

REFLECTIVE PRACTICE-ORIENTED ONLINE DISCUSSIONS: A NARRATIVE STUDY ON EFL STUDENT- TEACHERS DURING COVID-19 PANDEMIC

Widi Astuti ¹⁾, Dwiniasih ²⁾, Haris Budiana ³⁾

Universitas Swadaya Gunung Jati

Corresponding Email: dwini6644@gmail.com²⁾

ABSTRACT. During the COVID-19 pandemic, teaching and learning activities had been shifted to online learning. Therefore, online discussion activities were carried out to achieve learning objectives. The transition of learning methods was expected to be able to replace face-to-face teaching and learning activities in schools. This research aimed to find out the reflection on the problems and how to solve the problems in online discussion activities by EFL Student-Teachers. The method used in this research was qualitative with narrative as the research design. Providing a questionnaire and interview that must be answered by EFL Student-Teachers. The participants of this research were 26 EFL Student-Teachers from one of the University in Cirebon who had carried out teaching practice in school. The results of this research indicated that online discussion activities required good media and preparation for teaching and learning activities. EFL Student-Teachers were required to be creative in carrying out an online discussion activity to get students' attention, and EFL Student-Teachers must be able to solve the problem faced during the online discussion as the reflection of teaching and learning activities.

Keywords: Reflective Practice, Online Discussion, EFL Student-Teachers, COVID-19.

A. INTRODUCTION

The outbreak of the COVID-19 pandemic had insisted most educational institutions from the elementary, junior, and senior high school to university level carried out new habits, the teaching and learning activities to be carried out at home or online. However, this online learning habit only gave effects on students but also on educators. According to Dinh (2020), online education remained unfamiliar and challenging for both teachers and students in general. With sudden and urgent circumstances, teachers were required to be able to adapt quickly to the world of technology to help the process of teaching and learning activities carried out online. Online learning was facilitated two-way interaction between teachers and students to carry out teaching and learning activities. It was in line with Simanihuruk et al. (2019) defined "Online learning is the thing that makes it easier for both parties because teaching material is delivered online". Both parties above were the teacher and students. In the online learning process, it was possible to hold an online discussion since "There are various alternative platforms used by teachers in conducting online learning, namely Google Classroom, Zoom, Google Meet, WhatsApp groups, and e-learning" (Fitria, 2020). In addition, Yuberti (2015), proposed that online discussion was an activity that is implemented using the internet network or can be categorized as an indirect discussion method. Even though the process of teaching and learning activities used the online discussion method, the process

of teaching and learning activities can still be done to provide information and exchange ideas without making face-to-face directly. Based on Bentley, Selassie, & Shegunshi (2012), Online learning was a process of teaching and learning activities that used an internet connection system. For having an internet connection, students and EFL student teachers must have package data. Furthermore, in practice e-learning required technology as assistance, such as a smartphone or personal computer (Erni et al., 2020). However, Vebrianto and Osman (2012), stated that online learning had benefits such as: saving time, money, being able to update, saving and sharing learning materials, and was considered to be able to answer problems in learning and for awareness of lifelong learning process. There were other benefits of online discussions, among others, stated by Setiawan (2021), stating that online discussions provide flexibility in choosing the time and place to access the trip. In an online discussion, several problems made the teaching and learning activities not go well. It was as stated by Maqbulin (2021), the problem faced by students in online discussions was internet access, especially in rural areas where internet signals were still a big problem and caused students not to easily complete assignments, feel afraid of failing to submit and attach materials. Meanwhile, Fortune et al., (2011) stated that "There are three things that matter which usually appears in online learning; use of teaching materials, student interaction, and learning atmosphere".

In the past few months, teaching practice in school called PLP II, or what is commonly known as a student-teachers practicum in one of the University in Cirebon, had been held. The student-teachers teach English as a foreign language. According to Bouckaert (2015), EFL student-teachers are the students of English Student Education Programs to develop their abilities as a condition of a particular course. EFL student-teachers during the COVID-19 pandemic were required to be more creative and innovative in developing attractive online learning methods to make students take part in the teaching and learning process and understand the material presented.

Reflective teaching was the most important thing that EFL student-teachers must be applied. Because for having good teaching performance, the teacher must know what his/her weaknesses and strengths to reach the goal for be better in the future in terms of teaching. Pollard and Collins (2005), argued that "Reflective teaching must meet the needs of teachers personally, but also lead to a steady increase in the quality of education provided to children".

