

Chapter Four

Finding and Discussion

This chapter presents the findings to answer the research questions proposed in this study based on the interview data. This chapter also provides further discussion of findings and relates some references which have been reviewed in chapter two. There are four major findings revealed from this study based on the formulation of the problem. Firstly, the finding reports the pre-service teachers' perception on the implementation of online learning at EED of UMY. Secondly, the students' perception on the kinds of interaction in online learning toward. Thirdly, the finding also reports students' perception on the use of online learning toward pre-service teachers' language skill. Then, it also reports the students' preferences of online learning tools. Lastly, this finding reports the students' perceptions on the strengths and weaknesses of online learning.

Pre-service teachers' perception on the implementation of online learning at EED of UMY

To begin with, the researcher asked the participants about which semesters and subjects that implemented online learning in the beginning of interview. Besides, the researcher also asked the participants about the tools and activities which were used in each subject which implemented online learning. This questions aimed to justify that students at EED of UMY batch 2011 had experienced on the use online

learning. In addition, the researcher also explored some activities that were used in online learning.

Finding 1: The implementation of online learning in the first semester.

All of participants remembered that the first semester on Basic Reading and Writing, and Academic Reading and Writing subjects, the lecturer used e-learning at pbi.umy.ac.id. Here are the samples of participants' statements, as stated by participant one and three:

(P1.1) "In the first semester, in first year we used e-learning at pbi.umy.ac.id website on Basic Reading and Writing and Academic Reading and Writing subject."

(P3.1) "In the first semester on Basic Reading and Writing and Academic Reading and Writing subject, we used e-learning pbi.umy.ac.id"

Besides, based on the data obtained from interview, the researcher found some activities that were used by the lecturer. The activities were uploading students' assignment, giving comment on that assignment and also answering and question session. As indicated by participant two and six:

(P2.11) "In the first semester on Basic Reading and Writing and Academic Reading and Writing we got assignment on writing then we uploaded it in e-learning pbi.umy.ac.id. Then, we can see our friends' assignment and also we can downloaded it."

(P6.7) “In Basic Reading and Writing subject, we got a reading assignment then we gave the comment and shared our writing comment that can be read by everyone, our classmate, our friend in the same batch. From this activities we can see the one who is active and also we get grammatical checking or we can also check our friend assignment. It just like you are still lack with this, and it just like discussion forum.”

Finding 2: The implementation of online learning in the second semester.

All of participants agreed that the second semester in Argumentative Reading and Writing, and Reading and Writing for Career Development subjects were the same with the previous semester. The lecture used e-learning at pbi.umy.ac.id. Here are sample statements coming from participant three and five:

(P3.2) “On the second semester, Argumentative Reading and Writing and Reading and Writing for Career Development used e-learning at pbi.umy.ac.id, so it just likes on first semester and second semester”

(P5.2) “Then at the second semester on Argumentative Reading and Writing and Reading and Writing for Career Development subjects, we used e-learning at pbi.umy.ac.id.”

Besides, still in the second semester, all participants stated that Online Computer subject also used online learning. In this subject, students were requested to create blog at WordPress, BlogSpot, and UMY blog by the lecturer. The representative statements are seen from participant five who stated that:

(P5.3) “Then in the second semester on Online Computer subject and created blog on WordPress, BlogSpot, or UMY blog.”

The implementation of online learning on those subjects had different activities which were designed by the lecturer. On Argumentative Reading and Writing and Reading and Writing for Career Development subjects, the lecturer was same as in the first semester. All participants explained that they did some activities like uploaded material at e-learning pbi.umy.ac.id. The excerpts from participant two and three can show the activities conducted in this class:

(P2.12) “Then, the second semester in Argumentative Reading and Writing and Reading and Writing for Career Development subjects were also used same system such as uploaded our writing assignment and downloaded our friends’ assignment.”

(P3.8) “On second semester Argumentative Reading and Writing and Reading and Writing for Career Development subjects, it just the same system with first semester, we uploaded the assignment in e-learning pbi.umy.ac.id.”

Still in the activities that were conducted in the second semester. In another subject namely Online Computer, the lecturer asked the students to create blog at WordPress, BlogSpot and UMY’s blog. Six participants agreed that in this subject they completed the class activity to create blogs. The excerpts from participant four and five can show the activities conducted in this class:

(P4.7) “During this semester, we asked to create blog on BlogSpot, UMY blog, and If I am not mistaken used WordPress.”

(P5.9) “Then for Online Computer subject, we made blog on WordPress or BlogSpot and UMY blog, so we learned how to make some posts in blog.

Finding 3: The implementation of online learning in the fifth semester.

Other subjects which used online learning were Innovative Technology and Material Design. On Innovative Technology subject, three out of the six participants who still remembered this subject used online learning. This subject taught students to create one of tools in online learning such as Edmodo, Yammer, Padlet, WordPress, and BlogSpot. The excerpts from participant four and five showed the activities which were conducted in this class:

(P4.9) “In this subject we did not make blog, but we needed to choose based on our option which include BlogSpot, WordPress, Edmodo, padlet and yammer.”

(P5.5) “In the fifth semester in Innovative Technology subject, we used BlogSpot or WordPress or other like Edmodo and etc.”

Then, on Material Design subject, five out of six participants stated that in this subject, the lecturer used blog at WordPress. The following is the sample statement from participant five:

(P5.4) “Then in the fifth semester on Material Design subject, we used blog on WordPress.”

