EFL TEACHERS' ROLE IN USING COMPUTER MEDIATED COMMUNICATION TO INITIATE ONLINE DISCUSSION: A CASE STUDY IN INDONESIAN SECONDARY EDUCATION

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STATEMENT OF ORIGINALITY

I hereby certify that this thesis entitled "EFL Teachers' Role in Using Computer Mediated Communication to Initiate Online Discussion: A Case Study in Indonesian Secondary Education" is definitely the original work of mine. I am completely responsible for the content include in this thesis. To the best of my knowledge, opinion or findings of others presented in this thesis are cited with respect under the ethical standard.

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MOTTO

"No man can win every battle, but no man should fall without a struggle.

You are not always going to win or get what you want,

but you should always fight for what you believe is right whether you win or lose"

DEDICATION

I dedicate this thesis to myself, my beloved family, and friends. My sincere gratitude to my parents, Mr. R. Alit Yuliawan Prihadhi and Ms. Nining Rachmawati for being the source of encouragement. To all my parties who constantly supported me until this thesis was completed, I am thankful. Also, myself for being endured and not losing faith during the process.

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In the name of Allah Almighty, for the presence of plenty of mercy and his grace given to the writer to be able accomplish the thesis. Shalawat and salutations upon the prophet Muhammad SAW, his family, and his followers.

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ABSTRACT

A myriad of studies have investigated the positive outcomes of organizing online discussion. Yet, little empirical evidence reports the role of teachers in managing online discussion employing computer-mediated communication (CMC). A recent study attempts to investigate teachers' role using CMC to initiate online discussion as the medium and to explore how the teacher conducts an online discussion in promoting students' outcomes. Grounded in a qualitative case study using an unstructured in-depth interview with an experienced secondary education teacher, through thematic analysis, I found that the teachers' role does affect students' outcomes in terms of their activeness and critical thinking skills. The findings suggest that during online discussion that adapting computer-mediated communication is beneficial to prepared students skilled in 21st century skills, which have a plenty of conjunction with communication, collaboration, and technology skills.

Keywords: computer-mediated communication, online discussion, teacher role

CHAPTER I
INTRODUCTION

This chapter portrays the relevant study. It includes the background of study, the purpose of study, the formulation of the problem, the limitations of study, and the significance of study.

1.1 Background of The Study

Technological tools for learning have been increasingly adopted at least during the pandemic to assist distance education. Recent research on the merits of online discussion utilizing computer-mediated communication (CMC) have found how it could promote students' contribution in the discussion and enhance students outcomes (Williams & Lahman, 2011). It is an appropriate learning method to be conducted through CMC to enhance students' interaction, contributing to the development of the learning environment, as well as enhance students' critical thinking (Afify, 2019).

The studies on online discussion using CMC by Tolmie & Boyle (2000) asserted CMC could promotes engagement and productive discussion. Burns (2011) explained the benefits of online discussions using CMC can increase students satisfaction in socializing online, exchanging information, constructing knowledge until students' able to develop their own knowledge. Furthermore, online discussion using CMC affect students' motivation to actively participate and increasing the sense of socializing in the learning environment (Rovai, 2007).

In the previous study on these issues, most of the studies focus on exploring the online discussion using CMC and its benefits mostly in higher education (Afify, 2019; Rovai, 2007; Tolmie & Boyle, 2000; Williams & Lahman, 2011). Rarely do researchers studying the subject conduct the online discussion. Marjanovic (1999) discovered the evidence that teachers who conduct collaborative learning tend to encourage students to construct knowledge, understanding, and greater skill development and avoid them being passive learners. Thus, this research tends to study from the teachers' perspective as a subject who hold online discussion

utilizing CMC to promote students' participation and outcomes in secondary education. This research can also provide an insight for teachers about the effectiveness of using technology in constructing students' knowledge.

1.2 Purpose of The Study

The primary goal of this study is to investigate the teachers' role to initiate an online discussion using CMC as the medium and to explore how the teacher conducts online discussion in promoting students' outcomes.

1.3 Formulation of The Problem

This study set out to answer the following question:

1. What role does an EFL teacher play in computer mediated communication to initiate online discussion?
2. How does an EFL teacher conduct computer mediated communication interaction to initiate online discussion?

1.4 Limitation of The Study

The participant for this study was specifically an English teacher who applied discussion activity as the learning method and utilized several platforms to support the main activity. As the research focuses on language class, this study may be applicable for only certain related field designation. Another limitation for having a participant for study is the representation of multiple viewpoints is also limited.

1.5 Significance of The Study

This study was done for teachers to gain practical insight related to conducting an effective online discussion using CMC and its relation to promote students' outcomes. Through studying this research, it may give perspective for teachers that even learning in distance, it is possible to conduct an effective online discussion, in fact, it is beneficial for promoting students' achievement in any aspect such as cognitive, motivation, and performance.

CHAPTER II
LITERATURE REVIEW

This chapter elaborates on the research literatures. It includes four sub-chapters which review relevant literature and followed by the flow of the reviewed literatures.

2.1 Studied on Computer Mediated Communication (CMC)

The fact that CMC was not a newcomer in web-based models and proved it could support distance education, many scholars defined and studied the effectiveness of it. According to Murray (2000), CMC is an interaction between human beings via the computers and modified only text-based modes both can be in real time situations (synchronous) or not required in a real time situation (asynchronous). Rovai (2007) adds that CMC is the act of exchange of information that is conducted between individuals using computer networks as the medium. Williams & Lahman (2011) then straightly conclude CMC can be called as online discussion.

While the research in advance continues, the merits of adapting CMC to support online discussion conveyed by Tolmie & Boyle (2000) showed it could promote students' engagement and productivity during online discussion. In addition, Williams & Lahman (2011) added that CMC can develop students' active participation and increase their outcomes. Burns (2011) explained that CMC can be useful in creating a great learning environment which emphasizes not only the students-teacher relationship but also among students. Students-teacher can ask each other questions, do the discussion activity and can directly give responses by using only one learning medium. Utilizing CMC as the discussion medium allows teacher and students to discuss topics and learning objectives for longer periods and more in-depth discussions. Certainly, the discussion environment needs appropriate facilitation and is well organized from the teacher in order to make an effective online discussion. The greatest advantage of adapting CMC as the online discussion medium is that students have an opportunity to promote their social learning by participating in the discussion to enhance their understanding beyond what

they could achieve individually. So forth, CMC can increase students' sophistication of interaction and gain great learning outcomes as they could exchange information and construct their knowledge over the materials given.

It can be concluded that CMC is an interactive online interaction through mediums between teacher-students also among students during the online discussion. Therefore, this research attempts to apply the study of CMC by Williams & Lahman (2011) to analyze the effectiveness aspects of the online discussion environment, the discussion content, the relationship between teacher and students, and the benefits taken from the discussion in the current learning situation.

2.2 Teachers' Roles in CMC

Adopting CMC provides the opportunity for teachers to conduct active learning, which requires teachers to build interactive and collaborative learning by utilizing a constructivist approach to teaching and learning. A study by Maor (2003) showed that creating a student-centered approach needed the role of the teacher as facilitator and the students engaged in peer collaboration. This study implies that the idea of interactivity between teacher and students must be emphasized in order to ensure the quality of collaborative learning.

During teaching learning with CMC, teacher that employ a student-centered approach intend to promote students' active learning behaviors and enhance learner outcomes by utilizing effective questioning and moderating skills. It is shown to increase students' levels of critical thinking skills (William & Lahman, 2011).

According to Rovai (2007), it is essential for teacher to provide a sense of belonging when doing the learning using CMC with the goal of building a strong relationship among students within distance education as well as providing an authentic learning topic for students' collaboration. Moreover, teacher presence during online learning is considered important. However, the role of the teacher during online learning is not as the center of learning but as a

facilitator who facilitates students during collaborative learning by emphasizing student interaction.

2.3 Teachers' Role as a Facilitator

Zhu, Valcke, Schellens (2010) found that one of the teachers' roles in the teaching learning process is as facilitator who guide, letting students to explore by asking questions, and suggesting alternatives during the lesson. As Grasha (2010) studied that the teacher role as a facilitator emphasizes the nature of interaction between students and teacher. Burns (2011) conveyed that a teacher is a facilitator who guides, helps, and supports students in order to construct knowledge by designing constructivist learning that improves inquiry, exploration, and problem-solving skills.

Adapting teacher as facilitator associated with the idea of shifting from teacher-orientation to students-orientation derives from the social constructivism concept which emphasizes learning through experiences, understanding, and meaning (Burns, 2011). Constructivism-based learning itself focuses on the purpose of the teacher as a facilitator and students as the center of learning. (Afify, 2019). Studies mentioned the opportunity for teacher as a facilitator to build an interactive and collaborative learning by using social constructivism approach in teaching and learning process could create a great outcome and promote students' critical thinking skills during distance learning (Burns, 2011; Maor, 2003; Zhu et al., 2010).

According to Grasha (2010), teacher as facilitator prioritize students' flexibility to meet students' needs and goals for exploring lesson. In practice, the teacher as facilitator tends to adopt collaborative learning activities which set in small group discussion that proofed could help students develop their ability to think critically. In line with that, prior study conducted by Carey (1993) was described that teacher role in the collaborative learning classroom activities in a technologically support was to ensure the success of collaboration learning as the teacher must guide students to plan the collaborative learning, introduces topics and tasks as well as

discuss how groups will implement them, observe and intervene in the group work, and help students process their work. As a results, the notion number of classroom practices adapted teacher roles as facilitator gaining popularity.

Rovai (2007) asserted special skills of teacher as facilitator are needed to facilitate online discussion, thus teacher should be able to inspire students to contribute in constructing knowledge and the ability of students to collaborate in online discussion. He continued that the teacher as facilitator needs to appreciate the social presence of the students in the online discussion as it will affect students' positive attitude toward the learning.