Meanwhile, Morris (2012), added the process of developing the ability to use technology in an informed design requires teachers to re-evaluate performance in teaching activities and rearrange strategies, materials, and learning media in a digital context technology can be integrated into teacher aids to be successful in a design to the teaching process so that learning

takes place effectively. Based on Dewey (1993), In Horasanli & Ortactepe (2016), argued that “Reflective practice, also called a reflection or reflective teaching”. Reflective was a strong contribution that made teachers professional in teaching activities, whereas teaching was a complex and highly skilled activity that primarily required class teachers to consider in deciding how to act. Moreover, Dewey (1933), In Horasanli & Ortactepe (2016), reflective practice was a process to solve problems carried out by teachers through wise thinking about an event or incident.

This research raised the theme “Reflective Practice-Oriented Online Discussions: A Narrative Study on EFL Student-Teachers during COVID-19 Pandemic”. Because teaching during the pandemic era was not easy to do, EFL Student-Teachers should be more prepared for teaching. It was to avoid any problems raised as Fortune, Spielman, & Pangelinan (2011), mentioned several problems in the process of online teaching and learning activities, including teaching materials, learning interactions, and the learning environment. According to the U.S. Department of Office Educational Technology (2016b) in Borthwick (2017), Teacher preparation programs should ensure teacher candidates have access to current information regarding research-supported practices and an understanding of using the best technology would be supporting online learning. Since the EFL student-teachers had so many tasks, they need self-evaluation with other EFL student-teachers to improve and develop teaching skills in the future.

The reason choosing this research was the writers wanted to share their experiences of EFL Student-Teachers during teaching-learning activities in online discussion during COVID-19 pandemic.

B. REVIEW OF LITERATURE

1. *Theoretical Basic*

In theoretical basic, there were several variables, such as:

a. *Reflective Practice*

Based on Poomvalickis & Mathews (2013), Reflective practice was the way for the pre-service teacher to learn and develop. Reflective teaching for pre-service teachers according to Mann & Walsh (2017), in Mumford and Dikilitas (2019), was learning for pre-service teachers who were expected to be able to show changes during this activity, in formative and summative assessments, rather than taking the transmission approach as an additional course. Moreover, Farrell (2012), argued that reflective practice was a guideline that aimed to make teachers

thought and decided something between having to stop, looking at, or finding back the path where they wanted to go for the future professionally. Moreover, based on Dewey (1993), In Horasanli & Ortactepe (2016), argued that “Reflective practice, also called a reflection or reflective teaching”. Reflective was a strong contribution that made teachers professional in teaching activities, whereas teaching was a complex and highly skilled activity that primarily required class teachers to consider in deciding how to act. In addition, Dewey (1933) in Horasanli & Ortactepe (2016), reflective practice was a process to solve problems carried out by teachers through wise thinking about an event or incident. Another statement of reflective practice come from Arslan (2019), reflective practice can be done by learning from previous experience because it was considered the basis of the learning and growth process for EFL student teacher. During online teaching, EFL students and teachers were expected to show a change after the implementation of reflective practice oriented towards online discussion. This was in line with Mann & Walsh (2017), cited in Mumford and Dikilitas (2019), learning for EFL student-teachers who were expected to be able to show changes during this activity.

b. EFL Student-Teachers

According to Bouckaert (2015), EFL Student-Teachers were the students of the English Student Education Program to develop their abilities as a condition of a particular course. EFL Student-Teachers had a model for exploring their learning experiences itself and made the material that relevant to their life by thinking about the point of view verbally and written (Korthagen, 2017; Loughran et al., 2013) cited in (Dikilitas and Comoglu, 2020). Mann & Walsh (2017) cited in Mumford and Dikilitas (2019), learning for EFL Student-Teachers who were expected to be able to show changes during this activity.

EFL student-teachers in terms of teaching during the COVID-19 pandemic were to be able to be motivators and facilitators for their students, moreover they must be creative in developing online discussion learning, this was in accordance with Sardiman (2004), stated:

"As a more capable person, the teacher has an important role as a source of information, advice, and knowledge, there are 9 roles of teachers in teaching and learning activities, namely: informer, organizer, motivator, director, misiator, transmitter, facilitator, mediator, and, evaluator".

c. Online Learning

Based on Bentley, Selassie, & Shegunshi (2012), Online learning was a process of teaching and learning activities that used an internet connection system. According to Simanihuruk, et al., (2019) stated that "Online learning is the thing that makes it easier for both parties because

teaching material is delivered online". Both parties above meant the teacher and students. Online learners were expected to develop 21st-century learning skills which included critical thinking, creativity, collaboration, and communication along with the digital skills to use and navigate online learning resources. According to Kong et al., (2014) "The learner-centered paradigm in a digital age demands for development of 21st century learning skills through domain-knowledge learning". However, the teachers were also expected to be proficient in teaching online as well as in the classroom. Other statements come from Branch & Dousay (2015) cited in Adedoyin & Soykan (2020), online learning was a byproduct of cautious design and planning of teaching that applied an organized model to the development of instruction. such as: lack of understanding of the material, unstable internet access, and an increasing sense of laziness.

