

ABSTRACT

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SELF-DISCLOSURE IN CLASSROOM COMMUNICATION: A DISTANCE LEARNING CONTEXT

(ix + 25 pages: 3 appendices)

Distance learning shifts the conventional classroom to a technology-based classroom. The effectiveness of face-to-face classroom communication is reduced due to the absence of direct contact with classroom participants. The observation done in a private Christian school during a 6-week practicum shows that the difference in students' background and communication skills are resulting in students' close to the teacher. This paper aims to describe the barriers in self-disclosure in distance learning classroom communication and the ways the teacher could promote self-disclosure in distance learning classroom communication. This paper reviews some literature related to communication skills, classroom communication, and self-disclosure. This research uses qualitative descriptive method. The result of the study identified the different media of online communication and the absence of direct contact with the classroom participants as the barriers to disclose in classroom communication. Meanwhile, teachers could initiate the self-disclosure by relating the lesson topic to teachers' experience, translating instructions and waiting for students' responses, as well as developing the communication skills competence. The recommendation given for teachers is to develop communication skills and try disclosing with the students, meanwhile for the future researcher is to try to examine the students' motive to disclose to the teacher.

Keywords: Classroom communication, Communication skills, Distance learning, Effective communication, Self-disclosure

References: 40 (2005-2020).