

**EFL HIGHER EDUCATION STUDENTS' COMMUNITY OF INQUIRY
PRACTICES IN THE ONLINE DISCUSSION BOARD: AN OBSERVATIONAL
STUDY**

A Thesis

**Presented to Department of English Language Education as Partial Fulfillment of the
Requirements to Thesis Proposal Defense Class in English Language Education**



by

Royyani Fajriyah

18322087

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA
JULY, 2021**

APPROVAL SHEET

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By
Royyani Fajriyah
18322087



Approved onth, 2022

By
Supervisor:

Intan Pradita, S.S, M.Hum
NIP: 123220403

RATIFICATION SHEET

EFL HIGHER EDUCATION STUDENTS' COMMUNITY OF INQUIRY PRACTICES IN THE ONLINE DISCUSSION BOARD: AN OBSERVATIONAL STUDY

By
Royyani Fajriyah
18322087

Defended before the Head of Examiners on....., 2022 and
Declared Acceptable.
Board of Examiners

Chairperson : Intan Pradita, S.S., M.Hum
First Examiner :
Second Examiner :

Yogyakarta,..... 2022
Department of English Language Education
Faculty of Psychology and Socio-Cultural Sciences
Universitas Islam Indonesia

Head of Department

Irma Windy Astuti, S.S., M.Hum.
NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written does not contain the work parts of the work other people, except those cited in quotation and references, as a scientific paper should

Yogyakarta, 25 March 2022

The writer



Royvani Fajriyah
18322087

MOTTO

Life is like a book. Some chapters are sad, some are happy, and some are exciting. And you cannot expect different ending when reading the same book. Don't expect too much because something will bring you down. Disappointed but not surprise.

DEDICATION

This thesis is dedicated to Allah SWT. I also dedicated this work to myself that always there, despite many obstacles, never gave up and finished this thesis quickly. I dedicated this thesis to my parents, who have supported various things and never stopped praying for me. There are so many ups and downs to finishing this thesis. I did it!

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The researcher knows that this research is far from perfection. Therefore, the researcher will appreciate people who will give advice, comments, and suggestions to do better research.

Yogyakarta,, 2022

The researcher,

A handwritten signature in black ink, appearing to read 'Royyani F.' with a stylized flourish at the end.

Royyani Fajriyah

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**Royyani Fajriyah
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ABSTRACT

This study aimed to report how students interact on online discussion boards in the Indonesian context. The data were collected through the class observational method. This study was conducted through the discussion that has been done on an online discussion, especially Canvas. The most act comes out cognitive presence from students during discussion. The lecturer only gave the assignment instructions of the online discussion board. Instead of discussing with friends, the students mostly only answer questions given by the lecturer. So that the discussion process does not run smoothly, students do the discussion process only to complete the tasks given by the lecturer. In addition, the lecturer should be joining the discussion on an online discussion board. The presence of lecturers in an online discussion board affects interactions between students on an online discussion board.

Keywords: Online discussion boards, Community of Inquiry, Students' Interactions

CHAPTER I

INTRODUCTION

A. Background of the study

In EFL (English as a Foreign Language) learners, online discussion boards have become commonly used among teachers and students. Through the development of online learning, online discussion boards tend to be an effective instrument to reflect students' level of individual cognitive involvement in the learning process (Galikyan & Admiraal, 2019). The massive use of online discussion boards during the pandemic is due to its learning impact in developing students' interactions in the online class. Rakushin (2017) found that the students seem happy with peer interaction in online discussion forums and active participation. This current research trend is interesting to discuss, especially in the interaction process of the online discussion board itself. Describe how students can be more interactive, improve their writing skills, and acquire second language vocabulary. Online discussion boards tend to facilitate shy students or interior ones to be more confident by being exposed to second language interactions.

In the Indonesian context, Sudarwati et al. (2017) showed that online courses through discussion forums are worthy because online discussion forums are not overwhelming, always accessible, all links work fine, and always open in any browser. Furthermore, Junus et al. (2019) found that students feel comfortable with online discussion forums because students can channel ideas, mindsets, and opinions. Online discussion forums can enhance students' knowledge and enrich their problem-solving strategies. However, student interactions were less highlighted. Some students are very active, but a small proportion of students are passive participants. Nowadays, technology is growing. People are familiar with technology, as well as teachers and students. Therefore, it is easy and convenient for students to use the online discussion board.

The current research on online discussion boards in asynchronous classes has mushroomed. In previous research studies, the findings mainly discussed student interactions on online discussion boards in the western contexts and EFL contexts such as Korea, Israel, and China. However, there are limited studies on how Indonesian under graduate students interacted on the online discussion board. Whereas online

discussion boards nowadays become the central interaction of online learning. Therefore, this study aims to close this research gap by exploring students' interaction in the online discussion board Indonesia context.

B. Formulation of the problem

This study was conducted to answer a question about:

How do EFL higher education students interact on online discussion boards?

C. Objectives of study

This research aimed to explore how higher education students interact based on the discussion that they have done on online discussion boards.

D. Significance of the study

This study is expected to give empirical contributions to teaching through an online discussion board in the Indonesian field.

CHAPTER II

LITERATURE REVIEW

A. Conceptual Review on Community of Inquiry Practices in Online Discussion

Interaction

There have been previous reviews on the concept of an online discussion forum, especially on its types and functions. The first form of an online discussion forum is through an online discussion board. Wijekumar and Spielvogel (2006) explained that online discussion boards are the tool to communicate with students through posting questions, asking or providing information, raising debates, and all related to forum discussions. Further, Calderon and Sood (2018) defined that an online discussion board is a tool in the learning system that functions as a place for asynchronous communication between students and teachers at a specific time. Besides, online discussion boards can be a student's stimulus to learn. Therefore, instructors are needed to get students involved in online discussion forums in the education field (Blignaut & Trollip, 2003). In this way, students and teachers play an essential role in using online discussion boards. Instructors are needed to provoke students to participate in channeling critical thinking and solving problems through online discussion boards.

Online discussion board interactions are closely related to IRF theory and IRE theory. The first one is IRF (Initiation Response Feedback) theory by Coulthard (2014) which highlighted initiation-response-feedback as the main components in the classroom discourse. The second one is IRE (Initiation Response Evaluation) by Hall and Walsh (2002), who proposed that initiation-response- and evaluation became the primary descriptors of classroom interaction. However, these theories tend to fulfill the discussion on face-to-face classroom interaction best. In the context of online learning, of which online discussion boards as an asynchronous platform were used, both IRE and IRF theory were less helpful as a tool of analysis. In its development, the theory to accommodate classroom interaction in an asynchronous platform, Garrison, Anderson, and Archer (2000) proposed a theory to accommodate online discussion boards analysis, namely Community of Inquiry (henceforth CoI). It refers to a group of people involved in critical discourse to build personal meaning (Garrison, Anderson & Archer, 2000). According to the framework, the CoI consists of 3 elements: cognitive presence, social presence, and teaching presence, which are very influential on student interaction

on online discussion boards. The first is a cognitive presence; cognitive presence is fundamental in higher education. The student's extent to construct meaning through continuous communication. It can happen because of exchanging information between students and then uniting ideas to create new ideas. The second is social presence, the ability of participants in the community of inquiry to bring out their characteristics into the community. In other words, participate like real people. The third element is teaching presence; generally, this element is a teacher's responsibility. However, in asynchronous class, teaching presence can be created and maintained in conference meetings allowing students to connect.

