

**EFL STUDENTS' ONLINE CLASSROOM PARTICIPATION:  
A CASE STUDY OF ADVANCED READING  
COMPREHENSION SUBJECT**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining the  
Degree of Education Bachelor in English Language Education



By:

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**2020**

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Semarang, 18<sup>th</sup> December 2020

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A Case Study of Advanced Reading  
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The Dean of  
Walisongo State Islamic University

*Assalamu'alaikum wr. wb.*

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Name of the Students : Ahmad Muzayyinus Sholihiiin  
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## ABSTRACT

Title : **EFL Students' Online Classroom Participation: A Case Study of Advanced Reading Comprehension Subject**  
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There were many researches about online classroom participation in any subject, but it was rarely research about online classroom participation in Advanced Reading Comprehension subject. This study described and analyzed the online classroom participation of EFL students in Advanced Reading Comprehension subject. The class was conducted in Zoom and Google meeting platform. The study applied a descriptive qualitative method. The researcher collected the data through non-participatory observation with 7 lists of observing. In addition, to support the observation, the researcher did the interview with 8 questions for 37 EFL students who would willing to help to collect the data and 6 questions for 1 lecturer who took responsibility of Advanced Reading Comprehension subject. The finding revealed that EFL students quietly did not participate and take part online actively. Moreover, the researcher found some factors that made the EFL students did not participate well. The factors were too many assignments, too many materials and many words or vocabularies that they did not understand, and home condition when following Advanced Reading Comprehension subject like there was no signal in their village and the noise of their home situation that they could not focus to participate the online classroom. A summary outlining the features of resulting online participation and discussion alongside learning outcomes and lecturer goals was lacking to show.

***Keywords:*** *Advanced Reading Comprehension subject, EFL students, Online Classroom Participation.*

## MOTTO

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ ۗ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ  
لَانْفَضُّوا مِنْ حَوْلِكَ ۗ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ  
فِي الْأَمْرِ ۗ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ ۚ إِنَّ اللَّهَ يُحِبُّ  
الْمُتَوَكِّلِينَ (١٥٩)

*“It was by the mercy from Allah that you lenient with them. Had you been rough and harsh-hearted, they would have dispersed from around you; pardon them therefore and ask forgiveness for them; and take counsel with them in the affair. Then when you are resolved, put your trust in Allah, certainly, Allah loves those who put their trust (in Him).” (Q.S. Ali Imran: 159)<sup>1</sup>*

- Translated by Imam Iskender Ali Mihr -

*“Successful people have learned to make themselves do what has to be done when it has to be done, whether they like it or not”<sup>2</sup>*

- Ernest Newman -

*“If you already know that life is bitter, then heat it up, don’t add it”*

- The writer of the study -

---

<sup>1</sup>The Noble Quran. Ali Imran-159, Surah The Family of Verse-159. (accessed Thusday, December 31th 2020. 20:49 PM). <http://en.noblequran.org/quran/surah-al-imran/ayat-159/>

<sup>2</sup>Ernest Newman. *The Life of Richard Wagner Vol.2. 1848-1860.* (1<sup>st</sup> Edition). Adolf A. Knopf. Cambridge University Press. England.

## **DEDICATION**

No writing project of mine reached fruition without the patience and support of everyone whom actually it was not enough with only write their name. Finally, the final project was dedicated to them, but the foremost dedications are to:

1. My beloved parents (Mr. Ali Achmadi and Mrs. Nurhayati) who always love me, pray to me and support me in finishing my study, thank you for the effort and contribution in making my education run well and success.
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3. My whole big families.
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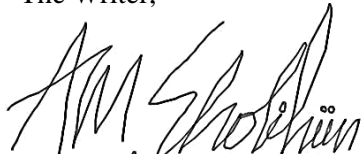
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Finally, the researcher realized that this thesis was far from being perfect. Therefore, the researcher would happily accept constructive criticism in order to make it better. The researcher expected that this thesis might be helpful for all. Amiin.