Based on the interview result, the participants showed that in Innovative Technology subject, the lecturer asked the students to create one of online learning tools to be teaching media. These tools were included Yammer, Padlet, BlogSpot, WordPress, and Edmodo. As indicated by participant four and five as the sample statements:

(P4.9) “In this subject we did not create blog, but we needed to choose based on our option which include BlogSpot, WordPress, Edmodo, padlet and yammer.”

(P5.5) “In the fifth semester also on Innovative Technology, we used BlogSpot or WordPress or other like Edmodo and etc.”

In another subject in this semester was Material Design, the lecturer asked the student to answer some questions based on reading assignment. Then, the students needed to answer these questions in WordPress. The excerpts from participant one and two can show the activities conducted in this class:

(P1.13) “On Material Design was group discussion. We have more activities in commenting about an article and discussing an article that had decided previously.”

(P2.14) “In the fifth semester on Material design Subject might little different. The lecturer gave material in online, then we needed to give our opinion, gave comment relating to reading that was given by the lecturer.”

Finding 4: The implementation of online learning in the seventh semester.

The last semester which used online learning was Interpreting and Academic Presentation subjects. All participants remembered well that on Interpreting subject, the lecturer used e-learning at yk.edu.org website. Besides, all participants also conveyed that on Academic Presentation subject, the lecturer used Edmodo as a tool to support the implementation of online learning. The followings are the sample statements coming from participant two and three:

(P2.9) “Then in the seventh semester we used e-learning, but it was not at pbi.umy.ac.id but at yk.edu.org website for Interpreting subject.”

(P2.10) “Then, subject Academic Presentation was different because we used Edmodo.”

(P3.5) “On the seventh semester in Interpreting subject we used at e-learning used yk.edu website.”

(P3.6) “The second one in seventh semester was Academic Presentation, we used Edmodo.”

In terms of activities, those subjects had different activities that were used by the lecturer. On Academic Presentation subject, the lecturer provided various activities such as uploaded material, gave reward, gave comment, and gave

information for class activities. The excerpts from participant three, four, and five can show the activities conducted in this class:

(P3.12) “On Academic presentation we have some activities such as uploading the assignment, making biodata on the Edmodo. We can communicate with friends and lecturer also.”

(P4.13) “In Academic Presentation subject, the lecturer often posted the assignment or presentation slide, so in this week we learned an item, and next week learned another thing.”

(P5.13) “In Academic Presentation we used Edmodo, we uploaded the assignment there and also the lecturer gave some information related to class activities which were posted in the Edmodo.”

Besides, on Interpreting subject, the lecturer gave student reading assignment as the source to answer question that were posted by the lecturer at e-learning. All of participants agreed that this chapter was only used for the activity. The excerpts from participant one and two can show the activities conducted in this class:

(P1.14) “In Interpreting subject, we did online discussion. So, we got motion or theme from the lecturer then we can give information, comment on our friend and mostly the activity was group discussion.”

(P2.15) “In seventh semester on Interpreting subject, the lecturer gave some questions and we should post our answer in e-learning at yk.edu.org.”

To sum up, there were four semesters which implemented online learning. They were first semester under the subject of Basic Reading and Writing and Academic Reading and Writing. In addition, in the second semester there were two subjects including Argumentative Reading and Writing subject and Reading and Writing for Career Development subject. In the fifth semester, there were two subjects which used online learning such as Material Design subject and Innovative Technology. Lastly, in the seventh semester, there were also two subjects which used online learning. They were Academic Presentation and Interpreting subjects.

Pre-service teachers' perception on the kinds of interaction in online learning context.

Based on the finding of the interview, the researcher found out two main interactions which were taken place in the online learning context at EED of UMY. The interactions in online learning context perceived by the participants included student-student interaction and student-teacher interaction.

Finding 1: Interaction between student-student. The first interaction perceived by the participants was the interaction between student-student. It was stated by all the six participants. They stated that the interaction most commonly happened in the online learning context is student-student interaction. The following responds present the finding:

(P1.15) “I usually interact with my friends, I mean student with student in which, we can share opinion or comment each other”.

(P2.19) “Interaction between student – student”

(P3.13) “Surely we interact with our classmate”.

(P3.14) “In some online learning we also interact with friend outside the class”.

(P4.15) “Interaction with our friend or peer friends”

(P5.14) “But, formerly in the Material Design, we gave some comments with friends.

(P6.9) “We can interact with our friends.”

The findings revealed that during the online learning implementation, the interaction between student-student happened. The interaction between student-student occurred in different activities, such as sharing opinion, giving comments on other friends’ work, replying comments as stated by the participant one and three.

Finding 2: Interaction between student-teacher. The second interaction which was taken place in the online learning context based on the participants’ perception was the student-teacher interaction. From the interview data, all the six participants experience this kind of interaction during the online learning. The following responds indicated the finding:

(P1.16) “[the interaction] between lecturer and student, because there was an answer question session.”

(P2.20) “[the interaction between] Student to lecturer”

(P3.15) “[the interaction] with lecturer”

(P4.16) “Interaction with lecturer who teaches in that particular subject.”

(P5.15) “Then sometimes the lecturer gave question in our comment, so what do you mean this one, for example, please explain more.”

(P5.16) “In Edmodo, we could ask everything about our difficulties in learning process or assignment which was not clear through Edmodo. So, the lecturer also responded through Edmodo.”

(P6.10) “[the interaction] with teacher advisor.”

All the six participants stated that online learning context provided the possibility to interact with the teachers. It allows the interaction between the student-teacher happened. The interaction happened in the answer-question session, or it also happened when the teacher gave comment, or replied, and also when the teacher provided responds or feedback.

Pre-service teachers’ perception on the activities in online learning context.