d. COVID-19 Pandemic

According to the World Health Organization (WHO), COVID-19 was an infectious disease caused by a newly discovered coronavirus. Coronavirus or Covid-19 was discovered in the last month of the year in 2019 at the seafood market in Wuhan, China (Huang et al., 2020). According to Alodokter (2021), "COVID-19 is a disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). COVID- 19 can cause respiratory system disorders, ranging from mild symptoms such as flu, to lung infections, such as pneumonia". Moreover, according to Biofarma (2021), "Corona virus or COVID-19 is a new type of coronavirus that is transmitted to humans and can attack anyone including infants, children, adults, the elderly, pregnant women, and breastfeeding mothers who infect the respiratory system".

The spread of the corona virus or COVID-19, it could be through the air or droplets of water particles. This was in line with the WHO which stated that the possibility of spreading the corona virus through the air was also supported by the United States Centers for Disease Control and Prevention (CDC). On its official website, the CDC stated that the corona virus could spread through droplets or small particles that a person produced when breathing.

2. RELEVANT RESEARCH

The first previous research by Horasanli & Ortactepe (2016) conducted research which examined in-service EFL teachers' reflective practice- oriented online discussions in a graduate course. In this research, the authors collected data by using reflective discussion analysis and individual interview. Such data collection resulted in two conclusions about the nature of

reflective practice as an inherent and collaborative process. The first result was to discuss the simultaneous involvement of participants in the reflection in, on and for-action to show that reflective practice was a process to benefit from the three types of reflective interactions. The result was that both teachers benefit more from collaborative reflection practices through online discussion platforms.

Another previous research by Tsang (2011), discussed that online reflective group discussion connecting first-year undergraduate students with their third- year peers. In this study, the author had sought to develop students of the university's professional program as reflective practitioners aiming at the explicit development of critical reflective skills among students. This research described the use of online discussion in groups to provide the critical reflection and provide insight into students' perceptions of the learning experience. The writers collected data through an experience evaluation questionnaire. The result of the research was that online- based reflective group discussions may be relevant for the development of critical reflection skills through peer mentoring and collaborative meaning-making.

The last previous research by Bhaumik (2020), the research discussed the COVID-19 pandemic had caused the shift of teaching and learning activities to online learning. This research aimed to determine the e-readiness of high school students in transitioning online learning activities and their views on online teaching and learning activities. This research used a descriptive quantitative method. This research uses 20 Likert-type questions that include four dimensions, namely access, digital literacy and e-readiness, online learning delivery, and online load, which were administered to a sample of 100 students from various schools in Delhi using non-probability sampling. This research found that access to online learning and online load on students were found to be high. The research also revealed that only 35.2% of students found online classes to be as effective as face-to-face classes. The delivery of online learning by teachers and students' digital skills was found to be lacking, while geographically, the Delhi area is included in the National Capital Region which had good internet access compared to other parts of India. This research concluded that online pedagogy and digital skills of teachers and students needed to be strengthened to be better in the future.

C. METHOD

In this research, the writers used the qualitative method with narrative as a research design. Qualitative research was a humanistic and idealistic approach that focused on understanding the research (Phatak, et al., 2013). Then, "Narrative research design is the

researchers describe the lives of individuals, collect and tell stories about people's lives & write narratives of individual experiences" (Conelly & Clandinin, 1990). Below were aspects of supporting research such as respondents, instruments, procedures and data analysis.

1. Respondents

Before collecting data, the writers must first determine the respondent who will be asked for information, because it was one of the methods that must be done in qualitative research. The respondents of this research were 26 EFL student-teachers in one of University in Cirebon that were interviewed and filled out the questionnaires. The writers aimed to choose EFL student-teachers as respondents in this research since they very closely related to teaching and learning activities and reflecting on teaching and learning activities during COVID-19 pandemic and EFL student-teachers were the right respondents to be able to develop their teaching skills.

2. Instruments

This research used two types of data collection including questionnaires and interviews.

a. Interview

In the process of collecting the data using the interview, the writers interviewed 26 participants EFL student-teachers from the Student Education Program of the one of University in Cirebon. The interview consisted of nine open ended questions that was conducted through google form.

b. Questionnaire

A Questionnaire is a document that contains questions designed to gather information by the research (Babbie, 1990) cited in (Hastanti and Khusna, 2020). With the type of questionnaire, participants answered 20 questions that were required to answer yes or no and filled in by participants in the Google Form provided. For data collection of the type of questionnaire was given to the EFL student-teachers from the Student Education Program of the one of University in Cirebon.

3. Data analysis

Based on the book *Critical Issues in Qualitative Research Methods* was the process of data collection facilitates comprehension, so does the process of data analysis. Based on Miles, Huberman, and Saldana, (2014) "Offers a form of analysis through three simultaneous activity flows between data reduction, data presentation, conclusion, and verification".