Moreover, a study conducted by Marjanovic (1999) toward teacher as facilitator in online discussion supported by computer as the communication tools raised the potential of the transformation of teacher from 'the specialist of delivering information' to facilitator of learning that have indication to improve students' critical thinking, problem-solving, and communication skills.

Teacher as facilitator also needs to encourage students to independently learning and be responsible for their work. It is suggested, teacher as facilitator tend to adopt discussion methods in order to help students develop their critical thinking skills as well as train them to learning independently (Grasha, 2010; Zhu et al., 2010; Kistner, Rakoczy, Otto & Klieme, 2015).

As the previous studies above showed positive findings on the transition of teacher role from the expert which is the role of teacher as knowledge transmitter to facilitator who guides and let students construct their own knowledge, this research tends to study in terms of effectiveness of online discussion learning method supported by computer-mediated communication as teacher as facilitator due to limited research conducted in Indonesia.

2.4 The Flow of Reviewed Literatures

Some literature has been reviewed on the studies of computer-mediated communication as the medium for online collaborative or discussion activity. Previous studies also reviewed the teachers' roles in CMC that emphasized enhancing the interaction quality among students and teachers in collaborative learning by creating student-centered situations that avoid the teacher as the center of learning but rather as a facilitator who facilitates students during collaborative learning by emphasizing student interaction. The flow of these reviewed literatures are concluded in the flowchart below.

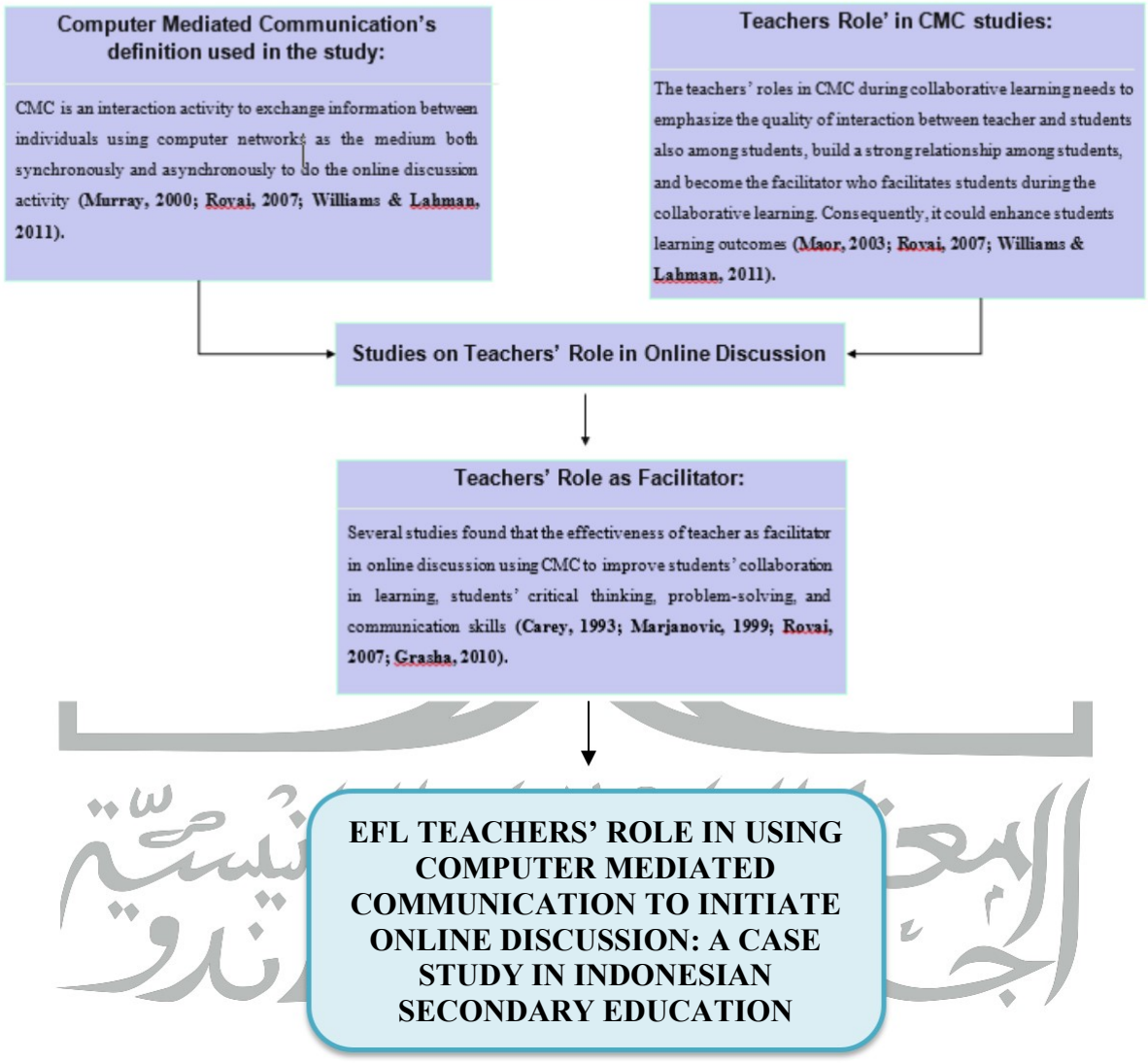

Figure 2.1 Literature Review Flow Chart

CHAPTER III
RESEARCH METHODOLOGY

This chapter explains research design, data preparation, data collecting techniques and data analysis. The setting and participant were also described below.

3.1 Research Design

This study employs a qualitative case study as the research design because it investigates the current real-life situation that happened over time. Creswell (2013) elaborates the definition of case study from Yin's (2009) and Stake's (2005) perspectives. The first perspective conveyed a case study, which included a single real-life case in contemporary context and setting, whereas the second perspective define case studies as a bounded system which deals with time limitation and place consideration. In sum, case study is defined as one of qualitative approaches that focuses on exploring current, real-life case/s that are bounded by time and place through a detailed and in-depth data collection. This research was based on a real-life situation where the teacher conducted an online discussion using Zoom as the CMC medium for second grader and the data was taken twice to assure the researcher probed deep information related to how the teacher initiates an online discussion.

3.2 Data Preparation

The data preparation contains two things. First is informed consent, concluded participants' consent to be interviewees. Second is the explanation of settings and the participants' background.

3.2.1 Informed Consent

This e-form addressed to the teacher in one of the private international secondary schools in Yogyakarta. This form is an encrypted agreement between researcher and participant during

data retrieval. As a consequence, the participants' data would be kept confidential from public consumption.

3.2.2 Research Settings and Participant

The setting of this study is one of the international secondary private schools in Yogyakarta. It has a unique curriculum where English subjects are only studied in the second grade. The English subject itself was divided into two sub-subjects: English for Reading-Writing (ERW) and English for Listening-Speaking (ELS). In every English lesson schedule, the teacher applied a bilingual system to make students 'fluently in English. The researcher considered collecting the data in this school because it seemed that the research topic would be suitable to be researched in one of the sub-subjects.

The participant was an experienced teacher for more than 20 years in this field. She taught the ERW both for science class and social class. Although she has been a professional teacher for a long time, she realized that distance learning gave her a great experience ever throughout the time. On that occasion, the researcher had the opportunity to become a pre-service teacher at a school where the selected participant was one of the cooperating teachers. Later, the researcher asked for her concern to be the research participant. Her long dedication in teaching English as well as her experiences and an easy-going personality became the aspects she became a potential participant for the research. Moreover, her teaching method, which often adapted discussion activity made her suitable as a participant.

3.3 Data Collecting Techniques

To prevent the spread of COVID-19 virus, the researcher considered collecting the data through the Zoom platform to conduct one-on-one interviews with the participant. The one-on-one interview was chosen due to the study needs a depth of data findings and participants who were not hesitant to share their experience (Creswell, 2013), the participant meets this need.

The researcher adapted the parameter of Williams & Lahman (2011) to design the interview protocol. The adaptation parameter was formed into five points: (1) Discussion environment, (2) Message analysis, (3) Social interaction among students, (4) The function of group discussion for building students' understanding, and (5) Assessment.

As researcher only adapted the parameter and none of the questions were determined, the unstructured interview was relevant for researcher did in-depth interview (Fox & HunnHunn, 2002) to explore and learn of participant 'experience in conducting online group discussion during the pandemic. In this online interview, the participant asked to share her experiences related to how she managed the effective online group discussion which could promote students 'performance and outcomes. The interview occurred twice between March and April. The first interview was done on Friday, 11th March 2022 around 11.00 AM for 20 minutes and the second was done on Friday, 15th April 2022 around 10.00 AM for almost 60 minutes, then the whole process was recorded and transcribed as the main source data.

3.4 Data Analysis

The data taken from interviewed that have been transcribed then analysed through thematic analysis (Cresswell, 2013). In doing the analysis, the meaning informed by the participant was identified, analyzed, and interpreted. Detailed procedures of data analysis were proceeded in five stages. First, I transcribed the raw data taken from the interviews. The interview protocol included the information of interview activity such as time of interview and place, the explanation of the adapted parameter, and the table of data and coding. The researcher decided to change several names of parameters due to the researcher wanting to name it specifically based on the activities being researched. Second, researcher did a data selection in which the relevant data were codified and added to an open coding column. Open coding is the opening in the coding stage, it contains the results of data selection which form information about the studied phenomenon. After the open coding, researcher then categorized the data selection to

a general theme that is called axial coding. The results of categorization then formed as sub-themes in the selective coding first column, which shaped the outline of the two previous coding. Finally, in final selective coding, researcher sum up all the coding stages to be the core of themes that later will be the overarching theme (Creswell, 2013).