Another finding revealed in this study is the activities occurred in online learning contexts. Based on the interview, the participants perceived that during the whole semesters there were five activities used by the lecturers in the online learning

context. The activities included discussion, feedback from the lecturer, and feedback from friends, answer-question session, and commenting. Besides discussing the activities in online learning context, the participants also stated the benefits of each activities. Therefore, this part presents the findings related to the activities in online learning context and discusses the benefits of each activity perceived by the participants.

Finding 1: Online learning enable students to be benefited from virtual discussion. There were three out of the six participants stated that in the online learning context, students were facilitated to discuss their assignment or other things related to the lesson with their classmates. The answers from the participant one, four and six represent the finding as seen from the following excerpts:

(P1.17) “Commonly, students have group discussion in one forum in e-learning, give comment, and give feedback for the content or information from our friends.”

(P4.17) “The lecturer gave discussion material, my friends make a question, and I should answer question from topic A. Then, my friend was answering again, so it’s just like discussion, but it is in online discussion”.

(P6.14) “[The activity in online learning context] discussing the assignment “

In addition, the participants also perceived some benefits related to the activity of group discussion in the online learning context. Some courses that implemented online learning used group discussion as one of activities in online learning context. The participants conveyed the use of group discussion in online learning interaction

based on data obtained from interview. Three out of six participants stated that they perceived different perceptions toward the use of group discussion in online learning context.

Firstly, participant one argued that group discussion in online learning could broaden their insight and knowledge since some students were included in this forum. Since all of the students included in this group discussion, so all the student had chance to express their idea, knowledge and information. As participant one stated that: “(P1.21) in group discussion among the students, we get rich information, broader insight and deep knowledge. It is because some of students include in that forum.”

Secondly, the fourth participant had different perception on the use of group discussion in online learning context. She stated that group discussion trained pre-service teacher’s critical thinking as seen from her answer, “(P4.18) In group discussion, in my opinion it is to train critical thinking.” Moreover, participant four added another point related to the use of group discussion activity in online learning context which is to encourage communication to deliver some opinions among the students. She responded, “(P4.19) [Group discussion in online learning] encourages communication between my friends and I in online.” Her idea is in line with Lim and Honey (2003) who stated that giving more emphasis on the advantages and encourages students to join the discussion can enhance student interaction on the discussion forum.

Thirdly, the participant six also mentioned the use of group discussion activity in online learning context. She argued that this activity allowed students to learn together and enabled the students to enhance their opinion. Her answer reflected the finding “(P6.15) so, in discussion we learn together and improve our opinion together.”

Finding 2: Online Learning generates positive responds on lecture’s feedback. All participants stated that in online learning context, the students received feedback from their lecturer related to their assignment that were submitted in online learning. These are statements coming from all participants:

(P1.18) “In student and lecturer interaction, it was commonly giving feedback. So, the lecturer gave feedback in e-learning.”

(P2.18) “Another possible is coming from the lecturer. Usually they gives feedback to the students”.

(P3.17) “Usually, the lecturer gives feedback. For instance, my friend’s writing is not good, so it is given feedback by the lecturer.”

(P4.22) “For example, we submitted our assignment in email. Then, the lecturer usually gives feedback to us, or sometimes the lecturer also joins group discussion.”

(P5.15) “Then sometimes the lecturer gave question in our comment.”

(P6.16) “The lecturer replied or gave feedback in our comment.”

In addition, the participants also perceived some benefits of received feedback from lecturer in the online learning context. Some lecturers gave feedback on different way in online learning. This study revealed all participants agreed that their lecturer provided feedback in some activities in online learning. However, each participant have their own perception dealing with the feedback from lecturer. Like the participant three stated that by having feedback from the lecturer in online learning, it gives positive benefit such correcting about the misconception of the material in learning process. This finding is in line with Lim and Honey (2003) who said that giving written feedback and marking on assignment of students drives for improvement and further resources to enhance understanding of key concepts. As indicated by participant three:

(P3.19) “Feedback from the lecturer absolutely give influence, and there are some positive influences. For example, in the beginning of learning maybe there was a misperception about material, so it will be corrected by the lecturer.”

In addition, the rest of participants stated that receiving feedback from the lecturer can be as a way to evaluate the mistakes of the pre-service teacher when joining activities in online learning. As mentioned by participant one:

“(P1.20) by having feedback in online learning, we can evaluate because we will know our mistake. Furthermore, we can also see again about our mistake.”

It is also stated by participant two and six:

“(P2.25) by having feedback, we know our mistakes. For example, our assignment got mistake in this part, so we can directly knew.”

“(P6.17) the lecturer knows about students’ need and their weakness.

Another participant perceived different perception toward the use of feedback from the lecturer. The participant two stated that feedback from lecturer provided nonverbal communication. Like participant two said:

“(P2.21) Communication in online learning is not only in verbal like in the class, but also in online we have nonverbal communication.”

In this case, the communication in online learning might be different with face to face learning which used oral communication. So, by having online learning pre-service teacher train to enhance their nonverbal communication through written form communication.

In addition, the rest participant argued that receiving feedback from lecturer can train pre-service teachers’ critical thinking. This is like the participant four said that:

“(P4.23) [Feedback from lecturer] train our critical thinking.” It happened since the teacher provided some motion or issues in the activities in online learning. Students needed to give response or discuss with their friend in the platform that was provided by teacher in online learning. Then, the lecturer gave feedback to the students’ argumentation.”