As found by Levine (2007), the functions of online discussion boards are as a forum where teachers and students can connect in a way that is almost similar to an interpersonal relationship, such as discussion taking place in the same room. In this respect, online discussion boards can be an alternative media to online learning in education. Through an online discussion board, teachers and students can communicate through questions or commands the teacher shares. Hence, it can create online discussion forums. As found by Marra, Moore, and Klimczak (2004), the other function of online discussion boards is for online learning, where teachers and students can engage with one another through critical thinking, meaningful problem solving, and knowledge construction. In conclusion, online discussion boards are instruments that connect teachers and students online. The online discussion board contains instructions or case studies given by the teacher to students. Students can interact with each other by giving opinions or even personal experiences that will generate discussion.

B. Empirical Review on Online Discussion Boards in Higher Education Field

Recently, the implementation of online learning has been closely related to online discussion activities. Many studies have discussed online discussions, especially on higher education students. Khlaif, Nadiruzzaman, and Kwon (2017) analyzed the types of student interactions studied on online discussion boards. Using Vygotsky's social cognitive theory, the study found that the types of online discussion were monologue, single response, cyclic interaction, branching interaction, and complex interaction. Through Canvas as the learning platform, the monologue tended to do the monologue. That is students, posted messages without any responses. The single response was about messages posted by a student with one response. Cyclic interaction:

There is a dialogue between two or more students responding to each other. Branching interaction is messages from one student with interaction or several responses from other students simultaneously. Complex interaction is an interaction that contains responses to previous messages or can be called interactive discussion. The components of cyclic and branching interaction have similar concepts with cognitive presence as proposed by Garrison, Anderson, and Archer (2000). Where one student message is responded to by several students responding to each other simultaneously. In addition to finding various interactions or communications in online discussion boards, other studies have found that online discussion boards can improve students' leadership.

Kim, Lee, and Wang (2020) examined the role of leadership style and student participation as learning leaders in asynchronous online discussions. This study endorsed that being active in forum discussion involvement can increase leadership sense. The concept of leadership in this study is included in cognitive presence, which includes critical thinking as conceptualized by Garrison, Anderson, and Archer (2000). The leadership sense refers to when students can influence their friends during online discussions. Especially in critical thinking during the discussion forum. In addition to student participation in online discussions, student behavior also needs to be highlighted.

Jo, Park, and Lee (2017) analyzed the effect of asynchronous online discussions on academic results and monitored student behavior in asynchronous online discussions. There are three patterns of student interaction, namely, Person to System (P2S), Person to Person (P2P), and Person to Content (P2C) interactions. In-Person to Person (P2P) analysis, students actively interact in sending messages. Along with time, some outstanding students received other students' responses intensively. In-Person to Content (P2C), teachers facilitate online discussion forums, so students can actively interact. In addition, they can freely express their opinions and propose suggestions for discussion topics. In-Person to System (P2S), calculating how often they visit the discussion board and how much they participate in the discussion. In other words, this becomes the benchmark for analyzing student discussion patterns. The interaction in this research is the same as Garrison, Anderson, and Archer (2000) finding that the student cognitive presence is needed in forum discussions. Students' writings on online discussion boards contain critical thinking and reflect how high students think. Furthermore, through interaction on online discussion boards, students can use online

discussion boards as a tool to familiarize themselves with each other and enjoy the discussion.

In addition to getting many positive impacts from several studies, some studies support the smooth implementation of online discussion boards. Lee and Recker (2020), in their study through Canvas as a platform in this research, discovered that online discussions should be structured in such a way as to encourage students to engage in academic discussions. Teachers also play an essential role in bringing students' participation in this online discussion board. One of them is to create exciting discussion topics so that students are active in online discussions. It is related to Garrison, Anderson, and Archer's (2000) theory elements. Throughout the positive effects, there were some factors that contributed significantly. The teacher's presence played a significant role, especially in joining the discussion (Cho & Tobias, 2016; Wang, Sun, Le, & Guo, 2020). Subsequently, Thoms and Eryilmaz (2015) emphasized that the platform of online discussion boards was the main influence of the dynamic of the discussion. There were some platforms that were recommended to stimulate more engaging online discussion boards such as *Blackboard*, *Twitter*, *WebCT*, and *Facebook*. The familiarity to operate the platform had an influence on the students' interaction and engagement in their online discussion board. Thus, teaching presence, where the teacher chooses the topic of discussion and manages the instructions, remains the key to the pattern of interaction in online discussion boards. In this case, the teacher takes part in choosing good discussion topics or attracting students to attend online discussions.

C. Theoretical Framework

After exploring conceptual and empirical literature reviews, this study used Garrison, Anderson, and Archer's theory (2000). This frame has three frameworks related to the online discussion board. These patterns are cognitive presence, social presence, and teaching presence.

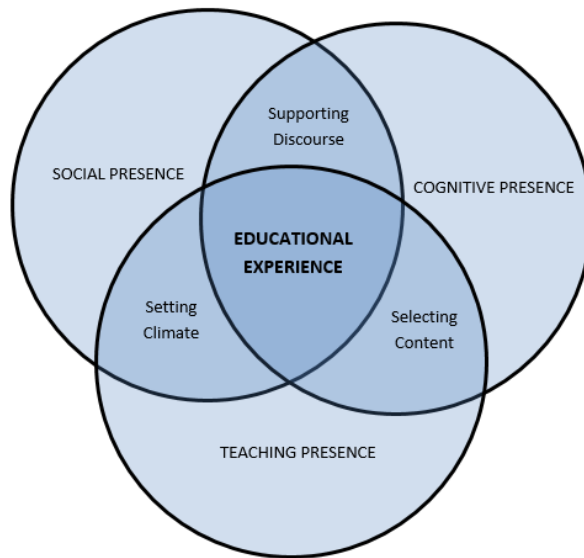


Figure 2.1. Community of Inquiry

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted through a qualitative research method. These study passages were obtained from a class observational method. The researcher observed the class that used an online discussion board during the class, especially Canvas. As mentioned above, this study was an observational study that suggested knowing how to interact in the classroom about the teaching and learning process (Kumaravadivelu, 1993). Through observational study, this research design accommodated the purpose of this study. That is to explore the higher education students' interaction in the classroom, especially in online discussion board.

3.2 Setting and Participants

The research conducted in an Islamic university in Yogyakarta. The participants of this study are the lecturer and the students in the Teaching Listening and Speaking class. In this study, there were around 25 higher education students' and one lecturer in the Teaching Listening and Speaking class. This class often uses online discussion board as a learning media, especially on Canvas. The online discussion board in this class is usually held when starting a new topic. The lecturer gives clear instructions on the online discussion board by providing some rules during the discussion followed by questions related to specific topics. Higher education students will be engaged and challenged to attend and participate in discussion forum. This is evident in the provisions of the instructions at the beginning. The interaction on discussion forums between students will be established. Online discussion forum held in asynchronous classes during the specified deadline.