Table 3.1 Adapted Interview Parameter

Williams & Lahman (2011) adapted parameter in CMC studies

No.	Parameter	Sym.	Functional Definition
1.	Discussion Environment	DE	teacher provides a short of task or prompt as well as what purpose and frames the discussion
2.	Message Analysis	MA	teacher provides whole posts or messages or individual sentences to make student understand.
3.	Social Interaction among Students	SIS	teacher focus on cognitive processing (such as analysis) or social interaction among students.
4.	The Function of Group Discussion for Build Students Understanding	FGD	teacher able to function group discussion for their students' understanding.
5.	Assessment	AS	teacher provides a one-off assessment of critical thinking or conduct a study with practical utility for classroom teacher.

Figure 3.1 Coding Scheme from Williams & Lahman (2011) adapted parameter

Data no.	Interview transcript	Parameter (FIXED THEME)	Open Coding (Leksis/frase)	Axial Coding (Kategorisasi)	Selective Coding (Emergence Sub-themes)	Selective Coding (Emergence Themes)
01	A: Apakah ada tugas singkat atau tugas singkat seperti *warming up* yang Ms.Tien biasa adakan pada kelas ERW sebagai pembuka sebelum diskusi kelompok, ms? **(DE)** B: Biasanya, ini salah satu materi ya, biasanya tentang stories, jadi waktu itu seperti dongeng. Jadi waktu itu untuk pembukaannya **warming up**, untuk pemanasan biasanya saya bertanya pada anak-anak apa topik cerita mereka, mungkin dongeng masa kecil atau yang mereka baru-baru tau begitu. Jadi dari awal kita bisa tau cerita apa yang familiar untuk siswa SMA. Setelah bertanya, kemudian ada juga kegiatan merangkai kalimat. Jadi satu siswa akan membuat satu kalimat untuk meneruskan kalimat sebelumnya. Jadi anak-anak pasti mencoba untuk kreatif membuat kalimat yang sekiranya nanti akan menjadi dongeng begitu, tentu tidak lupa juga untuk menggunakan verb 2 atau past tense gitu. Misalnya yang paling depan memulai kemudian sampingnya, sampingnya, sampai semuanya	**Discussion environment** Bertanya apa topik cerita dan merangkai kalimat.	• **Bertanya Topik cerita.** • **Memberi kegiatan merangkai kalimat.** • **Merangsang kreatifitas.** • **Recall activity agar sesuai dengan materi.**	**Warming up** • Bertanya Topik cerita. • Membantu agar dapat mengikuti kegiatan warming up. • Dibantu untuk membuat kalimat/cerita sendiri. • Jika macet di kasih clue/bantuan atau temannya bisa bantu di sebelahnya. • Mengingatkan jika lupa dengan Verb 2 nya. • Memberi kegiatan merangkai kalimat. • Menyampaikan	**Sub-theme: Activating and maximizing teacher role through active scaffolding**	**Teacher Roles and Student Creativity**

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter describes the research findings and discussions. The excerpts are included in the findings section including findings chart, followed by the discussions results.

4.1 Introduction

From the data analyzed, the findings reveal four themes: (1) teacher roles and students' creativity, (2) teacher roles and students learning autonomy, (3) teacher roles, technology adoption, learning atmosphere, active students, and group discussion, and (4) teacher roles and assessment. Each of the themes generate sub themes that were shaped based on categories. The outcome of the assembled sub themes and themes obtain an overarching theme. These themes are further described in sub-section 4.2.

4.2 Findings

The findings of this present study are summarized in the figure 2 below, and detailed findings of each theme is further described in the next sub-sections.

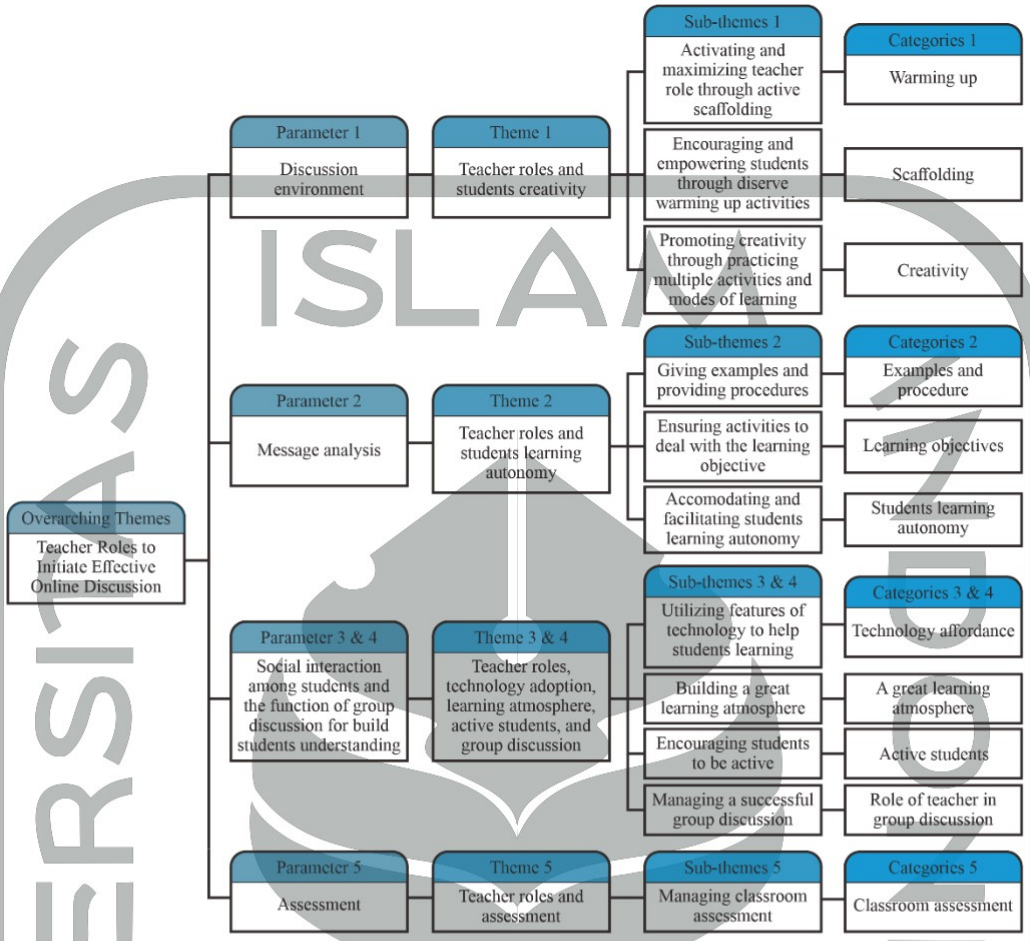

Figure 4.1 Findings Summary

4.2.1 Teachers Role and Students Creativity

In this theme, teacher roles and students' creativity are rooted from the three sub-themes, namely (1) activating and maximizing teacher role through active scaffolding, (2) encouraging and empowering students through diverse warming up activities, and (3) promoting creativity through practicing multiple activities and modes of learning. These sub-themes are described in detail below.

4.2.1.1 Activating and Maximizing Teacher Role Through Active Scaffolding

In handling online discussion, the teacher is constantly doing warming up activity at the beginning of the lesson. On one occasion in an ERW lesson, she taught about narrative text.

In this lesson, she does the warming up and tries to activate her role in encouraging students to be active. This is expressed by the participant in her accounts below.

Excerpt 1

1. This is one of the materials, it is about stories, for
2. example , a fairy tale. So, at that time as warming up
3. activity, I usually ask students what the topic of their
4. story is, maybe a childhood fairy tale or something
5. they recently learned about (Interview 1, 15 April 2022).

The excerpt above reveals that she opened the lesson by bravely asking students what they have prepared for the material (line 3). It indicates that she tried to encourage students 'to actively participate in the online class. As a warming up activity, the teacher uses fairy tale or something they learned recently to attract students to participate in the warming up activity, this also indicates the teachers' attempts to bond the teacher-students relationship.

In doing the warming up, the teacher sets up two activities, particularly asking and doing stringing sentences. The activity helped teacher to understand how far students could produce a sentence using a proper grammar structure. Concerning this matter, she remarked on the activities in her following accounts.

Excerpt 2

1. After the asking activity, there is also another activity
2. called stringing sentences activity. The first student
3. should make a sentence then continue with the
4. other to make a new sentence until it becomes a set
5. of sentences or a story (Interview 2, 15 April 2022).

In her accounts above, she explained that stringing sentences activity targets every student to create a sentence until it becomes a whole new story (line 2). This second activity requires a Higher Order Thinking Skills (HOTS) than the prior one. Creating a new sentence for secondary students as warming up might be challenging, especially for those who rarely practice in English, the same applies for shy students. Teacher role in this segment becomes crucial to raise students 'confidence as well as offer a prompt for those who have difficulty continuing sentences.

She confirmed that it is not always running effectively. During the warming up, she claimed that not all of the students can easily make a proper sentence. Indeed, she as a teacher is responsible to teach them how to compose a proper sentence both in oral and written as practiced in the subject itself which is ERW. Below she explained how she deals with challenges.

Excerpt 3

1. *If there is a student that difficult to continue*
2. *making the sentence, I will help him/her by giving*
3. *a clue, or he/she could even ask his/her chairmate*
4. *to help him/her to make the sentence. If the student*
5. *forgets the past tense of a verb, we (teacher and*
6. *classmates) are responsible to help him/her to*
7. *figure it out until he/she can make his/her own*
8. *sentence (Interview 3 and 4, 15 April 2022).*

In excerpt 3, she explained how to handle the struggling students (which also become researcher concerns). They get extra attention from teacher along with other students. Providing clues and friends' help becomes the solution for those who feel struggle (line 3-4). With this approach, it enables students to share their ideas as well as implicitly become the bridging for the discussion activity which requires them to state their opinion. For students who forget or make mistakes in producing the past tense have a right to be corrected by the teacher or other students (line 5-6). It is common for learners to forget the past tense form of a verb. A supportive classmates and environment as it referred on line 6-8 could make them less insecure for those who are shy.