The last participant had the same idea with the participant four that feedback from lecturer in online learning fosters pre-service teacher to explore their knowledge when answering some questions from feedback. As stated from participant five:

“(P5.19) the benefit of interaction with lecturer is finally the lecturer how to say that trigger us to find that answers and find the information again.”

Finding 3: Online learning generates positive responds on peer’s feedback. In online learning context, the students were allowed to receive feedback from their peer friend. The students were allowed to discuss their assignment or other things related to lesson with their peer friends. There were two out of six participants who stated that one of activities in online learning context is feedback from friends. Here are the statements from participant two and six:

(P2.22) “Feedback comes from my friends.”

(P6.12) “If with my friends, we shared and gave feedback to our assignment.”

Besides, the participant perceived that the use of feedback from their friends gave benefit to them. In online learning, students can share their assignment like uploading and downloading assignment. Hence, this activities drive student to do peer feedback as a tool for them to evaluate and analyze together.

(P6.13) “In sharing assignment, we can evaluate each other and analyze together.”

Finding 4: Online learning facilitate students to be benefited from answer-question session. Online learning also provides a platform for students and teacher to conduct answer and question session. There were two out of six participants indicated that in the online learning context, the students and teachers were facilitated to share some questions relating to things in learning process and deliver the answer in this activities. It is proved by the statements coming from the participant one and five who stated that:

(P1.19) “There is an answer and question session about the material that students do not understand yet, and it can be asked in online learning.”

(P5.16) “In Edmodo, we could ask everything about our difficulties in learning process or assignment which was not clear through Edmodo. So, the lecturer also responded through Edmodo.”

Additionally, the participant also perceived that the use of answer and question session provided some benefits. Once, online learning provides a tool that can bridge among the student and teacher to have communication namely answer and question session. Based on data obtained from interview presented one participant argued that the use of answer and question session can broader information and knowledge. Besides, it can also encourages students to participate in online learning activities since in this forum, student and teacher can ask many things without any hesitance like in face to face learning. Here is the excerpts from participant one:

“(P1.22) in answer question session, it can encourages us to enhance and broaden information. Indeed, students can more participate in online learning.”

Finding 5: Online learning enables students to be benefited from commenting activities. The next activities that can build in online learning context is commenting activity. Three out of six participants have the same idea that in online learning, the students allowed to give comment in some activities in online learning platform. Here are following statements coming from participants two, three, and five:

“(P2.17) Interaction in online might be interaction between student and student or from our friends because we commented on it.”

“(P3.16) For example, my friend A gave comment, and if I agree, I said yes blablabla... but if I have different opinion, I will commented too.”

“(P5.14) But, formerly in the Material Design, we gave some comments with friends. For example, there was a written post about what should we write then we replied, so it was just like commenting activity. “

Besides, in some courses, the lecturer gave students some questions or motions relating to material in class activities. Student asked to give some comments based on that instruction from lecturer. Three out of six participants perceived the different perception toward the use of commenting activities in online learning.

Firstly, it can foster pre-service teachers to be more active since they do not feel hesitant like in face to face learning. This is like what participant two said:

“(P2.21) The benefit is that we get more active because it is online and it is not face to face.”

Secondly, the use of commenting activities in online learning context is sharing knowledge among pre-service teachers. It emerges since commenting activities in online learning interaction allowed pre-service teachers to give comment or suggestion toward their friends' assignment. Finally, those activities drive pre-service teachers to share their knowledge and to discuss material or even difficult material that the students did not understand as well. It is clarified by Lim and Honey (2003) who stated that commenting activities in online learning bring some advantages for students such as encouraging them to interact with each other to discuss about material or understanding the difficult material, and share their knowledge. Here are statements coming from participant three and five:

(P3.18) Yes surely it has an influence from having comment with friends maybe there is a friend that have different knowledge. For example, they read from other reference, and it can add our knowledge.

(P5.17) In my opinion, we can share knowledge from those comments. For example, my friends understand this material, my understanding is like this, so finally we share and discuss like sharing knowledge that we get.

Hence, based on data above, participants perceived some benefits on the use of commenting activities in online learning. Firstly, online learning enabled participant to share their knowledge through commenting activities, and it was perceived by two participants. Secondly, the rest of participants perceived that commenting activity in online learning encouraged them to be more active to participate in learning process. Lastly, this activity also became a tool for participant to give some suggestions or comments on their assignment.

Pre-service teachers' perception the use of online learning toward pre-service teachers' language skills

This study also tries to find out the pre-service teachers' perception on the use of online learning toward their language skills improvement. Based on the data from the interview, the researcher found some findings of online learning concerning to language skills such as structure, writing skill, grammar, polite language, advanced language, vocabulary, and reading skill.

Finding 1: Online learning enhance students' sentence structure. Some participants stated that some activities in online learning gave contribution on language skill especially on structure of writing. This study discovered two out of six participants perceived that online learning gave contribution on the students' sentence structure. Besides, participant also stated that students' pay more attention in structure when they do the writing. As the first participant stated that, "(P1.23) we pay more attention on structure when do writing". This finding is in line with Krish,

Hussin, and Sivapuniam (2010) who identified that online learning forum helps students to enhance language proficiency especially in terms of vocabulary and sentence structures.

Besides, in online learning, some activities were done in written form. Thus, by having activities in online learning to enhance student sentence management. This is like the second participant stated:

(P2.26) in online learning completely we used sentences, so it can enhance sentence management, how to make good sentence, and make sentences with good organization.

Finding 2: Online learning enhance students' writing skill. Eventually, writing becomes an essential part in online learning since almost activities in online learning is in the written form. Based on the result of interview, five out of six participants agreed that it can enhance their writing skill through some activities in the online learning. As stated by first participant that she takes consideration about some points relating to her writing in the activities in online learning. By having those activities she agreed that it will automatically enhance her writing skill.

