Naskah Publikasi

Abstract

This research aims to find out the students' perception on online discussion in English teaching and learning at English Language Education Department of a private university in Yogyakarta. The objectives of research were to ascertain the advantages, disadvantages and also the difficulties faced by the students in doing online group discussion based on the students' perception. It was conducted at ELED of a private university involving three students batch 2015. The participants were selected with some criteria, which is students who experienced in online discussion and also participated in the discussion. The activeness really helped the researcher to collect the rich data. The students' activeness defined the experiences in the activity. This research used case study as a research design under qualitative method to present the finding. The researcher conducted the open-ended interview.

The research had three findings. The first finding was about the advantages of doing online group discussion. Those were about the students' experiences, satisfying, and the strengths of online discussion itself. The second finding was about the disadvantages of doing online group discussion. The disadvantages based on the students' perception would be around the students' anxiety, frustration and disappointment. The last finding was about the difficulties in online group discussion which were about the internet connection, writing skill and the teacher's instruction understanding.

Keyword: Online discussion, advantages, disadvantages, difficulties of online discussion.

Introduction

In this chapter the researcher provides the background of study, statement of problem, research questions, purpose of study, and significance of research and outline of the research. This research discusses about the online discussion that becomes a part of online learning. The researcher had three main research questions and three purposes of study. The further discussion will be explained in each chapter.

Background

There are two ways to conduct teaching and learning. The first is offline strategy in which the teacher can conduct the teaching and learning activities by giving and providing the materials in the class directly. The teacher can use the media and facilities to teach the students. The media used by teacher can be various and helpful. Online strategy is the second way to conduct the teaching and learning activities. According to Kubo (2009), "Most higher education institutions are already integrated online learning in their curicula. It showed in the fall 2003 more than 75% of colleges and universities offered online learning" (p. 92). Online strategy can be conducted also by the teacher by giving the material through the devices connected to internet. The teacher and students can communicate in the discussion board.

In the ideal world, online discussion consists of the role of teacher or instructor, role of students or participants, devices connected to an internet, and also the communication in virtual room. According to Andresen (2009), "Online learning has been expanding in the over past decades and one of the most popular modes to be used is asynchronous discussion" (p. 249). In other words, the online discussion can replace face-to-face interaction of the traditional classroom. Online discussion is the most commonly used by the teacher or instructor in online

teaching and learning. It provides the ability of synchronous session and asynchronous interaction. Ryan (2011) argued that online learning can be conducted in a variety of ways, such as through the use of self-paced independent study units, asynchronous interactive sessions (where the students interact at different time) or synchronous interactive settings (where the students meet at a same time) (as cited in Smart & Cappel, 2006, p. 202).

In reality, based on the researcher's experiences in English Language Education Department of a private university in Yogyakarta the students or participants may get problems in joining online discussion. The slow internet connection sometimes becomes the first problem faced by the students. It can be the hindrance for the students in joining the online discussion. Secondly, the students probably think that the online discussion is not really important to do. The problem is in the students' minds set itself. It refers to the role of instructor in monitoring and guiding the online discussion and the students' readiness to join the online discussion.

The students of English Language Education Department (ELED) learn English for education domains. The students learn English to be able to teach or occupy the role of teacher in English teaching and learning. In English teaching and learning processes, the lecturers teach the students with the various methods and teaching styles to deliver the contents in the class. Every lecturer sets the goals and creates the activities as the guidelines to reach the goals. Based on the department's schedule, teaching and learning processes usually take time around 90-180 minutes that consist of 45 minutes per credit. In a day the students normally take the class for credit at minimum and twelve credits at maximum.

In the first meeting the lecturers provide the syllabus as a guideline for both students and lecturer through the semester. The students will know what is going to be prepared and discussed

in the class. The discussion in the class will be open-ended discussion with several topics given by the lecturer. In some cases, the lecturer cannot teach for some reasons. Some lecturer has to reschedule to change the dismissed class. Some lecturers would like to make some online discussions to conduct an English teaching and learning as a substitute. The online discussions become the choice to be applied in conducting English teaching and learning. It can be conducted either in synchronous or asynchronous interaction for both students and lecturer. According to Hammond (2005), "Asynchronous discussion is offering the additional values by providing students with experiences of their computers as a communication tool and opportunities to take a part in a group work" (p. 1).