As the warming up activities go by, the teacher kindly informs students about the learning objectives as well as discussion expectations right after the warming up activities. She remarked in her following accounts.

Excerpt 4

1. *Usually students are curious about the materials*
2. *that we are going to learn. To anticipate what they*
3. *are wondering and asking about, I already told*
4. *them right after the warming up activities (Interview 5, 15 April 2022).*

Their curiosity (line 1) showed that the warming up activities successfully attracted students 'attention which became a positive signal for the teacher to start the discussion. Notifying students about the expectation of the main activity could increase their excitement towards the materials (line 3).

The teacher begins the lesson by employing the warming up activity as the scaffolding to encouraging students to speak. Therefore, encouraging students in the warming up activities become essential before starting the online discussion.

4.2.1.2 Encouraging and Empowering Students Through Diverse Warming Up Activities

As it showed in the previous sub-theme, struggling and less confident students are one of the factors that teacher may encounter. Therefore, teacher should be able to encourage students by giving motivation as one of the options. She expressed it in the excerpt below.

Excerpt 5

1. *Commonly I cheer up the students by saying things*
2. *like "you can do it, have you ever heard about this*
3. *story? What do you think about it? Now it is your*
4. *turn to make your own story," something like that*
5. *and students also can get motivated by seeing their*
6. *friends bravely stating their opinion (Interview 6 and 7, 15 April 2022).*

In her account above, it is obviously that she consistently cheers up the class by giving motivation (line 2-4). Besides motivating students, asking their opinion becomes another way which she applies to encourage students to speak (line 2-3). This teacher's habitual action may build a strong relationship between teacher and students. Unwittingly, other students' success could be an external motivation apart from teacher's did (line 5-6). Thus, a great relationship between teacher-students and each other students had an important role to gain a great online learning experience.

To anticipate students getting bored because of the same activities every warming up, teacher needs to have a lot of references of warming up activities The reason she had diverse warming up activities is explained in the points below.

Excerpt 6

1. Surely, we as teachers must have many games
2. references for warming up activities, it can be taken
3. from books. I thought this kind of warming up
4. activity is suitable for the class because it is not
5. only fun but also students can spontaneously state
6. their response for continuing the stringing
7. sentences (Interview 8 and 9, 15 April 2022).

Referred to the excerpt 6 above, she notifies the importance of knowing a lot of warming up activities' references (line 1). She continues that the idea for making warming up activities possibly comes from the books (line 3) such as activity tasks. Based on her experience, using fun warming up activity such as stringing sentences can increase students' enthusiasm and train their critical thinking by answering spontaneously (line 5-6). However, it could be possible to create a supportive environment if the teacher could empower struggling and shy students to be able to actively participate in the class.

As previously explained, students 'success has become a motivation (excerpt 5), it means a supportive environment affected each other students' performance and self-cofidence. As she expressed on her accounts below.

Excerpt 7

1. All of us should build a supportive environment,
2. because it is still a warming up activity. I do not
3. want to burn out students with difficulties, so it is
4. fine if students struggle at first in this step (Interview 10, 15 April 2022).

The teacher pointed out that building a supportive environment from the beginning of the class is important because it can affect the whole lesson (line 1). Understanding students ' capabilities can help teacher to decide on the suitable warming up activities to prevent difficulties (line 3). Furthermore, it is important to build a pleasant atmosphere during warming

up activities to avoid students feeling burdened (line 3) and normalize making mistakes as part of learning (line 4).

Managing a comprehensive online learning requires attentive planning. Attentive plan that is meant here is that the teacher is required to construct realistic materials. By teaching realistic materials, students will be easier to relate with. She expressed the learning focus on her accounts below.

Excerpt 8

1. I hope that students will be enthusiastic and start to
2. know what they are going to do later. The material
3. is also realistic means the topic still has correlation
4. with our daily lives and I emphasize the
5. grammatical function of past tense (Interview 11, 15 April 2022).

As she mentioned in excerpt 8 above, teaching realistic materials could be easier for students to learn due to it having a correlation in their daily lives (line 3-4). With this approach, students will more easily understand the material and can reflect on it in their activities. She emphasized the importance of learning structure particularly past tense for daily (line 4). To find out more about her learning expectation especially in using past tense, below she highlighted the goals of this lesson in detail.

Excerpt 9

1. For example, in telling a story, I told them the goal
2. is that they can understand the concept of past
3. tense, like when we use the past tense for daily.
4. Because in our routine, past tense is very used.
5. Then the goal is that students can tell the past
6. events. Later, they can use past tense properly and
7. can string sentences into a good story (Interview 12, 15 April 2022).

In this term, the teacher underlines the importance of learning past tense for daily use (line 4). Reading and writing subjects were definitely related to grammatical structure as its goal. She draws the goals step by step, starting with the concept of past tense, practicing making sentences before finally students were able to make a story with proper grammar (line 5-7). From here, we could understand the reason the teacher applied stringing sentences as one of

warming up activities, because she was able to assess students 'grammar comprehension in writing skill.

The warming up activities ended after teacher understand students' abilities in grammar which had an important role in the learning activities. However, grammar was not the only point that the teacher observes, she also observes on how promoting students' creativity.

4.2.1.3 Promoting Creativity Through Practicing Multiple Activities and Modes of Learning

After the warming up activities, the teacher began to explain the materials and started making online group discussions. She aimed to activate and promote students 'creativity by forming students into several group discussions in Zoom to practice making sentences. The discussion concept was explained in her accounts below.

Excerpt 10

1. *I let students choose, they may practice making*
2. *sentences based on legend or fairy tales or even*
3. *they can make a brand new story based on their*
4. *creativity. Because everyone's thoughts are*
5. *different, you'll definitely make a new story, right?*
6. *Each group has a different story. To enhance*
7. *students' creativity, I make many theme options.*
8. *The most favorite themes are science fiction and*
9. *fairy tales (Interview 13 and 14, 15 April 2022).*

Teacher does not limit students expressing their ideas while having discussion (line 1). Even students are allowed to create sentences based on a legend story, but it has to be purely their own sentences (line 2). She explained that, based on her experience, promoting students' creativity by providing a lot of themes for them making a story will help them activate their creativity (line 7). By letting them choose their own theme it will be easier for them to express their thoughts during the discussion.

There are more options than ever when it comes to modes of online learning. During the interview, the teacher reveals among all of the options, the school applied two modes for the online learning, they are synchronous online learning and blended learning. The

synchronous online learning was employed during the online group discussion. Usually, the discussion produces a result and students must submit it to the Learning Management System (LMS) of the school. The blended learning was for discussing the results of their group work and then doing an evaluation. Throughout the online group discussion, teacher constantly use the Zoom platform to interact with students and conduct the group discussion, as she explained in her accounts below.

Excerpt 11

1. *I usually make breakout rooms in Zoom for*
2. *students having their discussion, later after a few*
3. *minutes they will return to main room or if they*
4. *need more convenient atmosphere to enhance*
5. *creativity, they are allow not return to main room*
6. *and just submit the assignment. So, students are*
7. *freely having their discussion in breakout room*
8. *but later they should not forget to submit their*
9. *results in Learning Management System (LMS) (Interview 15 and 16, 15 April 2022).*

While having a synchronous online group discussion, she prefers to let students do as comfortable as they want (line 7). Having breakout rooms can be a pleasant choice for students to conduct online discussion privately. They are more confident talking only with peers and it helps students to enhance their creativity. Giving students a chance to freely share and discuss in breakout rooms may maximize their active participation in discussion. She adds during the breakout room session, she actively checks each group's progress, that is the reason she allowed students to not return to the main room and just submitted their discussion results (line 5).

In sum, teacher roles in discussion environment pointed out on how to be activating and maximizing the warming up activity as the scaffolding for the main activity which is conducting online discussion. In line with that, encouraging and empowering students through the diverse warming up activities has an aim to encouraging students in speaking also promoting students' creativity. Nevertheless, teacher still needs to build students habit to learn

independently during the distance education. Her experiences was explained in the next theme below.

4.2.2 Teacher Roles and Students 'Learning Autonomy

In this theme, teacher roles and students 'learning autonomy are conclusion of three following sub themes, (1) giving examples and provided procedures, (2) ensuring activities to deal with the learning objectives, and (3) accommodating and facilitating students learning autonomy. These sub-themes are described in detail in the following.

4.2.2.1 Giving Examples and Providing Procedures

In the first interview, the teacher realises that modifying the offline learning model to online learning could raise challenges such as lack of network connection and the lack of students 'active participation. To ensure students engage in online learning, teacher have to recheck their attendance every couple minute by calling their name. Therefore, to minimize challenges that could mislead in framing the discussion activity, the teacher does not forget to give a clear instruction in doing the online discussion. As she explained in her accounts below.

Excerpt 12

1. *The discussion activity for offline and online*
2. *class actually is the same, just a different system*
3. *applied. So, I explain the assignment, there are*
4. *15 pictures on the screen and the group must*
5. *make a story related to the pictures (Interview 17, 15 April 2022).*

In general, there is not a significant system difference between the offline and online discussion (line 2), it is just a matter of the learning medium. Moreover, she explained clearly the procedures to do the assignment. Giving a clear explanation may help to avoid a misunderstanding. This also proves that building a teacher-student relationship is necessary especially when online learning.

Even though researcher still have not found a definite proof that conducting online group discussion is effective, yet the teacher is implicitly assured that conducting online group

discussion could boost students 'speaking skills and promote their grammatical comprehension, as she quoted below.

Excerpt 13

1. *The media we used is Zoom for discussion and*
2. *to present their group work. They can freely*
3. *storytelling as long as they can tell the story in*
4. *sentences that are arranged correctly (Interview 18, 15 April 2022).*

In the excerpt 13 above, she conveyed the Zoom platform utilized for the online group discussion as well as to present their group work (line 1). Each group must present their story by minding the grammar (line 3). It is obvious that she aims to gain students 'fluency and bravery in speaking English by being mindful of the grammar which is definitely useful as well in written English.

