CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter cover about learning in class and learning out of class, online discussion, the concept of IT on education, the previous participant in online class, and previous study.

A. Participation

Participation is action distribution of the mind in donation ideas, opinions or thoughts constructively, either to develop programs or to facilitate the implementation of the program. Davis defines that participation is a person's mental and emotional engagement to achievement of goals and take the responsibility.¹

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

¹Strategic performance empowerment model: Empowerment in Organizations: Vol 6, No 2, pp. 57–65, http://www.emeraldinsight.com/doi/abs/10.1108/14634449810210742, accessed 30 Mar 2016.

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

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

B. Learning in class and learning out-of class

1. Learning

³*Empowerment and participation*, http://nptel.ac.in/courses/110105034/SM_Web/Ch17modified.pdf, accessed 10 Jan 2016.

Based on OXFORD dictionary "learning" originates from verb "learn" which has meaning "gain knowledge or skill in a subject or activity".⁴ In other hand, Business Dictionary says that learning is measurable and relatively permanent change in behavior through experience, instruction, or study. It means learning is a process to repair in behavior to avoid the bad experiences that happen in last.⁵ "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.⁶

There are some factors that usually come along in the learners' mind;⁷

1. Anxiety.

Most of potential learners are anxious

⁵What is learning? definition and meaning,

http://www.businessdictionary.com/definition/learning.html, accessed 21 Mar 2016.

⁶ Digital Habitats: Stewarding Technology for Communities: Etienne Wenger, Nancy White, John D.
Smith: 9780982503607: Amazon.com: Books, p. 4, https://www.amazon.com/Digital-Habitats-Stewarding-Technology-Communities/dp/0982503601#reader_0982503601, accessed 11 Aug 2016.
⁷ Jenny Rogers, Adults learning (Maidenhead; New York: Open University Press, 2007), pp. 7–10, http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780335235018, accessed 18 Aug 2016.

⁴ "learning", OXFORD, p. 74.

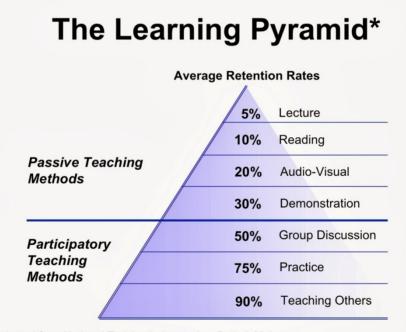
2. Memories of school

There are several possible experiences either positive or negative that influences learner in distribution themselves.

3. Challenge to believe

Another possible explanation is that potential conflict is involved when an adult comes forward for learning.

The different of passive teaching methods and participatory teaching methods influence the way of students' learning.



*Adapted from National Training Laboratories. Bethel, Maine

2. Definition of learning class

Based on Thesaurus Dictionary, class is a number of persons or things regarded as forming a group by reason of common attributes, characteristics, qualities, or traits; kind; sort.⁸ In other definition, class is a group of students meeting regularly to study a subject under the guidance of teacher. The definition of learning class that alone is the process of study that have eye contact between teacher and student who is doing communication.

3. Definition of learning out-of class

Learning out-of class is the process of learning directly to something that has relation with someone life. Learning directly in out-of class is a way to introduce a student or learner to know how to apply what they get in school. It is a good way as implementation and explanation of science. It develops awareness of the positive effects of experience outside the classroom that can be used as teaching materials.

The different of learning in class and learning out-of class (E-learning)⁹

Concept	Classroom	E-learning	
Learning Process	Instructor-led	Self-study	
Motivation	Instructor generated	Individually generated	

⁸*Class / Define Class at Dictionary.com*, http://www.dictionary.com/browse/class?s=t, accessed 21 Mar 2016.

⁹ *Making Elearning Work For You*, http://www.instructionaldesignexpert.com/eLearning.html, accessed 18 Aug 2016.

Feedback	Immidiate response	Programmed response
Role-play	Face to face	simulated
System Training	Instructor led	Simulated
Participants	Limited to availability	Unlimited
Repetitive	One time	Unlimited
Interactivity	Limited Time	Limited Development Time

C. Online discussion

2.2.1. Meaning of online discussion

Based on COBUILD Dictionary, discussion is a piece of writing or a lecture in which someone talks about it in detail. With another explanation that discussion is a process of study where the subject is more than one in which someone exploring more about a lecture or information detail. ¹⁰ The other hand, online is computer setting which is connected to the internet. In the result, online discussion is subject who uses computer setting to explore more about a lecture or information detail in Internet. Garrison and Johnson interpret online is forums (messages and postings can be viewed when convenient for participants) that offer students the time to reflect on the topic of discussion and thereby encourages a more in depth and constructive dialogue.

2.2.2. Kind of discussion

¹⁰ "discussion", *Collins COBUILD*, 2006th edition.

