

EFL LEARNERS' ACCEPTANCE ON COMPUTER MEDIATED COMMUNICATION: SURVEY ON TEACHING READING IN HIGHER EDUCATION

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Abstract

Almost every aspect of life has been influenced by technology in the last decade. The impact of technology on education since the emergence of the World Wide Web has grown rapidly. Technology has created new learning methods in higher education. Online programs not only give graduates promising positions in today's work environment but also create and develop innovations in learning. Computer mediated communication systems (CMCs) are considered essential for successful online courses in college. This study aims to determine how to measure students' acceptance on the usefulness of the e-learning system based on Computer Mediated Communication (CMC) in teaching reading. There were 30 participants. Survey method used to gather the data. The result shown that CMC as a media for teaching reading in the higher education gave some benefits and motivate the students to comprehend the material well.

Keywords: CMC, EFL Learners, higher education, online learning, reading, students' acceptance

Introduction

Nearly all aspects of life have been affected by technology in the last decade. The impact of technology on education has developed rapidly since the invention of World Wide Web. It is in line with Malik (2018) states that in the 21st century, we live in interconnected world where globalization, information and communication technology, and knowledge explosion have been phenomenal change in modern society. Four C (4C) – critical thinking, communication, collaboration, and creativity – is basic competency all students need in the 21st century (National Education Association, 2014). In addition, technology keeps appearing around us, and is expected to be a part of individual students' learning experience. New technology and Internet have emerged and grown rapidly in the last years, affecting our life dramatically. The utilization of technology in long distance education has shown its significance to both instructors and students in transferring knowledge. Internet use also possibly helps change traditional teaching approach into more modern one, when it is integrated into pedagogic instruction

(Tayebinik & Puteh, 2012). Computer, cellular phone, social media and many other digital devices have been prominent and well-established element of our society. This affect educational sector and change our traditional perception on it (Tsourapa, 2018). Education, ICT, innovation, and science technology are the primary pillar of society.

Technology has created new learning method in colleges or universities. Online program not only gives the graduates the promising position in work environment today but also creates and develops learning innovation. The increased use of information and communication technology (ICT) in high education has been explored, primarily related to students' experience with university environment (Edmunds, Thorpe, & Conole, 2012). Technology is not a solution to the 21st – century education, but it is a means to help education and learning, and it cannot be called a separated course as it should be used in all classrooms. Each of technology-related learning should build on the class' theme and purpose. The position of technology in pedagogy builds on some factors and questions about effectiveness, time saving, outcome improvement, etc. technology has made education more accessible than it some decades ago. Anyone can access education through online learning wherever he/she is, owing to internet network. Both public and private universities are now required to do their traditional function more efficiently. Students' expectation has changed as well, making high education institution fulfill the students' need more flexibly (Stukalina, 2017). All universities and other high education institutions have made diversification and can offer several online learning models and media. Online learning has facilitated both lecturers and students to access the learning material they want through their computer and cellular devices. It is in line with S. A. Garba, Y. Byabazaire and A. H. Busthami (2015) stating that ICT infrastructure and internet connectivity in educational institutions give the lecturers and the students an opportunity of adopting the 21st-century teaching-learning method promoting the development of 21st-century skill or competency. ICT use in education is compatible to organize a more student-centered learning that often results in some tensions among instructors and students. However, with the world moving fast into digital media and information, the integration of ICT into teaching-learning practice becomes more important and this importance will keep growing and developing in 21st century (Moges Alemu, 2015). The availability of internet connectivity, particularly, provides platform for the change of lecturer-centered pedagogy use (content-based learning) into student-centered pedagogy (inquiry and project-based learning) that is more interactive and oriented to students' activity in the learning process. Technology use provides a relatively more significant improvement of academic achievement (Al-Hariri & Al-Hattami, 2017). In such way, geographical constraint inhibiting the learning in the past has been broken by technology.

