CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

This chapter use descriptive qualitative analysis that has 30 students in CALL 2 (Computer Assisted Language Learning 2) Class 2015 at English Teacher Education Department UIN Sunan Ampel Surabaya as sample. This research uses recording document in CALL 2 class of online activity (SCHOLOGY). It is analyzed by writer to check the participant that has contributed to the class.

The document of SCHOOLOGY discovered from the lecturers, further classification instrument making in the form of tables and rubric classification. The first step, make an instrument among the rubric classification and table discussion is handled by researcher in assessing the online activity. Next, researcher classifies the students follow the online class using SCHOOLOGY media in CALL 2 class. This research takes a sample from two classes of CALL 2 consisting 60 students. The selection and the SCHOOLOGY estimation choose randomly, thus there is no comparison achievement or sequence identification numbers in this research.

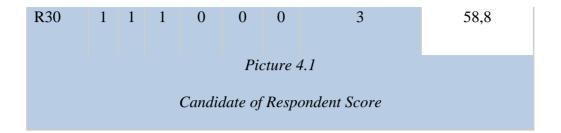
When the data carried out this research has been collected, further research instrument-making in the form of a questionnaire deliver to the respondent. Respondents trusted to pass judgment on the instrument this

research were 30 respondents from research sample in the CALL 2. Afterwards the instrument tested the validity and reliability to determine whether the data is valid or not. The results of respondents' tabulate into a diagram to describe the amount of response data, moreover that can identify trends in data easily. Subsequent results have been analyzed outlined the study in discussion.

The following data is the result of participant in SCHOOLOGY activity based on the recording SCHOOLOGY 2015.

	Participation of SCHOOLOGY 2015														
En	English Education D <mark>ep</mark> artment at UIN Sunan Ampel Surabaya														
Nama	PI	N	TE	WA	MT	TC	Participant Percentage	Success criterion							
R1	7	7	28	26	4	0	72	83,7							
R2	11	7	19	4	1	1	43	86,3							
R3	9	6	11	5	1	0	32	74,5							
R4	9	5	3	8	5	0	30	80							
R5	13	4	3	8	1	0	29	76							
R6	8	3	6	2	10	0	29	69							
R7	5	1	6	15	1	0	28	72,2							
R8	13	2	6	5	0	0	26	69,3							
R9	20	1	3	1	1	0	26	76							

R10	1	4	7	11	2	0	25	76,2		
R11	5	7	5	6	1	0	24	76,8		
R12	4	4	5	8	3	0	24	78,2		
R13	4	6	7	5	1	0	23	77,5		
R14	6	4	8	3	1	0	22	75,7		
R15	2	3	4	10	1	0	20	74,5		
R16	3	1	2	1	1	0	8	70,5		
R17	3	1	2	1	1	0	8	66,3		
R18	1	1	1	1	4	0	8	62,2		
R19	1	4	1	1	0	0 0 7		62,8		
R20	1	1	1	3	1	0	7	66,2		
R21	1	0	3	2	0	0	6	60,2		
R22	1	1	2	1	1	0	6	67,7		
R23	2	1	1	1	1	0	6	64,3		
R24	2	1	1	1	0	0	5	60,8		
R25	3	1	1	0	0	0	5	57,5		
R26	1	0	1	2	1	0	5	63,3		
R27	1	1	1	1	1	0	5	64,2		
R28	3	0	0	1	0	0	4	59,8		
R29	1	1	0	1	1	0	4	68,2		



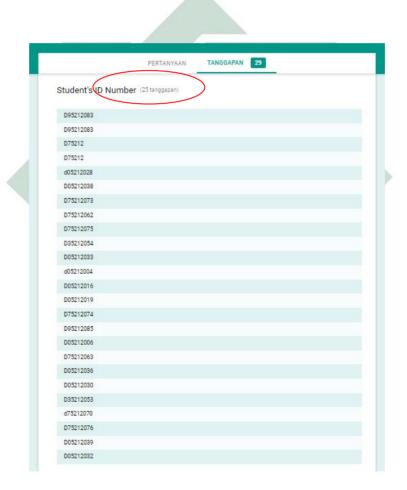
4.1.1. Implementation of Research

Admission of questionnaire is online by Google form, hopefully it will not disturb the respondents' time. Respondents fill out a questionnaire by selecting the appropriate response to reality. The questionnaire consists of two types enclosed close-ended as 11 items and open-ended as 8 items.