1. Web Discussion.¹¹

It is a special kind of graphic aid for teaching students to look at both sides of an issue before drawing a conclusion. Discussion Webs are a great way to engage students in meaningful conversation and spark critical thinking at the same time. It does that by incorporating an adaptation of a discussion approach called *think-pair-share*. Using this approach, students are asked to respond to a yes-no thinking question. Then:

- a. Students think individually about the question that's up for discussion. They look in the text for information they might use to support their opinions.
- b. They discuss their ideas with a partner (as a pair). The partners share supporting ideas from the text and from their own experiences.
- c. Then the partners pair up with another set of partners. They work as a group of four to eliminate contradictions and inconsistencies in their thinking as they come to a consensus and decide upon one idea that a spokesperson for the group share with the class. (There'll be plenty of time during the classroom discussion for dissenting opinions to be heard.)

¹¹ Hamzah B. Uno, *Teknologi Komunikasi & Informasi Pembelajaran*, 1st edition (Bumi Aksara, 2010).

2. Classroom Discussion

Classroom discussion is a discussion that can enhance student understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning.¹² Separate the classroom discussion consistent:

a. Enhance knowledge, understanding, and relevance

Student understanding and ability to connect detailed technical content with other knowledge and experience can be facilitated by open discussion related to applications, connecting principles, prior experiences, current events, emerging technologies, future challenges, etc.

- b. Point out current "state of knowledge" as context for the material Student's awareness and understanding of where the course material fits into the evolving state of knowledge in the field can be developed through class discussion. Historical context, current events, and outstanding questions are useful topics to address in guiding these discussions.
- c. Build skills in critical thinking and analysis

¹² Napolitano Blount, *Basic of Discussion* (2014).

By interacting with classmates and responding to the varying viewpoints and arguments that may arise during an open discussion, student will learn the value of continually challenging their own preconceptions, notions, understanding, and conclusions.

d. Build community and confidence

By hearing the thoughts of their peers, student can identify with each other in terms of past experience, perspectives, and opinions. By mutually supporting their developing abilities, they can grow more confident in their own skills within their peer group. Students will build their own support communities in this way.

2.2.3. The advantages of discussion

Meaningful discussion requires an environment where students are enabled to safely engage, freely offering opinions, thoughts, and experiences without fear of ridicule. As the leader of the class, it is critical that the instructor earns the trust of the student to foster this safe environment. Regardless of format, a valuable discussion will be based upon two basic pillars.¹³

1. Respect

¹³ Ibid.

All participants, including the instructor, must be respectful of all other participants, the course, the institution, society, and all identifiable groups. Rude behaviors, such as interruption, ridicule, anger, personal remarks, are disrespectful and must not be tolerated.

2. Responsibility

All participants are responsible to offer thoughtful remarks that are useful and contributory to the goals of the discussion. Reactionary comments, angry replies, and inappropriate attempts at humor are counterproductive and disrespectful.

2.2.4. Online learning

How to make technology useful is not straightforward and lacked for careful consideration by each school and its various departments. Skilled and dedicated educators, who are committed to providing their students the best possible learning opportunities, are a cornerstone of each education department. One solution to develop education is to utilize the technology in learning. There is a wide variety of possible goals for online learning discussions:¹⁴

¹⁴*how_to_plan_for_and_moderate_online_discussions.pdf*, pp. 2–3, http://teachonline.ca/sites/default/files/tools-

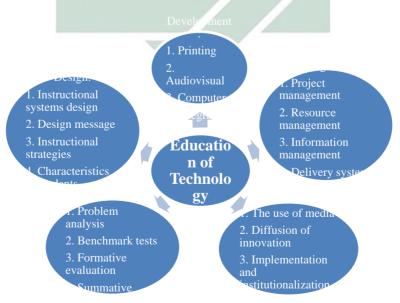
trends/downloads/how_to_plan_for_and_moderate_online_discussions.pdf, accessed 30 Mar 2016.

- Improved comprehension: to enable students to clarify their understanding of key concepts in the course through discussion with other students;
- **building an argument**: analyze the logic or power of someone else's argument and build and defend one's own position, using materials from the course or other relevant materials;
- **knowledge construction**: to encourage a deeper understanding of concepts, their applicability in different contexts and their relatedness to other concepts, or to acquire new meanings;
- collaborative learning: to enable students to learn from each other, to share knowledge and experience, and to learn to support and help each other;
- critical thinking: to encourage students to engage constructively in critical analysis of ideas, concepts, philosophies and processes/procedures, and to form, defend and reflect on their own position on issues raised in the teaching;
- to create a learning community: to develop a sense of belonging to a group with similar learning interests, in order to foster student engagement, and improve student retention; feedback for the instructor: to enable the instructor to see how learning is taking place within the group, to identify misunderstandings or areas of weakness

in the learning, and to provide an opportunity for additional teaching and support for the students as a group.

D. The Concept of IT on Education

The innovation of education always search and try to get its self. It is shown by the changed curriculum in some of country especially Indonesia. Most people want to get good education for them or their children are better than before. Moreover, as the developing nations, technology is something that is important to grow Indonesia' education. It has big influence for the development of education. From the case, a person has to know the concept of technology before applying it into their life to avoid errors in use of technology. The following picture is a comprehensive picture covering various domains implying in terms of technology.



