, this study could be used as a contribution for the students to improve their English speaking skills. The study analyzed in this paper involved three students from Satya Wacana Christian University. Furthermore, it is based on a recent phenomenon and literature view of the rapid usage of Synchronous Computer-Mediated Communication (SCMC) by the students. In this case, they were asked to write reflective journals on how SCMC contributes to their speaking practice. To this end, the following question will be answered:

What is students’ experience in using SCMC as a tool to provide English speaking practice opportunities?
LITERATURE REVIEW

Why SCMC?

Many students face problems in speaking English. “Lack of practice for English speaking will affect their study performance as courses are conducted in English” (Grgurovic, 2011, as cited in Rodrigues & Vethamani, 2015, p. 45). The fact that the students have to fulfill their responsibility in passing their English courses, they have no choices but to improve their English. They might refuse the opportunity to talk in English because they are embarrassed about their lack of fluency (Shamsudin & Nesi, 2016 in Wu, Yen & Marek, 2011, p. 120). Additionally, Rodrigues and Vethamani found that “EFL students are shy and frightened of making mistakes while speaking in front of others” (Rodrigues & Vethamani, 2015). SCMC stands for Synchronous Computer-Mediated Communication. It is a communication via videoconferencing. According to Ortega (2009, in Wu, Yen and Marek, 2011), students may feel that their motivation is increased by SCMC. Not only motivation, students can also learn another speaking practice features. Furthermore, Gowan and Downs (1994) argued that video conferencing communication is almost the same with face-to-face interaction since learners can communicate not only orally but also visually using non-verbal and paralinguistic cues such as facial expressions and gestures (Gowan & Downs, 1994, as cited in Jung, 2016). Therefore, the essence of practicing speaking will not be reduced when students use SCMC.

SCMC and English Learning
SCMC as a choice of means for learning English. According to Rodrigues and Vethamani (2015), SCMC provides the possibility to talk with reliable speakers in language term, which could improve students’ speaking skills. “Learners could practice oral skills that they will need in the real world which are difficult to replicate using traditional chatting applications” (Yanguas & Flores, 2014). However, Yanguas and Flores also argued that the application is not yet capable to ensure the opportunity for the students to practice their speaking skills. The students still need a real person to be the language model in order to accelerate their language skills. A study conducted by Hamano-Bunce (2010) said that SCMC has potentially contributed in generating oral interaction such as thought to encourage comprehensible input through interactional modification, corrective feedback, pushed output, and collaborative dialogue for students at a college in the United Arab Emirates. Nonetheless, Levy & Stockwell (2006) in Jung (2016) stated that video-conferencing has been advocated by many researchers as an effective tool for fostering students’ interaction. Also, Darhower (2002) proposed the matter of getting authentic communication though SCMC. Besides, Yanguas and Flores (2014) assented to this form of communication (SCMC) is an applicable environment for promoting second language acquisition.

The Benefits of SCMC

SCMC is not only giving and taking information. SCMC can be very broad. Therefore, the author divided the benefits of SCMC into two kinds. The first is SCMC allows learners to experience language awareness. A study has been conducted that one of SCMC advantage is it promotes language awareness
(Rodrigues & Vethamani, 2015). According to Carter (2003), “language awareness refers to the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language” (p. 64). Besides language awareness, the learners can also get metacognitive knowledge during SCMC. According to Zhang & Goh (2006) metacognitive knowledge has a relation with communication strategies. As stated by Flavell (1979) in Ghapanchi and Taheryan (2012), he defined metacognitive knowledge as: "one’s knowledge concerning one’s own cognitive processes and products or anything related to them . . . active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective” (Flavell, 1976, as cited in Ghapanchi & Taheryan, 2012, p. 65).