Information technology has provided prospect to rich and innovative approach to solve educational problem and to give solution to the increased demand for learning source. YouTube and website share videos enabling the users to upload, to watch, and to share clip videos, offer access to new dynamic chance to effective and non-traditional teaching and learning pattern (Alwehaibi, 2015). One of them is the use of Computer Mediated Communication (CMC)-based online learning media in Reading teaching. In the last decades, online education has developed in

high education institution. CMC is an effective tool that has changed daily life way, occupation, and learning. CMC helps to communicate with people throughout world. CMC activities can be asynchronous, including writing email or posting online response, or virtual synchronous conversation (Mahdi & Najran, 2010). CMC is considered as important for successful online course (Rockinson-Szapkiw, 2012). CMC refers to the communication between individuals and between groups through network computer. Such communication can be either asynchronous or synchronous and cater on a variety of useful functions, from administration to building understanding and knowledge (Naidu & Järvelä, 2006). In addition to CMC's potency, advantage, and effectiveness in supporting the high education learning, its activities are very varying, thereby is important to identify the factors to predict the successful implementation of CMC (Tolmie & Boyle, 2000). CMC can be used to connect reading skill to writing skill in foreign language teaching and learning (Wang, 2012). CMC is a suitable way of providing quality interaction between students, particularly when it is followed with elaborative feedback (Murphy, 2010). Communication technology has been largely integrated into daily life for a large number of global populations connected to Internet. Meanwhile, digital communication can involve many modalities, from video, text, image, to sound (voice). This study focuses on communication technology enabling direct communication in text modality conceptualized as computer-mediated communication (CMC). Computer-mediated communication involves some online communicating methods: email, blogging, instant message, SMS, and chatting room. Online communication method is dependent on available technology capacity, with limited technology or device (Garberoglio, Dickson, Cawthon, & Bond, 2015). CMC evidently supports the improvement of reading test score effectively (Hsieh, 2010). CMC-based learning system, when planned thoroughly, potentially facilitates the learning outcome and improves the effectiveness of learning (Naidu, Barrett, & Olseb, 2011). Therefore, this article will describe: (1) access to CMC use in Reading teaching, (2) the advantage of CMC use in Reading teaching, (3) communication and interaction through CMC use in Reading teaching, and (4) students' satisfaction with CMC use in Reading teaching.

Research Method

In this research, the author employed survey method to obtain data. The sample of research was students in English Department of Universitas Slamet Riyadi (Slamet Riyadi University). Technique of collecting data used was questionnaire. Data was collected through distributing questionnaire to English students, particularly those taking Reading course. Technique of analyzing data used was descriptive analysis one. The questionnaire used was closed-ended one distributed to 30 students of English Department. The questionnaire consisted of 20 items, including some components: (1) advantage of CMC, (2) easy access to CMC use, (3) communication and interaction through CMC, and (4) students' satisfaction with CMC use. The hypothesis of research was that Students of English Education Department accept the advantage of CMC use as one of ICT-based learning media in Reading course teaching.

Result

a. Access to CMC use in Reading teaching

The component of access to CMC use in Reading teaching consists of 5 statement items: (1) easy access to CMC system, (2) easy access to learning material, (3) easy receiving and sending exercises, (4) easy assignment submission, and (5) easy operation of CMC system. The proportion of access to CMC use in Reading course teaching can be seen in table 1. About 43.3% or 13 of students agree with the easy access to log into CMC, while 10% or 3 students disagree, and 46.7% or 14 students are neutral. In addition to easy access to log into CMC, there are some eases related to the access to learning material: receiving, collecting exercise questions, and, submitting assignment. In relation to the ease of assignment submission, about 56.7% students agree and 13.3% strongly agree. In relation to the ease of CMC operation system, about 43.3% or 13 students agree and 10% or 3 students strongly agree. Therefore, it can be concluded that majority students can get easy access to the use of *Reading* teaching.

