CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher expounds the results of her study by presenting two major subheadings concerning findings and discussion. The data is presented based on the research questions.

A. Findings

1. Learners' Challenges in Participating in Online Asynchronous Discussion during CALL 2 Course

To obtain data of the first question "What are learner' challenges in participating in online asynchronous discussion during CALL 2 Course?", the researcher used close-ended questionnaire, in which it consisted of 40 items. This questionnaire was adapted from an International journal entitled "The Motivating and Limiting Factors of Learners" Engagement in an Online Discussion Forum", written by Durairaj and Umar who applied the ten challenges in online asynchronous discussion (OAD) according to Hew and Cheung, and they constructed those questions based on literatures. In addition, the researcher of this study also obtained the data about learners" challenges by including an open-ended question in the second questionnaire.

She distributed to 63 learners of CALL 2 A and B class on July 23rd, 2016 to July 28th, 2016. However, the respondents were only 42 learners. To answer the questionnaire, the learners need to choose one of the three

choices (disagree, neutral, or agree). The following explanations are the results; they are presented in the table using per cents (%). Those can be seen as follow:

a. Not Seeing the Need for Online Discussion

A rate of 45.2 % or nineteen participants of the study agreed with the item "Stop contributing when less interesting topic of discussion". For the next item, that is "Contributing/engaging in forum only to fulfill the course requirements", a total of eighteen learners (42.9 %) agreed with this. However, not as big as the previous items, the statement "Stop contributing as further discussion implemented in lecture" was agreed only by six learners (14.3 %), while a total of 40.5 % disagreed with this. The table below shows the results:

Table 4.1
Not Seeing the Need for Online Discussion

No.	Items	Disagree	Neutral	Agree
14.	Stop contributing when less	23.8	31	45.2
	interesting topic of discussion.	(R=10)	(R=13)	(R=19)
21.	Contributing/engaging in forum only to fulfill the course requirements.	14.3 (R=6)	42.9 (R=18)	42.9 (R=18)
33.	Stop contributing as further discussion implemented in lecture.	40.5 (R=17)	45.2 (R=19)	14.3 (R=6)

b. Behavior or Practice of Instructor or Participants

A total of 47.6 % or twenty learners agreed with the statement "Disappointed if there is no immediate feedback from the classmates; and for the statement "Lazy to engage if no immediate feedback from classmates", there were eleven learners (26.2 %) agree with it. Next,

twenty seven learners (64.3 %) felt that they were disappointed if they did not receive immediate feedback from the instructor. Besides, a total of eighteen participants (42.9 %) felt lazy to engage in OD if they did not receive feedback from instructor; and also eighteen participants (42.9 %) felt isolated when there were no replies from others. However, only six participants (14.3 %) agreed if they would stop contributing when others gave opinions as though they knew everything.

For the item "Stop contributing when there is an emotional discussion", there were nineteen participants (45.2 %) choose "agree". However, only five learners (11.9 %) who would not contribute in OD when there were peers asking a lot of questions, and eight learners (19 %) agreed with the statement "Less contribution as others can comment openly". Here are the data:

Table 4.2
Behavior or Practice of Instructor or Participants

No.	Items	Disagree	Neutral	Agree
1.	Disappointed if there is no immediate feedback from the classmates.	7.1 (R=3)	45.2 (R=19)	47.6 (R=20)
2.	Lazy to engage if no immediate feedback from classmates.	31 (R=13)	42.9 (R=18)	26.2 (R=11)
3.	Disappointed if no immediate feedback from the instructor.	4.8 (R=2)	31 (R=13)	64.3 (R=27)
4.	Feel Lazy to engage if there is no immediate feedback from the instructor.	19 (R=8)	38.1 (R=16)	42.9 (R=18)
5.	Feel isolated when there are no replies from others.	16.7 (R=7)	40.5 (R=17)	42.9 (R=18)
6.	Stop contributing when others are giving opinions as though they know everything.	38.1 (R=16)	47.6 (R=20)	14.3 (R=6)
9.	Stop contributing when there is an embarrassing comment about	33.3 (R=14)	52.4 (R=22)	14.3 (R=6)

	them.			
1.2	Stop contributing when there is	23.8	31	45.2
13.	an emotional discussion.	(R=10)	(R=13)	(R=19)
32.	Not contributing when there are	57.1	31	11.9
32.	people asking a lot of questions.	(R=24)	(R=13)	(R=5)
27	Less contribution as others can	28.6	52.4	19
37.	comment openly.	(R=12)	(R=22)	(R=8)

c. Personality Traits

In this challenge, there were eleven learners (26.2 %) agreed with item "Stop contributing as not obtaining new knowledge", and twenty participants (47.6 %) agreed with the statement "Will continue contributing even my questions are not answered". A total of eighteen participants (42.9 %) would stop their contribution if their peers were selfish and incorporate, and ten learners (23.8 %) would stop contributing if message was sent in one way communication. However, a half of participants that is twenty one learners (50 %) agreed that they would stop contributing when there was not related message posted. The results are presented in the table below:

Table 4.3
Personality Traits

No.	Items	Disagree	Neutral	Agree
8.	Stop contributing as not	31	42.9	26.2
0.	obtaining new knowledge.	(R=13)	(R=18)	(R=11)
10.	Will continue contributing even	16.7	35.7	47.6
10.	my questions are not answered.	(R=7)	(R=15)	(R=20)
16.	Stop contributing if others are	21.4	35.7	42.9
10.	selfish and incorporate.	(R=9)	(R=15)	(R=18)
17.	Stop contributing if message is	28.6	47.6	23.8
1/.	sent in one way communication.	(R=12)	(R=20)	(R=10)
18.	Stop contributing when there is	21.4	28.6	50
	not related message posted.	(R=9)	(R=12)	(R=21)

d. Difficulty in Keeping Up with the Discussion

In the data obtained, eleven participants (26.2 %) of this study would continue contributing even they felt inconvenient to involve in the discussion, while eight learners (19 %) would stop their contribution if they were difficult to trace the thread of discussion. In addition, the total of eleven learners (26.2 %) would stop contributing if there were lots of ideas conveyed in a single message, and fourteen learners (33.3 %) would stop contributing if there were too many posts to read. Here is the table of data:

Table 4.4
Difficulty in Keeping Up with the Discussion

No.	Items	Disagree	Neutral	Agree
12.	Will continue contributing even feel inconvenient to involve in the discussion.	16.7 (R=7)	57.1 (R=24)	26.2 (R=11)
19.	Stop contributing as difficult to trace the thread of discussion.	14.3 (R=6)	66.7 (R=28)	19 (R=8)
20.	Stop contributing if there are a lot of ideas conveyed in a single message.	14.3 (R=6)	59.5 (R=25)	26.2 (R=11)
23.	Stop contributing if there are too many messages to read.	31 (R=13)	35.7 (R=15)	33.3 (R=14)

e. Not Knowing What to Contribute/ Lack of Worthwhile Comments to Contribute

There are amount of 35.7 % or fifteen learners in this study agreed with the item "Stop contributing if the message to be sent out is a repetition", and eighteen learners (42.9 %) agreed with the item which says that they will stop contributing if they are lack of ideas. However, only seven participants (16.7 %) who were not familiar in using OD. The table below presents the data:

Table 4.5

Not Knowing What to Contribute/ Lack of Worthwhile

Comments to Contribute

No.	Items	Disagree	Neutral	Agree
22.	Stop contributing if the message	26.2	38.1	35.7
22.	to be sent out is a repetition.	(R=11)	(R=16)	(R=15)
24.	Stop contributing if lack of idea.	33.3	23.8	42.9
		(R=14)	(R=10)	(R=18)
25	Not familiar in using the forum	42.9	40.5	16.7
35.	to share ideas	(R=18)	(R=17)	(R=7)

f. Exhibiting Surface-Level/Lower Order Critical Thinking

A number of fifteen learners (35.7 %) in this study would continue contributing even if the discussion was difficult. Besides, the researcher found that only four participants (9.5 %) would not contribute OD if they received doubtful feedback, and there were eighteen learners (42.9 %) who continued contributing even others often made conclusions about a topic without further explanation. The table 4.6 below is the results:

Table 4.6
Exhibiting Surface-Level/Lower Order Critical Thinking

No.	Items	Disagree	Neutral	Agree
1.5	Will continue contributing even	19	45.2	35.7
15.	if the discussion is difficult.	(R=8)	(R=19)	(R=15)
38.	Not contributing since getting	28.6	61.9	9.5
38.	dubious feedback.	(R=12)	(R=26)	(R=4)
	Will continue contributing even			
40.	others often make conclusions	14.3	42.9	42.9
	about something without further	(R=6)	(R=18)	(R=18)
	explanation.			

g. Displaying Low-Level Knowledge Construction

A small number of participants, eight learners (19 %), agreed with the statement which said that they would stop contributing since there were

rude comments in the forum. In addition, eleven learners (26.2 %) also agreed that they would stop contributing as not aware of the objective of the discussion. Next, thirteen learners (31 %) in this study felt shy to question their peers" ideas, and eleven participants (26.2 %) felt lazy to argue resulting in constant agreement and not developing the discussion.

Table 4.7
Displaying Low-Level Knowledge Construction

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No.	Items	Disagree	Neutral	Agree
7.	Stop contributing since there are	40.5	40.5	19
/.	rude comments in the forum.	(R=17)	(R=17)	(R=8)
25.	Stop contributing as not aware of the objective of the discussion.	26.2 (R=11)	47.6 (R=20)	26.2 (R=11)
26.	Always feel hesitant/shy to question others idea.	40.5 (R=17)	28.6 (R=12)	31 (R=13)
27.	Feel lazy to argue resulting in constant agreement and not developing the discussion.	28.6 (R=12)	45.2 (R=19)	26.2 (R=11)

h. Technical Aspects

Here is the table of the data:

There are a number of nineteen learners (45.2 %) who agreed with the statement "Continue contributing even find is a complicated way of sharing ideas". However, in the item "Stop contributing as lack of time to correct the errors in the message sent", there were only eight participants (19 %) who agreed with it, and a total of seventeen learners (40.5 %) agreed with the item "Stop contributing as having trouble accessing the forums/Internet". In addition, the researcher also found that 19 % of participants, or eight learners, agreed with the statement "Stop contributing

as having problems to remove the erroneous sent messages". The table 4.8 below is the obtained data:

Table 4.8
Technical Aspects

	1				
No.	Items	Disagree	Neutral	Agree	
11.	Continue contributing even find is a complicated way of sharing ideas.	11.9 (R=5)	42.9 (R=18)	45.2 (R=19)	
29.	Stop contributing as lack of time to correct the errors in the message sent.	42.9 (R=18)	38.1 (R=16)	19 (R=8)	
36.	Stop contributing as having trouble accessing the forums/Internet.	16.7 (R=7)	42.9 (R=18)	40.5 (R=17)	
39.	Stop contributing as having problems to remove the erroneous sent messages.	26.2 (R=11)	54.8 (R=23)	19 (R=8)	

i. Lack of Time

Regarding this challenge, the two items have different numbers of participants who agreed with. In the item "Stop contributing if there is a lack of time to reply/ send a message", only ten learners (23.8 %) agreed with this. On the contrary, a half of participants in this study, that was twenty learners, agreed that not enough of time to read all posts in each discussion was their challenge. Here are the results:

Table 4.9 Lack of Time

No.	Items	Disagree	Neutral	Agree
30.	Stop contributing if there is a lack of time to reply/ send a message.	35.7 (R=15)	40.5 (R=17)	23.8 (R=10)
34.	Not enough of time to read all the messages in each discussion.	21.4 (R=9)	28.6 (R=12)	50 (R=21)

j. Risk of Being Misunderstood

For this challenge, only a small numbers of participants who agreed with the items included; that were five learners (11.9 %) for the item "No closer relationships with classmates cause feel shy to question /object to them" and six learners (14.3 %) for the item "Not taking part in the forum as worry misinterpreted by others". This is the data:

Table 4.10
Risk of Being Misunderstood

No.	Items	Disagree	Neutral	Agree
28.	No closer relationships with classmates cause feel shy to question /object to them.	57.1 (R=24)	31 (R=13)	11.9 (R=5)
31.	Not taking part in the forum as worry misinterpreted by others.	42.9 (R=18)	42.9 (R=18)	14.3 (R=6)

k. During Participating Online Asynchronous Discussion (OAD) on CALL 2, What Challenges Did You Encounter?

This is an open-ended question which included in the second questionnaire. This was asked by the researcher to clarify what exactly the learners" challenges during participating online asynchronous discussion. By the existence of this question, the researcher found nine major categories: 1) internet problem; 2) full online learning; 3) being active; 4) misunderstanding the topic or instruction; 5) quality of the discussion; 6) difficulty in keeping up the discussion; 7) lack of ideas; 8) time management; and 9) being creative and critical. From the table below, we can see their responses:

For internet connection, there were twenty five learners (59.5%) who claimed this was their challenge. Next, full online learning in which the learners cannot meet lecturer or friends as in the traditional class, led three participants (7.1%) felt this was their challenge. Moreover, for those who are introverted learners, they tend to be shy being active in online discussion. From the participants" responses, there were three learners (7.1%) who said that they were shy to participate. Besides, the discussed topic or instruction becomes challenge for six participants (14.3%) since they could not understand a high level difficulty of the topic being discussed and lecturer"s instruction. Due to the participants of online discussion cannot understand well the topic; it brings a new challenge that is the quality of the students" postings. This claimed by the other six participants (14.3%) in responding to this questionnaire.

Next, difficult to keep up peers" postings in online discussion also becomes challenge for two participants (4.8%). The more postings come, and participants do not open the tool of online discussion, the more other participants will lack of idea to share since their peers post their ideas early. This was also a challenge for a learner (2.4%). Therefore, it can be stated that time management is important for the learners. The existence of "due date" seems being a challenge for six participants 14.3%) because of their lack of ability in managing time. In addition, being creative and critical is also a challenge for those who have low level critical thinking. This challenge was encountered by a learner (2.4%). From those

explanations, it can be concluded that from those nine categories found by the researcher, the most encountered challenge by the respondents is internet connection.

2. Learners' Efforts to Overcome Their Challenges in Participating in Online Asynchronous Discussion during CALL 2 Course

To answer the second question of the study, that is "How do the learners overcome their challenges in participating in online asynchronous discussion during CALL 2 course?", the researcher used open-ended questionnaire, in which it distributed in the same day with close-ended questionnaire and answered by 42 participants. The following explanations are the results:

a. Not seeing the need for online discussion (Online discussion is not important). My efforts/ strategies to overcome:

In this statement, there were three respondents which explicitly said that this item was not their challenge. For the other respondents who claimed that this was a challenge, the researcher found various efforts came up from the learners" responses: three learners said that "not contributing", two learners said that "engaging themselves by learning more", fourteen learners said that they tried contributing, and eighteen learners tried positive thinking. The table below is the participants" responses:

b. I tend to feel excluded, isolated, being outsider, and discouraged to participate when the lecturer and my classmates did not pay attention to my postings, dominated discussion, or there are rude comments. My efforts/ strategies to overcome:

This item was filled by the participants with a variety of responses, and six of those forty two obviously said that this was not their challenge. Besides, the researcher found that in this item, eighteen participants did efforts to think positively. In addition, other answers which appeared in four responses for this item was asking-giving comments with peers, and a total of twelve learners said that their effort was making good quality posting. However, while others tried to overcome their challenges, there were two learners who said that they did not do anything.

c. I do not participate because I am a withdrawn, selfish, uncooperative, and conventional person. My efforts/ strategies to overcome:

In this item, nine learners said that they never thought about this, in which it meant that this was not their challenge. Whereas the other students had various responses, for instance: thirty one learners tried to always participate or motivating themselves, and two learners found external motivation from peers and sources.

d. Difficulty in Keeping Up with the Discussion. My efforts/ strategies to overcome: In this item, the researcher found the only participant who said that this was not his or her challenge. In addition, there were fourteen learners responded their peers" postings only by seeing, reading and commenting the newest, the most interesting, and the most related with their postings. Besides, the other twenty two responses were about the learners who tried to open the forum regularly so that could read all from the first contributor, while only two learners said that they skimmed the postings.

e. Not Knowing What to Contribute/ Lack of Worthwhile Comments to Contribute. My efforts/ strategies to overcome:

In this item, the researcher found four strategies which usually applied by the participants; such as only asking friends or commenting without posting, which said by seven learners. The next effort was reading or studying references before posting, which said by twenty three learners; reading peers" comments to build ideas with eight participants responded about this; and three learners who said that they tried to contribute as they could.

f. I rarely contribute because my critical thinking is low. My efforts/ strategies to overcome:

Based on the participants" responses in this item, the researcher categorized into four major groups, they were: reading references said by eighteen respondents, trying as they could said by eighteen learners, reading others" postings or giving agree-disagree comments without

contributing said by four learners, and eight learners said that they asked friends to help.

g. Showing Low-Level Knowledge Construction. My efforts/ strategies to overcome:

In this item, the researcher categorized learners" responses being five categories: 1) not challenging, 2) not participating, 3) reading references, 4) only trying to participate or only responding more postings, and 5) asking friends. First, there were four respondents who said that this item was not their challenge. On the contrary, three learners perceived that this item was their challenge, in which their effort to overcome was not participating. Besides, there were twenty one participants who overcame this challenge by reading resources to increase their level knowledge. Just trying to participate or responding more posting were also participants" efforts, in which it said by eight learners. In addition, the last category "asking peers to help overcoming this challenge" was said by seven learners.

h. Technical Aspects, such Internet Connection or the Used Application of the Lecturer. My efforts/ strategies to overcome:

In responding this question, there were six participants who said that they never encountered technical problems during participating online discussion. The other three learners overcame this challenge by trying more. Besides, a small number of participants, those were two learners, overcoming by reading sources, or watching tutorial of the application used. While eight learners said that they asked lecturer or peers to help them, the other twenty four learners tried to go finding places with paid or free internet connection. However, there was a learner who chose not participating.

i. Lack of Time. My efforts/ strategies to overcome:

In this item, the researcher found that there were two learners who said that this was not their challenge. While the others, there were some major answers from the participants to overcome this challenge. There were two learners asked friends, three learners constructed ideas concisely, a learner did not participate, and thirty four learners managed their time.

j. Risk of being misunderstood because cannot see others' expression. My efforts/strategies to overcome:

From the participants" responses, the researcher found that there were fourteen learners who said that this was not their challenge by responding "just be confident". However, for the other learners who claimed that it was their challenge, they had some attempts to overcome: eleven learners said that asking-giving clarification, three learners said that re-reading our writing before posting, four learners asked friend to give comments, and eleven learners followed netiquette rules.

B. Discussion

In this section, the researcher will discuss those findings by reflecting on several theories and draw information based on research questions of this study. It will discuss about learners" challenges and their efforts to overcome their challenges in participating in online asynchronous discussion during CALL 2 course.

1. Learners' Challenges in Participating in Online Asynchronous

Discussion during CALL 2 Course

a. Not Seeing the Need for Online Discussion

Based on the finding, the greatest reason perceived by the learners why they could not see the need for online discussion was less interesting topic, in which it had 19 of 42 respondents. For the next item, a total of 18 respondents agreed that they contributed in OAD were only to receive grade. These will limit their participation in OAD, as Murphy's and Coleman's finding that who do not have the necessity to contribute online asynchronous discussion, or those who contribute only to meet the course requirements, their participation will be limited; indeed, they will post badly. In line with this, Hew and Cheung find that unattractive topic may lead the learners cease contributing. However, Hew and Cheung find that when the learners are not awarded, they will frustrate to find the reason of participating online discussion.² For the last item, seventeen participants disagreed that they stop contributing if the discussion was further implemented in lecture, while only six respondents agreed with. This finding is not equal to Durairaj"s and Umar's, who find that 8 of 18 their

¹ Murphy and Coleman, "Graduate Students" Experiences of Challenges in Online Asynchronous Discussions."