The second is SCMC is a positive learning platform for students. SCMC can be a media for those who are shy in F2F interaction gain more confidence in speaking rather than in real-time interaction (Wallace, 1999; Carvevale, 2003, as cited in Okuyama, 2005, p. 4). In addition, SCMC creates a motivational learning atmosphere for students. Jauregi, Graaff, Bergh & Khriz (2012) believe that communication in SCMC can enhance students’ positive attitudes and motivation toward target language. Furthermore, it is recommended for the students to have additional individual-practices to train to their oral skills at their own pace and time and without worrying about the audience. According to Egbert (2005), using SCMC offers more opportunities to orally communicate with other people in an environment that is conducive to learn for the students. Moreover, they can get
authentic oral input from their peers and others. Additionally, he was also talking about the benefit of SCMC, such as feedback. “They offer to each other in an implied way, especially when the communication is taking place between native and non-native speakers or learners” (Egbert, 2005, as cited in Rodrigues & Vethamani, 2015, p. 47).

THE STUDY

Method of the study

This study used qualitative data to know what is students’ speaking experience in using SCMC. Furthermore, the study would present how the students conduct SCMC in their English learning. It could help them in perceiving their speaking skills. The data would be collected by analyzing students’ personal journal reflections and conducting an interview session.

Context of the study

This study took place in Satya Wacana Christian University, Indonesia. English competence is required by all majors in Satya Wacana Christian University. The study was conducted based on the phenomenon that students in this university still encountered difficulties in English speaking, in particular, pronouncing words and delivering presentation in the English class. Therefore, this study was also to support their English study outside the class.

Participants
This study used a convenience sampling since the participants had certain criteria that they were at least had experienced talking to foreigners online for two months or more. The participants consisted of two females and one male aged between 21 to 23 years old. These students had learnt English at least for six years at the secondary level and two years at the university level. Table 1 gives an overview about participants’ interlocutors and platforms they used during the study.

Table 1. Participants’ Interlocutors and Platforms

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<tr>
<th>Participants</th>
<th>Interlocutors</th>
<th>Platforms</th>
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<tbody>
<tr>
<td>Student A</td>
<td>European, African, Spanish,</td>
<td>Skype, Omegel,</td>
</tr>
<tr>
<td></td>
<td>Brazilian, Egyptian, Romanian</td>
<td>Holla</td>
</tr>
<tr>
<td>Student B</td>
<td>Pilipino, Spanish, American,</td>
<td>Facebook,</td>
</tr>
<tr>
<td></td>
<td>Brazilian, British</td>
<td>Whatsapp</td>
</tr>
<tr>
<td>Student C</td>
<td>American, German, Australian,</td>
<td>Omegel, Holla</td>
</tr>
<tr>
<td></td>
<td>British, Chinese, Japanese,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Swedish</td>
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</tbody>
</table>

Data Collection Instruments

This study used personal journal reflection and interview to gather the data. The journals were used to observe the opportunities in speaking skills. The questions developed were based on the theories which already mentioned in the literature review. Thus, for getting further detailed information, interview session was conducted.

Data Collection Procedures
The aim of the study was to know if SCMC could provide students’ speaking practice opportunities. Therefore, this study used both personal journal reflections and interviews. Before going to interview session, each participant needed to write personal journal. The participants were asked to do video conferencing with foreigners online. The videoconferencing can be done anywhere and anytime the participants want. The preparation online conversation was constructed with the following activities as pre-tasks to do:

Step 1. Open any online video-chat application.

Step 2. Have a discussion/ talk for minimum ten minutes.

Step 3. Reflect about the videoconferencing discussion in a template which has been provided.

The participants, each of them, wrote one journal for one-time communication after they were done doing video conferencing. There would be ten journals which means ten times communication in a month. Furthermore, the participants needed to write one paragraph long and must be written in English answering guiding questions which had been provided. The journals should be in form of soft file. After the participants finished all of them, they were asked to have an interview.

The interview used semi-structured interview to follow up detailed information since the journals only cover the participants’ experiences during their videoconferencing. To create a no stressful environment, the participants
were able to freely choose the language, either English or Indonesian during the interview session. Also, the interview was recorded using a smartphone.

Data Analysis Procedures

The data from the journals were separated into two sections, which were how SCMC provides more speaking opportunities for students and what students’ perception toward SCMC for their English learning. Moreover, each section was presented in a form of table. The journals were analyzed using coding procedure. Then, the interviews were transcribed into English if there was participant who used Indonesian during the interview session. Later, it was categorized and analyzed. The data of the interviews were displayed in a form of paragraph.