Besides, she also indicated that she can produce more her writing through the use of online learning. Like the participant one said:

(P1.24) it was because we were shy when our writing was read by some people and it was not only read by me. It was read by lecturer, friends, discussion forum, so we will pay more attention on our writing structure if we want to give comment or deliver about something. Automatically it enhances

our writing skill. We take more consideration when writing this grammar is proper or not. The second one, in online we can feel free to speak about everything. For example, when we speak directly, I feel shy, but if it is in online learning, our writing can produce more.

Additionally, the rest of participants agreed that online learning gives contribution on writing skill. According to Zhao & McDougall (2008) stated that some of the participants found online learning communication is very formal and lacking in visual cues, thus demanding higher English writing proficiency to compensate for this lack.

Here are some quotes from participant two and five:

(P2.28) Online learning enhanced our writing proficiency

(P5.20) Actually it is more inclined to writing because the system is writing, not like Skype or the others. So it refers to writing.

Finding 3: Online learning enables students to enhance grammatical competence. Another language skill that is brought by online learning is grammar. In line with the previous finding relating to writing skill, some participants argued when they did writing in online learning it also influenced their grammar. Five out six participants stated that when they did writing on online learning, it encouraged them to pay attention on some grammatical error. Lee (2002) stated that online learning experiences brings very positive effect on language development, and especially it can enhance grammatical competence. Here is representative quotes coming from participant six:

(P6.18) “[activity in online learning] we write, give comment, give idea, or opinion through writing. Because it is writing, the impacts are more aware in vocab and grammar.”

This statement was also pointed by participant four:

(P4.25) “because we need to do quick writing to response one idea that we had discussed with our friend. If we do quick writing, automatically our grammar should be in proper and the language selection should be good too.”

Another participant stated they can pay more attention in grammar that they do some activities in online learning. This is because in online learning it is basically written form and surely their friends will have a look on their comment. They even are not confident if they make some mistakes in grammar especially. Here are some quotes from participant three:

(P3.22) “Pay attention on grammar! I am feel shy if I make mistakes on my grammar because it is in class group, and my friends exactly are more fluent in English.”

Finding 4: Online learning enables students to enhance language

competence to be more formal. Activities in online learning drive the participant to deliver their language becoming more formal. It is because some activities in online learning are different with activities in face to face learning which is used in daily conversation and spontaneous. Some activities like commenting on teachers’ question demand them to write with proper structure of writing. Besides, when student post their comment, it means that they need to rethink about language that is proper to

deliver if it is written by their friends and their lecturer. Like the first participant argued that:

(P1.26) “Paying more attention on language that will be delivered might be more polite or formal.”

(P1.28) “The language is not like in our spoken language which used daily conversation.”

Finding 5: Online learning enables students to enhance language to be advanced. It is still in line with the previous finding that online learning demands participant to write in formal language. This finding reveals that one participant argued online learning also drives pre-service teachers to receive their language development to be more advanced. This finding is in line with Lee (2002) who investigates that students pay attention to meaning (idea) and form (structure) that can enhance the development of second language (L2) through information exchange. This is like what participant one said:

(P1.27) “Oral spoken is different with written. In spoken language, commonly we speak informal. If it is in written language which is read by everyone, even somebody outside class forum, we pay more attention on language that we will deliver whether the language might be more polite and formal. The language is also more advanced, and it is not like in daily spoken conversation.”

Finding 6: Online learning enables students to increase vocabulary. As mentioned previously, some activities in online learning is commonly in written

form. By having written form activity it means that it correlates with vocabulary. Participant three and participant six stated that when they do activities on commenting or giving opinion in online learning, it can increase their vocabulary. The same finding was also stated by Krish, Hussin, and Sivapuniam (2010) online learning forum helps students to enhance language proficiency especially in terms of vocabulary and sentence structures. Besides, the participants also argued that they pay more attention in vocabulary. Here is representative quotes coming from participant six:

(P6.18) “[In online learning] we write, give comment, and give idea or opinion through writing. Because it is writing, the impacts are more aware in vocab and grammar.”

Finding 7: Online learning enables students to enhance reading skill.

Reading skill is one of language skills that is also influenced when participant joins in online learning. In this case, there was one participant who reported that before she writes the comment on the online learning, she read some resources or an article that is given by lecturer or find other resources. Hence, this participant perceived that it enhances reading skill. Here are some sentences coming from participant one:

(P5.21) “[In online learning] before we write, we also read, so it also impacts on our reading. When we read, it means we comprehend first on the content, so it impacts in enhancing reading skill.”

In summary, based on the data gathered this study revealed seven language skills which is enhanced by implementing online learning. As mentioned previously,

the activities in online learning were in written form. The data reported that participants perceived writing skill and grammatical competence became skills which significantly increased. Besides, the participants also perceived that online learning enabled them to pay more attention on sentence structure when they did some writing activities in online learning. The rest of participants also perceived that activities in online learning enhanced their language development. Participants stated that their language become more formal and advanced. Lastly, online learning also allowed participants to enhance their vocabulary and reading skill.

