ABSTRACT

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The combination of using synchronous and asynchronous Computer-Mediated Communication (CMC) in collaborative writing has increased opportunities to engage in collaborative tasks online. This study was aimed to investigate how the process of collaboration in writing occurred through Google Hangout and Pbworks and then to determine the progress of students' writing quality. This study was also aimed to find out types of interactions that occurred during collaboration, and finally to find out the perceptions of students in using two CMC modes (sycnhronous and asycnhronous) in collaborative writing. The research design of this study was a case study with qualitative and quantitative data collection and analysis. The data were (1) 18 transcripts from synchronous Hangout chats and 18 transcripts from asynchronous Pbworks comments, (2) 18 students' groups writings of argumentative text, (3) questionnaire and (4) interview. This study was conducted from November to December 2017 at School of Applied Science, Telkom University involving 43 students of Informatics Management study program. The findings showed that quality of students' writing in argumentative texts, either holistically or analyrically, improved although it was not significantly. Mostly the students were confused in giving claims and proposition of argument they defended. Furthermore, either in using synchronous Google Hangout chat or asychronous PBWorks, the students' sociocognitive interaction was higher than socioaffective and organizational interaction, which it meant in collaboration the students focused on resolving together the task than getting along with members or planning and evaluating the task. Lastly, regarding to students' perception and reflection, the students perceived positively the use of synchronous and asychronous CMC in collaborative writing.

Keywords: Computer-Mediated Communication (CMC), Synchronous CMC, Asynchronous CMC, Collaborative Writing, Argumentative Text.