Picture 4.2 Online Form

The total number of students CALL 2 is 60 students, then researcher take the most active and the most passive for online learning as 30 students, researcher can only reach 25 students. It can be said the maximum number obtained by investigators. The problem is the difficult access to contact the respondents.



Picture 4.3

Total of Respondent

4.1.2. Instrument Validity

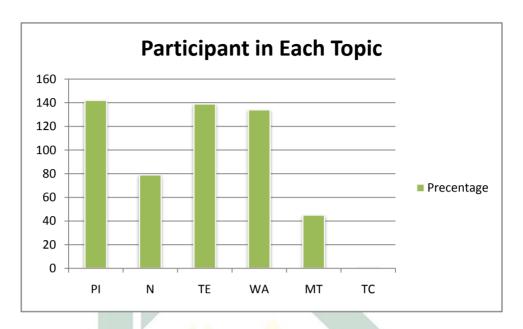
The test instrument is an important part in the research. With a valid and reliable instrument in data collection is expected the results to be valid and reliable. In this writing, researcher validates the two professors considered and competent in this test.

B. Research Finding

1. Students' participation in online discussion during the "CALL" course at English Education Department of UIN Sunan Ampel Surabaya

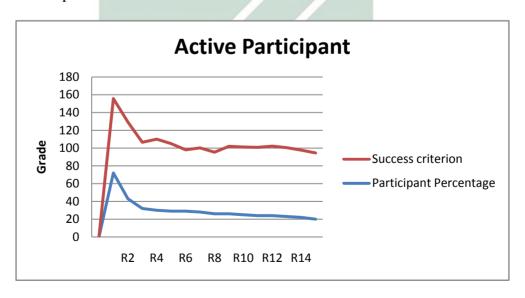
The study produced many students' interest in participating in online class, evidenced by all students in CALL 2 participate the class either as a respondent or not. Some factors that appear in this study are; the topics is raised an interesting topic in online learning with a sample of 30 students, students who commented are familiar friends, the internet is fast access, and the score integrity is high.

The following graphic is the students' respond based on the topic is raised such as Personal Introduction (PI) and the main topic; Netiquette (N), Technology in Education (TE), Web quest Activity (WA), Making Timeline (MT) (ungraded), and Technology Corner (TC) (ungraded).

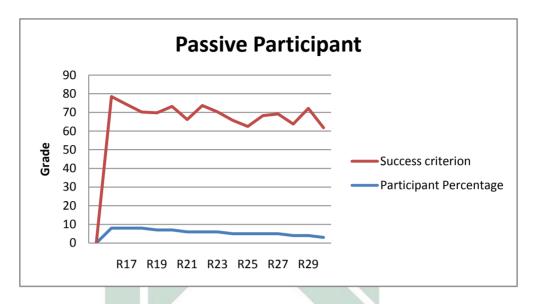


Picture 4.4

In addition, active students also affect the quality of the students' distribution in online class, the students' distribution quality have been measured using the success criterion adapted from the work of Dr. Kelvin Thompson.