Online discussion is commonly used by the teacher in English Language Education Department at a private university in Yogyakarta based on the researcher's experience and observation. It can be done by both of instructor and participants easily. The lecturer would provide some links and discussion boards for the students. The students can post and share their ideas in the discussion boards. They can also learn and teach from one to other students. Online learning becomes more effective and enjoyable when it is delivered by lecturers experienced in their subject matter. The students are interested to join the discussion and follow the topic given by the lecturer.

Online discussion has numerous advantages that can be achieved by both instructor and participants. Hammond (2005) found "asynchronous discussion is offering the additional values by providing students with experiences of their computers as a communication tool and opportunities to take a part in a group work" (p. 1). The students can have a time with their computers device to communicate in the group. Palloff and Pratt (1999), Kolloff (2011), Beaudoin (2001), Robler and Ekhaml (2001) and Muirhead (2004) argued that online board

discussion has many benefits, including (a) Building class community by promoting discussion and serving as a vehicle through which learning can occur online; (b) Contributing to the development of problem solving, critical thinking, and writing skills; (c) Improving student achievement and satisfaction, as reflected by test performance, grades, and student satisfaction (as cited in "Online and Discussion," n.d.); (d) Promoting the critical thinking of the students and (e) Providing students a higher level of performance than in the same online course without discussions.

The instructor's role in the online discussion is very important. According to Andresen (2009), "Making the successful online discussion is probably the most important aspect for the instructor to consider" (p. 250). The lecturer should guide the discussion, stimulate the students and often offer intellectual leadership to create a supportive online learning environment. The students' success in the online discussion refers to the teacher's role in the discussion itself. Role to motivate, monitor, guide and monitor the participants. Mazzolini and Maddison argued that the successful discussion depends on what the instructor wishes to accomplish (as cited in Andresen, 2009, p. 251). Moreover, Dysthe argued that the teacher should intervenes the students to keep the discussion on track or to motivate the discussion runs well (as cited in Andresen, 2009, p. 251).

Online discussion is one of the tools to create and conduct teaching and learning. However, the online discussion also has the disadvantages to be avoided by the lecturer and students. For an example, according to Smart and Cappel (2006), "The asynchronous discussion is not effective as a standard method to deliver the information" (p. 203). Also Laine argued that some students commented that the online discussion eliminates classroom interaction time where the real-learning takes place and apply knowledge problem and solving and the interaction

between teacher and other students (as cited in Smart and Cappel, 2006, p. 203). Moreover, according to Dixson (2010), "Collaborative or interactive activities seem to be a necessary component to effective online instruction" (p. 2). This will be the consideration for the lecturers to do the online group discussion to deliver the contents or to do question and answers sessions.

The ability to learn asynchronously is one of the primary benefits of online learning. Students are able to reflect upon their ideas before sharing them with the class, leading to more reflective responses and in-depth learning. Online discussion provides and gives the students the opportunity to decide place and time by themselves. The online discussion has a lot of functions and purposes to be done in English teaching and learning. The students can learn and improve their skills and abilities instead of reading, listening and writing on the discussion boards. The lecturer begins to look and view to use an online media to conduct their teaching and learning. There is some research conducted by the experts in the past. The research is about the students' interaction in online course, asynchronous discussion, online interactions impacts and many others. For example, a study done by Andresen (2009) discussed the role of instructors in online discussion, the strategies, to assess it as well as its limitations. The finding is that it is clear enough that asynchronous discussion provides the opportunities to achieve the higher levels of learning, but people must be aware in making decision for this to occur.

In this research, the researcher aims to explore the students' perception in doing online discussion in English teaching and learning. My research will complete the research done by the researchers before because there is no research done with the same topic about exploring the students' perception on online discussion. The students' perceptions and the opinions are quite different among students in English Language Education Department. The target is the students' perception in using online tool as a media in conducting English teaching and learning. There

will be numerous advantages and disadvantages based on the students' perception and also some

difficulties faced by them.

Literature Review

This chapter contains the theories related to the overview of the online discussion. This chapter also discusses the general use of online discussion viewed from its definition, types, online in English teaching and learning and its advantages and disadvantages. Online learning can be a breakthrough to conduct the teaching and learning.