FINDING AND DISCUSSION

SCMC gives chance to promote language awareness to students.

Ke (2012) claimed that “People of a different first language now use English as a lingua franca (ELF) to communicate with each other”. Similar to what is experienced by all three participants, they could communicate with people outside Indonesia such as people from the U.S, Spain, Japan, China, Philippines, Romania, Canada, and Australia. With a lot of chances offered by SCMC, the conversations which they had made could be very broad and random. A study has been conducted that one of SCMC advantage is it promotes language awareness (Rodrigues & Vethamani, 2015). Take student B as an example when she had a conversation with people from the Philippines.
“I found out that Filipino have their own accent and it is quite different with the English that I am using in my daily basis. He emphasizes some accents and dialects while talking in English which he mentioned to be the custom of the Filipino way of talk. When he said “blog” and “vlog”. He pronounces it the same “blog”. (Journal 1, 17 October 2018)

“Sometimes, she spontaneously add[s] some particles like “na” or “pala” which means nothing if it has to be translated into English”. (Journal 10, 7 November 2018)

Student B reported that she recognized there was a difference between English she used and her interlocutors. Due to this dissimilarity, she became more sensitive of the language used or can be said that she faced what is called language awareness. Carter (2003) elaborates that “language awareness refers to the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language” (p. 64). According to student B’s journals, the fact that her interlocutors are from Philippine and spoke in Philippine English (variety of English native to the Philippines) made student B aware of the variety of world Englishes. The evidence that the SCMC gives language awareness does not end here. Student C who was talking to a Japanese, noticed some language error made by his interlocutor. His language sensitivity worked as he paid attention on the language form.

“Bahasa Inggrisnya tidak terlalu bagus karena dia selalu melupakan to be ketika itu harus menggunakan to be. Seperti saat dia memperkenalkan diri “I student” yang seharusnya “I am a student”.

“Her English is not that good because always forget to be when the sentence needs to use to be. For example, when she introduced herself, “I student” which should be “I am a student”. (Journal C, 9, 11 November 2018)

After the participant are being aware of the language, the next step is how they understand the conversation. To be able to communicate, the participants
need to use their knowledge. It is found that one of the knowledge that they used during the project was metacognitive knowledge. This is also supported by Zhang & Goh (2006), who belief that metacognitive knowledge has a relation with communication strategies. As stated by Flavell (1979) in Ghapanchi & Taheryan (2012), he defined metacognitive knowledge as: "one’s knowledge concerning one’s own cognitive processes and products or anything related to them . . . active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective (Flavell, 1976, cited in Ghapanchi & Taheryan, 2012, p. 65).

In this case, without the interlocutor giving a specific explanation, student A was able to understand what her interlocutor was talking about. This proves that the communication was going well between the participant and the interlocutor.

“Like in this sentance “this is my bible school uniform” [I] know what [she] meant, jika di artikan “ini seragam sekolah al-kitabku” actually she’s teaching in Sunday school. Mungkin lebih tepatnya jika dia bilang “this is my uniform when teaching Sunday school”."

“For example in this sentence, “this is my bible school uniform” I know what she meant. If it was translated to Indonesian, it will be “ini seragam sekolah alkitabku” actually she’s teaching in Sunday school. Perhaps, it will be right if she said “this is my uniform when teaching Sunday school”. (Journal A, 3, 21 October 2018)

“Kami jarang miscom karena kesalahan kebanyakan terjadi salah dalam memilih kata (word choice) tapi karena saya paham maksud dia ya jadi tidak ada masalah”.

“We rarely miscommunicate because most of the mistakes occurred in the choice of word, but because I understand what he meant, so there is no problem” (Journal A, 3, 21 October 2018)

Furthermore, Student A also claimed that she rarely had miscommunication during her project in her interview and written journals. She
mentioned that the problem was only about the choice of word. Meanwhile, Student C was trying to guess what his interlocutor saying by synchronizing the word he heard.