- 1) Reduction was the process of selecting, focusing, simplifying, abstracting, and informing data in the form of notes or transcripts. In the first part, that would be done

to simplify and conclude the data that had been collected through interviews and questionnaires. The writers chose the necessary data that was needed in the research and leaving unneeded data.

- 2) Data Presentation was a stage for presenting data systematically based on categorization in the data reduction stage. The data were arranged systematically by given context and narrative so that it became the basis for building arguments. After going through the data reduction process, the collected data will be presented in narrative form with arguments that support the data, so that they can become the basis for these arguments. The writers display the data that had been chosen in the data reduction.
- 3) Drawing Conclusions and Verification was a stage to determine clarity and understanding of the problem under study. Draw and establish relationships between data categories to be able to answer research problems. The final part of the data analysis technique was to find out the truth between data categories and research problems. The writers drew the conclusion of the data.

D. FINDINGS AND DISCUSSION

In this study, the writers used three research questions. Some of the data found from the research question used in this research as below.

1. *The perceptions of EFL Student-Teachers toward the online discussion during the COVID-19 pandemic*

Yuberti (2015) proposed that online discussion was an activity implemented using the internet network, or it could be categorized as an indirect discussion method. Using online discussion to teaching and learning activities motivates EFL Student-Teachers to learn more about how to teach well for the future. According to statement online discussion motivates me (EFL Student-Teachers) to learn more about teaching in online learning than what EFL student-teachers can learn in conventional discussion as much as 73.1% of respondents agreed that online discussions motivated teacher candidate students to learn more about teaching in online discussion than what had been learned in conventional discussions and as many as 26.9% of respondents disagreed with that statement.

The data showed 19.2% respondents did not know their own teaching preferences because in the online discussion, EFL Student-Teachers know how to teach well. This was in accordance with the statement of Poomvalickis & Mathews (2013), reflective practice is the way for the EFL Student-Teachers to learn and develop.

Similar data found from the second statement that online discussion enhances their English teaching experiences from the teaching process, and the learning environment. Since the EFL student-teachers are expected to show changes during teaching practicum (Mann & Walsh, 2017) cited in Mumford and Dikilitas (2019).

Meanwhile, their autonomy enhanced in teaching learning using online discussion agreed by 69.2% respondents. It was because of the transition of learning mode from face-to-face learning to online discussion, many things that must be prepared for teaching and learning activities, thus causing EFL Student-Teachers to be independent, creative, and innovative in making learning schemes so that learning runs smoothly as stated by Benson (2001), that autonomy is the ability to take control over one's learning so that it can make EFL Student-Teachers independent.

They also could be a facilitator by helping students during online discussion activities. It was proved by 92.3% of participants agreed that one of the tasks of the teacher was as a facilitator and motivator for students as stated by Sardiman (2004) below,

"As a more capable person, the teacher has an important role as a source of information, advice, and knowledge, there are 9 roles of teachers in teaching and learning activities, namely: informer, organizer, motivator, director, misiator, transmitter, facilitator, mediator, and, evaluator".

Regarding the statement about online discussion allowed participants to know their strength in teaching during online discussion activities showed 80.8% agreed while 19.2% disagreed. Meanwhile, the statement about online discussion allowed participants to know their own weaknesses in teaching during online discussion activities showed 84.6% agreed with the statement while 15.4% disagreed. It was in line with the principle of reflective teaching which will make EFL Student-Teachers know the advantages and disadvantages of each term of teaching, which mentioned by Poomvalickis & Mathews (2013), reflective practice is the way for EFL Student-Teachers to learn and develop.

The statement of online discussion makes participants conscious of the teaching performance experiences in interaction with the learning environment in online discussion during COVID-19 pandemic agreed by 84.6% respondents, while 5.4% disagree with the statement. The number of participants who agreed because EFL Student-Teachers felt for themselves the experiences they had faced in the teaching practicum which in the end they could find out what weaknesses they had when teaching conducted.

Furthermore, online discussion created an awareness to share the teaching experiences about educational products in online discussion during the COVID-19 pandemic which agreed by 86.2% respondents and 1.8% of respondents disagreed. The responses given by

EFL Student-Teachers proved that sharing information about education or teaching and learning activities in online classes was very important because it would make EFL Student-Teachers more creative, innovative and productive.

In addition, online discussion made participants have to be creative looking for resources. EFL Student-Teachers have to be creative in finding resources. This is contrary to the study of Bhaumik (2020), which most of the students found it difficult to find the required information from the internet.