Definition of Online Discussion

Online teaching is a one of the methods used in the teaching and learning processes. The teacher can be the instructor in the teaching and learning process. O'Neill, Singh and O'Donoghue (2004) argued that online learning can be defined as instruction delivered electronically via the internet, intranets, or multimedia platforms such as CD-ROM or DVD (as cited in Smart & Cappel, 2005, p. 201). Online discussion becomes the part of online learning. It is a media or tool to provide teaching and learning in online teaching and learning. Online discussion can be defined as the activity provided by the teacher or instructor to respond and reflect each other through their electronically devices connected to an internet.

Types of Online Discussion

The online discussion or online teaching and learning can be divided into two types. According to Duncan, Kenworthy and Mc Namara (2012), " Synchronous online discussion is a communication strategy which provides a real time or where the participants are doing the discussion at the same time in the chat room and asynchronous online discussion is where the participants interact in the different times in the discussion boards accessible daily or weekly" (p. 3-4). Ryan (2011) argued that online discussion in this discussion can be implemented in a variety of ways, such as through the use of self-paced independent study units, asynchronous

interactive sessions (where participants interact at different times) or synchronous interactive settings (where learners meet in real time) (as cited in Smart & Cappel, 2006, p. 202).

The lecturers in ELED of a private university in Yogyakarta usually use both the synchronous session and asynchronous learning interaction, which means that the teacher can conduct teaching and learning at the same time regularly or sharing ideas at the different time. The responsibility and the discipline are needed in the asynchronous online discussion. The teacher can provide the attendance list in the discussion boards to control the activity to avoid students' insincerity in the discussion process. Dysthe (2002) argued that the teacher should give an intervention to students to keep the discussion on track or to motivate the discussion runs well (as cited in Adresen, 2009, p. 251). Hammod's (2005) study found that very few authors were prepared to make some comparisons between on-line and face to face discussions or to argue that on-line discussion is better than face to face one. However the majority of authors concluded that asynchronous on-line discussion is potentially valuable or very valuable to support the teaching and learning processes. The general arguments used as evidences are it can provide the opportunities to interact between learners, asynchronous had high rate of participation and it more motivate the students to join the discussion. (p. 7).

In other words, it can be stated that asynchronous discussion can help both lecturer and students to know each other and to provide a clear interaction in the teaching and learning processes. Asynchronous discussion is preferable to be conducted in the teaching and learning with the teacher's controls and monitoring. However, the students of ELED of a private university in Yogyakarta are accustomed to joining both synchronous and asynchronous provided by the lecturers. Synchronous discussion is provided by the instructor and become the central learning process. The students' responsibility and discipline in learning are encouraged.

The students will also experience in the asynchronous discussion the ability to post their feeling in the board provided. The students will feel free to post, reflect and share their ideas among other students in the discussion board. Andresen's (2009) study found that asynchronous forum discussion should be specifically analysed in order to create the asynchronous discussion to be as (or more) effective as face to face discussion. Some of the benefits of asynchronous discussion are: (1) it allows the people who need more time to participate in the discussion. (2) The discussion of participants cannot be "cut off", and (3) there is a transcript of the discussion for study purposes after the discussion takes place. (p. 249-250)

Online Discussion in English Teaching and Learning

In English Language Education Department online discussion is a common method used in English teaching and learning. The lecturer provides the ability of synchronous sessions and asynchronous interactions for the students. Similarly, according to Duncan, Kenworthy and McNamara (2012), "We can say that encouraging high quality and frequent participation in both synchronous and asynchronous forums will help maximise student performance" (p. 2). Students will have ability of asynchronous interactions in posting, sharing and reflecting their ideas among other students in the provided boards. Sometimes the lecturer will inform and instruct the students to have a synchronous discussion with the specific topics presented by the teacher or the questions formed by the teacher. The students have to reflect the teacher's instruction or to answer the teacher's questions in the time. Most of the lecturers instruct the students to have specific application software which supports the English teaching and learning.

Hossain and Wiest (2013), and Mohammad, Saleh and Salam (2015) argued that there are various online teaching tools that are suitable and that are open and free for both teacher and students to use. The most popular tools are Wordpress, Linkedin, MySpace, Youtube, Facebook,

Twiter, Edmodo, Nexopia and many others (as cited in Ekici, 2017, p. 93). Ekici (2017) found that Edmodo is a free social learning platform that allows students to access the course's contents uploaded by their teacher (p. 93).