3.3 Data Collection and Research Instrument

The data of the study collected through class observation. According to Kvernbekk (2000), in the Kumaravadivelu framework, observations can be made by observing activities. Kumaravadivelu has three types: seeing, seeing in, seeing as, and seeing that. Observations in this study are in line with the definition of "seeing as" in the Kumaravadivelu framework (2012). The researcher attains the data through the transcription during teaching and learning practice on Canvas in one class of an Islamic university in Indonesia. I asked access to the

Teaching Listening and Speaking course lecturer to collected data by copying students' answers in the discussion forum, which for one meeting. The transcription of the online discussion board will be attached in the appendix.

Table 1: Research timeline

<i>Observation</i>	<i>Place</i>	<i>Topic</i>	<i>Date</i>
<i>First observation</i>	<i>Teaching Listening and Speaking - 5th</i>	<i>Teaching Speaking - Penny Ur</i>	<i>03 December 2021</i>

Table 2: Observation research instrument

Garrison, Anderson, Archer (2000) Community of Inquiry in terms of online discussion board

No.	Label	Sym.	Formal features and functional definition
1.	Cognitive Presence	CP	The student's extent to construct meaning through continuous communication.
2.	Social Presence	SP	Social presence is the ability of students to project their personality to identify and communicate with several communities and then develop interpersonal relationships.
3.	Teaching Presence	TP	Direction of social and cognitive processes aimed at realizing relevant learning outcomes

Table 3: Coding scheme from Garrison, Anderson and Archer (2000)

Community of Inquiry	Act	Indicator(s)	Tally	Total	N	Percentage
Cognitive Presence	Triggering Event	Sense of puzzlement				
	Exploration	Information exchange				
	Integration	Connecting ideas				
	Resolution	Apply new ideas				
Social Presence	Emotional Expression	Emoticons				
	Open Communication	Risk-free expression				
	Group Cohesion	Encouraging collaboration				
Teaching Presence	Instructional Management	Defining & initiating discussion topics				
	Building Understanding	Sharing personal meaning				
	Direct Instruction	Focusing discussion				

3.4 Data Interpretation

Analyzing this study, the researcher analyzed the interaction in online discussion board by using the pattern of CoI by Garrison, Anderson, and Archer (2000). The pattern of CoI consists of Cognitive Presence (CP), Social Presence (SP), and Teaching Presence (TP). The interaction in online discussion boards comes from the lecturer and higher education students.

This researcher will use a thematic analysis method. The thematic analysis method identifies, analyzes, and reports patterns (themes) within data. Thematic analysis is a technique of analyzing qualitative data. Its function is to identify patterns in a study (Braun & Clarke, 2006). In consequence, using thematic analysis is very relevant for this research.

These are six phases of thematic analysis:

- Phase 1: Familiarizing the researcher with the data by going through will re-read the platform. In this case, the discussion is presented on canvas. Keep re-read and copy-pasting the data from the Canvas platform into Ms. Word. It will make it easier to do the coding. The researcher transcript of verbal data through writing.
- Phase 2: Following the codes from Garrison, Anderson and Archer's (2000). The researcher is getting familiar with the data and start coding the data by identifying each clause that belongs to the Community of Inquiry
- Phase 3: Searching for themes. The researcher will analyze the code and group it to generate themes.
- Phase 4: Describing themes by reading the entire data to check whether it has formed a coherent pattern and validates the theme with the data. Then choose the appropriate theme.
- Phase 5: Defining and naming themes. The researcher defines further and refines the theme that will present for the analysis of this study.
- Phase 6: Producing the report. This is the final part of the analysis and write-up of the report.

3.5 Data Trustworthiness

The class observation was conducted in this research. This research method helped the researcher to collect and to analyze the data. As suggested by Braun and Clarke (2006), the final data result must be confirmed and credible. The researcher triangulated the data using sources, such as empirical and conceptual journal articles, to gain the credibility of the data.

Further, the data was reviewed through an expert judgment process with one of the supervisor. The participant also reviewed the interpreted data. In this case, the data were reviewed by the lecturer of Teaching Listening and Speaking subject.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 FINDINGS

The research findings in online discussion boards in an Islamic university in Yogyakarta. The data were collected through class observation in Canvas in the 5th semester of the Teaching Listening and Speaking class. The researcher asked permission to lecture in the Teaching Listening and Speaking class and collected the data by copy-pasting the discussion in one meeting.

The researcher observes on the online discussion board referred to the theory of CoI by Garrison, Anderson, and Archer (2000). Based on the data analysis, from 116 interactions it was found that the most frequent feature in the online discussion board is cognitive presence. The sub-feature in cognitive presence were explorations (58 times). The least frequent was teaching presence that is building understanding (0 times) and direct instruction (0 times). According to the data coding, the researcher obtains that the components of Community of Inquiry are carried out and appear in every interaction in discussion activities on online discussion boards. However, interaction between students during online discussions is less visible. Many students only answer questions from the lecturer. It looks like there are about 2 questions asked from students to other students but not answered. This shows that social interaction on online discussion boards is not going well. Also, many students respond to other students' answers just by repeating sentences.

Table 4 Coding Translation

Construct	Component	Sub-component	Coding	Coding Translation
Community of Inquiry	Cognitive Presence	Triggering Event	OBS/C/CP/TE/001	OBS: observation
		Exploration	OBS/C/CP/E/001	CP: Cognitive Presence

	Integration	OBS/C/CP/I/001	TE: Triggering Event
	Resolution	OBS/C/CP/R /001	E: Exploration I: Integration
Social Presence	Emotional Expression	OBS/C/SP/EE/001	R: Resolution SP: Social Presence
	Open Communication	OBS/C/SP/OC/001	EE: Emotional Expression
	Group Cohesion	OBS/C/SP/GC/001	OC: Open Communication
Teaching Presence	Instructional Management	OBS/C/TP/IM/001	GC: Group Cohesion
	Building Understanding	OBS/C/TP/BU/001	TP: Teaching Presence IM: Instructional Management
	Direct Instruction	OBS/C/TP/DI/001	BU: Building Understanding DI: Direct Instruction C: Canvas

4.1.1. Cognitive Presence

During the online discussion board, the lecturer stimulates the students to be autonomous in conducting the discussion. The role of the lecturer was to deliver the discussion topic and the instruction within. Thus, the students were expected to engage during the discussion without further intervention by the lecturer. The most prominent practice during the online discussion board is *exploration*. It is when the students answer the discussion questions. The questions were given in the Canvas discussion platform:

- . Answer the following questions by clicking the 'Reply' button.
1. To what extent can we ignore students' errors in grammar, vocabulary, and pronunciation when practicing speaking? (min. 30 words)
 2. In your opinion, what is/are the biggest challenge(s) of learning speaking in English for Indonesian students? (min. 30 words)
 3. As a teacher, how could you help your students improve their speaking skills? (min. 50 words)
 4. What should you avoid when teaching speaking in Indonesian context? (min. 30 words)

Picture 4.1. The Discussion Board Inquiries

The students answered the questions by replying to the lecturer's post. For example:

013 *in my opinion the extent we can ignore students' errors in grammar, vocabulary, and pronunciation when practicing speaking is when the student really butcher the pronunciation that we may give a helping hand a little error in grammar and vocabulary can be ignored, if we as a teacher keep holding their hand I'm afraid that the student progress will be stagnant.*