“Hi, my neng Zuo Xhi” butuh kurang lebih 10 detik untuk mengetahui bahwa sebenarnya dia berkata “Hi, my name Zuo Xhi” lalu saya mengkonfirmasi, “My Name?” dan dia bilang “Yes” baru saat itu saya mengerti.

“Hi, my neng Zuo Xhi” I need at least 10 seconds to understand that actually she said “Hi, my name is Zuo Xhi” then, I confirmed it, “My Name?” and she said “Yes” and so in that moment I understood what she meant. (Journal C, 7, 8 November 2018)

His interlocutor comes from China. Due to his interlocutor’s accent, instead of pronouncing the word “name”, his interlocutor said “neng”. If Student C did not recall his knowledge, perhaps he would not have miscommunication. This section shows how SCMC promotes language awareness for students. All participants were successfully practiced their language sensibility that they could sense the variety of world Englishes and connect the knowledge with what they have had in order to understand their interlocutors.

**SCMC as one way of providing more oral practice rather than in classes.**

Learning English cannot be instant. It must be trained and used continuously so that it can be acquired. The participants were able to use this project as it is their opportunity to have intense oral practice for enhancing their English speaking skills rather than when they were in class. Even though Yanguas and Flores (2014) doubt that SCMC is capable enough to ensure the opportunity for the students to practice their speaking skills, that theory was indisputable by the evidence from the participants. They explained their further experienced during the interview session.
Student A

“Oh ya pasti jauh lebih banyak, yak karena kan kita kan kalo bicara suka bahas ini bahas apa, bahas culture bahas film, bahas negara dia gimana, bahasanya. Itu salah satu contohnya ya, itu dijurnalku aku tulis kayak yang aku chat sama orang spanyol nah gitu aku Tanya, “Bahasa spanyolnya how are you apa?” gitu. Terus dia bales “Ola como estas” ... kalo di kelas harus formal gitu. Jadi kalo sama dosen juga pake could you, would you .. kalo yang sama yang bule kan bilang aja can you... can you show me ... apa...”

“Of course there are more opportunities. Because when we talk, we like to discuss about anything, such as culture, film, his/her country, the language. It is one of the example okay. I wrote it in my journal that I chatted with a Spanish and I asked him, “How to say how are you in Spanish?””. Then, he replied “Ola como estas” if in the class we have to be formal. So for example, when we talk to our professor we use could you, would you .. if with foreigner we just simply say can you.. can you show me.. what ..”

Besides getting the opportunity of oral practice, she emphasized her experiences during SCMC that she could interact more and the topic for the conversation can be wide. She also talked about the degree of formality when she communicated in her interview. Besides, Student A was able to learn about her interlocutors’ culture and languages which she also mentioned in her journals. For example, in the fourth journal, she mentioned that she enjoyed her time having conversation with her interlocutor and talking some issues happened the latter’s country.

“Basically she’s good in English so we just had a great conversation. She talks about the election day in her country even more. Dia juga mencerita kan tentang president sebelumnya ... Intinya hanya bercerita ngobrol seperti layaknya teman dekat[:] menambah pengetahuan, berberi informasi, memberi saran, and so on”

“Basically she’s good in English so we just had a great conversation. She talk[ed] about the election day in her country. She was also talked about the last president. ... The poin is we were just sharing like friends: gaining more knowledge, sharing information, giving advices, and so on”. (Student A, Journal 4, 7 October 2018)

Again, this project focused on English speaking skills, in line with the purpose of this study. Iino & Yabuta (2015) mentioned that “Videoconferencing,
an oral and visual mode of SCMC, seems to provide one of the solutions to EFL learners who have less opportunities to use L2 orally for communication” (Iino & Yabuta, 2015, p.254). Student A and B are English department students which have more opportunities to use English during their study. Different from them, Student C who is Information Technology (IT) student felt the lack of English communication in class. Interestingly, he emphasized his feeling toward his English speaking in the class and during SCMC. He commented that he had the freedom of speech during SCMC which was explained during the interview below.