Picture 4.5



Picture 4.6

In addition, researcher use a rubric (picture 4.7) to graded the students' comments objectively. The result shows that active student comment more quality and attractive than passive students in online learning. (Picture 4.5 and picture 4.6)

ONLINE DISCUSSIONS PARTICIPATION RUBRIC

Adapted by: Dr. Kelvin Thompson

EME 5050: Fundamentals of Technology for Educators

	Superior	Excellent	Good	Fair	Poor				
Criteria	90-100 pts.	80-89 pts.	70-79 pts.	60-69 pts	0-59 pts.				
Responsiven	All	All	Up to 90 %	Up to 75 %	50 % or less				
ess to	component	component	of the	of the	of the				
discussion	s of	s of	prompt	prompt	prompt				
assignment	discussion	discussion	component	component	addressed in				
prompt	prompt	prompt	s addressed	s addressed	one or more				
	addressed	ad <mark>dr</mark> essed	in one or	in one or	postings				
	in initial	i <mark>n</mark> multiple	more	more					
	posting	<mark>po</mark> stings	postings	postings					
Application	Very clear	Somewhat	Somewhat	Very	Postings				
of assigned	that	clear that	unclear that	unclear that	reflect no				
reading(s)	readings	readings	readings	readings	evidence of				
	were	were	were	were	assigned				
	understood	understood	understood	understood	readings				
	by	by	by	by					
	incorporati	incorporati	incorporati	incorporati					
	on into	on into	on into	on into					
	postings	postings	postings	postings					

Responsiven	Multiple	At least	At least	One or	No evidence		
ess to group	points from	one point	one point	more	that any		
discussion	multiple	from	from one	points from	other		
	participants	multiple	other	one or	postings		
	clearly	participants	participant	more	have been		
	built	clearly	clearly	participants	read/Unwitti		
	upon/refute	built	built	only	ng repetition		
	d in	upon/refute	upon/refute	vaguely	of questions		
	postings	d in	d in	built	or points		
		postings	postings	upon/refute	made by		
				d in	others		
		1		postings			
Timeliness of	Postings	Postings	Postings	Postings	Postings		
discussion	well	<mark>somewhat</mark>	neith <mark>er</mark>	somewhat	very		
contributions	distributed	<mark>distributed</mark>	distributed	concentrate	concentrated		
	throughout	throughout	nor	d during	during the		
	the week	the week	concentrate	the week	week (i.e.,		
			d	(i.e., all	all posted		
			throughout	posted	within a very		
			the week	within a	brief period		
				somewhat	of time)		
				brief period			
				of time)			

Quantity of	Exceeded	Met the	Less than	Original	Replies only			
contributions	the	minimum	the	posting	(regardless			
	minimum	number of	minimum	only	of number)			
	number of	postings	number of					
	postings	(original	postings					
	(original	post and	(original					
	post and	replies)	post and at					
	replies)		least one					
			reply)					
Adherence to	All on-line	Up to 90 %	Up to 75 %	Up to 50 %	25 % or less			
discussion	protocols*	of the	of the	of the	of the online			
protocols*	followed	on <mark>lin</mark> e	<mark>onli</mark> ne	online	protocols*			
		protocols*	protocols*	protocols*	followed			
		f <mark>ol</mark> lowed	<mark>f</mark> ollo <mark>we</mark> d	followed				
SCORE								

Kelvin Thompson, Ed.D.