052 *When we have told them about grammar, vocabulary, and pronunciation many times but they keep repeating the mistakes. then we rebuke properly and provide some input that can make them change to realize that what you use or say is wrong.*

002 *I think because it has been explained before, when practicing speaking students should speak a lot but the language should be at an acceptable level. So when students practice, not only speak a lot but do not ignore vocabulary, pronunciation, and grammar on students' errors as well. For example, when students talk to foreigners but there is a communication misunderstanding. What the student actually meant was A because there was a vocabulary or pronunciation error, the foreigner thought it was B. Therefore, both fluency and accuracy had to be better.*

From the displayed data, it was shown that both students answered the questions clearly and on point. Participants 013 and 052 performed a conscience and correct answers. They also presented that the impact of ignoring students' grammatical errors was not always negative. Meanwhile, although student 002 attempted to answer the question elaboratively, the message did not precisely answer the given question. Instead, there was a tendency to misunderstand the point of view as expected in the questions. Student 002 delivered the answer from the perspective of a learner. At the same time, the given question demands the students to be from a lecturer's perspective.

Furthermore, the second most prominent practice during online discussion forums is *integration*. The same thing with exploration, integration also occurs when students answer discussion questions.

The students answered the questions by replying to the lecturer's post. For example:

044 *According to Penny Ur's book, give corrective feedback on errors only rarely during oral fluency work. Stopping students to correct them may distract them, and focusing too much on accuracy will discourage them from trying to express themselves freely. On the other hand, there are places where correction can actually help: if the student is obviously hesitant and needs a confirmation of the correct form, for example. An alternative is for you to note errors and discuss them with the class later.*

036 *According to Penny ur, the important thing in learning English is the courage to implement English in real situations. Just speak even if there are many errors in practice, as long as the language we use is acceptable and does not eliminate the purpose. However, we still need to improve the accuracy. Combining both accuracy and fluency is the best idea to overcome errors in learning English. So, we don't need to burden ourselves to speak because we focus on forms and ignore the essentials in communicating; the context, purpose, and acceptable*

Based on the displayed data, both answered according to the question points from the lecturer. Participants 044 and 036 explained that as teachers, they would not focus too much on grammar because, for them, it would distract students. For them, as long as the language used by students is still understandable, it does not matter. In addition, they also include other sources when answering discussion questions. They used the source of the book studied in the discussion at that time. That is Penny Ur's book.

4.1.2. Social Presence

In this discussion, the lecturer instructs students to respond or comment on other students' answers. The lecturer ordered this to create an online discussion written in asynchronous class. During the discussion on the canvas, almost all students know each other. This can be seen when students respond by greeting first "hi" followed by mentioning the names of other students or when students give praise when responding to others. Therefore, *emotional expression* becomes the most prominent act in social presence, which is 27 times.

The students replying answers of other students in the discussion:

006 Hi dhiya, I want to ask the number 3, it is effective or not to your students as your method?

017 Hi, Angga. I could not be more agree with you especially point number 4. Help students to build their confidence is really important because I think the lack of confidence is also one of the biggest problem for us as EFL learners here in Indonesia.

Based on the data above, it seems like they know each other, and they tried to give praise and mutually agree on the answers given by their friends. Next is about *group cohesion* that emerges as much as 4 times.

012 Hello Diya, I dont agree with your answer number 2. Because it is depends the conditional where we are speaking

039 hai ahmad :) your answer about When I teach speaking in indonesian context, I can avoid about mistakes using Indonesian grammar. Let the students can analysis the matrial that I am giving to them, i think you missunderstanding the question

Participant 012 dared to show that she had a different opinion when responding to other student's answers from the data above. While participant 039 responds to other students by complaining that the other student did not get the point of the question. So, participants 039 tried to remind the other students by replying to the answer. Also, participant 039 shows a social presence that is *an emotional expression* by greeting other students and using emoticons.

4.1.3 Teaching Presence

The teaching presence is when the lecturer gives the instruction, questions, and discussion topic. In teaching presence, this is the beginning of the formation of discussion between students. During the discussion on this Canvas, the act that occurs is only *instructional management*. This happened because the lecturer only gave instructions, questions, and rules during the discussion. In this discussion, the lecturer did not discuss with the students. The lecturer only facilitates students to discuss between individuals regarding a topic.

The lecturer gives instructions, questions, and rules in the discussion. For example:

Hello everyone!

001 *Please follow these steps to participate in this discussion.*

1. *Read Teaching Speaking (p. 117) from Penny Ur's book. You can download it from the 'References' module.*
 2. *Highlight/take notes of any important points that you find from the article.*
 3. *Answer the following questions by clicking the 'Reply' button.*
 1. *To what extent can we ignore students' errors in grammar, vocabulary, and pronunciation when practicing speaking? (min. 30 words)*
 2. *In your opinion, what is/are the biggest challenge(s) of learning speaking in English for Indonesian students? (min. 30 words)*
 3. *As a teacher, how could you help your students improve their speaking skills? (min. 50 words)*
 4. *What should you avoid when teaching speaking in Indonesian context? (min. 30 words)*
 4. *Respond to at least two of your classmates' posts by giving questions, clarification, feedback, rebuttal, or appreciation. Short responses such as 'good job' or 'well done' do not count.*
-

NOTE: Your participation in this discussion will be taken as the attendance for meeting 10 if you complete all the above-mentioned steps

Based on the data above, the lecturer only gives the instructions and rules during the discussion followed by the questions. Also, the lecturer emphasized the rules after the students answered the question. The students must reply to other student's answers so that the lecturer can assess them.

4.2 DISCUSSIONS

4.2.1 Students' interaction was in order to accomplish the assignment

According to Garrison, Anderson, and Archer's (2000), cognitive presence is divided into four phases: triggering events, exploration, integration, and resolution. Based on the result of the data, cognitive presence is the most active student interaction on the online discussion board. *Cognitive presence* is the degree to which the learner can construct and confirm meaning through continuous reflection and discourse in a critical community of inquiry (Garrison, Anderson & Archer, 2000). The study also investigated the questions that might impact students' cognitive attendance in asynchronous online discussions. Studies reveal that higher-order questions, such as problem-based or case-based, tend to lead to higher levels of cognitive attendance (Olesova, Slavin, & Lim, 2016). From the data, the most interactions among students are cognitive. Students actively answer questions given by the lecturer and respond to their friends' answers. However, the lecturer gave this part of the online discussion board assignment instructions. Instead of discussing with friends, they mostly only answer questions given by the lecturer. So that the discussion process does not run smoothly, they do the discussion process only to complete the tasks given by the lecturer.

On the online discussion board, namely Canvas, the lecturer does not participate in the discussions with the students. Different from the face-to-face discussions, the lecturer participated in the discussion process. It will motivate students to participate in the discussion process as well. In Canvas, the lecturer only gives instructions and questions. So that students are not motivated to participate in the discussion actively. In Garrison Anderson and Archer's (2000) theory, this practice includes cognitive presence. The students answer questions with the knowledge they have. Similar to the research of Vonderwell, Liang, and Alderman (2007)

found that implying assessment criteria in discussion is essential. This allows students to improve the quality of responses. Moreover, the role of the lecturer or instructor in the discussion is equally important. The lecturer's presence in the discussion will determine the quality of student participation in asynchronous discussions.