The teacher needs to guide students during the online learning to avoid misunderstanding in framing the online discussion. Therefore, teacher needs to prioritize providing information related to learning objectives.

4.2.2.2 Ensuring Activities to Deal with The Learning Objectives

Speaking about the effectiveness of online group discussion is inseparable from achieving the learning objectives. During the interview, the teacher prioritized achieving the learning objectives. Adapting to the online learning situation is one of the support factors as well. As she remarked below.

Excerpt 14

1. *It is quite effective because in this situation we*
2. *need to adapt to achieve the learning objectives (Interview 19, 15 April 2022).*

In her remark, online discussion is fairly effectively applied during learning synchronously (line 1). Note that a quick learning adaptation affects the fulfilment of learning objectives (line 2). To be able to achieve them, supportive factors such as heed to teacher-student interaction, a great teamwork, motivation, a supportive class as ever mentioned before

need to be emphasized. While from the teacher point of view, she needs to arrange the lesson time adequately.

Before starting the discussion, she explains the materials first through the Zoom. In order to maximize the meeting and be able to achieve the learning objectives, she utilizes chat room features to interact with students and ensure students 'understanding of the materials. Utilizing the chat room features at once aims to empower shy students to actively participate in online learning. The following describes how the teacher maximizes the chat room feature.

Excerpt 15

Maybe students are shy when they have to turn on their camera and then begin to speak, so I decided to maximizing the use of chat room for students to share their opinion but they must type their name first then follow by their opinion. I hope with chat room, it can give privileges for students who are shy to be more confident to state their opinion. Later, I ask students to read their opinion one by one. I try to be as interactive as possible though in online class (Interview 20 and 21, 15 April 2022).

By utilizing chat room features, it could facilitate shy students to feel convenient to express their opinion (line 3). In conclusion, teacher empower shy students through the chat room feature to create a pleasant atmosphere for them to freely deliberate their thoughts. This concept aimed to manage interactive communication even in the online learning environment (line 9).

To manage students' online interaction, teacher should accommodate and facilitate them while they do the online discussion. Below she explained transforms into a facilitator to make students feel convenient during the learning.

4.2.2.3 Accommodating and Facilitating Students Learning Autonomy

To overcome struggling and shy students, besides giving motivation and other supportive factors, compelling students 'interest in learning English is essential. These factors are related to accommodate and facilitate students to be able to learn autonomy. In terms of

learning autonomy, teacher attempts to build students' learning habits to foster students ' interest in learning English. She expected students to get experience during the lesson as her accounts below.

Excerpt 16

1. From learning of course we hope that they will
2. get the experience. So do not let the experience
3. of speaking english make them afraid to speak
4. or make them uncomfortable, something
5. like that (Interview 22, 15 April 2022).

She expected that students, especially those who are shy and struggling, could obtain the experience practically in speaking English (line 1). It strengthens the idea of creating a great online learning experience (as it mentioned in excerpt 5) and a supportive environment could afford students 'confidence in expressing themselves (line 2). Therefore, a capable teacher to develop students 'interest in learning English and prioritize students gain a positive experience through learning English can improve students to learning autonomy while in distance learning.

Other factors to accommodate and facilitate students to be able to learn autonomy is by striving for interactive online class. This factor relates to how she manages to use the chat room feature to empower shy students to actively engage in online learning as it explained in excerpt 15. Below teacher reveal several strategies to strive for interactive online learning

Excerpt 17

1. I always try to have conversations with them,
2. especially the shy one. It is kind of a pity seeing
3. them insecure and feel they are unable to speak
4. like other friends. One of the factors that raises
5. the insecurity is the variety of students'
6. characteristics. So, I have to ask their opinion
7. oftenly to build up their confidence. Other
8. strategies, occasionally, I do friends recommend
9. for them to express their opinion (Interview 23, 15 April 2022).

Shown in excerpt 17, she explained that she consistently persuades shy students to interactively communicate in order to motivate them that they are able to speak up like other

classmates (line 1-4). To increase students 'confidence, asking for an opinion becomes another strategy to initiate students actively in speaking (line 6) due to the variety of students ' characteristics could raise insecurity for those who feel unable to synchronize other students' paces (line 4). She called this strategy as a friend's recommendation. Continuing the explanation of excerpt 15, firstly students may typed their opinion on the chat room, later on teacher addressed one of the students name to open mic for stating his/her opinion and after giving opinion, that student must address the other classmate's name to stated the opinion alternately.

Teacher applies friend recommendations to ensure students engage in the lesson besides rechecking their attendance. Concurrently, she can value each of the students' progress in every meeting. Below she expressed how she manages in assessing students 'progress.

Excerpt 18

1. *During this time, students who are shy must*
2. *speak. As their teacher, I can assess who is*
3. *still afraid and who is getting better with their*
4. *confidence. I am also aware of their progress,*
5. *which one needs to be pushed and get courage.*
6. *The point is that all of the students must engage*
7. *and focus on the lesson (Interview 24, 15 April 2022).*

During the lesson, she emphasized that all of the students must contribute to expressing their opinion (line 1). While students convey their opinion, teacher concurrently assesses them, students 'confident aspect invariably becomes the main point to be valued in every meeting (line 2). As their teacher, she attends to each of the students' needs (line 4). She recognized which ones need to be encouraged, which ones need to get extra attention (line 5). She has the sense of responsibility to ensure every student was engaged and focused on the lesson (line 6).

As distance education requires several platforms utilized in teaching learning, teachers need to build a convenient learning atmosphere to lead students became an active learner in

order to create a successful online discussion. Below teacher conveyed how she deal with technology, learning atmosphere to activate students' participation in the group discussion.

4.2.3 Teacher Roles, Technology Adoption, Learning Atmosphere, Active Students, and Group Discussions

In this theme, teacher roles, technology adoption, learning atmosphere, active students, and group discussions are extension from following sub-themes (1) utilizing features of technology to help students learning, (2) building a great learning atmosphere, (3) encouraging students to be active, and (4) managing successful group discussion. These sub-themes are described in detail in the following.

4.2.3.1 Utilizing Features of Technology to Help Students Learning

Besides utilizing Zoom to conduct online group discussion and resort to the chat room feature, further teacher used instant messenger application, WhatsApp, for strengthening teacher-students relationship and promoting their interaction. She expressed.

Excerpt 19

1. *They also can reach me from WhatsApp (WA) if*
2. *they found some difficulties. I always told to*
3. *them that they can send me text any time (Interview 25, 15 April 2022).*

In her expression above, she pointed out that students were allowed to send messages in WhatsApp if they found any difficulties in understanding the materials (line 2). A prominent instant messenger application like WhatsApp, indeed might ease for teacher and students to build up their interaction.

Along with that, she utilized the game-based learning platform such as Quizizz as an alternative learning activity. However, a short duration of online learning in each meeting affects the effectiveness of it, as she explained below.

Excerpt 20

1. *Games could be another option besides*
2. *making a story. But it is kind of complicated*
3. *to conduct online games due to the short*

4. *duration of online learning. On the other hand,*
5. *we have learning expectations to be fulfilled. So,*
6. *usually the games are by doing Quizizz (Interview 26, 15 April 2022).*

In her accounts above, she revealed that other than making a story, game-based learning such as Quizizz has other features in helping students 'learning (line 1). However, she expressed that conducting game-based learning is quite complex for the online learning that has limited duration, meanwhile she needs to accomplish the learning objectives as well (line 2-5). Yet, Quizizz could be another strategy that teacher worth to apply to value students ' understanding towards the materials, as she conveyed the benefits in using Quizizz below.

Excerpt 21

1. *By doing the Quizizz I able to know how far*
2. *students understand the material that they have*
3. *been discussed, which materials that students*
4. *still do not understand and who does not*
5. *understand the material yet. Because they do*
6. *the quiz at home so they really do the quiz by*
7. *themselves. So, we are not only interacting via*
8. *chat room but also we can communicate through*
9. *Quizizz to discuss the assignment. That is the*
10. *reason it becomes the final activity (Interview 28, 15 April 2022).*

In her accounts above, she justified that Quizzes helped her monitor how far students ' understanding the materials and getting to know which materials was difficult for them (line 1-5). She is confident that Quizzes is effective for assessing students 'understanding of the materials, as they work remotely could reduce the cheating chances (line 6). As for improving students 'communication, the teacher utilized Quizzes to hold a discussion with students about their results (line 8). Not only improving their communication skill, this strategy may enhance students 'critical thinking to analyze their results particularly the grammar section.

The teacher's ability to use several learning platforms seems uncomplete if the learning atmosphere did not contribute to the learning process. The teacher explained how she manages to build a great learning atmosphere.

4.2.3.2 Building a Great Learning Atmosphere

If in learning autonomy, teacher emphasize students to get great learning experiences so they would have a motivation to learn independently, thus building a great learning atmosphere contributing to letting students achieve great learning experiences. As she gave an explanation in the following excerpt.

Excerpt 22

1. Certainly, apart from focus on cognitive aspect
2. while having online group discussion, class
3. situation and students interaction becomes two
4. important aspects. Their interaction and how
5. They are under my supervision. Even an
6. online class, the learning atmosphere should be
7. fun so students would feel comfortable because
8. interaction depends on it and to comply the
9. learning objectives. With their intensity in
10. communication definitely the learning
11. environment is more engaging. Studying English
12. is more engaging if students are active and
13. bravely speaking in English. Learning language
14. certainly learning to convey and the goal is for
15. students to be courageous to speak their
16. opinion. That is the importance of discussions
17. that can increase the intensity of communication (Interview 29 and 30, 15 April 2022).