Table 1. Access to CMC use in Reading teaching

No.	Question	SD %	D %	N %	A %	SA %
1.	Easy access to CMC system	0	0	46.7	43.3	10
2.	Easy access to learning material	0	3.3	26.7	56.7	13.3
3.	Ease in receiving and sending question exercise	0	3.3	26.7	53.3	16.7
4.	Ease in submitting assignment	0	3.3	26.7	56.7	13.3
5.	Easy CMC system operation	0	0	46.7	43.3	10

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

b. Advantage of CMC Media in Reading learning

The component related to the advantage of CMC media use in Reading learning consists of 5 points: (1) learning activity quality, (2) very good media to communicate and interact during learning process, (3) media that can be used to help students send the assignment timely, and (5) the administration of beneficial feedback. The first point concerns the quality of learning through CMC media use, with which about 23.3% students strongly agree, and state that the quality of reading learning is better in the presence of CMC media, while 13.3% of students agree with it. About 30% students strongly agree that CMC media is a very important media to communicate and to interact during the reading learning process, and 16.7% agree. CMC media also helps students send the assignment, in which about 40% students agree with the statement and 10% strongly agree. About 33.3% students agree that the use of CMC media can facilitate the students in evaluating information related to learning material and 6.7% strongly agree. Similarly, about 30% students agree and 6.7% students strongly agree with the statement concerning the administration of feedback by lecturer.

Table 2. Advantage of CMC media

No.	Statement	SD %	D %	N %	A %	SA %
1.	The quality of learning is better through CMC media	0	3.3	60	23.3	13.3
2.	CMC is a good media to communicate and to interact during learning process	0	6.7	46.7	30	16.7
3.	CMC helps me send the assignment timely	0	0	50	40	10
4.	CMC helps me evaluate the information related to learning material	0	0	60	33.3	6.7
5.	Feedback given through CMC media is very advantageous	0	0	63.3	30	6.7

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

c. Communication and interaction in Reading learning process using CMC media

The component related to Communication and Interaction in Reading learning process using CMC media consists of 5 points: (1) students' convenience in using CMC media, (2) lecturers' role in helping students and participating in discussion, (3) convenience in interacting with peers, (4) lecturers' enthusiasm in teaching and explaining through CMC, and (5) lecturers' activeness during Reading learning process. Students agree that using CMC media in Reading learning they feel comfortable (26.7%) and 56.7% students state that they are neutral, and the rest of 16.7% strongly agree. Lecturers are also enthusiastic with the Reading learning using CMC. It is based on the students' argument indicating that 50% students agree and 23.3% strongly agree. In addition to being enthusiastic, the lecturers are also cooperative during Reading learning process using CMC media, as indicated with 33.3% students agreeing with this statement and 23.3% students strongly agree. Considering the percentage, it can be concluded that communication and interaction run smoothly between lecturers and students during Reading learning process using CMC media.

Table 3. Communication and Interaction in the learning process

No.	Statement	SD %	D %	N %	A %	SA %
1.	I feel comfortable using CMC media	0	0	56.7	26.7	16.7
2.	Lecturer helps students and participating in discussion	3.3	0	30	40	26.7
3.	I feel comfortable interacting with fellow students	0	6.7	43.3	40	10
4.	Lecturer explains the material enthusiastically through CMC	0	3.3	23.3	50	23.3
5.	Lecturer is cooperative in the learning process	0	3.3	33.3	33.3	30

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

d. Students' satisfaction on CMC

The fourth component is students' satisfaction with CMC media use. In this component, there are 5 points: (1) the compatibility of facilities to CMC media for Reading learning, (2) CMC media is an interactive media, (3) CMC media is an appropriate media in Reading learning, (4) CMC media can motivate students better in Reading learning, and (5) facilities contained in CMC media are more varying. Students' satisfaction with CMC media use in Reading learning is fairly high; it can be seen from 50% students agreeing and 13.3% students strongly agreeing that the facilities of CMC media are compatible to Reading learning. About 40% students agree that CMC media is an interactive Reading learning media and 10% strong agree. About 20% students agree and 6.7% strongly agree with the statements in points 3,4, and 5 that CMC media are more varying, motivating better, and better than other Reading learning media. It indicates that students' satisfaction with CMC media use in Reading learning is fairly high.