Student Blogging: A Connected Stance Applied

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Picture 4.7

The Result of Success Criterion

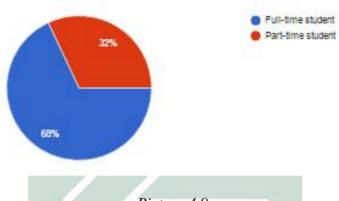
: Criteria	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Criteria	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30
Responsiveness to discussion assignment prompt	97	68	57	55	54	54	53	51	51	50	49	49	48	47	45	33	33	33	32	32	31	31	31	30	30	30	30	29	29	28
Application of assigned reading(s)	70	90	70	85	70	65	70	80	85	80	85	85	85	85	80	80	85	75	65	75	75	75	75	75	70	75	75	75	80	75
Responsiveness to group discussion	80	90	80	85	80	65	70	75	80	75	75	80	80	70	70	80	65	65	70	60	65	70	75	70	60	70	75	65	70	65
Timeliness of discussion contributions	85	90	85	85	85	70	85	70	85	85	85	85	85	85	85	85	70	65	85	85	65	85	70	65	65	70	70	65	85	65
Quantity of contributions	85	90	70	85	82	85	70	65	70	82	82	85	82	82	82	60	60	60	60	60	60	60	60	60	55	60	60	60	60	55
Adherence to discussion protocols*	85	90	85	85	85	75	85	75	85	85	85	85	85	85	85	85	85	75	65	85	65	85	75	65	65	75	75	65	85	65
SCORE	83,7	86,3	74,5	80,0	76,0	69,0	72,2	69,3	76,0	76,2	76,8	78,2	77,5	75,7	74,5	70,5	66,3	62,2	62,8	66,2	60,2	67,7	64,3	60,8	57,5	63,3	64,2	59,8	68,2	58,8

Picture 4.8

2. Students' problems to participate online discussion

From the questionnaire, researcher get the conclusion about the problems faced by students in participating online discussion based on the diagram. First is the students demographic influence students' contribution in online learning. In achieving 65 % most of students are full-time students in the day. In explanation they need more time to spend time for this course. Moreover 32 % students joined more than three online courses, 24 % students joined two to three online courses, and 20 % students joined another online course besides CALL 2 course. In prediction 76 % students are not focus with CALL 2 course and they have less time to participate online discussion. The 34 % students are total to contribute online discussion more time.

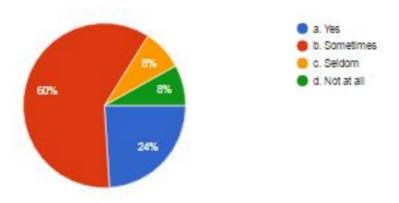
Students' Demographic



Picture 4.9

In conclusion students who are full time student are the most active in online discussion than others. in other hand, this questionnaire shows that 60 % students sometimes feel comfortable apply technology in learning process, 24 % students always feel comfortable using internet, and 8 % do not feel comfortable at all.

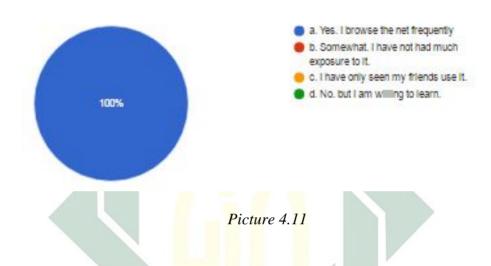
Comfortable with Technology



Picture 4.10

Moreover, 100 % students are able to use internet. It shows that there is no problem to students in operating internet.

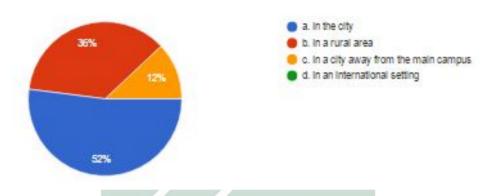
Students' can use internet



a. Internet Connection

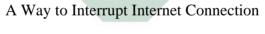
In addition, 52 % students stay in the city, 36 % in a rural area, and 12 % in a city away from the main campus. Almost 50 % students are possibility difficult in getting internet connection.

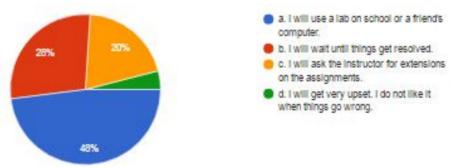
Students' Place



Picture 4.12

There are some ways to interrupt internet connection: 28 % students will wait until things get resolved, 48 % students will use a lab on school or a friend's computer, 20 % students will ask the instructor for extensions on the assignments, and 4 % students will get very upset when things go wrong.