2. The issues faced by EFL Student-Teachers in online discussion during the COVID-19 pandemic

Online discussion had different atmosphere got by some students. Several issues raised of its implementation during pandemic. Such as, 96.2% participants of this research had difficulty in getting students' attention, while 3.8% disagree with the statement. It was because in the process of teaching and learning activities in online discussion mode there must be obstacles experienced by students so that teachers got difficulty getting attention from students. Several factors were also elaborated by Hidayati (2020), that students had difficulty in online discussion due to several factors such as: lack of understanding of the material, unstable internet access, and an increasing sense of laziness.

In details, 80.8% EFL Student-Teachers facing difficulty in switching from classroom-based face-to-face learning to online learning, while 19.2% disagree with the statement. It was similar to previous research which found 2.7% answered "strongly agree", 35.1% "agree", 29.7% "Disagree" and 2.7% "Strongly Disagree".

Other difficulty faced by participants was in teaching through online platform due to lack of prior training, where 57.7% participants agreed while 42.3% disagree with this. More of respondents who agree with the statement is inversely proportional to the previous research which got 8.1% for the response "Strongly Disagree", then got a lot of responses as much as 35.1% "Disagree", got 21.6% response "Undecided", 29.7% "Agree" and 4.1% "Strongly Agree". According to Ray (2009), said that the new faculty should participate in technical and pedagogical training prior to instructing online.

Besides, 88.5% participants agreed that online discussion cannot be as effective as classroom-based face-to-face learning, and 11.5% did not agree with this. This was also supported by previous research which found that 13.5% answered "Strongly Disagree" and 35.1% responded "Disagree", then 16.2% "Undecided", 28.4% "Agree", and 6.8% "Strongly Agree". From these results, we can see that online discussion activities were not

effective when compared to face-to face learning.

In contrast, EFL Student-Teachers have smartphone, tablet, laptop, desktop computers etc at their home so they could teach well, which showed 92.3% disagree that participants did not have the gadget, while the statement gets an agree responses as much 7.7%. This proved that many EFL Student-Teachers have smartphones, personal computers, etc. to be used as learning media for online learning classes.

Meanwhile, a half of EFL Student-Teachers did not have fast access internet connection at their home for continuing their studies uninterrupted through online mode about 46,2% and 53,6% disagree with the statement. From this response, we could conclude that EFL Student-Teachers had internet access for online discussion activities.

Similar to the above issue, the storage capacity of EFL Student-Teachers digital devices did not run out quickly due to digital media shared, got response about 42,3% agreed and 57,7% disagreed with it.

Another statement about EFL Student-Teachers had back-to-back online classes through which required to sit for long hours. This made EFL Student-Teachers felt tired and mentally exhausted, discussing the activities carried out during online discussions by EFL Student-Teachers during teaching practicum activities. The statement above got the responses agreeing as much as 88.5% and not approved by 11.5% of respondents.

The last statement in the part of questionnaires was teaching online discussion from home did not give EFL Student-Teacher's freedom and flexibility to teach at their pace and they would not like to continue studying more through online educational, getting an agreed response of 73.1% and 26.9% disagree with the statement.

3. EFL Student-Teachers overcome the problem of online discussion caused by the COVID-19 pandemic

In online learning discussion activities, there were usually several preparations that must be made by the EFL Student-Teachers such as making learning materials, interacting with students online which could affect the atmosphere of teaching and learning activities. This was in accordance with what was conveyed by Fortune et al., (2011) stated that "There were three important things that usually appear in online learning; use of teaching materials, student interaction, and learning atmosphere". In online discussion activities, there were usually several obstacles such as running out of data packets, personal computers or smartphones running out of battery, unstable networks, and others. Therefore, before the online discussion activity took place, it would be better to prepare

in advance the things needed during the online discussion class. Conforming to Bentley, Selassie & Shegunshi (2012), online learning was a process of teaching and learning activities that used an internet connection system. Erni et al. (2020) added in its implementation, e- learning required technology as assistance, such as a smartphone or personal computer.

In addition to questionnaires, this research used interviews in terms of data collection to strengthen research data and found answers to the problems being studied. In the interview, several questions were given that required participants to answer based on the experiences of their respective prospective teacher students while teaching online during the teaching practicum in school which coincided with the COVID-19 pandemic. Some of these questions and answers from respondents included:

To find out how EFL Student-Teachers overcome the problems faced in the online discussion, the writers asked some questions related to those issues. The question was about how to get students' attention so they could focus on teaching and learning activities. Most of the participants reported that student-teacher must prepare the teaching and learning activities well. P#1 states:

“Provide learning materials in an interesting way, and always ask students what learning methods they like.” P#1

The data described was supported by Fortune et al., (2011), stated that “There are three things that matter which usually appears in online learning; use of teaching materials, student interaction, and learning atmosphere.”