Table 4. Students' Satisfaction on CMC

No.	Statement	SD %	D %	N %	A %	SA %
1.	Facilities in CMC media corresponding to my learning needs.	0	0	36.7	50	13.3
2.	CMC Media can be recommended as an interactive learning media	0	6.7	43.3	40	10
3.	CMC media is an appropriate choice to me in the learning compared with other media	0	6.7	66.7	20	6.7
4.	I prefer CMC media in learning as it can motivate me to learn	0	3.3	70	20	6.7
5.	I prefer CMC media as it is more varying	0	0	73.3	20	6.7

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Discussion

New technology and Internet have emerged and grown rapidly in the last years, affecting our life dramatically. The utilization of technology in long distance education has shown its significance to both instructors and students in transferring knowledge. The change of educational sector occurs through the utilization of information as an effective medium of delivering online learning material (Miyono, 2013). It can be said that a fairly significant shift occurs, in which the lecturing is held not only face to face but also online through communication media like computer and internet (Riadi, Normelani, Efendi, Safitri, & Tsabita, 2020). It changes traditional teaching approach into the more modern one.

Universities or colleges throughout world are more creative in the presence of on online option to keep the students safe and healthy at home. Higher education in Surakarta spurs the quality of online learning during this Covid-19 pandemic. To support online learning, Unisri implements 17 (seventeen) general platforms the students and the lecturers can select according to their agreement. They include, among others, google classroom, zoom, group whatsapp, email, MS Teams, Google Meet, etc. In addition, Unisri also has its own application for online learning system: Sibela and Sisdayanti. However, in implementing online learning, the lecturers are given freedom to use ICT-based learning media to support learning process. One of

learning media used in English Education Department, particularly in Reading course, is Computer-Mediated Communication (CMC)-based media, by which they can learn, discuss, and interact with students. Internet use is an expansion of technology facilitating the students to access learning material, to interact with content, instructor, and other students, and to get support during learning process (Zhafira, Ertika, & Chairiyaton, 2020). In addition, students can interact with both lecturers and their peers, and thereby will get feedback directly on their learning outcome (Anhusadar, 2020). The largest advantage of information and communication device use is reflected on the learning from home, in which the material is presented in different method and in distinctive speed, by seeing their potential progress themselves (Marković Mirjana, 2017).

Considering the result of survey on students attending Reading course, majority students can get access easily to its use in Reading teaching. About 43.3% students agree that there is an easy access to CMC. In addition to easy access to CMC, there is an easy access to learning material, related to question receiving and collection, and assignment submission. About 17 (seventeen) or 56.7% students can access the learning material easily. This motivates the students to participate more actively in Reading learning process. The improved motivation encourage the students to participate actively in CMC (Cheon, 2003). The result of research shows that long distance learning using CMC has some strengths, one of which is that the students reading more materials and assignment given in order to be more independent. In addition, the advantage of using CMC in long distance learning is its easy access to a variety of long distance learning platforms used, thereby can motivate the students to enrich themselves with the material given during long distance learning (Marani, Subarkah, & Wijayanto, 2020). The easy assignment submission is stated by about 56.7% students. Out of interactive and supporting CMC tools, some of them are more useful to improve and to support the learning. Students' attitude to the effectiveness of CMC tools can offer insight into the use of various CMC tools in online learning (Mehri & Izadpanah, 2017).

In relation to the quality of learning through CMC media use, about 23.3% students strongly agree that the quality of reading learning is better in the presence of CMC media, while 13.3% students agree. About 30% students strongly agree that CMC media is a very good media to communicate and to interact during reading learning, and 16.7% students agree. CMC media also helps students send the assignment, as indicated with 40% students agreeing the statement. About 33.3% students agree that CMC media use facilitates the students to evaluate information related to learning material and 6.7% students strongly agree. Similarly, 30% students agree and 6.7% students strongly agree with the administration of feedback by lecturers. Computer-mediated communication (CMC) is any form of communication between two or more individuals interacting and/or influencing each other through separated computer with internet or network connection – using social software. CMC does not include a two-computer communication method, but how people communicate through computer. Computer-mediated communication (CMC) is any form of communication between two or more individuals interacting and/or influencing each other through separated computer with internet or network connection. Computer-mediated communication allows for temporal and spatial freedom, while improving interaction between