In excerpt 22 above, she explained during the online group discussion, besides prioritizing students' cognitive process to learn the materials, other two aspects: class situation and students interaction became her concerns as well (line 2). She highlighted that developing a fun learning atmosphere for online group discussion could ease fulfilling the learning objectives and create a comfort zone for students to improve their intensity in communicating (line 7). Certainly, the intensity of interaction could liven up the online group discussion (line 10). This affects the activeness and students 'courage in speaking in English (line 12). She added that the importance of discussion is to increase the intensity of communication among students (line 16).

Teacher builds a great learning atmosphere where the students are supporting each other whenever they feel struggle is becoming her other aim. She builds a supportive learning

atmosphere in order to achieve the goals which make students bravely and fluently speak in English. Below she expressed how she handles the class to achieve the goal.

Excerpt 23

1. *Because our goal is to shape them to capable in*
2. *speaking, so if they face any difficulties we*
3. *should assist and give them more ideas to*
4. *continue their opinion (Interview 31, 15 April 2022).*

In her expression above, she repeatedly conveyed that her goal in this class is to make students capable of speaking in English bravely and fluently (line 1). To accomplish the goals, teacher built a great learning atmosphere by assisting students if they found any difficulties by giving prompts or ideas to continue their opinion during the discussion (line 2). As she mentioned in excerpt 22, discussion activity is important to increase students 'speaking actively which conforms with her goals.

As she managed students' capabilities in speaking English, this became her learning objective or aim. This depends on how the teacher initiates students to be courageous enough to express their opinion or just contribute to speaking. Below, she explained how she builds students' encouragement to be an active learner.

4.2.3.3 Encouraging Students to be Active

After the teacher is able to build a great learning atmosphere, in favor of encouraging students to be active, the teacher teaches materials that have correlation with their daily life. The purpose is none other than to empower and make students able to engage in the materials. This would be easier for students to understand the materials as she conveys below.

Excerpt 24

1. *Generally, I ask students materials that is relate*
2. *with their daily activities, for instance in past*
3. *tense, I ask students to storytell what were they*
4. *doing last night, last holiday, last weekend. So*
5. *they can storytell their real situation (Interview 32, 15 April 2022).*

Concerning the accounts above, teacher adopted a real-life situation to make students actively participate during the lesson. She asked students to story tell about their past events (line 2) in order to build their active participation. Besides letting students be active, she could understand students 'knowledge of past tense in terms of learning narrative text. This indicated that she attempted to not only ask students to be active but also measured their grammatical comprehension.

During the interview, the teacher illustrated students 'interaction while having group discussion. She also mentioned about students 'characteristics that became the basis factor of students' activeness. To picture the social interaction that occurs, she explained in her accounts below.

Excerpt 25

1. *Each of class has different characteristics, I*
2. *cannot generalize them. Some need prompt in*
3. *the beginning of the discussion and other are*
4. *used to discuss the environment (Interview 33, 15 April 2022).*

The variety of students 'characteristics cannot be generalized just from the class stereotype (line 1-2). We often hear the statement that science class is better in any aspect than social sciences class in our environment, but she refutes it. Instead of being consumed by rumors, she added that what makes the difference is the students 'characteristics themselves. There are students who do not need any prompts or help to engage in online group discussion, but some need those help (line 2-4).

With all those concerns, it requires teacher to apply variation in teaching strategy. Below she conveyed her strategies to deal with the variety of students 'characteristics to meet students 'activeness and courage.

Excerpt 26

1. *Obviously, there must be a variation to prevent*
2. *bored because group variation or speaking*
3. *partner variation clearly important for them to*
4. *bravely speak their opinion not only in front of*

5. *their peers but also with strangers or in public (Interview 34, 15 April 2022).*

Her strategy in preventing students getting bored while online group discussion is by changing their discussion partner (line 2). Her aim by applying this strategy is to make students bravely state their opinion in public (line 4), in line with that, it could increase students' self-confidence as she intended to shy students.

Therefore, convincing them that they were able to speak publicly starting from the class environment will give them a great learning experience. This proves that her concern for students' interaction as she ever mentioned before in excerpt 22 above really has an impactful on making students learn English pleasantly as she ever expected before in excerpt 16 and excerpt 22.

Encouraging students to be active with many variations of students' characteristic inseparable from how the teacher manages the online group discussion itself. Below teacher explained how she manages a successful group discussion with her strategy.

4.2.3.4 Managing a Successful Group Discussion

After being able to activate, maximize, promote, and empower students for group discussion especially while distance learning, the teacher has a role to manage a successful group discussion. First thing first in managing a successful group discussion was that she decided to make a group in charge system, below she explained briefly how she handled it.

Excerpt 27

1. In every grouping system both for online and
2. offline learning, mostly I ask them to choose who
3. is going to be the leader of the group, the
4. secretary, and the speaker, so since the
5. beginning of the discussion each of the group
6. members have their own responsibility. I expect
7. they could maximize their role in the group
8. discussion, for example the secretary validate
9. they write all the discussion results, the leader
10. ensure everyone in the group deliver their
11. opinion and asks them to be active while having
12. discussion. Eventually, students that have been

13. chosen as leader were elected by voting (Interview 36 and 37, 15 April 2022).

In handling the group discussion both for offline and online learning, she decided to make a group in charge system consisting of the leader, secretary and speaker of the group (line 1-4). The purpose of the group in charge system was to make the discussions more controlled and to teach each of the students a sense of responsibility for their position in the group (line 5-6). She added that with this group in charge system, students could maximize their role in the group in order to achieve a successful online group discussion (line 7).

The moment after the group in charge system was set up and students understood their responsibility in the group, the teacher began to monitor the group discussion. Her explanation is excerpted below.

Excerpt 28

1. *They will learn independent and then later I will*
2. *check their work to assure that every class get*
3. *the same material and no one left behind. So we*
4. *are looking for the effective way to deliver all the*
5. *materials even in a short duration (Interview 40, 15 April 2022).*

In doing the discussion, the teacher let students to discuss independently with the group members (line 1). Her purpose to let students discuss independently was to maximize their activeness and practiced their speaking skill in front of peers. Later, she will check one by one student's discussion results to ensure that each student was engaged in the discussion (line 1-3). She considered this method necessary to reckon a short learning duration during online learning, thus she applied an effective method in order to have a successful online group discussion (line 3-5).

Besides making a group in charge system, further teacher roles to ensure the division of time during the discussion could fulfill either learning objectives and the discussion, as she conveyed in the excerpt below.

Excerpt 29

As a teacher, I have to keep an eye on the learning duration. With the preset duration, I should fulfill the learning objectives. So, if there is a group that unfinished with their discussion, I have to remind them to keep on track so everyone will finish at the same time (Interview 39, 15 April 2022).

By minding the learning duration for discussion, teacher should fulfill the learning objectives as well as manage a successful group discussion (line 3). She needs to check every group kept on track while discussion (line 4), certainly the teacher would help whenever students struggled in order to complete the discussion at the same time of all the group (line 5-6).

Afterward, she explained how she divided the short learning duration by considering the effectiveness for online group discussion and achieving the learning objectives. This is expressed by the participant in her accounts below.

Excerpt 30

The discussion duration must be determined first. Firstly, I give 20 minutes or 15 minutes for them to discuss, if they still unfinished I add up 5 minutes, it is just to make sure, because each of group have their own pace to do the discussion, we cannot generalize the discussion length. For that reason, consider an extra time every time we conduct group discussion in case students still not understand, we cannot hurry them (Interview 41, 15 April 2022).

A well-prepared teaching time management as she explained in the excerpt above could ease the teacher to divide how long she would conduct the discussion (line 1). In her practice, she arranged a specific time for each part of the discussion. For instance, she allocated the first 15-20 minutes to let students have their online group discussion and provide 5 minutes extra time in case students need it (line 2-6). It is recommended to provide additional time for unexpected circumstances (line 7).

In sum, by creating a group in charge system to teaching students about responsibility and collaborating in online discussions by minding students' active participation and the learning duration is her strategy to manage a successful group discussion.

4.2.4 Teacher Roles and Assessment

This theme only emerges a single sub-theme which is managing the classroom assessment. This sub-theme is described below.

4.2.4.1 Managing Classroom Assessment

During the online group discussion, teacher exposed that she was assessing students' performance at once. She explained in managing classroom assessment, some aspects get attention to be assessed. She distinctly revealed it in her accounts below.

Excerpt 31

1. Certainly, English Reading Writing (ERW) class
2. has a different assessing method with English
3. Listening Speaking (ELS) class. In ERW class,
4. the accuracy of submitting assignment, the
5. quality of assignment, indeed their behavior in
6. the class become one of the assessment
7. aspects. They are aware or understand that
8. everything they do in the class always under
9. teacher's supervision. Teacher always inform in
10. the beginning of the class to maximizing their
11. performance and being active especially when
12. do the discussion or anything else class activity (Interview 44, 15 April 2022)

In excerpt 31 above, she pointed out that there is a difference in assessing for ERW class and ELS class (line 1). Focusing on ERW class, she revealed that there are three aspects that get attention to be assessed: submission accuracy, assignment quality, and students performance during the online class (line 3-7). As it explained before in excerpt 11 above, in order to build a convenient atmosphere for discussion, she allowed students to submit their results immediately, it considered the first assessed aspect which is submission accuracy. Students' scores may decrease if students turn in late the submission. For assignment quality as she ever emphasized in excerpt 13 that students could create a story based on the correct

grammatical as the assessing points. Whereas in students' performance, with the group in charge system she expected every group member would actively participate during the discussion, she further utilized the Zoom feature to facilitate shy students to be active. She added in line 9 in the excerpt above that she continuously reminded students to be active in the class as they could get scored from their performance.

Initiating an effective online discussion somehow can affect students' critical thinking. This assumption has been proven by multiple prior research. In addition, students 'ability to think critically often become one of the classroom assessments, she applied it in her class as she conveyed below.