The researcher have found another application used in teaching and learning. According to Deni and Zainal (2015), " Padlet is a tool and it is a simple web-application which enables the creation of virtual walls where students and teacher can write on or pin up images or files" (p. 364). Deni and Zainal's (2015) study found that Padlet 1) encourage the formation of virtual communities where students not only learn from the teacher but also from one other, 2) enhance learners' engagement with course content, and 3) create "safe" virtual space for learning (p. 364).

The two biggest applications provide synchronous session and asynchronous section used in ELED of a private university in Yogyakarta are Edmodo and Padlet. In the online discussion the students are involved in the learning process. Their critical thinking is also needed to reflect someone's posting. The online discussion will be helpful to improve the students' reading and writing ability in its activity. Kolloff (2011) argued that online discussion contributes to the development of problem solving, critical thinking, and writing skills (as cited in "Online and Discussion", n.d). The teaching and learning processes would work effectively when the students are active and reflective in the activity. Bransford, Brown and Cocking (2000) and Driscoll (2002) argued that learning theory suggests that learning is promoted or enhanced When (a) students are actively involved in the learning processes; (b) assignments reflect the real-life contexts and experiences and (c) critical thinking or deep learning is promoted through applied and reflective activities (as cited in Smart and Cappel, 2005, p. 202)

The Advantages of Online Discussion

Balasubramanian, Jaykumar and Fukey (2014); Ekmekçi (2016); Mokhtar (2016) argued that the social learning platform allows teachers and students to communicate with each other via messages, thus providing learners with the chance to communicate and collaborate in a virtual classroom environment (as cited in Ekici, 2017, p. 93). According to Murray e*t al* (2012), "Online courses provide more opportunities to create active learning environments, address the learning styles of today's technology connected students, foster a greater variety of experiences outside the classroom, teach students how to do independent research, make college more accessible to students, make attending college more affordable, teach students about making ethical choices, and create online courses that meet high quality standards for teaching and learning" (p. 126). That statement can be related to Driscoll's and Carliner's statements about relating the topic in the online discussion to the real-world context.

Driscoll and Carliner (2005) argued that online instruction has the potential to provide opportunities to promote reflective thought and deep learning through realistically integrating and applying principles learned. Online instruction such as a simulation thrusts learners into a learning experience, increasing engagement and providing activities that actively engage learners to analyse, synthesize, and evaluate information while constructing knowledge (as cited in Smart & Cappel, 2005, p. 203). The students can conduct an autonomous learning by group online discussions they made with the classmates or the students' major group in the collage.

There are some considerations in order to create the online discussions as well as traditional face to face discussion to be more effective. According to Dixson (2010), "There are two primary reasons for studying the student engagement in the online courses. Firstly, online courses are emerging and growing so that the instructor and students need to do it well.

Secondly, the primary component of effective online teaching and learning is student

engagement. It is imperative to engage students in the learning process in order to offer effective

discussion in teaching and learning processes" (p. 1). Many researchers carry out researches

actively on the advantages and disadvantages of online learning. The researcher who conducts

this research pointed out some information about the advantages and disadvantages of online

discussion. There are some benefits of online discussion which attract the teachers to do it in

their teaching and learning processes as well as the lecturers in the ELED of a private university

in Yogyakrta. Online board discussion has many benefits, including;

Constructing the students' interaction and cooperation or collaboration. One of some

benefits is that online board. It can develop the students' interaction among the students in the

discussion boards. According to Dixson (2010), "One of the recurrent themes in the literature is

the effectiveness of using collaborative activities, group discussions, and other forms of student-

student interaction. They believe an interactive and cohesive environment that includes group

work, regular assignments, and solid feedback are needed for success" (p. 2). The online

discussion involves the class community in the activities. The activities in the online discussion

are provided by the lecturer to be done by the students in the class. From that moment the

students can improve their skills and also their interaction among other students. The students'

team work can be achieved in the activities in the teaching and learning processes.

Improving the critical thinking and writing ability. Kolloff (2011) argued that the online

discussion contributes to the development of problem solving, critical thinking, and writing skills

(as cited in "Online and Discussion" n.d). The lecturers are an instructor in the online discussion

activities. They can give some materials or topics which are going to be discussed in the time.

The materials were delivered by instructors or the topic was given by the instructors to the

students so that they can involve their critical thinking to solve every problem in the discussion. They can surf the webs to find out the solution for the problems. They will try to read and understand the text they read. After reading the articles to solve the problem they will post what they obtain. The students can post about their knowledge and ideas in the discussion board.