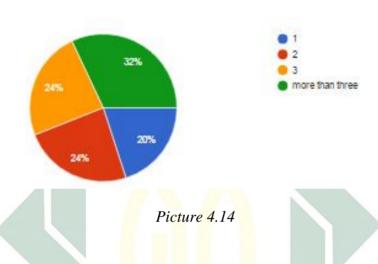


Picture 4.13

b. Time

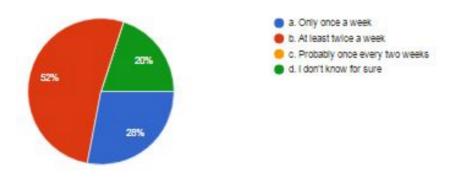
As for the time, students spend time in online discussion in accordance with the following diagram.

Registered In Online Course



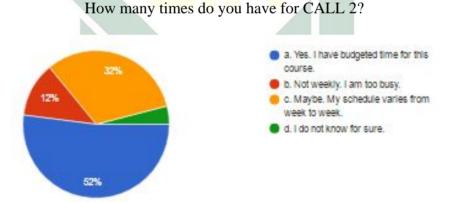
From the causes engender 52 % students log on to internet at least twice a week, 28 % only once a week, and 20 % students are on the knees of the gods.

Students log on to internet in a week



Picture 4.15

Based on the respondent responses, 52 % students are available to budgeted time for CALL 2 course (Picture 18). Other students take a part in CALL 2 if they are not busy with unstable time. In addition, students join this course because of current reasons such as; 1) they do not have time to take a traditional class, 2) they are nervous about the course, 3) they do not look forward the course, but they need the course, 4) they look forward to the experience. Moreover, 40 % students have less time since the class does not meet, 36 % students are able to dedicate about four to six hours a week for studying, 20 % students do not know what to expect, and the others join the course as attending and studying for a traditional course



Picture 4.16

How long you spend time for CALL 2?

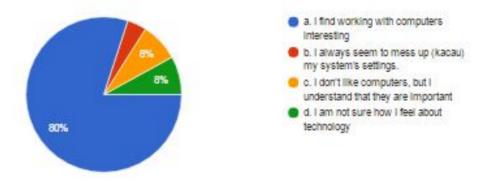


Picture 4.17

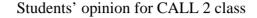
c. Online Class Environment

In other hand, most of students can use internet and 80 % students find working with students interesting, 8 % students always seem to mess up their system setting and they do not like computer, but they are understand that computer is important.

Feel comfortable with computers



Picture 4.18





Picture 4.19

From this result, 56 % students look forward to the experience, 24 % students do not look forward to it, but they need the course, and 16 % students are nervous to the course, and other are neutral.

C. Discussion

A. Participation

Davis defines that participation is a person's mental and emotional engagement to achievement of goals and take the responsibility. From the definition, Davis separates the elements containing in participation are:²

1. The involvement of learners in all activities carried out in the learning process.

_

¹Strategic performance empowerment model: Empowerment in Organizations: Vol 6, No 2, pp. 57–65.

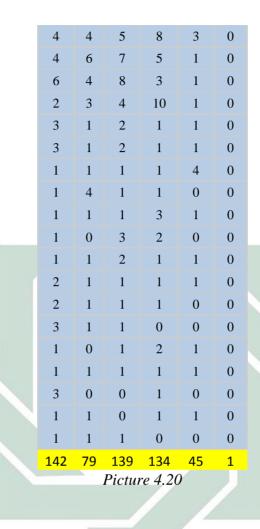
2. The willingness of students to respond and be creative in the activities carried out in the learning process.

In CALL 2 course, lecturer gives students the course authorship to develop their knowledge and creativity in sharing idea. Students are able to develop their task by self with lecture's instruction with any sources that they have. However lecturer always controls the discussion in SCHOOLOGY to avoid the plagiarism of idea. This online class will be up if the participant are active with good instructor because of the students' authorship.