During the Covid-19 pandemic, learning was shifted from face-to-face learning to online learning. In online learning activities, there was an online discussion. In online discussion EFL Student-Teachers faced several difficulties and because of this, EFL Student-Teachers was hard to adapt online teaching and learning activities. For the question about how EFL Student-Teachers adapted to face difficulties in transitioning face-to-face learning to online learning. Most of the participants answered that EFL Student-Teachers should learn more about online learning platforms so that online discussion activities could run well. P#9 states:

“I try and learn more things about technology because online learning also requires skills in using social media, or other learning applications. Then look for the right method for online learning to run well and the material can be understood by students”. P#9

The data was in accord with Erni et al. (2020), in practicing e-learning required technology as assistance, such as a smartphone or personal computer. As for applications that could be used, such as Google Classroom, Whatsapp, Zoom, Google Meet, etc.

The COVID-19 pandemic outbreak came suddenly and EFL Student-Teachers had not received enough a good training to deal with online teaching and learning activities. For the question about EFL Student- Teachers had difficulty teaching through online platforms due to lack of training, most of the participants agreed that they had difficulty teaching online due to lack of training. However, they must adapt and find solutions for their teaching and learning activities, such as learning about the platforms used in online discussions. P#9 states:

“Yes, because this is the first time teaching online and lack of training and experience. However, for that, I try to find out and learn from sharing sources so that I can master the online platform that will be used during learning. P#9

This was the opposite of with Bhaumik (2020), in his research on Teachers who had difficulty in teaching through online platforms due to lack of prior training, he got various responses including 10.8% stating strongly agree with the statement, 28.4% agree, 20.3% undecided, 32.4% disagree, and 8.1% strongly disagree with the statement. Ray (2009), also added

“That faculty, who are new to online instruction, should be required to participate in technical and pedagogical training before providing online instruction”.

Online discussion was used as a way of discussing in teaching and learning activities by EFL Student-Teachers during the Covid-19 pandemic as long as face-to-face learning cannot be implemented. The next question is about online learning as effective as face-to-face learning at school. The majority of participants disagree with the statement above because online discussion was less effective than face-to-face learning. P#23 states:

“No, it is more effective if our face-to-face learning does not have difficulty if we want to ask questions”.
P#23

This statement was supported by Bhaumik (2020), “There was already a stigma associated with online learning being inferior to face-to-face learning”. As reported by Bhaumik (2020), 35.2% of the learners felt online learning was as effective as classroom-based, face-to-face learning. On the contrary, 48.6% favored classroom learning over online learning, and 16.2% were undecided among the two.

Online discussion required media to support the continuity of teaching and learning activities, such media as personal computers or smartphones. For the question whether all students have smartphones or personal computers and whether EFL Student-Teachers think it could be an obstacle in online discussion activities, most of the participants gave their responses based on the experiences they had during teaching practicum. They stated that not all students had personal computers or smartphones and that could be an obstacle in the process of online discussion activities. P#7 states:

“Not all students have personal smartphones, and it hinders their effectiveness in learning”. P#7

This statement was supported by Erni et al., (2020), in online discussion activities, they really needed assistive technology such as smartphones or personal computers.

Online discussion activities did not always run smoothly, sometimes there were several obstacles such as difficult signals, weak signals, and others. Conforming to the next question was about internet connection problems during online discussion activities and how to solve them, majority of participants said that internet connection was a big problem in online discussion activities. This was related to P#14 which argued:

“Sometimes the signal is unstable, the way to overcome it can be by giving leeway in collecting assignments. or deliver material through videos uploaded on YouTube, so that students can access them at any time”. P#14

The statement above was supported by Maqbulin (2021), "The main problem in online discussion activities was internet access which caused students to complete assignments and submit assignments". To overcome this problem, EFL Student-Teachers took the trick to provide a longer period of time for submitting assignments than before.

The next another question about storage memory filled up faster because of the media shared in online discussion activities and how to solve it. Downloading teaching materials, creating assignments, and sending assignments made the memory capacity in a smartphone or personal computer full faster. This was due to the large number of important files that must be downloaded. With that EFL Student-Teachers worked around this by moving important files from smartphones to personal computers so they were not lost or deleted. This was also conveyed by P#23 states:

“Yes, media storage memory is at risk of full quickly because it stores data not to mention learning applications that use very large capacity sizes. To overcome this, it is stored partially on the laptop so that the storage on the cellphone is still sufficient in capacity”. P#23

This was also expressed by Bhaumik (2020), in his research on the question about the storage capacity of my digital devices was being quickly exhausted due to digital media shared on social groups and the different types of mobile apps installed for my studies found results over half of the learners (56.8%) disagreed whereas only 24.4% agreed. 9.5% strongly agreed and 55.4% agreed that the storage capacity of their digital devices was getting exhausted due to a large amount of data being shared for their studies.