² Hew and Cheung, Student Participation in Online Discussions, 17.

participants agree, while other eight participants disagree with this item.³ These mean that the lecturer needs to motivate and attract the learners with more interesting topics which are benefit for their daily life, in which it can be further implemented in lecture.

b. Behavior or Practice of Instructor or Participants

In the finding, many learners were unwilling to participate in online discussion since they did not receive well-behavior from the lecturer and peers, such as: most of learners agreed if their postings or comments did not receive feedback, and there were rude and embarrassing comments. This is in relation to Hew and Cheung"s finding that the learners will cease contributing if the lecturer or other participants do not respond their ideas, there were participants who dominated, and there were ones who threatened others. However, the existence of peers who dominated the discussion or asked a lot of questions seemed not to be a great challenge since only 6 of 42 respondents. This is contrast with Murphy and Coleman who say that domination by individuals may lead others frustrate. From these findings, it can be interpreted that the role of lecturer and peers will affect learners to participate in the discussion.

c. Personality Traits

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³ Durairaj and Umar, "The Motivating and Limiting Factors of Learners" Engagement in an Online Discussion Forum."

⁴ Hew and Cheung, Student Participation in Online Discussions, 17.

⁵ Murphy and Coleman, "Graduate Students" Experiences of Challenges in Online Asynchronous Discussions."

According to Hew and Cheung, human characteristics will also affect their participation.⁶ This has been proven in this study that the learners would stop contributing if their questions were not answered by others; peers were selfish and incorporate; and there were not related postings sent. They can be proven since most of respondents agreed with those items. Furthermore, this is in line with Chen and Caropreso findings that those who are included in low-profile group (withdrawn, selfish, uncooperative, and conventional) generally discourage to post or reply postings.⁷. However, the researcher also found that most of them disagreed if they stopped contributing because of not obtaining new knowledge and if message was sent in one way communication.

d. Difficulty in Keeping Up with the Discussion

According to Hew and Cheung, the learners will frustrate to contribute OAD if there were single postings with more than one idea in it, and there are a lot of postings to read.⁸ These are in relation to the finding of the recent study. The researcher found that 14 of 42 participants would stop contributing OAD if there were many postings to read, but 13 participants disagree with it, and the others were neutral. Besides, there were a lot of ideas conveyed in a single posting which made 11 of 42 claimed that this was their challenge, while six others disagreed and twenty five learners felt neutral. Those two challenges would also bring other reasons to limit

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⁶ Hew and Cheung, Student Participation in Online Discussions, 18.

⁷ Chen and Caropreso, "Influence of Personality on Online Discussion - Journal of Interactive Online Learning."

⁸ Hew and Cheung, Student Participation in Online Discussions, 19.

participation. They were continuing contributing even felt inconvenient with 11 of 42 participants agreed, seven disagreed and twenty four felt neutral and difficult to trace the thread of discussion with eight learners agreed, six disagreed, and 28 felt neutral. It means that this finding has proven empirical study conducted Hew and Cheung if one of OAD challenges is difficult to keep up the discussion.

e. Not Knowing What to Contribute/ Lack of Worthwhile Comments to Contribute

According to the finding, fifteen learners would stop contributing since there were postings with the same meaning, while eleven learners disagreed with. In addition, there were eighteen participants agreed that lack of ideas could limit their participation, but fourteen learners disagreed with this. These are equal to Arend"s finding that repetition postings and lack of ideas will cease their contribution. However, a total of eighteen learners disagreed that they limited their contribution since they were not familiar in using forum. This is in line with Durairaj and Umar that 88.9% their research participants disagreed with the item. These explanations mean that before participating OAD, participants have to find a gap from others" postings in order to present different ideas.

f. Exhibiting Surface-Level/Lower Order Critical Thinking

In this study, the researcher found that 15 of 42 participants agreed that they would continue contributing even the topic was difficult, while

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⁹ Arend, "Encouraging Critical Thinking in Online Threaded Discussions."

nineteen learners disagreed. This is contrast with Durairaj"s and Umar"s finding that they find 83.3% participants will stop contributing. Next, a total of twelve learners disagreed if they would not contribute since there were dubious feedbacks, and only four learners agreed with it. In addition, the researcher also found that 18 of 42 learners agreed that they would continue contributing even others often conclude ideas without further explanation. These findings are in relation to Hew and Cheung research, which find that the learners tend to be in surface—level critical thinking. They further explain in surface-level critical thinking includes sticking to assumptions, in which it interpreted by the researcher as dubious feedback. Moreover, another included category of surface-level is sharing one's conclusions without providing more explanation.

g. Displaying Low-Level Knowledge Construction

According to Hew and Cheung, the learners tend to display low-level knowledge construction since the discussion tasks are too complex. Moreover, it also caused by the learners hesitate to ask others" ideas, in which it is due to they worry to disagree with their unfamiliar friends in the discussion, and they tend to play safe since other participants show rude comments. This is in line with the finding of this research that a total of 11 learners agreed if they were claimed to feel lazy to argue constant agreement, and twelve learners disagreed. Besides, thirteen learners agreed that they hesitate to ask peers" idea, while seventeen

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11 Ibid.