4.2.2 Students' interaction was in order to greeting the other without the needs to engage each other

The discussion in asynchronous classes is different from face-to-face classes. So that student interaction is less visible on the online discussion board. Garrison, Anderson, and Archer (2000) define social presence as the ability of participants in an activity to socially and emotionally, as real people (i.e., their personality), through the communication media used mainly in the online discussion board. Social presence has three acts: emotional expression, open communication, and group cohesion. The most frequent act that appears is emotional expression. The theory of Garrison et al. defines *emotional expression* as real emotions in text. It encompasses emotion, feelings, and mood expressions. Based on the data, the emotional expressions shown by students are like responding to other student's answers, starting with saying hello. Some even give a smiling emoji closely related to the expression of emotions and the use of humor (Ferreira et al., 2020).

This condition commonly happened when the students were not familiar with the platform or the students were not independent yet (Thoms & Eryilmaz, 2015; Cho & Tobias, 2016). The students in this research had been familiarized with Canvas for three weeks. They were also guided by the lecturer through clear and comprehensive instructions. Thus, familiarity was not the issue. Conversely, there was a discrepancy between the students' interactions when they were with the lecturer and when they were not with the lecturer. By referring to the data, the teachers were found to be absent in joining the discussion. Thus, the students referred solely to the given instructions. This research had not reached the objectives of assessing students' understanding about the topic. However, since the discussion board was found to be formal mentions and compliments, critical argumentation upon the topic was rarely found.

CHAPTER V

CONCLUSION

This research was observed on how students interact in an online discussion board. Based on the discussion, this study found that students' interactions in online discussion boards are less socially engaging. The discussion carried out by students is only limited to doing assignments. Several unanswered responses among student's evidence this. Many of the students replied to their friends' answers only by repeating their friends' answers. The students tend to solely do cognitive presence, while the interaction is less highlighted. The potential cause could be in the lecturer's performance to lead the discussion. In practice, the lecturer was not found to join the discussion. Thus, students' critical reasoning and students' understanding upon the topic was found less in the data. Although the lecturer provided instructions and rules on the online discussion board, yet the interactions could be more engaging if the lecturer was socially present in the discussion. Thus, as a suggestion, students' understanding during the discussion can be further studied. The findings in this research was limited to only one meeting and one class. It was highly suggested to extend this research into broader setting and more frequent meetings.

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APPENDICES

Appendix 1. Permit Letter

Appendix 1.1. Permit Letter



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekman Wirjocandjaja
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14.5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpisb@uii.ac.id
W. fpisb.uii.ac.id

Tanggal : 23 November 2021
Nomor : 3817/DPS/70/DURT/XI/2021
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :
Yth. Dekan Fakultas Psikologi & Ilmu Sosial Budaya
Universitas Islam Indonesia

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 : Royyani Fajriyah
Nomor Induk Mahasiswa : 18322087
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Intan Pradita, S.S., M.Hum.
Judul Skripsi :

"EFL HIGHER EDUCATION STUDENTS' COMMUNITY OF INQUIRY PRACTICES IN THE ONLINE DISCUSSION BOARD: AN OBSERVATIONAL STUDY."

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

WassalamualaikumWr. Wb

Dosen Pembimbing Skripsi

Intan Pradita, S.S., M.Hum.

Appendix 2. Online Discussion Board

Appendix 2.1 Online Discussion Board (Canvas)

The screenshot shows a Canvas LMS interface. The browser address bar indicates the URL: canvas.instructure.com/courses/3573693/discussion_topics/12970614. The page title is "Teaching Speaking - Penny Ur (Oct 22 - 25)". A sidebar on the left contains navigation options: Home, Account, Dashboard, Courses, Calendar, Inbox, History, Help, Modules, and BigBlueButton. The main content area displays a discussion post by Willy Prasetya. The post is titled "Teaching Speaking - Penny Ur (Oct 22 - 25)" and is marked as a "graded discussion" with 5 points possible, due on Oct 25, 2021. The post content includes instructions for participation and a list of four questions:

1. Read Teaching Speaking (p. 117) from Penny Ur's book. You can download it from the 'References' module.
2. Highlight/take notes of any important points that you find from the article.
3. Answer the following questions by clicking the 'Reply' button.
 1. To what extent can we ignore students' errors in grammar, vocabulary, and pronunciation when practicing speaking? (min. 30 words)
 2. In your opinion, what is/are the biggest challenge(s) of learning speaking in English for Indonesian students? (min. 30 words)
 3. As a teacher, how could you help your students improve their speaking skills? (min. 50 words)
 4. What should you avoid when teaching speaking in Indonesian context? (min. 30 words)
4. Respond to at least two of your classmates' posts by giving questions, clarification, feedback, rebuttal, or appreciation. Short responses such as 'good job' or 'well done' do not count.

A note at the bottom of the post states: "NOTE: Your participation in this discussion will be taken as the attendance for meeting 10 if you complete all the above-mentioned steps."

This screenshot shows the same discussion board as the previous one, but with replies. The main post content is partially visible at the top, showing the end of question 4: "4. In my opinion, avoiding when teaching speaking in Indonesian context is reducing speaking or interacting in Indonesian to students and increasing speaking English while teaching speaking activities. And also avoid bad responses or criticism of students."

Below the main post, there are three replies:

- Ristiano Anggoro Mahardi** (Oct 23, 2021): "I agree with dhiya point that the biggest challenge for Indonesia student is that they don't have the confidence to speak so when they try to say something they will stutter almost every single time."
- Aisa Ayudia Nathania** (Oct 23, 2021): "Good points. And I also agree with poin 2. That's why we have to be a friendly teacher."
- Jihan Khalrunnisa (She/Her)** (Oct 24, 2021): (No text visible for this reply)

Appendix 3. Data Transcript and Data Coding

Appendix 3. 1 Data Transcript and Data Coding

	Label	Sym.	Formal features and functional definition	Frequency
Cognitive Presence	Triggering event	TE	Sense of puzzlement	4
	Exploration	E	Information exchange	58
	Integration	I	Connecting ideas	18
	Resolution	R	Apply new ideas	4
Social Presence	Emotional expression	EE	Emoticons & getting to know other participants	27
	Open communication	OC	Risk-free expression	1
	Group cohesion	GC	Encouraging collaboration	3
Teaching Presence	Instructional management	IM	Defining & initiating discussion topics	1
	Building understanding	BU	Sharing personal meaning	0
	Direct instruction	DI	Focusing discussion	0

- 1) Triggering event (TE)
- 2) Exploration (E)
- 3) Integration (I)
- 4) Resolution (R)
- 5) Emotional expression (EE)
- 6) Open communication (OC)
- 7) Group cohesion (GC)
- 8) Instructional management (IM)
- 9) Building understanding (BU)
- 10) Direct instruction (DI)