**Student C**


> “Certainly different! In the class, it is more tensing because it is formal. It is also assessed and many people will judge. I mean that many people pretend to know English while the fact that those people make mistakes too. Through SCMC it is more relaxing, yet they are also many who have mediocre English like those from China even though their English is more into Chinese-English. I got a little confused. It really takes time to understand but the point is those who are more advance in English are not arrogant. They taught me instead. So I can understand them better”

However, this statement is also experienced by Student B who also talked about the freedom of speech. She explained how speaking in a class made her feel burdened because she needed to follow certain standards. In contrast with what happened in the class, during SCMC she could express herself which allowed her to enjoy her learning through the communication.

**Student B**
“Okay so what I get from speaking class and SCMC is that in SCMC, I can talk freely things that I want. While in speaking class, I can only talk about certain things according to certain expression. That’s why I feel so burdened and sometimes I’m very worried if I’m for example, make mistakes in my speaking class because this is how you supposed to talk the stress is like this, for example in public speaking the people will not buy your stuff. The people will not enjoy your service if you talk like that. But in SCMC, as long as I can laugh, I can shout .. can scream with my partner in conversation then I will enjoy it. I don’t say that I don’t enjoy my speaking class. I think it[s] kind [of] overwhelming to be in speaking class sometimes because you are limited into some standards”

The fact that most English classes in EFL context have the tendency to let the students learn passively. It makes the students lack of speaking practice and they pay attention more on understanding the theories and grammatical errors on paper instead. Those things are stressful for students. SCMC comes with a more fun way to learn English. Moreover, it is quite effective since the participants had freedom of speech that they did not have to stress about their grammar or the formality in speaking.

**SCMC creates English learning motivation for students**

Aside from oral practice, another benefit of SCMC is that it creates motivation in learning English. This matter was also discussed by Jauregi, Graaff, Bergh & Khriz (2012) who argued that communication in SCMC can enhance students’ positive attitudes and motivation toward target language. There is no doubt that SCMC plays role in students’ learning motivation as it is presented in the interview asking about how was student’s speaking skills after using SCMC.

**Student A**

“Ya, satu contoh waktu itu kan karena aku mungkin udah kebiasa chatting sama orang bule lewat online. Itu terus waktu aku kemaren ke Jogja, terus juga dan
“Yes, one example is the time I start having the habits chatting with foreigners online. When I went to Jogjakarta, I encourage myself to talk to foreigners and they were so welcomed! We talked there which made me feel confident to talk to foreigners”.

In this case, Student A has begun to get used to English speaking which she did during the SCMC and could apply it well when she had to speak in real world. When researcher asked her about what she felt about SCMC she simply replied “I just happy because there are lots of people. Since if we want to talk to our friends (not online), we have to make an appointment. We just open the App and talk to people as simple as that”. The practicality and ease in using SCMC made Student A motivated.

Earlier in the literature review, Gan (2012) stated that many studies have examined university EFL students’ concerns and difficulties they face while participating in oral classroom activities. Explained by Dincer and Yesilyurt (2017) reasons why students do not want to speak in language class in their writing “Motivation to Speak English” such as “including the fear of making a mistake, the fear of their teachers, feeling embarrassed if their peers laugh at their mistakes, low self-esteem and confidence, a lack of vocabulary and fluency, setting unrealistic goals, such as being as good as a native speaker, negative self-perceptions of language competence, and teachers‘ negative demeanor and attitude” (Dincer & Yesuryurt, 2017, p.3). Most of all these reasons were also experienced and felt by the participants, yet only well described by Student B and C.
Student B

“Well, that is very interesting because I have been exposed to SCMC in second year of collage. It was introduced by my friend and [that] somehow fun because you could expose yourself to foreigners [whom] you haven’t met before. You can just have fun with them when you speak English. Well, the interesting thing about SCMC is that the confidence that I don’t get in the class. I could ummm get it when I speak with foreigners because of course they are not here with us, so they will not directly spot the mistakes [which] I [made] in my English. Some of SCMC people that I’ve met are not really from native speakers of English. They are from any other countries so we could learn together and some of them also have motivation to improve their English. So yea… SCMC has been very helpful nowadays. People don’t really enjoy interact directly. They tend to be more virtual and I enjoy that virtual connection with other people”.