¹⁰ Hew and Cheung, Student Participation in Online Discussions.

learners disagreed. Next, it was found that only 8 of 42 learners agreed if they would cease contributing due to there are rude comments in the forum, while seventeen learners disagreed with. In addition, there were eleven learners agreed if they would stop contributing as not aware of the objective of the discussion, and eleven other students disagreed with. From those findings, these mean that low-level knowledge construction can be caused by the learners" behavior.

h. Technical Aspect

In the finding, there were 19 of 42 participants agreed if they would contribute even they met complicated way to share postings, but only five learners disagreed with. This is interpreted by the researcher that it was related to the forum feature of OAD as Durairaj's and Umar's explanation in their finding. This is equal to Murphy and Coleman who say that the feature of online discussion can be frustrating, such as the movement of the messages, and the feature of "cannot be deleted or edited postings". Their finding is also in relation to the recent research finding that there were only eight learners agreed if they stopped contributing when they cannot erase the wrong postings sent, while eleven learners disagreed with. In addition, a total of eight learners agreed if they stopped contributing since they needed more time to correct errors in postings shared, while other eighteen disagreed with. It means that the existence of some features

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¹² Durairaj and Umar, "The Motivating and Limiting Factors of Learners" Engagement in an Online Discussion Forum," 3780.

¹³ Murphy and Coleman, "Graduate Students" Experiences of Challenges in Online Asynchronous Discussions."

in OAD can be the reason of limiting participation since the learners are getting frustrated. Next, there were seventeen learners who agreed that they would stop contributing if they were difficult to access the forum or internet, while only six learners who disagreed with. It means that many of the learners encountered challenge which is in line with Hew's and Cheung's finding that is difficult to log on OAD will also make the learners limit their participation.¹⁴

i. Lack of Time

In the finding of this research, there were 10 of 42 learners agreed if they stopped contributing since there was lack of time to reply or send postings, while fifteen learners agreed with. In addition, a half of the participants that was twenty one learners agreed if there was no enough time to read all postings, while only nine learners disagreed with. It means that time management is considered as an important thing, since hew and Cheung also say that lack of time may lead limited contribution to online asynchronous discussion.¹⁵

j. Risk of Being Misunderstood

Since online asynchronous discussion is text-only communication, it may bring some challenges as Murphy and Coleman say that the challenge occurs when the participants cannot interpret the expression, gestures, and tone which may exist. However, this is contrast with the finding of the

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¹⁴ Hew and Cheung, Student Participation in Online Discussions, 24.

¹⁵ Ibid., 25.

¹⁶ Murphy and Coleman, "Graduate Students" Experiences of Challenges in Online Asynchronous Discussions."

study due to there were only five learners who agreed if they felt shy to question other participants, while more than a half of participants, that was twenty four disagreed with. In addition, only six learners who agreed that they limited their contribution because of worrying to be misinterpreted by others, while eighteen learners disagreed with. It means that the risk of being misunderstood is not really a great challenge for the learners.

k. During Participating Online Asynchronous Discussion (OAD) on CALL 2, What Challenges Did You Encounter?

In finding, the researcher has explained the quantity of responses of this clarifying question. By the existence these explanations, the researcher found the most encountered challenge was internet problem, in which it was claimed by 59.5% of participants. Next challenges were time management, quality of the discussion, and misunderstanding the topic or instruction which had six participants (14.3%) of each. Afterwards, being active and full online learning were categorized as the top three challenge encountered by the learners, since 7.1% of the participants were mentioned those challenge. The next encountered challenge was difficulty in keeping up the discussion (4.8%), being creative and critical with 2.4 %, and the last challenge was lack of idea with 2.4%. Then, the researcher tries to draw the result on the chart below:

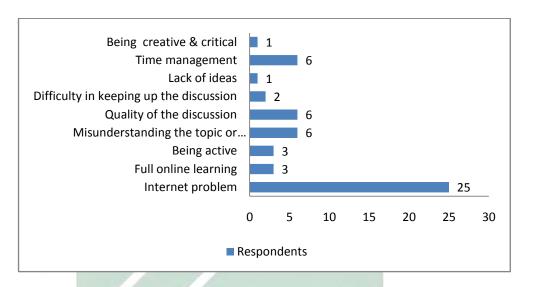


Chart 4.1The Most Encountered Challenges in Online Asynchronous Discussion

The existence of this finding means that there is a little bit difference between the recent study and the empirical study of Hew and Cheung in 2014 which found that there were ten possible challenges in OAD: not seeing the need of OAD, behavior or practice of instructor or participants, personality traits, difficulty in keeping up with the discussion, exhibiting surface-level critical thinking, displaying low-level knowledge construction, technical aspects, lack of time, and risk of being misunderstood. While in this study, the researcher found there were nine categories: 1) internet problem; 2) full online learning; 3) being active; 4) misunderstanding the topic or instruction; 5) quality of the discussion; 6) difficulty in keeping up the discussion; 7) lack of ideas; 8) time management; and 9) being creative and critical.