Providing deep-learning. Accroding to Smart and Cappell (2005), "Online instruction provides opportunities to promote reflective thought and deep learning through realistically integrating and applying principles learned. Online instruction, such as a simulation, thrusts learners into a learning experience, increase engagement and provide activities that actively engage learners to analyze, synthesize, and evaluate information while constructing knowledge" (p. 203). The students can learn the lesson and can be reflective in the discussion. The students get some topics and instruction from the lecturers so that they can share their ideas about it. They can respond and reflect someone else's opinion in the board discussion too. The teacher should provide clear instruction and real-context learning in order to create the effective online discussion as well as a traditional face to face discussion.

Giving the high performance. Online discussion gives positive impacts for the students. There will be some differences result between learning with the discussion and learning without the discussion. Beaudoin (2001) explained that the online discussion provides students a higher level of performance than in the same online course without discussion. The students' joining in the online discussion will obtain more knowledge and understanding than those who did not join the discussion. In other words, the discussion is preferable to be conducted in every teaching and learning process to give the students opportunity to relate it to the real life context.

Increasing the students' achievements. The provision of online discussion becomes a facility to achieve the learning's goal in every course. The lecturer in the course has to attempt to full fill the sheet and give the checklist for every purpose. In the online board discussion the students can achieve the purpose of learning. They can improve their skills and they can construct the class interaction among the students. Roblyer and Ekhaml (2000) explained that online discussion improves the students' achievement and satisfaction, as reflected by test performance, grades, and students' satisfaction. The students can get the all advantages of the online discussion if they do the discussion well. The students were involved to be more active and reflective in the activities so that they can achieve the goals of the activities.

According to Zucker and Feldman (2009), "The online interaction can provide the opportunities for the students to be reflective and responsive among others. The online discussion can also provide the ability of synchronous session and asynchronous interaction" (p. 5). The students can ponder the deep-learning without time limitation in constructing the knowledge. Bonk and Cunningham (1998) argued that research has shown that the electronic environment can be structured for effective social constructivist that requires interactive online discussion learning (as cited in Wilson & Stacey, 2004, p. 259). In other words, the online discussion can also build the students' class community. It can offer the freedoms to the students to create an interaction between student to students, students to the teacher and also teacher to the students.

The Disadvantages of Online Discussion

From the discussion above the lecturers and students can find many benefits and advantages of the online discussion. However, the online discussion also has some disadvantages. The asynchronous discussion is not appropriate enough to be applied in the real-world context. Real-world means right here and right now. We can imagine we are in a rush time needing the information as soon as possible but the other participants are not active in a discussion board. In some cases the students feel the lack of control and being isolated in doing synchronous or asynchronous learning because the other students and even teacher does not respond the students' post one by one as in a traditional classroom. They would be frustrated in the activities. There are some considerations to conduct an online learning or online discussion. One of disadvantages stated by Laine (2003) is that asynchronous learning was not effective as a standalone method to deliver technical training for information technology professionals (as cited in Smart & Cappel, 2005, p. 203).

Laine (2003) argued thatthe learners in the study commented that online discussion eliminates classroom interaction time, where a significant amount of "real learning" takes place as users assimilate information, utilize software, apply knowledge to problem solving, and interact with the instructor and other learners (as cited in Smart & Cappe, 2005, p. 345). In other words the disadvantage of online discussion is that it replaces the interaction in real life. Some students would feel that the online learning takes their time in the "real learning" which is taking place in the real time, place and interaction in the classroom. The teacher has to work hard to solve the students' isolated feeling in joining online discussion. Some students prefer to choose either asynchronous or synchronous learning but some others will feel loss of their interaction in real life.

The researcher finds many advantages and disadvantages of online discussion. In fact, its advantages outweigh its disadvantages. Both synchronous and asynchronous discussion can be chosen depending on the agreed time from the teacher and the students. Online discussion has many benefits which attracts the teacher's interests. However, the teacher also has to pay attention to the potential problems in online discussion. The lecturers in ELED of a private university in Yogyakarta have applied the online discussion in English teaching and learning to achieve the course goal. Both lecturer and students collaborate in doing this online discussion so that they can achieve the specific purposes in English teaching and learning processes.

Conclusion and Recommendations

The last chapter contains the summary of this study. The summary would be from every chapter of study. This chapter five is separated into two parts. The first part is conclusion and the second one is recommendations.