Pre-service teachers' preferences in online learning

Another issue that the researcher explored in this study is dealing with pre-service teachers' preferences on the online learning that they had joined in some courses at EED of UMY. This research explored some tools that were used by their lecturers in teaching and learning process which are significant for them. Based on the data from interview, the researcher found six tools of online learning which participants' are mostly preferred. These tools of online learning include e-learning of pbi.umy.ac.id, e-learning of yk.edu.org, Edmodo, WordPress, BlogSpot and WhatsApp. Based on the findings, Edmodo and WordPress became the most dominant tools of online learning preferred by the pre-service teachers. The findings were classified into six points based on the data from interview. The finding are presented as follows:

Finding 1: E-learning of pbi.umy.ac.id. There were one participant who reported that she employed to use e-learning pbi.umy.ac.id to facilitate in conducting

online learning in this department. In which, during her study in this department the reason why the participant one prefer at e-learning pbi.umy.ac.id is that in the – learning pbi.umy.ac.id it has private form. On private forum, the participant can contact personally with lecturer. Besides, the participant also stated that in e-learning pbi.umy.ac.id, the participant can access to see the friends' comments and information also. As indicated by participant one:

(P1.29) “Student likes e-learning because e-learning has private forum. So, if it is in the private, I can contact personally to my lecturer or forum. We can also see my friends' comment and some information that is given by our friends.”

Finding 2: E-learning of yk.edu.org. Another types of e-learning is e-learning which used yk.edu.org website. Two out of the six participants stated that they prefer e-learning at yk.edu.org website. The first participant stated that she preferred to use yk.edu.org because it has a private forum for discussion. She stated that, “(P1.29) I like e-learning at yk.edu.org because it has a private forum”. Besides, the participant four argued yk.edu.org became her preference as the activities in this website enabled her to do like proofread for her friends comment. Here is the representative statement coming from participant four:

(P4.27) “I also like e-learning in yk.edu.org. We can see the ideas from one person and other people. For example, the way of my friends to answer some problem. For example, the lecturer gives question and surely everyone has

different opinion, so I know about his/her opinion. So, it is like proofread in the yk.ed.org.”

Finding 3: Edmodo. Edmodo is one of tools that is used by lecturer in one subject namely Academic Presentation in the implementation of online learning. In this case, there were four participants who reported that based their experiences in joining online learning, they mostly prefer in Edmodo. For instance, participant one and participant four told that Edmodo provides platform for group discussion. They also stated that the lecturer always upload some material every week in Edmodo which makes students easy to find, especially for students who missed the class. Here are some quotes coming from participant one and participant four:

(P1.30) “I also like Edmodo because Edmodo has relation with student, group, and lecturer. Besides, we do not only upload our assignment, but also our lecturer upload material through Edmodo. So, if we missed the class, we can go in online learning, and we look for in online learning.”

(P4.26) “Actually, I like Edmodo because in Edmodo we receive some posted every week.”

A similar preferences emerge from participant two and participant five. For example, participant two expressed that the interface of Edmodo is similar with social media like Facebook, so it makes more efficient to post or comment. He can download the Edmodo’s application on his cellphone. The finding in line with Cauley (2014) “Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom”.

(P2.31) “The reason why I choose Edmodo because the interface is similar with Facebook, so it’s just like easier because I feel like I used social media although it is learning media, and it is more fun to be used.”

The fifth participant, moreover, stated that Edmodo makes the learning more fun. Though edmodo is still new for her, she felt that Edmodo is fun as students can get batch like reward if they perform better in the online learning activities. She stated that, “(P5.24) I definitely still learn about Edmodo, so finally it just like fun by trying this. Edmodo also has what’s that we get back like reward. So it is more fun”.

Finding 4: WordPress. WordPress became one of tools of online learning that was used by some lecturers as media to support teaching and learning process. In this case, some lecturers had different activities in different subjects also. One of them is the lecturer who used WordPress as a tools for discussion forum outside the face to face learning. At the time the lecturer gave some questions based on reading assignment that had decided in every meeting. The finding showed that there were four participants stated that they preferred to use WordPress in online learning activities.

Participant five agreed that she selected WordPress because the activities in WordPress gave significant for her, as seen in the following excerpt:

(P5.23) “[WordPress] it is because the interaction happened there. For example, in yk.edu.org or pbi.umy.ac.id, we just post, but if it is in blog WordPress, we can do commenting activities there.”

Third participant also preferred WordPress since in the WordPress, students can add like widget, audio music, video, link, and connected to their Facebook. Here are some statements pointed out by participant two and three.

(P2.32) “The second one is blog in WordPress. It’s also good because we can give tweet in there. Besides, the learning media is good because we can post the video, audio, so it completes to be learning media especially in learning English.”

(P3.25) “If in the blog WordPress or BlogSpot we can add like widget, we can give a song, and we can include our Facebook account. We give many links, and we design blog that fit in our personality. All of them can reflect more our self, so it is freer.”

Finding 5: BlogSpot. Another types of blog as tools in online learning is BlogSpot. In the second semester some students also learn about how to create blog at BlogSpot. Based on the data from the interview, one out of six participants stated that she likes BlogSpot. Participant three taught that in BlogSpot, she can design her BlogSpot that can reflect on her personality. Besides, participant three argued she is freer to share some information to be post in the BlogSpot. Here is statement coming from participant three:

(P3.25) “If in the blog WordPress or BlogSpot we can add like widget, and we can give a song. We can include our Facebook account, give many links, and design blog that fit to our personality. All of them can reflect more our self. So it is freer.”

Her idea is on the use of BlogSpot is in line with Pinkman (2005) supported that blogger can update at any time by using software which allows users with little or no technical background to create, design, and maintain the blog.

