

Scaffolding dalam interaksi CMC secara asinkronis pada forum diskusi tutorial online writing 1 Universitas Terbuka = Scaffolding in asynchronous CMC interaction on writing 1 online tutorial discussion forum at Open University

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Abstrak

[ABSTRAK

Tesis ini membahas scaffolding dalam interaksi tutor-pemelajar + pemelajarpemelajar secara asinkronis dalam forum diskusi tutorial online Writing 1

Universitas Terbuka berdasarkan aspek manajemen tugas, proses balikan, dan manajemen dalam menjalin ikatan sosial. Penelitian ini adalah studi kasus yang bersifat naturalistik. Data yang digunakan berupa percakapan asinkronis, kuesioner dan wawancara. Hasil analisis membuktikan bahwa pemelajar dapat membangun pengetahuannya secara kolaboratif melalui scaffolding dalam pembelajaran bahasa yang menggunakan media komputer (CMC) secara asinkronis. Namun demikian, kurangnya respon terhadap pertanyaan dan balikan yang dikirimkan, serta respon rekan yang tidak mengarahkan pemelajar untuk meningkatkan kemampuannya menjadikan interaksi ini tidak seluruhnya mengandung scaffolding. Hal ini dapat disebabkan oleh: tutor yang cenderung untuk menunda memberikan respon, respon rekan tidak mengandung balikan, dan pemelajar yang menunggu respon tutor karena tutor diyakini memiliki kompetensi lebih baik dibandingkan rekan, serta fitur interaksi secara asinkronis yang memungkinkan respon diberikan secara tidak simultan atau bahkan diabaikan. Hasil analisis juga menunjukkan bahwa tidak semua pemelajar memanfaatkan scaffolding untuk segera merevisi tulisannya, karena kurang jelasnya instruksi yang diberikan maupun fitur interaksi yang berlangsung secara asinkronis.

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ABSTRACT

This thesis focuses on scaffolding in tutor-learner + learner-learner interaction asynchronously on Writing 1 online tutorial discussion forum at Open University based on the following aspects: task management, feedback process, and social cohesiveness. The research is a naturalistic case study. Data are collected through asynchronous chat records, questionnaires, and interviews. The analysis results prove learners are able to construct knowledge in collaboration through scaffolding in language learning using asynchronous computer-mediated communication (CMC). However, scaffolding is not found in the entire interaction since there is a lack of responses towards questions and feedback, and peers' responses do not guide learners to substantial improvement in performance. The reasons of these are: tutor tends to delay in responding, there is often no

feedback in peers' responses, learners' belief in tutor's feedback instead of that of their peers, and a time-delayed frame feature of interaction which makes it possible for users not to send messages simultaneously or simply to ignore responses. The analysis also shows that only a few of learners are using scaffolding to revise their writings immediately. There is no clear instructions about revising their writings and the asynchronous interaction feature are two reasons that make scaffolding less effective. This thesis focuses on scaffolding in tutor-learner + learner-learner interaction

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