Conclusion

EED of a private university in Yogyakarta is one of the major which uses the online discussion as a method to conduct English teaching and learning. ELED of a private university in Yogyakarta uses padlet, edmodo and schoology to conduct an English teaching and learning. According to Deni and Zainal (2015), " Padlet is a tool and it is a simple web-application which enables the creation of virtual walls where students and teacher can write on or pin up images or files" (p. 364). It can encourage the students to learn not only from the teacher but also from one other.

Online discussion is a media or tool to provide teaching and learning in online teaching and learning. Online discussion can be defined as the activity provided by the teacher or instructor to respond and reflect each other through their electronic devices connected to an internet. O'Neill, Singh and O'Donoghue (2004) argued that online learning can be defined as instruction delivered electronically via the internet, intranets, or multimedia platforms such as CD-ROM or DVD (as cited in Smart & Cappel, 2005, p. 201).

Online discussion is divided into two parts, synchronous interaction and asynchronous session. Synchronous interaction is where the teacher and students meets in the same time in the online discussion. Asynchronous session is when the teacher and teacher interact in the different time daily or weekly through online discussion. According to Duncan, Kenworthy and Mc

Namara (2012), " Synchronous online discussion is a communication strategy which provides a real time or where the participants are doing the discussion at the same time in the chat room and asynchronous online discussion is where the participants interact in the different times in the discussion boards accessible daily or weekly" (p. 3-4).

This study used the case study research design under qualitative research methode. The researcehr used the interview as the research instrument. The setting and participants were chose from the students of English language department who experienced in the onloine discussion. Three participants were setected by the reseacher that completed the criteria to be participants of this research. The three participants consist of male and females.

This study found three finding about advantages, disadvantages and difficulties faced by students in doing online discussion. The advantages of online discussion based on the students' perception was very interesting. The students can be more motivated in joining online discussion. Participant 1 stated, "It was really interesting because he did not need to attend the class and it became so flexible with his phone or laptop". The next finding was about online discussion can be done anywhere. It was more flexible. Participant 1 said, " In the traditional discussion we have to meet talking about some topics but in online we just can do it anywhere". The third finding was online discussion helped the students to improve preparation and performance. This finding was about the students had the time to prepare some reference before discussion. Participant 2 stated, "It can be done in home with a clear preparation as well". The last finding about advantages of online discussion based on students' perception was it can improve writing and creativity in writing. Participant 3 stated, "I can improve my wrting anf try to be more creative in writing".

The next finding was about the disadvantages in online discussion based on the students' perception. The first, the students loss the traditional discussion feeling. Participant 1 stated, "I lose the real discussion feeling because it's only a written we cannot see the expressions". The second about the students cannot obtain the detail information. Participant 2 stated that she cannot express the feeling and obtain the detail information. The last disadvantages was the frutration in posting something without any rensponse and comments. Participant 3 said, "I was annpoyed when I post something without any response and comments".

The last finding was about the difficulties faced by the students in online discussion. Fisrt finding was that the students experienced the slow internet connection. It can be the hamper to the activities. Participant 1 said, "The difficulty only on the internet connection". The second was about the writing ability was lower than speaking skill. Participant 2 said, "I also have a problem in writing because what we write was slower than what we say". The last finding was that the difficulties to understand teacher's instruction. Participant 3 stated that it's quite difficult to understand what the teacher instructed in online discussion.

Recommendations

After conducting this study, the researcher presents some recommendations. The recommendation are addressed to the teacher, students and other researchers. The explanation is presented below:

For teacher. The teachers are suggested to be good instructors in online discussion. There are some disadvantages in the online discussion that must be avoided. The teacher can maximize the advantages in online discussion and minimize the disadvantages. Sometimes

intervention is needed in the online discussion to keep the discussion on the right track. The teacher has to control, monitor and guide the participants in the online discussion to keep the online discussion going as well.

For students. Another important role in online discussion is the role of students as a participant. The students are suggested to take the advantages. Everyone should be active and creative in joining the online discussion. To solve the difficulties faced by the students, they can make the group in their phones which consist of the all member of class to support and help each other about preparation before joining online discussion. Everyone in group can be a reminder for others.

For other researchers. The researcher of this research welcomes the other researchers who will conduct the research in the similar topic but the researcher suggests that they get in more specifically. Also, this research can be used as a additional references for other researchers. In addition, the future researchers are suggested to develop the number of participants and the methodology of this research.