2. Learners' Efforts to Overcome Their Challenges in Participating in Online Asynchronous Discussion during CALL 2 Course

a. Not seeing the need for online discussion (Online discussion is not important). My efforts/ strategies to overcome:

Based on the finding, the researcher has categorized four efforts to overcome this challenge: not contributing, engaging themselves by learning more, trying contributing, and trying positive thinking. These are equal to the two of strategies by Watkins and Corry that are: 1) developing motivational support system, in which the researcher interprets by thinking positive; and 2) being an active participant, in which the learners can do it by trying contributing and leaning more.¹⁷ It means that internal motivation will affect on participating OAD. From this result, to improve learners" motivation, the lecturer can motivate by explaining the benefits of OAD for their future and provide topics which relate with their future need in workplace. This is in line with one of strategies by Hew's and Cheung's finding that is "explain the purpose of online discussion, as well as the lecturer has high expectation to the learners". 18 While suggestion to provide topics relate with future need in workplace, is equal to one of strategy by Watkins and Corry "Make connection between what are studying and what will be encountered after graduation." However, this strategy is more concerned with learners" perspective. Next, not contributing, the researcher interprets that this is not effort since there was no hard attempts to solve problem. By the existence of these explanations,

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¹⁷ Watkins and Corry, E-Learning Companion: Student's Guide to Online Success - Google Buku, 158–61

¹⁸ Hew and Cheung, Student Participation in Online Discussions.

¹⁹ Watkins and Corry, E-Learning Companion: Student's Guide to Online Success - Google Buku, 155.

the researcher interprets that these findings support the theory of Hew and Cheung, and Watkins and Corry.

b. I tend to feel excluded, isolated, being outsider, and discouraged to participate when the lecturer and my classmates did not pay attention to my postings, dominated discussion, or there are rude comments. My efforts/ strategies to overcome:

For this number, there were several categories of learners" efforts to overcome: not challenge, thinking positive, asking-giving comments with peers, and making good quality posting. The researcher is interpreted "not challenge" is not effort since there was no hard attempts to solve problem. For not paying attention by others, the researcher agrees if to overcome this challenge, the learners should make better quality postings. Therefore, they will be able to grab peers" interest. Besides, when the learners try to be better in posting or sharing ideas, it means that they have also implemented positive thinking. In psychological perspective, these are in line with Burns" ideas to overcome those feeling that is "stop being negative thinker and start being positive thinker". ²⁰ In this matter, the lecturer "s role is also important for the learners, for instance when rude comments appear in the discussion, the lecturer must warn those who posts. This is equal to the strategies found by Hew and Cheung that to

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²⁰ Burns, M.D., Mengapa Kesepian - Program Baru yang Telah Diuji secara Klinis untuk Mengatasi Kesepian, 24.

overcome this challenge, the lecturer can involve in the discussion and for the learners can use ground rules (netiquette).²¹

c. Personality Traits

In this item, the researcher found three categories of efforts from the participants; they are not doing anything, trying to always participate or motivating themselves and finding external motivation from peers and sources. These findings are more related with the learners, since they are from the learners" experiences. However, these are contrast with the suggestion of Chen and Caropreso that is combining both high-profile and low-profile, in which it is more concerned with suggestion for the lecturer. Next, the researcher interprets not doing anything is not effort since there was no hard attempts to solve problem. From the finding, the researcher suggests that the lecturer can provide topic which can engage both of high-profile and low-profile learners.

d. Difficulty in Keeping Up with the Discussion. My efforts/ strategies to overcome:

To overcome this challenge according to the participants of this study, are by seeing, reading and commenting the newest, the most interesting, and the most related with their posting; opening online discussion forum regularly; and skimming the postings. By contributing only to the newest, the most interesting, and the most related with their postings, it seems that they are less respecting others" postings. As a consequence, it can bring

²¹ Hew and Cheung, Student Participation in Online Discussions.

²² Chen and Caropreso, "Influence of Personality on Online Discussion - Journal of Interactive Online Learning."

others limit their contribution since their peers do not pay attention. However, these findings are contrast with the suggestion by Hew and Cheung that are using OAD application which provides thread links visually rather than as a list of postings headers and setting a rule which says that they are allowed to post one idea per posting.²³ Another category in this item is not challenge which is interpreted as not effort since there was no attempt to solve the problem.

e. Not Knowing What to Contribute/ Lack of Worthwhile Comments to Contribute. My efforts/ strategies to overcome:

In this item, the researcher found four categories: only asking friends or commenting without posting, reading or studying references before posting, reading peers" comments to build ideas, and trying to contribute as they could. This finding also supports O'Keefe"s suggestion that the learners can question or comment by taking controversial stand to contribute different ideas. ²⁴ In addition, she also suggests that to add another valuable content with differs from other responses. In which it found in this recent study that the learners have tried to contribute differently from other by reading more references before posting and reading peers" comments to build ideas from the gap of their writing. In order to contribute worthwhile postings which differ from others, it can be interpreted that the learners have to find the gap of peers" posting, in which

²³ Hew and Cheung, *Student Participation in Online Discussions*.