Online teaching and learning activities through online discussions from home resulted in EFL Student-Teachers feeling tired because they had to sit for several hours. The question was about do EFL Student- Teachers felt tired when they had to sit for hours to carry out online lectures and how to solve it. Most of the participants agreed with the statement above and felt tired when carrying out online discussion activities, the way to overcome this was to move the tired limbs so they would not get tired again. P#24 states:

"Yes, we change positions for a while so we do not get tired". P#24

Sitting for a few hours in online discussion activities was very tiring. This was evidenced by Bhaumik (2020), discussed online classes through which required students to sit for long hours that made EFL Student-Teachers felt tired and mentally exhausted. The results of the data obtained in this study were 4.1% strongly disagree with the statement, 14.9% disagree with the statement, 13.5% undecided, 43.2% agree, 24.3% strongly agree with the statement.

However, the online discussion also had advantages, especially in flexibility, the last question was about whether online discussion provided freedom and flexibility with respect to time and speed in teaching. The majority of participants agreed with this statement. P#22 states:

"Yes, the time you have when online learning activities take place is more 'flexible'". P#22

It was supported by Setiawan (2021), stated that online discussions provided flexibility in choosing the time and place to access the trip.

E. CONCLUSION

The research entitled "Reflective Practice-Oriented Online Discussions: A Narrative Study on EFL Student-Teachers During COVID-19 Pandemic" was appointed as research because of the ongoing COVID-19 pandemic situation. This pandemic had an impact on

the education sector which resulted in switching learning mode from face-to-face learning to online learning. In online learning there was online discussion, which in this research found there were many problems faced by EFL Student-Teachers in terms of media, unstable network connections, and no supporting media for online discussion such as; smartphone or personal computer, data packets that were lacking adequate, etc. This was felt by EFL Student-Teachers during teaching practicum activities. In addition, there were other difficulties in the online discussion process, including the transition of this learning mode which required EFL Student-Teachers to adapt from face-to-face learning to online discussion, especially the lack of prior training received by EFL Student-Teachers due to the COVID-19 pandemic came suddenly. EFL Student-Teachers found it difficult to get students' attention so they could focus on the material being taught, moreover required to be more creative and innovative in developing online discussion activities. However, the advantage felt by EFL Student-Teachers from online discussion was the flexibility of time that could be used in online discussion activities. From online discussion activities during the COVID-19 pandemic, EFL Student-Teachers learned a lot about online teaching did not forget to do the reflection to find out their strengths and weaknesses in terms of online teaching because EFL Student-Teachers were facilitators and motivators for students.

REFERENCES

- Adedoyin, Olasile, B. & Soykan E. 2020. Covid-19 Pandemic and Online Learning: The Challenges and Opportunities. *Interactive Learning Environments*. Doi: 10.1080/10494820.2020.1813180.
- Alodokter. 2021.COVID-19 - Gejala, Penyebab dan Cara Mengobati. <https://www.alodokter.com/covid-19> (accessed 20-09-2021).
- Bentley, et al. 2012. Design and Evaluation of Student-Focused eLearning. ©Academic Publishing International Ltd, 10(1), 1-12.
- Benson, P. 2001. Teaching and researching autonomy in language learning. Essex: Pearson Education Ltd.
- Bhaumik, R., Priyadarshini, A. 2020. E-readiness of senior secondary school learners to online learning transition amid COVID-19 lockdown. *Asian Journal of Distance Education*, 15(1), 247-253.
- Biofarma.co.id.(2021). Kenali Virus COVID-19. <https://www.biofarma.co.id/id/berita-terbaru/detail/kenali-virus-covid19> (accessed 20-09-2021).
- Borthwick, A. C., & Hansen, R. 2017. Digital Literacy in Teacher Education: Are Teacher Educators Competent?. *Journal of Digital Learning in Teacher Education*, 33(2), 46–48. doi:10.1080/21532974.2017.1291249.
- Bouckaert, M. 2015. Designing a materials development course for EFL student teachers:

- principles and pitfalls. *Innovation in Language Learning and Teaching*, 10(2),90–105. Doi:10.1080/17501229.2015.1090994.
- Conelly, F.M., & Clandinin, D. J. 1990. Stories of Experience and Narrative Inquiry Educational Researcher. *SAGE Journals*, 19(5), 2-14.
- Dikilitaş, K., & Comoglu, I. 2020. Pre-service English teachers’ reflective engagement with stories of exploratory action research. *European Journal of Teacher Education*,1-17. doi:10.1080/02619768.2020.1795123
- Dinh, L. P., Nguyen, T. T. H. 2020. Pandemic, social distancing, and social work education: students’ satisfaction with online education in Vietnam. *Social Work Education The International Journal*. Doi: 10.1080/02615479.2020.1823365.
- Erni., et al. 2020. Refleksi Proses Pembelajaran dimasa Pandemi Covid 19 pada Sektor Pendidikan Guru MTs Swasta di Pekanbaru. Dampak dan Solusi. *Badelau Journal of Education and Learning*, 1(1) , 1- 10.
- Farrell, T. S. C. 2012. *Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön*. *TESOL Journal*, 3(1), 7–16. Doi:10.1002/tesj.10.