Student C


“… I realize that my speaking is not so good since I also have no friends to practice it with. I am shy if I have to talk in front of the class because I afraid making mistake. After several times using SCMC, I feel like I am more confident speaking in English. Not showing off, but I feel like many people in my level want to learn. If they can do better why can’t I? I also wanting to know the correct grammar before I speak. I don’t want to speak with foreigners when my grammar is messy. It is a shame since I am not a kid anymore and the fact that I am a university student too”.

SCMC offers less-stress environment since the participants could do the interaction whenever and to whoever they want. The degree of language formality also makes them confident. In addition, they could practice other speaking expression which the class did not give due to limited time allocation in typical EFL classrooms. Within this frame, it can be concluded that it attracts their desire in learning English.

SCMC provides feedback for learners
SCMC is not only giving the participants information but giving feedback. Getting the feedback is also part of the feedbacks are coming from their interlocutors. Egbert (2005) said that students can get authentic oral input from their peers and others. “They offer to each other in an implied way, especially when the communication is taking place between native and non-native speakers or learners” (Egbert, 2005, as cited in Rodrigues & Vethamani, 2015, p. 47). In this study, the interlocutors were not only natives but fellow non-natives. There are two types of feedbacks happened according to the students’ journal. The first is corrective feedback. Lightbown (2000) in Muhsin (2016) has defined corrective feedback as an indication for the students that their use of the target language is incorrect in using it. Corrective feedback includes both explicit and implicit feedback. The feedbacks presented only by Student A and C:

“I got all three, new pronunciation such as the different between dead, dad and death. She said the key is in “th”. I tried to practice and we laughed together because she thought I was so funny”. (Journal A, 1, 18 October 2018)

“Ketika aku menceritakan mengenai pendidikanku, dia kemudian berkata, “um you’re supposed to say ‘edje’keiSHn’.” Dia mengkoreksi cara mengucapkan kata ‘education’ dengan memintaku untuk memberi penekanan pada -ca (-ke) dan -tion (-sh)”.

“When I told her about my education, she told me, “um you’re suppose to say ‘edjc’keiSHn’”. She corrected how I pronounced the word ‘education’. She told me to give stress on –ca (-ke) and –tion (-sh)” (Journal C, 31 October 2018)

The feedbacks were all from the interlocutors. Student A talked to a person from Spain but Student C talked to a person from America. Both Students A and C got feedbacks about their pronunciation. The situation during the interaction can be categorized corrective feedback since their interlocutor spotted incorrect pronunciation and directly gave the correct way to the students.
In contrast with corrective feedback. The students experienced negative feedback. According to Cambridge University Press (2017), negative feedback is negative emotional responses which will be detrimental to learning. In this case, during the interview session, all of the participants had ever experience having negative feedback for the time of using SCMC.

Student A

“Ya ada ... kayak itu pas aku say hi dia langsung bilang “Who the hell are you, have we ever met before?” Gitu kadang aku dapet blok”

“Of course there is... one time when I say Hi, that person said “Who the hell are you, have you ever met before?” Sometimes I also got blocked.

Student C

“Malah kemaren sempat ada satu orang itu kasar! Pokoknya dia itu marah gegara aku salah pake grammar pas ngobrol”.

“Last time, there was one person who is very rude! He was angry because I used incorrect grammar when we chat”.

refers the one in Student C journal 6.

“Ya saya baru saya mengobrol selama lima menit dan saya bilang “I am so agree with you” dan dia langsung mengumpat “Fix your ******* grammar and then talk”. Saya rasa itu sangat kasar dan ketika saya ingin minta maaf dia langsung off cam. Dari sini saya belajar bahwa tidak semua orang native welcome dengan grammar yang acak adul”.