groups and individuals at the same time. Computer-mediated communication deals with geographic constraint in communication allowing for collaboration through long distance communication. Both students and lecturers can exchange, store, edit, broadcast, and copy any written documents. They can send data and message instantaneously, easily, and in low cost. About 26.7% students agree that using CMC media in Reading learning, they feel comfortable, 56.7% students say that they are neutral, and the rest of 16.7% strongly agree. Lecturers are also very enthusiastic with Reading learning using CMC media. It is based on the students' argument indicating that 50% students agree and 23.3% strongly agree. In addition to being enthusiastic, the lecturers are also cooperative during Reading learning process using CMC media, as indicated with 33.3% students agreeing with this statement and 23.3% students strongly agree. Considering the percentage, it can be concluded that communication and interaction run smoothly between lecturers and students during Reading learning process using CMC media. Out of interactive and supporting CMC tools, some of them are more useful to improve and to support the learning. Students' attitude to the effectiveness of CMC tools can offer insight into the use of various CMC tools in online learning online (Mehri & Izadpanah, 2017). Long distance learning using CMC has some strengths, one of which is that the students reading more materials and assignment given in order to be more independent. In addition, the advantage of using CMC in long distance learning is its easy access to a variety of long distance learning platforms used, thereby can motivate the students to enrich themselves with the material given during long distance learning (Marani, et al, 2020). CMC gives an opportunity of communicating and learning in the class (Sherblom, 2010). CMC is the change of learning experience in IT era. Learning and teaching option surpasses traditional classroom in which the lecturer gives knowledge and students become passive learners. A lecturer is an instructor and facilitator, encouraging the students to build its knowledge itself, to think critically and creatively, and to interact with each other, and empowering them to study independently (Khine, Yeap, & Chin Lok, 2003).

Students' satisfaction with CMC media use in Reading learning is fairly high; it can be seen from 50% students agreeing and 13.3% students strongly agreeing that the facilities of CMC media are compatible to Reading learning. About 40% students agree that CMC media is an interactive Reading learning media and 10% strong agree. About 20% students agree and 6.7% strongly agree with the statements in points 3,4, and 5 that CMC media are more varying, motivating better, and better than other Reading learning media. It indicates that students' satisfaction with CMC media use in Reading learning is fairly high. CMC enables an individual to participate in communication with minimum stress. CMC makes individual feeling comfortable as it also contributes to self openness, enabling the partners to communicate more openly and expressively. Using computer in CMC-based language teaching is considered as a communicative interacting medium. Therefore, computer-mediated communication (CMC) is very closely related to communicative approach to foreign language teaching. Considering the communicative approach, there should be an understanding on input – listening to and reading – to entire language acquisition process (Mehri & Izadpanah, 2017). The largest advantage of CMC is the students' improved

motivation and active participation. It is in line with a previous study on CMC finding that the students report the reduced anxiety with making error (mistake) and are motivated to use the target language, both of which provide bigger opportunity of producing target language (Cheon, 2003).

Conclusion

Computer-mediated communication (CMC) is any form of communication between two or more individuals interacting and/or influencing each other through separated computer with internet or network connection. Considering the result of research, it can be concluded that communication and interaction run smoothly between lecturers and students in the Reading learning using CMC media. Out of interactive and supporting CMC tools, some of them are more useful to improve and to support the learning. Students' satisfaction is fairly high with CMC media use in Reading learning. CMC enables an individual to participate in communication with minimum stress. CMC makes individual feeling comfortable as it also contributes to self-openness, enabling the partners to communicate more openly and expressively. It implies that CMC as a Reading learning media in university (college) benefits and motivates the students to understand the material better. Further researchers are recommended to analyze the weaknesses or the constraints both students and lecturers have in English learning process broadly and comprehensively.

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