From 180 points of participant, the most active student is 142 points and the passive is 1 points. It means that more than 50 % of sample has contributed their self well to develop the activity in SCHOOLOGY. (*Picture 4.5*)

Percentage of Participation

PI	N	TE	WA	MT	TC
7	7	28	26	4	0
11	7	19	4	1	1
9	6	11	5	1	0
9	5	3	8	5	0
13	4	3	8	1	0
8	3	6	2	10	0
5	1	6	15	1	0
13	2	6	5	0	0
20	1	3	1	1	0
1	4	7	11	2	0
5	7	5	6	1	0



In many online courses, online discussion interplays the basis of interaction and participation. Therefore, online user has to know how to position the participant well. The following guidelines are for participation program success:³

 Let workers progress from involvement on simple issues to more complex ones.

 $^3Empowerment\ and\ participation.$

.

- 2. Communicate in advance their areas of decisional freedom and the associated boundaries.
- 3. Don't force workers to participate if they do not wish to do so.
- 4. Provide counseling for supervisors so that they will know how to handle power sharing.
- 5. Set realistic goals for the early stages of any participative process.
- 6. Keep the guiding philosophy behind participation firmly in mind at all times.
- 7. Never attempt to manipulate a decision under the guise of participation.
- 8. Maintain a delicate balance between over participation and under participation.
- 9. Monitor employee perceptions of the level of empowerment experienced.

In this progress, the course has designed the online class using different topic in each period with new issues that students unknown. Moreover the topic is related with students' reality, so they are enthusiasm to know the topic about. In addition, students of CALL 2 have freedom and associate boundaries in the course, lecturer does not force students to participate if they do not wish to do. (*Picture 4.18*) It is important for students feeling enjoyable with the course.

Every students have own problem in online discussion such as, internet connection, nothing media to use, less time to participate, and stuck with idea. In this course, Lecturer always motivates students to check and comment this

course or task via Whatsapp. This way is achievable to stimulate students in sharing their idea or knowledge. Moreover lecturer has facilitated counseling for students via Whatsapp to help their problem.

B. Learning in class and learning out-of class

"By learning, we do not mean just book learning, or classroom learning, or even e-learning. We see learning as an integral part of life. Sometimes it demands an effort; sometimes it is not even our goal. But it always involves who we are, what we do, who we seek to connect with, and we aspire to become.4

After do research of Participation in Online Class During The CALL class at English Teacher Education Department, this statement is right. The reasons are:

- Students have many experience and knowledge about technology 1. especially knowledge of application in online learning.
- 2. Students need effort to do the task more open minded, because the tasks in the discussion need accurate information using reference.
- 3. From this course, students are happy because they are able to get experience, and new motivation to develop technology in education.

⁴⁴ Digital Habitats: Stewarding Technology for Communities: Etienne Wenger, Nancy White, John D. Smith: 9780982503607: Amazon.com: Books, p. 4.

C. Online discussion

There are kind of discussion such as; Discussion Webs and Classroom Discussion. The CALL 2 course is discussion Webs applied Web quest. Webquest is an act of search, gather, and also compare a given domain of information, mostly based on website, blog, and internet source.

Different from internet-based conventional research, webquest is educational based information gathering. There are 3 procedural standards for Webquest:

- 1. Classroom Based. Webquest is asked by teacher to his student to enlarge their information about given domain.
- 2. Higher Critical Thinking. The information must be filtered by these 3 principles: critics, creativity, and analysis.
- 3. Teacher's Selection. Teacher as the task-giver should give particular webbased source to students.

In this section there are few discussion topics that need to be addressed by students. There are topics that are compulsory for students to respond and will give them credit for responding. There are also topics which may be of their interest and will provide them with channels for asking help and sharing information. In addition, this section are founded few tutorials on few topics. Students do not hesitate to request or even to propose or contribute there.