1.1.The domain of educational technology¹⁵

The T&E of Science, Technology, Engineering and Mathematics (STEM) Education defines that Technology Education is practice of educating students about different technology and engineering concept as they relate to the "human made" World.¹⁶ That is, technology is a tool in developing the science of human well. Winn divides the three possibilities that may occur in the use of technology, namely (1) the process of delivering learning, the media used to convey something specific message. (2) The creation of a learning environment of media, where media is designed to help students explore and learn new knowledge. (3) The development of cognitive abilities of students, where the media serves as an example of a concept.

Kun, Haizhi, and Xing ge separate the distinctive characteristic of IT on education, mainly reflected in:¹⁷

- 1. Digital
- 2. Networking
- 3. Multimedia

¹⁵Hamzah B. Uno, *Teknologi Komunikasi & Informasi Pembelajaran*, p. 30.

¹⁶*Technology Education - Florida Agricultural and Mechanical University 2016*, http://www.famu.edu/index.cfm?TechEd&DefinitionofTechnologyEducation, accessed 21 Mar 2016.

¹⁷ Kun Guo, Haizhi Wang, and Xing Ge, "Lifelong Learning Capabilities of College Students Boosting by Information Technology on Education", *IERI Procedia*, vol. 2 (2012), p. 242, accessed 18 Aug 2016.

4.4. The Previous University In Online Class

The following table is the previous university which uses online discussion in their learning. Researcher gets the data from filtering information from internet.

No.	University	Name of the media	Function	Activity
1.	Universitas	E-learning	Download	Elisa has some menu such as
	Gajah	system for	references,	site news, UGM information,
	Mada	academic	discussion,	survey, user-agent, and e-
		community	share	learning.
		(ELISA)	homework	
			from	
			lecturer.	
2.	Institut	Blended	Studying	This e-learning gives facilities
	Teknologi	Learning	thoughtfully,	such as ITB link, Webmail
	Bandung	ITB	discussion.	Students, digital library,
				Faculty information, calendar,
				upcoming events, and agendas

				of ITB.
3.	Universitas	Computer	Learner	This e-learning process
	Indonesia	Learning	centered	reserves site news as
		Resources	mediation in	information resources of
		(CLR)	learning.	University, calendar,
				Indonesian University link,
				and course categories
5.	Universitas	Universitas	E-learning	There are some bids in this
	Brawijaya	Brawijaya		program one another e-
		E-Learning	17 A	learning community, calendar,
				UB information Brawijaya
				Information Technology
				Services, and site news.
8.	Universitas	Universitas	Virtual class	This university employs the
	Teknologi	Sebelas		program as share chat,
	Sepuluh	Maret E-		overview, ITS website, e-
	November	Learning		learning, digital library, site
				news, tutorial MOODLE,
				downloader material,
				calendar, chat forum, and
				reviewer old user.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

4.5. Previous Study

Safitri developes *A critical Discourse Analysis of Racism in NBC News Online Mass Media of Michael Brown's case in Ferguson, Missouri.* This study was taken from the text of the online digital news(NBC)that analyzed text structure and ideological implications of the text which has a role in reproduction and social context. This analysis refers to the three levels of analysis; macro-structure, super-structure and micro-structure.¹⁸

Fayyakun conducts a research and development entitled *Students' Motivation in Choosing Call Subject At English Education Department State Islamic University Sunan Ampel Surabaya.* This study tells about the students' motivation in choosing CALL and to know the students' opinions about CALL as media for teaching English.¹⁹

¹⁸Dessy Safitri, "A Critical Discourse Analysis of Racism in NBC News Online Mass Media of Michael Brown Case in Ferguson, Missori" (UINSA Surabaya), digilib.uinsby.ac.id/2885/, accessed 4 Jan 2015.

¹⁹Muhammad Agus Fayakun, "Students' Motivation in Choosing CALL Subject at English Education Department State Islamic University Sunan Ampel Surabaya" (UINSA Surabaya, 2014), digilib.uinsby.ac.id/1947/, accessed 4 Jan 2015.

Long Van Nguyen (2010)²⁰ has conducted a research and development entitled *Computer Mediated Collaborative Learning within a Communicative Language Teaching Approach: A Sociocultural Perspective.* This study tells about the collaborative second/foreign language learning to the review of the current Communicative Language Teaching (CLT) that is focused on Vietnamese language education.

This research titled *Participation in Online Discussion during the "CALL" Course at English Teacher Education Department UIN Sunan Ampel Surabaya* focus on the result of students participation doing online class for repairing the class later, the problem that they faced hopefully lecturer is able to measure the solve problem for the next students. In addition, this research is not only oriented to the current reality, but also based on data considered to be valid.

²⁰ Long Van Nguyen, *Computer Mediated Collaborative Learning within a communicative Language Teaching Approach: A Sociocultural Perspective*, vol. 12, no. 1 (2010).