“I just chat for 5 minutes and I said “I am so agree with you” and he just swore at me “Fix your ******* grammar and then talk” I think it was very rude and when I wanted to apologize, he directly put his camera off. From this event, I learnt that not all natives are welcome with people who talked with messy grammar”. (Student C, 6, 7 November 2018)

Even though the participants faced negative feedbacks from their interlocutors, it did not stop them from learning English. In an interview with Student A, she took the negative feedbacks easy as she considered it as a common thing which happen when she talked to people online. As well, Student C was motivated to learn better since he was aware that his English still need improvement. Different from Student A and C, Student B indicated neither
corrective nor negative feedback appeared in both her journals and interview. After digging information in a further interview with her, she mentioned that she gave feedback toward herself that she needed to advance her vocabulary in her speaking in order to be ready for a professional matter such as job interview.

**Conclusion**

This study set out to examine the students’ English speaking practice experience in using SCMC. Based on the findings, SCMC can be said to be successful in providing students’ speaking experience. This is proven by the advantageous use of SCMC the participants have experienced in their learning during the process, where SCMC promotes language awareness, provides more oral practice rather than in classes, creates English learning motivation and provides feedback for their own learning. Interestingly, the motivation and feedback were not coming from the participants’ interlocutors but also from the participants themselves. Moreover, SCMC creates low-stress learning environment which boost students’ confidence in speaking rather in the class due to its free tension toward the participants. In addition, SCMC had been proven as a motivational tool to provide students’ English speaking practice and it is recommended for those who learn English to increase students’ confidence and provide the exposure in practice English speaking. Due to various advantages which participants had experience, SCMC is possibly able to solve students’ problems in speaking and the speaking learning itself both in and out class.
However, this study has limitation because it was only conducted in two different study programs with small amount of participants. Besides, the shortcomings of SCMC is the existence of a prepaid filter function, making the participants felt troubled in filtering the people they would talk to. Especially, many of the online people were less cooperative during the process. Nevertheless, the participants were mature enough to respond the people. In addition to this, learning English speaking using SCMC platforms is considerably a new discussion in English Language Teaching. Thus, this topic needs further exploration, especially by involving more participants and different students’ background in order to get various kind of data from different perspectives.

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APPENDIX

APPENDIX A

Students’ Journal Reflection Guidelines

Dear participant, you are kindly requested to write one paragraph essay according to these guiding questions which about your experience during using SCMC.

What you need to do???
*You can write the journal in any language you are comfortable with (English, Indonesian, mixed)
*You need to write at least 200 words and give details.
*There will be 10 journals in total.
*Please submit the journal right after you’ve done the video chat to WhatsApp.
*You can submit more than 1 journal in a day depends on how many times you are doing the video chat.

Guideline Questions:
1. Seberapa lama anda melakukan video chat hari ini?
2. Apa yang anda rasakan sebelum video chat hari ini?
3. Apa yang anda rasakan pada video chat hari ini?
4. Apa yang anda perbincangkan?
5. Hal baru apa yang anda dapat pelajari dari video chat hari ini? (Contoh: cara Pronunciation, kata-kata baru, grammar, expresi, dll) Jelaskan!
6. Apakah ada kesulitan yang anda alami pada video call? (misunderstanding, malu untuk bicara)
7. Bagaimana cara anda menanganinya?
8. Apa yang anda dapat tingkatkan dari komunikasi hari ini?

Journal Reflection Example:
Nama : Gideon
Tanggal : 3 September 2018
Narasumber : Paul

My Journal Reflection …. (Fill with number)

APPENDIX B

Interview Questions

The present interview is an attempt to collect information about providing students’ speaking skills using Synchronous Computer Mediated Communication (SCMC). Thus, the participants were kindly requested to answer the following questions.

1. How SCMC provides opportunities for students for their English speaking skills?
   - In general, do you face difficulty in speaking?
   - What do you think about your speaking English in a class?
   - What SCMC has provided for you?
   - Can you explain how does it provide English speaking skills?
   - What is your motivation in using SCMC?
   - What are the things which different from your speaking class and SCMC?
   - Why it is different / not?

2. How are the students’ experience in using SCMC to learn English speaking?
   - How was your speaking skill before SCMC?