001	Teacher	<p>Hello everyone!</p> <p>Please follow these steps to participate in this discussion.</p> <ol style="list-style-type: none"> 1. Read Teaching Speaking (p. 117) from Penny Ur's book. You can download it from the 'References' module. 2. Highlight/take notes of any important points that you find from the article. 3. Answer the following questions by clicking the 'Reply' button. <ol style="list-style-type: none"> 1. To what extent can we ignore students' errors in grammar, vocabulary, and pronunciation when practicing speaking? (min. 30 words) 2. In your opinion, what is/are the biggest challenge(s) of learning speaking in English for Indonesian students? (min. 30 words) 3. As a teacher, how could you help your students improve their speaking skills? (min. 50 words) 4. What should you avoid when teaching speaking in Indonesian context? (min. 30 words) 4. Respond to at least two of your classmates' posts by giving questions, clarification, feedback, rebuttal, or appreciation. Short responses such as 'good job' or 'well done' do not count. <p>NOTE: Your participation in this discussion will be taken as the attendance for meeting 10 if you complete all the above-mentioned steps</p>	IM
-----	---------	--	----

		Good answer, Yaya, I think we all can relate to point number 2.	EE
006		4. Ahmad Labahudin Hi dhiya, I want to ask the number 3, it is effective or not to your students as your method?	EE TE
007		5. Meliani Anisa I agree with point no 2, insecurity and anxiety still become the students' problem of speaking in English, they worry about making a mistake and getting bad feedback	E
008		6. Indria What a good statements Dhiya. I can relate because anxiety still haunted me	EE
009		7. Risma Dwi Mulyaningsih hello Dhiya' !! I agree with your answers and future plans, if you become an educator.!!	EE
010		8. Allisa Rachmayanti Nuriah Hi Dhiya, you have a great answer! I agree with all your point especially at number 3 because the teacher's role is very important in improving students' speaking.	EE
011		9. Nur Cholishoh Fadhilah Hi dhiya.. I agree with your points especially number 2, confident is more important to students and this is become challenge to all teacher to improve their confident	EE
012		10. Muh syarif alqadri Hello Diya, I dont agree with your answer number 2. Because it is depends the conditional where we are speaking	EE GC
013	Ristianto Anggoro Mahardi	1. in my opinion the extent we can ignore students' errors in grammar, vocabulary, and pronunciation when practicing speaking is when the student really butcher the pronunciation that we may give a helping hand a little error in grammar and vocabulary can be ignored, if we as a teacher keep holding their hand I'm afraid that the student progress will be stagnant. 2. the biggest challenge in learning speaking English in Indonesia is when learning we doesn't have a willing practice partner even though this is very important so that we can improve our pronunciation and vocabulary 3. as a teacher first i will encourage the student to converse using English, or better yet when the class is started we only can use English language and ask student to speak without fear of error, when speaking i will also ask student to maintain eye contact to build their confidence.	E I E

		4. as a teacher the thing we should avoid when teaching speaking English in Indonesia is being too fixated to scores, what we should do is we just have to help the student to build their confidence when speaking using English language	E
		REPLY:	
014		1. Aisa Ayudia Nathania I'm agree with you in point number 2, Angga! Practice partner so important if we want learn English. Unfortunately, practicing daily interaction using English is still difficult in Indonesia.	E
015		2. Dhiya' Maghfirah Hi Angga! I also agree with your point 4. As a teacher, to help the student to build their confidence is important, when speaking activities in English language and avoid being too fixated score.	EE
016		3. Akmal Genius Fikri good answer angga! I really agree with point 4 because most teachers in Indonesia only focus on grades and don't pay attention to the abilities of their students	EE E
017		4. Jihan Khairunnisa Hi, Angga. I could not be more agree with you especially point number 4. Help students to build their confidence is really important because I think the lack of confidence is also one of the biggest problem for us as EFL learners here in Indonesia.	EE E
018		5. Yola Ameliawati Agustin Hi Angga, I like your idea in number 3. I think that would be a great rule and procedure in the classroom and from your explanation, it seems this idea would develop students' speaking ability.	EE
019		6. Ahmad Labahudin Hi angga, for number 2, for your life in the learning english, did you ever feel it?	EE TE
020		7. Meliani Anisa I agree with point number 2, practice partner very influential to improving speaking in English and we really need that	
021		8. Indria That's right Angga, environmental factor also affecting our practice because we need partners to improve our skills with each other	EE
022		9. CITRA NOOR AZIZAH agree with your opinion on number 4! i've seen so many cases that the students that is fluent tend to have less score but so good in speaking but the	E

		Hi Aissa, overall your answer is pretty nice. I'm interested in your point number 3, by being a friendly teacher can make students more enjoy during the class and make them easy to understand.	EE
028		4. Abyan Syam Zain Students' surrounding can be the biggest factors that affect the English learning process. Do you have any solution for students that don't have a good environmental? You know we cannot blame our surrounding for not using/understanding English	TE
029		5. Ristiano Anggoro Mahardi I agree with your point 4, for a beginner they will feel that the lesson is to hard if we only use English that's why it's important to convey the meaning using their mother tongue	
030		6. Muh syarif alqadri Hey Aisa, I agree with your statement number 4, but for me use in English language priority in speaking class, so that it will depends the level of class. It will make you easy and also the students to.	EE E
031	Akmal Genius Fikri	1. stopping students to correct them may distract them, and focusing too much on accuracy will discourage them from trying to express themselves freely. On the other hand, there are places where correction can actually help: if the student is obviously hesitant and needs confirmation of the correct form. 2. in my opinion, the biggest challenges of learning speaking in English for Indonesian students is shyness and inhibitions. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Students are often inhibited about trying to say things in a foreign language in the classroom because they are worried about making mistakes, scared of criticism or losing face, or simply shy of the attention that their speech attracts. 3. – use group or pair work. This increases the amount of learner talk in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the whole class. - base the activity on easy language. In general, the level of language needed for participation in the interaction should be lower than that used in intensive language-learning activities in the same class. - make a careful choice of topic and task to stimulate interest. On the whole, the more interesting the topic and the clearer the purpose of	E E E I E

		language if this will keep happening. As teachers, we should prevent or at least minimize it in case to help the students can practice easier.	
		REPLY:	
035		1. Yola Ameliawati Agustin Hi Jihan, everything is great. I couldn't agree more with your point that as a teacher we should allow our students to express their feelings without any fear.	EE
036	Yola Ameliawati Agustin	<p>1. According to penny ur, the important thing in learning English is the courage to implement English in real situations. Just speak even if there are many errors in practice, as long as the language we use is acceptable and does not eliminate the purpose. However, we still need to improve the accuracy. Combining both accuracy and fluency is the best idea to overcome errors in learning English. So, we don't need to burden ourselves to speak because we focus on forms and ignore the essentials in communicating; the context, purpose, and acceptable.</p> <p>2. As long as I study English, I have a lot of difficulty in pronunciation. That's what prevented me from learning English. I also realized that my friends are also experiencing the same obstacles. Like feeling anxious when speaking, negative feedback from peers, unconfident with the grammar and limited vocabulary. In my opinion, these problems are indicated because the environment in Indonesia is not yet supported. English as an additional language is still interpreted as a complicated thing. It is difficult to find or there is no place for English it is appropriately implemented. And the education system in Indonesia or learning strategies in schools do not prepare students to use English, just like the purpose why English need to learn.</p> <p>3. First, I want to make my student feel happy when learning English. When students have an interest, it will be easy to build a positive and supportive classroom environment. And from the last meeting class, I highly agree with the discussion about the principal designing activity that I will mention bellows.</p> <ul style="list-style-type: none"> I need to make more pair/group work; it will allow my students to speak English with their friends. At least, when the students are used to talking with their friends in English, they will not have anxious when talking in the future. 	I E TE EE I