Finding 6: WhatsApp. WhatsApp is one of social media that can be used in mobile learning. Commonly, some students in this department have group on WhatsApp in each class. WhatsApp becomes a tool of mobile learning which allows student to have group discussion and share information about academic and non-academic things. Although WhatsApp is not included in online learning tools, but WhatsApp can be used as mobile learning tools. The finding from the interview found that one out of six participant stated that she likes it. Participant one argued that WhatsApp can be discussion forum outside online learning which allow the participant to discuss about difficult task. Besides, participant one also argued that having discussion through WhatsApp is more flexible in term of time, place, and situation.

(P1.31) “Commonly, it is in forum outside of online learning like in WhatsApp. Recently, there are some courses in WhatsApp or live streaming in television to lecturer who takes study abroad. For me, it is very effective and really helpful because we do not depend on place, situation, and time. Almost all courses have discussion on WhatsApp application, but it is about task that they do not understand.”

In summary, there were six tools that were preferred by participants. They were e-learning at pbi.umy.ac.id, e-learning at yk.edu.org, Edmodo, WordPress,

BlogSpot, and WhatsApp. However, from all the tools of online learning used at EED of UMY, there were two tools which were mostly preferred by the participants, Edmodo and WordPress. The reasons were varied, yet, the contents, the activities, and the features provided by the two tools which help the language learning become the reasons why the participants chose them. Specifically, there were several factors that made Edmodo become mostly preferred by the participants. It was because Edmodo has similar interface with Facebook, the teachers used Edmodo effectively to support the learning process, and the teachers gave reward for the students' participation. Besides, there were also several factors made WordPress become another participants' preferences. It was because participants can design their WordPress that reflect on their self and the students have freedom to share information there.

Pre-service teachers' perception on the strengths and weaknesses of online learning.

The last purpose of this study was about what are actually students' perception on the strengths and weaknesses of online learning. In this part, the researcher reports the strengths and weaknesses of online learning perceived by the participants based on data obtained from the interview.

Strengths of online learning. Seeing the implementation of online learning in some courses, pre-service teachers found some strengths of online learning. Then, this study pointed some strengths of the implementation online learning. The

strengths of online learning consist of flexibility, updated material and information, encourages on reading course content in online learning, gives opportunities to learn more and reflect more deeply on personal development, and rich resources. The finding regarding the strength of online learning is described below.

Finding 1: Online learning provides flexibility. Based on the data obtained, flexibility becomes the first strength uttered by participants. Flexibility is dealing with online learning that can be accessed by pre-service teachers anytime, everywhere, and any situation. Five out of six participants found flexibility as one of the strength of online learning. Based on data from the interview, participants said that by having online learning, pre-service teachers can access online learning every time, everywhere, and every situation. This finding is supported by Cappel (2006) online learning brings the flexibility and convenience like online learning can access the lesson anytime and anywhere, and the students can complete the lesson units at one's own pace. As participant one and six said:

(P1.32) "One of them is flexibility which means we can access online learning every time, every situation and we only need to have gadget and internet connection. Then, online learning is not definite with place and time. So it is more flexible."

(P6.20) "The strength of online learning is flexible. We can do anytime, everywhere as long as we have internet connection."

Finding 2: Updated material and information. The second strength of online learning is online learning provided updated material and information. Three out of

six participants stated that in online learning, pre-service teachers can see immediately relating to updating material or information from their lecturer. As proposed by Ally (2008) the materials in online learning can be updated, and students can access and see the changes immediately. Teacher can easily give students direct information based on their needs relating with the materials. As stated by participant three as the representative statement:

(P3.27) “[The strength of online learning] more up to date. If the lecturer gives the assignment, we can directly know because there is a notification, so it is visible and no need to have meeting with lecturer, no need to wait until D-day we can know our assignment.”

Finding 3: Encourages reading. Another finding on the strength of online learning is encouraging pre-service teachers on reading. One out of six participants stated that when pre-service teachers joins online learning, it means they will find rich information. Hence, it can encourage pre-service to have more reading. This is like what participant pointed out that:

(P1.34) “It can encourage students to have more reading because when they join online learning, they will find update information as always.”

Based on participant one’s statement, it indicated that by joining online learning, it can contribute to encourage her to have more reading. This finding was in line with Zhao and McDougall (2008) who said online learning brings multiple perspectives, writing, reading based on communication, less interference from distractions, constantly available transcripts of communication, time-delayed

communication, and ability to use time more effectively in asynchronous online courses.

Finding 4: Personal development. Based on the data obtained from interview, the researcher found that online learning also provides personal development. One out of six participants stated that online learning gives more chance for passive students who are not confident in performing in class to participate in teaching and learning process. This finding is in line with Soliman (2014) who said that online learning allows students who are introverts to take a chance in interacting virtually through forums and chats which lead to enhance communicative competency. This is like what participant one said:

(P1.36) “On personality, we found many passive students. I mean students who are less in participation. They have more chance to have improvement in online learning rather than in class. If in the class they feel shy or not confidence, they can get personal improvement as well as in online learning.”

Finding 5: Rich resources. Online learning cannot be implemented without any internet connection which leads some pre-service teachers to explore information coming from online. Even, in the middle of pre-service teachers’ activities in online learning, they might look for other information outside the forum in online learning. Three out of six participants agreed that online learning provides rich resources including information and knowledge. This is like what participant two and four as the representative statement said that:

(P2.34) “Another strength is that we are free because we do not face to face.

We can explore more to find resources, to find knowledge from online.”

(P4.29) “Rich resources, we can go everywhere.”

Weaknesses of online learning. The previous findings discussed the strengths of online learning. In contrast, the implementation of online learning is not merely well implemented. This study found the weaknesses encountered in the implementation of online learning. Those weaknesses are described as follows.