- Fitria, Tira Nur. 2020. Teaching English Through Online Learning System during Covid-19 Pandemic. *Journal of English Language Teaching*. e-ISSN: 2580-1473; p-ISSN: 2338-882X; DOI: 10.32332/pedagogy.v8i2. 2266
- Fortune, M. F., Spielman, M., & Pangelinan, D. T. 2011. Students' Perceptions of Online or Face-to-Face Learning and Social Media in Hospitality, Recreation and Tourism. *MERLOT Journal of Online Learning and Teaching*, 7(1), 1 –16.
- Hidayati, L. 2020. *Kendala Belajar Online Bagi Siswa Saat Pandemi Covid-19*. <https://kumparan.com/laeli-hidayanti/kendala-belajar-online-bagi-siswa-saat-pandemi-covid-19-1tfb7OwtV7i/4> (accessed 20-08-2021).
- Horasanli, E. B., Ortactepe, D. 2016. Reflective Practice-Oriented Online Discussions: A Study On EFL Teacher S' Reflection-On, In And For- Action. *Teaching And Teacher Education*, 59, 372-382. Doi: <http://dx.doi.org/10.1016/j.tate.2016.07.002>
- Huang, C., et al. 2020. Clinical Features of Patients Infected with 2019 Novel Coronavirus in Wuhan. *The Lancet*, 395(10223), 497–506.
- Maqbulin, A. 2021. Problems With Online Learning During The Corona Pandemic In The Perception Of Students. *Jurnal Diklat Keagamaan*, 15(1).
- Miles, M.B., Huberman, A.M. and Saldana, J. (2014) *Qualitative Data Analysis: A Methods Sourcebook*. Sage, London.
- Morris, N. 2012. Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology By Diana Laurillard. *British Journal of Educational Studies*, 60(4), 448-450, Doi: 10.1080/00071005.2012.742279.
- Mumford, S., Dikilitas, K. 2019. "Pre-Service Language Teachers" Reflection Development Through Online Interaction In A Hybrid Learning Course". *Journal Pre-Proof*, pp 1-25. Doi: <https://doi.org/10.1016/j.compedu.2019.103706>
- Phatak, et. al. 2013. Qualitative Research. Perspectives in Clinical Research. *ResearchGate*, 4(3).
- Pollard, A. Collins, J. 2005. *Reflective Teaching 2nd edition*. London: CONTINUUM.
- Poom-Valickis, K., & Mathews, S. 2013. Reflecting others and own practice: an analysis of novice teachers' reflection skills. *International and Multidisciplinary Perspectives*, 14(3), 420–434. doi:10.1080/14623943.2013.767237
- Ray, J. 2009. Faculty perspective: Training and course development for the online classroom. *Journal of Online Learning and Teaching*, 5(2), 263-276.
- Sardiman, A.M. 2004. *Interaksi dan Motivasi Belajar-Mengajar*. Jakarta: Rajawali
- Setiawan, P. 2021. Pengertian E-learning – Karakteristik, Manfaat, Kelebihan, Kekurangan, Jenis, Komponen, Para Ahli. Guru Pendidikan.com.
- Simanihuruk, L., et al. 2019. *E-Learning: Implementasi, Strategi dan Inovasinya*. Medan: Yayasan Kita Menulis.
- Tsang, A.K. L. 2011. Online reflective group discussion – connecting first year undergraduate students with their third year peers. *Journal of the Scholarship of Teaching and Learning*. 11(3) pp. 58 – 74.
- Vebrianto, R. & Osman, K. 2012. Keberkesanan Penggunaan Pelbagai Media Pengajaran dalam Meningkatkan Kemahiran Proses Sains dalam Kalangan Pelajar (The Effectiveness of Various Instructional Medium in Improving Students' Science Process Skills). *Jurnal Pendidikan Malaysia*, 37(1), 1-11.
- World Health Organization. 2020. Coronavirus. Accessed on Januari 21, 2021, by the <https://covid19.who.int/>.

Top margin	: 3 cm	Bottom margin	: 2.54 cm
Left margin	: 3 cm	Right margin	: 2.54 cm

Yuberti. 2015. Online Group Discussion Pada Mata Kuliah Teknologi Pembelajaran Fisika. *Jurnal Ilmiah Pendidikan Fisika Al-BiRuNi*, 04 (2) (2015) 145-153. DOI: 10.24042/jpifalbiruni.v4i2.88.