		<ul style="list-style-type: none"> Using easy language for activity; unlike reading in terms of speaking, it is better to use language that students easily understand. Make learning levels easy for students to conquer. lastly, the important thing to do in teaching speaking is the more students are exposed to English, the better they understand and use English. <p>4. In the Indonesian context, a teacher should avoid teaching without guidance and goals (expectations). Students need to understand what the intent and purpose of learning are. It would make students stimulate themselves to achieve learning targets. Don't let us get caught up in the teacher paradox and students fail to conceptualize learning. Then the guidance I mean here is that students not only learn through activities/tasks but also need feedback that can evaluate students' abilities so that there is a process where students have an improvement in learning</p>	E
		REPLY:	
		<p>1. Indah Astri Perwitasari hi yola, i agree with your answer for number 4, because if when we teach without learning objectives, students will find it difficult to win their goals and objectives in studying the material to be taught and in my opinion also providing feedback to the results of assignments or activities carried out by students is very important, so that students and teachers know whether after learning that they have development or not.</p>	EE E
038	Ahmad Labahudin	<p>1. For ignore the students about grammar, vocabullary and pronunciation when practicing speaking first about grammar, we often ignore about tobe, timing in the formula present tenses, past tense, simple future etc. When the students talk they sometimes forget about it, but the point we speak english do not need it grammar if the people understand we speak, it nevermind. second pronunciation, we often ignore in a part of spelling. the third vocabularies, we often ignore in apart pronunciation.</p> <p>2. In my opinion a biggest challenge for students indonesian for studying english are memmorizing vocabulary, learning grammar, and practicing english in speaking.</p>	E E

		<p>3. As the teacher, I can make a plan for my students to increase their speaking skills. It such as many memorizing vocabularies, studying grammar, watching english movie and practicing with friends and narrative speakers such as tourist</p> <p>4. When I teach speaking in Indonesian context, I can avoid about mistakes using Indonesian grammar. Let the students can analysis the material that I am giving to them.</p>	R
		REPLY:	
039		<p>1. Muhammad naba andaru hai ahmad :) your answer about When I teach speaking in Indonesian context, I can avoid about mistakes using Indonesian grammar. Let the students can analysis the material that I am giving to them, i think you misunderstanding the question</p>	EE GC
040		<p>2. Muhamad Leo bulqia hi Ahmad, good answer, I like answer no 3 because it is more complete and easy to understand</p>	EE
041		<p>3. Indah Astri Perwitasari hi ahmad, i think your answer for question number 3 is really interesting, I think that by inviting students to watch an English-language film, it will be very helpful for students to learn how to pronounce a word and find new vocabulary while watching it.</p>	EE E
042	Abyan Syam Zain	<p>1. Grammar, vocabulary, and pronunciation are important. But we need to know the right time to correct our student. We should not give students a correction during their speech or in their group discussion (oral works). It may distract them if we stop them when they are speaking.</p> <p>2. In my point of view and based on my personal experience. The biggest challenges are the L1 use and self-confidence. The L1 use in Indonesian English class are pretty high. Even though the teacher is speaking in English, the students would still speak in Bahasa Indonesia to communicate with their friends. Self-confidence is the most important thing in the learning speaking process. There are many factors that affect it, the biggest are skills and surrounding. If students have a good English skill, they will be confident to speak in any situations without worry about making mistakes. Then, it is their surrounding or class condition, if the teacher often correct the students while they are talking it would make them less confident. If the class often laugh at someone else's mistakes, they will be less confident too.</p>	TE E E

		<p>3. I will make a supportive, fun, and positive vibes inside the class. I will not correct my students directly when they are talking, I will not be intimidating them to speak very well, and I will not let the class laugh at someone's mistakes. Then, I will teach them how to speak English in a good way along with giving them good resources for their references</p> <p>4. Stop my student when they are speaking, it may distract them. Correct them directly when they are speaking in front of the class, it will make them shy and giving a chance for the whole class to laugh at someone's mistakes</p>	R E
		REPLY:	
043		<p>1. Muhamad Leo bulqia hi zain, okay interesting answer, I almost like all of your answers, hopefully, next time you can maintain and improve them.</p>	EE
044	Meliani Anisa (She/Her)	<p>1. According to Penny Ur's book, give corrective feedback on errors only rarely during oral fluency work. Stopping students to correct them may distract them, and focusing too much on accuracy will discourage them from trying to express themselves freely. On the other hand, there are places where correction can actually help: if the student is obviously hesitant and needs a confirmation of the correct form, for example. An alternative is for you to note errors and discuss them with the class later.</p> <p>2. The biggest challenge of learning speaking in English for Indonesian students is that lack of vocabulary. Whereas vocabulary is the key to one's speaking ability. It can cause other problems like students are incapable of producing phrases and sentences. Besides, anxiety and shyness are challenges too, students get worried about making mistakes in speaking, and moreover they also worried about being bullied like "sok inggris", "your accent is too bad", "your grammar is wrong".</p> <p>3. To encourage students to speak, we must first engage them in basic conversations, demonstrating that English is not difficult. Make them joyful and at ease in order for them to learn. The goal is to keep them motivated by using a variety of media and engaging them in discussion about a topic that interests them. Teachers can also use role-playing to help students improve their speaking skills.</p> <p>4. When students are practicing fluency (for example, free conversation), which is distinct from</p>	I E I E

		pronunciation or grammar practice, never correct them unless they appear hesitant and require confirmation of the correct form, instead, let them talk and feel confident in their ability to communicate despite their mistakes in pronunciation, grammar, etc. Thank them for speaking up and express your gratitude.	I
		REPLY:	
045		1. Risma Dwi Mulyaningsih hi meliani, your answer is good and your plan as a speaking teacher looks efficient..	EE
046		2. Abyan Syam Zain I agree with your answer of biggest challenge in Indonesia. I should put that in my answer. The lack of vocabulary should be something that we concerned about since that is the first step for students start their speech.	
047	Indria	1. according to Penny Ur, the English language has not to be absolutely correct, as long as it's free from pronunciation, lexical and grammatical errors that interfere with the fluent communication of meaning. Which means students' speaking is still easily understandable, and acceptable level of accuracy. 2. in my opinion, the biggest challenges of learning speaking English are making ourselves confident, not feeling insecure to other peers who can speak English better & fluently, and the challenges in trying not to feel nervous or afraid to try using English in public. 3. as a teacher, I will try my best to improve my students' skill in speaking by support them with motivations, guiding, feedback, and be a students' friend so they will not feel hesitate to ask. Also, I will set the role play activity to students' practice so students can try to speak English in real life. 4. we should avoid to make students feel insecure or unmotivated, don't offend students' feelings of their speaks performance, should not give negative feedback or harsh criticism that might be break their mental and mood	I E TE E
048	Citra Noor Azizah	1. According to the book, since the main goal if for student be completely able to talk in English, the language used should be of an acceptable level. Students should express themselves by using language that is relevant, easily understandable and acceptable level of accuracy.	I