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²⁴ O'Keefe, "Tips for Creating the Perfect Discussion Post for Your Online Classes."

the only way to discover it is by reading peers" postings, then reading more sources.

f. Exhibiting Surface-Level/Lower Order Critical Thinking. My efforts/ strategies to overcome:

There are four categories in the research finding of this study, they are: reading references, trying as they could, reading others" postings or giving agree-disagree comments without contributing, and asking friends to help. By the existence of these findings, the researcher agrees that to exhibit critical thinking, is by reading more. By reading, the learners can share the knowledge obtained, so that they have tried to contribute. However, this relates to the strategies for learners. While for the lecturer, Arend suggests the lecturer to use open-ended questions which need multiple viewpoints. Next, for giving agree-disagree comments without contributing, it can be worthwhile if the participants give "disagree comment" to provoke more explanations from peers. By doing this, the researcher interprets it will bring the learners to the higher level critical thinking. Then, for asking friends to help, this is in line with the suggestion of Richardson et al. that the learners can use peer feedback to improve their critical thinking. 26

g. Displaying Low-Level Knowledge Construction. My efforts/ strategies to overcome:

²⁵ Arend, "Encouraging Critical Thinking in Online Threaded Discussions."

²⁶ Richardson et al., "Using Peer Feedback in Online Discussions to Improve Critical Thinking."

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In this item, the research findings are categorized into 1) not challenging, 2) not participating, 3) reading references, 4) only trying to participate or only responding more postings, and 5) asking friends. For not challenging and not participating, the researcher interprets that these are not efforts since there were no hard attempts to solve problem. Next, the category of "asking friends" which can lead discussion among the learners, is in line with one of deNoyelles et al. suggestion that is designing OAD with problem-based (asking learners to discuss with others).²⁷ Moreover, the researcher interprets that responding more postings also can bring the learners to the higher level of knowledge construction, if they are responding a controversial stand. This is equal to another suggestion by deNoyelles that to overcome this challenge, the students can take a controversial stand.²⁸

h. Technical Aspects. My efforts/ strategies to overcome:

Since the learners have to participate in OAD, they need to overcome the challenges. Here are the category findings in this question: never encountering, not participating, reading sources or watching tutorial of the application used, finding places with paid or free internet connection, and asking lecturer or peers to help. Those are in line with Mayville's that is the lecturer should provide a full-day technical support.²⁹ By providing technical support, the learners can ask the lecturer if they encounter

²⁷ deNoyelles, Zydney, and Chen, "Strategies for Creating a Community of Inquiry through Online Asynchronous Discussions." ²⁸ Ibid.

²⁹ Mayville, "Knowledge Construction, Self-Regulation, and Technology Strategies Used by Experienced Online Nursing Students to Actively Engage in Online Learning."

challenges. However, when we cannot ask the lecturer for helping coping application problems, the way of overcoming this challenge is finding the tutorial of using forum tool or ask other participants to help. This way is generally applied by the learners as in the finding of this study.

Due to internet access in this country is not free service; ones have to pay for online. This can be frustrating for online learners if the network crashes down. As a consequence, go finding to the places which provide free or paid internet access is their choice. This was another strategy to overcome internet access found by the researcher in this study. Next, never encountering is explicitly explained that this is not their challenge.

i. Lack of Time. My efforts/ strategies to overcome:

Having good time management in OAD will also affect the learners" participation. In this matter, based on the finding, most of learners overcome lack of idea challenge by managing time, in which it has thirty four participants who said that. In addition, to save the time allocated, the learners can write their messages concisely. According to the results of the study, the researcher categorized several learners" answers by labeling "constructing ideas concisely". This is in line with Min Shi"s finding that to overcome lack of time, one of the strategies is "write posting clearly and concisely". However, when ones worry about their writing because of grammar mistakes, they can ask others to help since the deadline of the task is closer as the finding of this study. The last, "not challenge" and "not

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³⁰ Shi, J. Bonk, and J. Magjuka, "Time Management Strategies for Online Teaching."

participating", these are not efforts. From these finding, it can be informed that to overcome lack of time challenge, the learners need to organize their schedule to do the task, and try to do early of the day when the task given.

j. Risk of Being Misunderstood. My efforts/ strategies to overcome:

Due to OAD is a communication forum which only uses written communication, it brings the participants encounter some challenges, that is being misunderstood. In the finding section, the researcher found learners" efforts to overcome the challenge. The categories found were: asking-giving clarification, re-reading our writing before posting, asking friend to give comments, and following netiquette rules. These findings are in relation to Mya and Stassen suggestion, that are, to avoid misinterpretation in OAD, ones can apply netiquette rules, such as be brief and to the point in writing post and comment.³¹ In addition, they also suggest to re-read before posting or commenting, and ask directly to the sender if ones find misunderstanding message. In this matter, asking other participants to check our writing is also worthwhile when we worry about our ability. Another answer found by the researcher in this finding was "not challenge" in which it is explicitly the learners never encountered it. From those findings, it could be informed to the lecturer that to always remind the learners applying netiquette rules, and if misinterpretation occurs, he is expected to be able to mediate.

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³¹ Poe and Stassen, *Teaching and Learning Online: Communication, Community, and Assessment. A Handbook for UMass Faculty.*