Excerpt 32

1. *Typically, students who are critical, some of*
2. *them are capable to speak fluently, some other*
3. *must be helped. As a teacher I have to know*
4. *each of students capability. Become critical also*
5. *one of the assessment aspects in discussion (Interview 45, 15 April 2022)*

In her accounts above, she conveyed that students who are fluently expressed their opinion can be assumed able to activate their critical thinking, but some of them needed prompt or help to express their idea (line 2-3). Indeed, it is inseparable from teacher capability to understand each student's competence (line 3-4). With the result that empowering and facilitating students as explained before played an important role in shaping students 'critical thinking skills especially during distance learning.

4.3 Discussions

The objective of the present research was to analyze teachers 'role to initiate an online discussion using Computer Mediated Communication (CMC) as the medium and study the contribution of online discussion in promoting students' participation and critical thinking skills. In line with that, this study proves there is a link between the activity of online discussion to promote students' performance and outcomes such as improving their critical thinking skills.

The findings revealed that the teacher emphasized the sense of belonging among students (e.g., being helpful, giving each other motivation) and expected to contribute a positive impact to the discussion environment. This finding is in line with a study by Ho (2014) that was reported by Afify (2019) in which students 'motivation affected the online discussion environment. Jacobs (2013) also reported that students 'motivation has a link to lead to a successful online discussion. According to Afify (2019), online discussion which runs successfully takes a role to promote students 'active participation and improve students critical thinking skills. In conjunction with online discussion, participants strived for students to actively participate in online discussion as she decided it became the assessment point as well as the critical thinking skills (excerpt 31).

To conduct the online discussion, participant primarily involved warming up activity as a scaffolding (excerpt 2) supported by a supportive online environment (excerpt 3), conducting practice (excerpt 11), and completed by internal and external motivation (excerpt 5). In general, these findings synchronize with Burns (2011) types of students-centered instruction. Students-centered also known as active learning requires students to actively participate in all learning activities (Burns, 2011; Dahdal, 2020). In the present research, students must actively contribute since the warming up activity until the assessment. Practically, with active learning indicates a chance to promote students speaking skills because she was letting students to discuss actively in breakout rooms while she checks their discussion (excerpt 11), the data build on existing evidence of Rovai (2007) that teacher play important role to build students interaction intensity but without becoming the center of discussion. Moreover, Dahdal (2020) added that "active learning helps them engage more, put effort in discussion both when discussing the material and do the assignment. This leads to better understanding and is beneficial to improve students 'knowledge and gain the ability to express their opinions".

For the method of communication, teacher utilized several platforms such as WhatsApp for embedded the communication between teacher and students even more among students to accommodate them to share academic information or material (Dahdal, 2020), Zoom specifically chat room and breakout room were beneficial to support online discussion (Rovai, 2007), and the last activity utilized Quizizz as the assessing tools to evaluate students 'learning performance, especially as formative assessment used after the discussion (Zainuddin, Shujahat, Haruna & Chu, 2020). Quizizz as an e-assessment particularly is a gamification which refers to the use of game characteristics and elements (such as points, leaderboards, levels, challenges and badge) in non-game context has a potential to foster students 'motivation and collaboration (Mohamad, Arif, Alias & Yunus, 2020). The participants adopted Quizizz to evaluate students 'understanding and could be effectively used as an assessment tool. Scholars in certain studies has been reported that the used of Quizizz for assessment purposes indicated could increase students 'motivation to be active learner (excerpt 24), suitable to evaluate the overall class understanding towards the material (excerpt 20), improved their achievement and engagement (excerpt 18), also impacted to developed students 'grammar (excerpt 9) (Orhan Göksün & Gürsoy, 2019).

Teacher emphasized that students 'performance as an active learner was not the only points of assessment, she also observed each of students 'progress (excerpt 18) and their behavior in enhancing critical thinking skills (excerpt 32). Teacher-built breakout rooms in Zoom to manage an effective online discussion to foster students 'active participation and their critical thinking (excerpt 11). Establishing students' critical thinking skills become essential based on a finding showed by Murphy, Rowe, Ramani & Silverman (2014) that was mentioned on Afify (2019) that critical thinking has a role in constructing students 'knowledge by certainly emphasizing on the learning approach supported by the learning environment and the instructional strategies. Teachers adopted constructivism learning approach (teacher as

facilitator to guide and support students to construct their knowledge) during the online discussion with the aim to activate students 'active participation as the instructional strategies (Burns, 2011).

Those findings above indicate that online discussion is undoubtedly recommended during distance learning and does have positive learning outcomes which are beneficial to prepared students skilled in 21st century skills (Afify, 2019; Williams & Lahman, 2011). Burns (2011) in her book conclude the 21st century skills are the ability to communicate well with colleagues, critical thinking and problem-solving skills, self-directed (learning autonomy) skills, tech savvy individual (such as able to access technology, construct new knowledge), and able to adapt academic content to real world activity.

CHAPTER V
CONCLUSION AND RECOMMENDATION

This chapter consists of two sub-chapters: conclusion and suggestion. It summarizes the findings in the previous chapter and suggests further research in the relevant field.

5.1 Conclusion

In sum, this research succeeded in analyzing or answering both objectives related to teachers' role in initiating online discussion and its contribution to students outcomes. The conclusions are shown below.

5.1.1 An EFL Teacher's role to Initiate Online Discussion using CMC in Secondary School in Indonesia

Teacher role as facilitator in constructivism learning approach is the key to the effectiveness of online discussion. The teacher must strategically accommodate students to feel convenient in doing the online discussion in order to get great outcomes. This thesis also proofed teacher as facilitator contributed to shape students' motivation, improve their active participation, interactivity, engagement, foster critical thinking skills, and leads to a great learning outcome by equipping them the 21st century skills.

5.1.2 The Way an EFL Teacher Conducts Online Discussion in Promoting Students' Participation and Critical Thinking Skills

Conducting a conducive online discussion environment utilizing one of prominent CMC platforms such as Zoom, teacher needs to begin with warming-up activity as a scaffolding supported by a supportive online environment, implicitly students will be motivated to participate actively as they will share their thoughts to each other. It indicates that they are able to engage in discussion and could stimulate their critical thinking skills. Overall, the presence of a teacher as facilitator in online discussion effective to help students to achieve great outcomes.

5.2 Recommendation

As the findings are inclusive, further research is needed to determine focus on one of the themes or categories to be researched. For instance, a classroom observation may be conducted to study how well teachers utilize technology to prepare students to face the tech savvy era. This research topic could consider getting an extended study as the online learning is still worthwhile in current or future time. Finally, engaging more participants or studying from students 'point of view can be a consideration to enrich the data.

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APPENDICES

Appendix 1. Permit Letter

UNIVERSITAS ISLAM INDONESIA

FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
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Tanggal : 23 Februari 2022
Nomor : 365/Dek/70/DURT/II/2022
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :
Yth. Kepala Sekolah SMA Internasional Budi Mulia Dua
Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa	: Nadhifah Dwi Oktaviani
Nomor Induk Mahasiswa	: 18322122
Program Studi	: Pendidikan Bahasa Inggris
Pembimbing Skripsi	: Adam Anshori S.S., M.A.
Judul Skripsi	:

"EFL Teachers' Role to Initiate Effective Online Discussion using Computer Mediated Communication: A Case Study in Indonesian Secondary Education"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

UNIVERSITAS ISLAM INDONESIA
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA
YOGYAKARTA

Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

Appendix 2. Informed Consent

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini:

Nama : [redacted]

Jenis Kelamin : Perempuan

Pekerjaan : Guru Bahasa Inggris

Sehubungan dengan surat izin penelitian yang telah disetujui oleh Fakultas Psikologi dan Ilmu Sosial Budaya Program Studi Pendidikan Bahasa Inggris UII tertanggal 23 Februari 2022 untuk dapat mengikuti rangkaian proses dalam penelitian skripsi S-1 Pendidikan Bahasa Inggris oleh mahasiswi Nadhifah Dwi Oktaviani dengan judul **EFL Teachers' Role to Initiate Effective Online Discussion Using Computer Mediated Communication: A Case Study in Indonesian Secondary Education** maka untuk itu saya dengan ini menyatakan bahwa:

1. Saya membuat persetujuan atas kemauan saya sendiri, agar bisa menjadi partisipan dalam penelitian yang tersebut di atas.
2. Saya mengetahui, mengerti, dan bersedia meluangkan waktu untuk secara kooperatif untuk mengikuti segala persetujuan yang sudah saya buat bersama dengan peneliti.
3. Saya bersedia untuk meluangkan waktu untuk diwawancarai minimal satu kali dalam rentang waktu minggu kedua di bulan Maret 2022.
4. Saya bersedia untuk diwawancarai, menjawab dengan jujur seluruh pernyataan yang diajukan secara virtual menggunakan zoom meeting dan semua percakapannya direkam oleh peneliti.
5. Saya mengizinkan peneliti untuk merahasiakan nama saya.
6. Saya mengetahui dan menyetujui semua data yang disampaikan dan diberikan kepada peneliti akan menjadi data acuan peneliti di dalam skripsinya yang akan di publikasikan.

Demikian surat pernyataan ini dibuat, ditandatangani, dan diberikan dalam keadaan sadar, tanpa ada tekanan atau paksaan dari pihak manapun dan dalam bentuk apapun terhadap saya, dimana surat pernyataan ini dapat dianggap sebagai suatu kesepakatan yang mengikat untuk digunakan sebagaimana perlu, dan segala pernyataan yang dibuat dalam surat pernyataan ini tidak dapat dicabut, kecuali jika sudah persetujuan sebelumnya.