		<p>2. A less supportive environment, in the sense of classmates who have less English skills so it is difficult to develop the skill. Sometimes grammars are getting in the way.</p> <p>3. By encouraging them not to be afraid to express themselves in English, freeing them to choose the right words with different styles according to the convenience of students which will later be practiced as often as possible in the learning process. Familiarizing students to be more active in speaking with friends using English can also help in students' fear of speaking English.</p> <p>4. Talking too slow or too fast, also forgetting the main goal that is to make all the students able to speak English by using Indonesian too much so the students are get used to learning English just by translating not speaking and implementing.</p>	E
049	Risma Dwi Mulyaningsih	<p>1. From the book I read (Ur), students' mistakes in mastering grammar, vocabulary and pronunciation while practicing are natural. we can ignore students' mistakes in grammar, vocabulary and pronunciation when learning to speak as long as they understand the meaning of communication and can speak English fluently.</p> <p>2. In my opinion, the biggest challenge in learning to speak in English for Indonesian students is the large amount of English vocabulary, making it difficult for students to memorize, it makes Indonesian students afraid to speak because they do not know the vocabulary. the second, low self-confidence, sometimes there are students who know words in English but are not confident when speaking English for fear of the wrong pronunciation.</p> <p>3. As a teacher, you must be able to convince students that speaking skills are not an innate talent but belong to everyone who can speak. By convincing this, it is hoped that it can foster students' courage to practice speaking. Besides that, as a teacher, you must also provide opportunities for all students to be involved in speaking English in class. For example, giving a statement that must be answered by students using English or giving a question that must be answered in English. As a teacher, you must also get used to speaking English in all materials, not only in certain materials. so that students are accustomed to communicating using English.</p> <p>4. speaking in Indonesian context, we must avoid students' insecurities, we must avoid cornering or judging students' speaking in public (in front of</p>	I E E I E

		other students). we have to make students comfortable studying with us by making students friends to study but ethics must still be maintained	
050	Allisa Rachmayanti Nuriah (She/Her)	<ol style="list-style-type: none"> 1. According to Ur's book, the students should talk a lot. The language used should be of an acceptable level. Students should express themselves by using language that is relevant, easily understandable and of an acceptable level of accuracy. 2. In my opinion biggest challenges of learning speaking in English for Indonesian students are lack of vocabulary in English, difficulty memorizing, difficult pronunciation because it is very different from Indonesian, fear of making mistakes, fear of being laughed at by friends, and lack of grammar knowledge. 3. By building English speaking confidence and encouraging them conversation because every social interaction gives students a new opportunity to practice the language. By getting used to practicing speaking they will indirectly be able to speak fluently and have confidence. Often practice speaking can also express themselves in English, students are free to convey what is on their mind. 4. Not only focused on the second language (L2). As an Indonesian context, we have a mother tongue (L1) so we have to balance between L1 and L2. Thus, students will easily understand what we explain. 	I E E E
051	Muhammad naba andaru	<ol style="list-style-type: none"> 1. By using the correct sounds when you speak, others can quickly understand what you're trying to say. If you are great at grammar and know many different words, good pronunciation will help others hear and understand you even more clearly. Don't worry about getting it slightly wrong. It is more important that you just try it and work with it and develop your skills with it. Teaching EFL pronunciation takes some practice, but it WILL make you a much better teacher in the long run, Accurate pronunciation is an important part of learning any language, and especially when you're learning English. The way your speech sounds can have a big impact on whether or not people understand what you are saying and their initial impression of you. <ul style="list-style-type: none"> • Grammar. The grammar of the English language is tricky and intricate. Non-native speakers may have difficulty picking up grammatical patterns during speech, and that could lead to a misunderstanding or wrong message being relayed. English 	E

		<p>grammar has many rules, and with that comes many exceptions to the rules. English Grammar is complex, making it difficult to remember, master and use logically. ...</p> <p>Vocabulary. Slang and colloquialism. Pronunciation. Variations in English.</p> <ul style="list-style-type: none"> • Oral language is one of the most important skills your students can master—both for social and academic success. Learners use this skill throughout the day to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers. Here are some suggestions and techniques which are very helpful for developing children’s oral skills. • Encourage Conversation: Every social interaction gives students a new opportunity to practice language. Some of your students might need a little guidance from you to engage in conversations, so spark interactions whenever you can. Ask questions, rephrase the student’s answers, and give prompts that encourage oral conversations to continue. • Model Syntactic Structure: Your students may not use complete oral syntax in informal speech, but encourage them to do so when they’re in the classroom. When a student uses fragmented syntax, model complete syntax back to them. This builds oral language skills and gives students practice in a skill necessary for mastering written language. • Maintain Eye Contact: Engage in eye contact with students during instruction and encourage them to do the same. Maintaining eye contact will help learners gauge their audience’s attention and adjust their language, their volume, or the organization of their speech. This will help them be better understood, communicate more clearly, and successfully interpret nonverbal cues about their clarity. • Remind Students to Speak Loudly: Ask students to feel the muscles used for speech while they’re talking and monitor their volume and articulation. Remind them that clear and loud-enough speech is 	
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		<p>essential for holding the attention of the group and communicating their information and opinions effectively.</p> <ul style="list-style-type: none"> • Explain the Subtleties of Tone: Your students have probably experienced playground arguments related to tone; misunderstandings are common when students are using loud outdoor voices. Remind your students how tone of voice—which includes pitch, volume, speed, and rhythm—can change the meaning of what a speaker says. Often, it’s not what they say, it’s how they say it that can lead to misunderstanding of motives and attitudes. Ask your students to be mindful of tone when they’re trying to get a message across, and adjust their volume and pitch accordingly. <p>4. By putting words into context you give your new vocabulary meaning. Meaningfulness is a central plank for getting words into your LONG TERM MEMORY. Meaningful learning means connecting new information with information that is already known. Disturbed the teacher by making noises. Difficult to manage the class students. Engaging crowded students in learning is very difficult. The learning resources are not available for all the students.</p>	
052	Muhamad Leo bulqia	<ol style="list-style-type: none"> 1. When we have told them about grammar, vocabulary, and pronunciation many times but they keep repeating the mistakes. then we rebuke properly and provide some input that can make them change to realize that what you use or say is wrong. 2. Mental attitude, students are shy, afraid, and nervous when appearing in front of their friends. Students lack confidence in speaking. The low self-confidence in students is caused by a lack of preparation and a lack of understanding of linguistic and non-linguistic elements that influence the learning of speaking skills. In addition, the lack of self-confidence is also caused by the low understanding of students towards the content components and the lack of experience in public speaking. 3. Provide motivation for students who are lacking in learning to speak so that they are enthusiastic in learning to speak and cultivate speaking habits when in class so that they are more active in 	<p>E</p> <p>E</p> <p>E</p>

		4. In teaching speaking, what I have to avoid is the use of difficult vocabulary because it will make it difficult for students to catch what is the topic of speaking, teaching speaking using materials or topics that have a level that is not in accordance with those of students, using boring teaching materials because will make students lazy to study and will cause their speaking skills will not develop	R
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