Finding 1: Decreased social relationship. Based on the data obtained, social relationship becomes the first thing that the researcher is going to discuss. Four out of six participants stated that online learning decrease social interaction since activities and interaction in online learning are conducted through virtually. Hence, this reasons are causing online learning decreases social relationship among the students while students know that interactions should be made. This is like what the participant one and participant three as representative statement said:

(P1.41) “It decreases interaction between student and teacher because in one side online learning is good, but on the other side we cannot deny on face to face learning. We cannot deny situation of classroom learning because student and teacher should have interaction.”

(P3.30) “In my opinion, if interaction used online learning, maybe it can infrequently meet friends and infrequently meet lecturer, so it is more in social interaction.”

This finding is same as the statement coming from Mohammedi et al (2010) as cited in Soliman (2014) that online learning decreases social relations among the students.

Finding 2: Decreased oral communication. The finding also stated that decreasing oral communication becomes the weakness of online learning. It happened because almost activity in online learning is done through virtually which means that there is no direct oral communication among students and teachers. Three out of six participants thought that students and teachers still have interaction to each other through virtually. However, students and teacher cannot directly interact which allows them losing their chance to learn how to communicate in real situation. This finding is supported by Zhao & McDougall (2008) who stated online learning cannot enhance students' oral English communication proficiency because it is lack of personal contact. Like participant one said:

(P1.38) "It decreases oral communication atmosphere. We can still have interaction, but it cannot directly interact between student and teacher, so they are lack to learn in oral communication."

Besides, another participant argued that the weakness of online learning is decreasing oral direct communication since interaction and communication in online learning only used tablet, smartphone, and laptop.

(P6.22) "The weakness is because we only used tab, laptop, and hand phone. So it can decrease direct communication with friends."

Finding 3: Costly. The next weakness of online leaning is in regards to cost which is dealing with online learning that spends much cost. Participant one reported

that in joining online learning, students should provide some tools to support the use of online learning such as internet connection, Wi-Fi, and laptop. As stated by participant one:

(P1.39) “Online learning spent much cost. We should have Wi-Fi or should have internet connection for accessing online learning.”

This finding is supported by Soliman (2014) who stated some students may not be able to use it if they do not have the equipment such as the computer and internet access. Hence, lack of equipment or facilities also becomes one of technical problem that can hamper the implementation of online learning as well.

Finding 4: Lack of internet connection. Internet connection becomes the crucial thing in online learning. Internet connection becomes a bridge to connect the computer into one of online learning tools or online learning website. However, internet connection turns into technical problem since in this country the internet connection is still slow. Four out of six participants stated that internet connection could be big problem when they were joining online learning. Even, when student lost the internet connection in middle of their activity in online learning, it can hamper their activity to participate in online learning. As proposed by Soliman (2014) some students may not be able to use it if they do not have the equipment such as the computer and internet access. This is like what participant five and participant six as the representative statement stated:

(P5.27) “If it is online, it means we need connection. Whereas we are in the city that has lack of internet connection. So, for example when we have other

activities and have sufficient time to upload, and the due date for example be left in some minutes, but unfortunately there is bad connection. So whether you may or not we can be late or our work is reputed as late.”

(P6.21) “The weakness is we should have internet connection. For example, if we go on remote area then it can be the problem when we will work on assignment in online learning.”

Finding 5: Lack of an actual teachers’ feedback. Another weakness of online learning is lacking of an actual teachers’ feedback. One out of six participants argued that participant two does not get detail feedback if it is delivered only through online learning. Besides, participant two also stated that it is easier to have feedback from face to face learning rather than through online learning. Here is statement coming from participant two.

(P2.35) “In case of feedback from our lecturer, it is not detail if it is only through online learning. It is because the language only used written form, and it is easier or detail if we are in face to face.”

This finding is supported by Soliman (2014) who argued that the lack of real teacher role in face to face might become difficulties for some students who might not comfortable with virtual feedback.

Finding 6: Lack of technological skill. The finding also stated lack of technological skill becomes the weakness of online learning. Lack of technological skill is dealing with the skill that students used to operate when joining online learning. One out of six participant found the weakness of online learning in term of

skill to operate in online learning. Participant three said that she is still unfamiliar with the platform of online learning which she is recently used. Thus, technological skill becomes the basic knowledge for students to explore themselves in joining online learning.

(P3.29) “In the beginning, it feels like lack of technological skill. So, how to use this, I should ask to my friends when I click by myself unfortunately I got this. So, sometimes I feel do not understand.”

Finding 7: Plagiarism and cheating. Plagiarism and cheating becomes the last finding on the weakness of online learning. Two out of six participants indicated that plagiarism and cheating are notions emerged since in online learning, students can access resources freely and students can ease to copy paste through searching some resources in online. Then, students can easily transfer the result from browsing in online into online learning forum class without any paraphrasing. As stated by (Arkorful & Abaidoo , 2014) since the test assessments in online learning delivered through the use of proxy, it caused loss control or regulate in the context of bad activities like cheating. Online learning probably misled to plagiarism as well as the ease of copy and paste. Here are some points stated by participant four and participant five:

(P4.31) “Online learning makes student easy to cheat. Why they can do cheating if for example when answering the question. My friends browse other sites outside online forum discussion class, and they find the answer or material that almost the same, and it might encourage them to copy paste.”

(P5.29) “Actually there is an issue that we can be easy to copy paste. So, it has correlation with plagiarism. Maybe some students who are lazy to think just copy paste the answer from their friends or look for the material from internet, then post the comment based on the result of other internet browsing.”

Hence, the teacher should check the students’ assignment in order to avoid cheating and plagiarism in online learning.