Yogyakarta, 1 Maret 2022

[redacted]

Appendix 3. Draft of Interview Questions

Appendix 3.1 Draft of Interview Questions 1

Wawancara 1 (11 Maret)

Construct	Conceptual Definition	Components	Interview Questions
Computer Mediated Communication	According to Williams & Lahman (2011), CMC useful for build effective online learning and can engage students' active participation applied for online group discussion.	1. Discussion environment – teacher provides a short of task or prompt as well as what purpose and frames the discussion. 2. Message analysis – teacher provides whole posts or messages or individual sentences to make student understand. 3. Social interaction among students – teacher focus on cognitive processing (such as analysis) or social interaction among students. 4. The function of group discussion for build students understanding – teacher	1. What do you do to make online discussions run smoothly and effectively? 2. Is there any particular learning platform that you used to support online discussion? 3. What kind of assignments did you apply during the discussion to develop students' cognitive domains? 4. Are there any significant differences in the interaction between students during online
		able to function group discussion for their students' understanding. 5. Assessment – teacher provides a one-off assessment of critical thinking or conduct a study with practical utility for classroom teacher.	discussions compared to offline discussions? 5. Are there any significant differences in the interaction between students during online discussions compared to offline discussions? 6. Do you think by conducting online discussion, students can easily understand the material/assignment given? 7. What kind of assignments do you give to initiate students to think critically?

Appendix 3.2 Draft of Interview Questions 2

Rencana interview question 2

A. Discussion Environment (teacher provides a short of task or prompt as well as what purpose and frames the discussion) (Lingkungan diskusi – guru memberikan tugas singkat atau prompt serta apa tujuan dan kerangka diskusi).

1. Apakah ada tugas singkat atau kegiatan seperti warming up yang ms tien biasa adakan pada kelas ERW sebagai pembukaan sebelum memulai diskusi kelompok?

   Follow up questions:

   a. Kalau ada, apakah bisa dijelaskan tugas atau kegiatan apa itu?

   b. Mengapa tugas atau kegiatan tersebut yang dipilih?

2. Apakah Ms Tien menjelaskan tujuan dan kerangka diskusi kepada siswa sebelum diskusi dilaksanakan?

   Follow up questions:

   a. Kalau iya, bagaimana cara Ms Tien menjelaskan tujuan dan kerangka diskusi kepada siswa?

   b. Kalau tidak, mengapa tidak dilakukan?

B. Message Analysis (teacher provides whole posts or messages or individual sentences to make student understand) (Analisis Pesan - guru memberikan seluruh posting atau pesan atau kalimat tunggal untuk membuat siswa mengerti).

1. Pada wawancara pertama bulan lalu, ms tien sempat menyinggung mengenai tantangan dari diskusi online itu perihal jaringan juga cara guru encourage siswa untuk berani berbicara dan memastikan seluruh siswa memberikan pendapat. Lalu, bagaimana cara Ms Tien memastikan bahwa tujuan dan isi diskusi dipahami oleh siswa? Mengapa cara itu yang dipilih? Dapatkah Ms Tien menjelaskan alasannya?

C. Social Interaction among Students (teacher focus on cognitive processing (such as analysis) or social interaction among students) (Interaksi Sosial Antar Siswa - guru fokus pada proses kognitif (seperti analisis) atau interaksi sosial antar siswa).

1. Selama diskusi, apakah Ms Tien fokus kepada proses kognitif siswa (seperti analisis) atau berfokus kepada interaksi sosial antar siswa, atau kedua-kedua nya? Mengapa?
2. Bagaimana cara Ms Tien mengembangkan proses kognitif siswa khususnya dalam hal kemampuan analisis selama diskusi? karena mengingat sebelumnya ms tien bilang kalau siswa harus dipancing dulu baru bicara dan juga ms tien bilang selalu memberikan kesempatan seluruh siswa untuk berbicara.
3. Apakah kegiatan diskusi kelompok dinilai dapat meningkatkan intensitas komunikasi antar siswa ms? Atau ada strategi pembelajaran lainnya yg ms terapkan agar interaksi antar siswa itu aktif?
4. Menurut ms tien, apakah dengan adanya kegiatan diskusi kelompok mempengaruhi keaktifan siswa? (dalam artian komunikasi yang terjalin antar siswa juga dengan guru).

D. The Function of Group Discussion for Build Students Understanding (teacher able to function group discussion for their students' understanding) (Fungsi Diskusi Kelompok untuk Membangun Pemahaman Siswa - guru mampu memfungsikan diskusi kelompok

untuk pemahaman siswanya).

1. Bagaimana cara ms tien memanfaatkan waktu diskusi kelompok ini sebagai sarana membentuk pemahaman siswa terhadap materi yang diberikan?
2. Bagaimana pembagian waktu yang ms tien terapkan tiap kali melaksanakan kegiatan diskusi kelompok, agar diskusi kelompok tersebut berjalan efektif dari segi waktu juga tercapai ekspektasi pembelajarannya?

E. Assessment (teacher provides a one-off assessment of critical thinking or conduct a study with practical utility for classroom teacher) (Penilaian - guru memberikan penilaian satu kali tentang pemikiran kritis atau melakukan studi dengan utilitas praktis untuk guru kelas).

1. Apakah Ms Tien memberikan penilaian selama diskusi berlangsung?
2. Jika iya, bagaimana cara Ms Tien memberikan penilaian selama diskusi berlangsung? Apakah dengan cara menilai sekali jalan mereka-mereka yang memberikan pendapat mereka secara kritis atau bagaimana? Mengapa cara itu yang dilakukan?
3. Jika tidak, mengapa?

Appendix 4. Interview Data Transcription and Coding

Appendix 4.1 Interview Data Transcription First Attempt

Data number	Interview transcript	Parameter	Open Coding	Axial Coding	Selective Coding
01	A: Apakah selama penerapan pembelajaran daring lalu Ms. Tien melakukan kegiatan diskusi untuk mata pelajaran yang miss ampu? B: Jadi walaupun online kita juga akan selalu berusaha untuk interaksi dengan anak-anak dengan diskusi, tanya jawab, supaya lebih hidup gitu karena tantangan online itu kita ga ketemu langsung ya, kita jadi hanya ketemu lewat Zoom saja dan kita juga tidak bisa bagi handout di kelas *nah* ini hanya lewat *apa namanya* LMS gitu jadi anak-anak bisa mengakses di situ worksheetnya, power point saya, dan juga biasanya nanti saya akan share screen kemudian diskusi bareng gitu.	**Discussion environmrent** Memberikan penugasan berupa worksheet dan materi power point	• **Interaksi.** • **Diskusi.** • **Tanya jawab.**		

Appendix 4.2 Interview Data Transcription and Coding Final

INTERVIEW DATA TRANSCRIPTION

Time : **10.05 - 10.54**
Place : **Zoom**
Length of interview : **48 minutes 35 seconds**
Desc : **A for interviewer, B for interviewee**

Parameter:

A. Discussion Environment (teacher provides a short of task or prompt as well as what purpose and frames the discussion) (Lingkungan diskusi – guru **memberikan tugas singkat atau prompt serta apa tujuan dan kerangka diskusi**).

B. Message Analysis (teacher provides whole posts or messages or individual sentences to make student understand) (Analisis Pesan - guru **memberikan seluruh posting atau pesan atau kalimat tunggal untuk membuat siswa mengerti**).

C. Social Interaction among Students (teacher focus on cognitive processing (such as analysis) or social interaction among students) (Interaksi Sosial Antar Siswa - guru fokus pada **proses kognitif** (seperti analisis) atau **interaksi sosial antar siswa**).

D. The Function of Group Discussion for Build Students Understanding (teacher able to function group discussion for their students' understanding) (Fungsi Diskusi Kelompok untuk Membangun Pemahaman Siswa - guru mampu **memfungsikan diskusi kelompok untuk pemahaman siswanya**).

E. Assessment (teacher provides a one-off assessment of critical thinking or conduct a study with practical utility for classroom teacher) (Penilaian - guru memberikan **penilaian satu kali tentang pemikiran kritis atau melakukan studi dengan utilitas praktis untuk guru kelas**).

Data no.	Interview transcript	Parameter (FIXED THEME)	Open Coding (Leksis/frase)	Axial Coding (Kategorisasi)	Selective Coding (Emergence Sub-themes)	Selective Coding (Emergence Themes)
01	A: Apakah ada tugas singkat atau tugas singkat seperti *warming up* yang Ms.Tien biasa adakan pada kelas ERW sebagai pembuka sebelum diskusi kelompok, ms? **(DE)** B: Biasanya, ini salah satu materi ya, biasanya tentang stories, jadi waktu itu seperti dongeng. Jadi waktu itu untuk pembukaannya **warming up**, untuk pemanasan biasanya saya bertanya pada anak-anak apa topik cerita mereka, mungkin dongeng masa kecil atau yang mereka baru-baru tau begitu. Jadi dari awal kita bisa tau cerita apa yang familiar untuk siswa SMA. Setelah bertanya, kemudian ada juga kegiatan merangkai kalimat. Jadi satu siswa akan membuat satu kalimat untuk meneruskan kalimat sebelumnya. Jadi anak-anak pasti mencoba untuk kreatif membuat kalimat yang sekiranya nanti akan menjadi dongeng begitu, tentu tidak lupa juga untuk menggunakan verb 2 atau past tense gitu. Misalnya yang paling depan memulai kemudian sampingnya, sampingnya, sampai semuanya	**Discussion environment** Bertanya apa topik cerita dan merangkai kalimat.	• **Bertanya Topik cerita.** • **Memberi kegiatan merangkai kalimat.** • **Merangsang kreatifitas.** • **Recall activity agar sesuai dengan materi.**	**Warming up** • Bertanya Topik cerita. • Membantu agar dapat mengikuti kegiatan warming up. • Dibantu untuk membuat kalimat/cerita sendiri. • Jika macet di kasih clue/bantuan atau temannya bisa bantu di sebelahnya. • Mengingatkan jika lupa dengan Verb 2 nya. • Memberi kegiatan merangkai kalimat. • Menyampaikan	**Sub-theme: Activating and maximizing teacher role through active scaffolding**	**Teacher Roles and Student Creativity**