Semarang, 18<sup>th</sup> December 2020  
The Writer,



**Ahmad Muzayyinus Sholihin**  
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## TABLE OF CONTENTS

<b>TITLE</b> .....	<b>i</b>
<b>A THESIS PROJECT STATEMENT</b> .....	<b>ii</b>
<b>RATIFICATION</b> .....	<b>iii</b>
<b>ADVISOR NOTE I</b> .....	<b>iv</b>
<b>ADVISOR NOTE II</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>DEDICATION</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xii</b>
<b>LIST OF TABLES</b> .....	<b>xv</b>
<b>LIST OF APPENDICES</b> .....	<b>xvi</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of the study .....	1
B. Questions of the study .....	9
C. Objectives of the study.....	9
D. Significances of the study .....	9
E. Scopes and limitations of the study.....	10
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
A. Literature Review.....	11
1. Students' Participation .....	11

2. Online Students Participation.....	15
3. Advanced Reading Comprehension .....	16
a. Extensive Reading .....	16
b. Vocabulary Building.....	17
c. Comprehension Skills .....	18
d. Reader Faster.....	19
B. Previous Research.....	20
C. Conceptual Framework.....	26

### **CHAPTER III: RESEARCH METHOD**

A. Design of the study .....	27
B. Setting and context of the study.....	27
C. Participants and place of the study .....	28
D. Procedures of the study.....	28
E. Method of collecting data .....	39
F. Method of analysis data .....	31

### **CHAPTER IV: FINDINGS AND DISCUSSION**

A. Findings .....	34
1. The participation of EFL students in Advanced Reading Comprehension online class .....	34
2. Factors influencing EFL students' participation in online Advanced Reading Comprehension classroom .....	41
B. Discussion.....	44
C. Pedagogical implication.....	45
1. The importance of interactional building among students and lecturer .....	45

2. The importance of consistency between lecturer’s beliefs and practices .....	46
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**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....	48
B. Suggestion.....	49

**REFERENCES**

**APPENDICES**

**DOCUMENTATIONS**

**CURRICULUM VITAE**

## **LIST OF TABLES**

- Table 2.1 : Conceptual Framework of EFL students' online classroom participation in Advanced Reading Comprehension subject.
- Table 4.1 : The participation of EFL students in Advanced Reading Comprehension online class.

## **LIST OF APPENDICES**

- Appendix 1 : The Result of Non-participatory Observations Guide List.
- Appendix 2 : The Result of Non-participatory Observations Guide List.
- Appendix 3 : The Result of EFL Students' Interview of Online Classroom Participation in Advanced Reading Comprehension Subject.
- Appendix 4 : The Result of EFL Students' Interview of Online Classroom Participation in Advanced Reading Comprehension Subject.
- Appendix 5 : The Result of EFL Students' Interview of Online Classroom Participation in Advanced Reading Comprehension Subject.
- Appendix 6 : The Result of EFL Students' Interview of Online Classroom Participation in Advanced Reading Comprehension Subject.
- Appendix 7 : The Result of Lecturer's Interview of Online Classroom Participation in Advanced Reading Comprehension Subject.
- Appendix 8 : Observations Guide List.
- Appendix 9 : Interview Guide for EFL Students.
- Appendix 10 : Interview Guide for Lecturer.



# CHAPTER I

## INTRODUCTION

This chapter explored the subchapter. It began with the background of the study, questions of the study, objectives of the study, significances of the study, and the last was scope and limitation of the study.

### A. Background of the study

Student participation in classroom was referenced in various the reading material such as classroom discussions, speaking, commenting, verbal asking, and responding verbally.<sup>3</sup>

Some lecturers interpreted students' responses to their questions as evidence of an engaged classroom and consider evidence of class participation from active learning.<sup>4</sup> In social life, people as social creatures needed to interact or communicate with each other. People had minds that could develop and could enhance by discussing or sharing ideas, opinions, or feelings with other people.<sup>5</sup> Therefore, language is one of the most important

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<sup>3</sup>Colin M Burchfield & John Sappington. Participation in classroom discussion. *Teaching of Psychology*, 26(4), (1999). P 290–291.

<sup>4</sup>Kathleen Elizabeth Czekanski & Zane Robinson Wolf. Encouraging and evaluating class participation. *Journal of University Teaching & Learning Practice*, 10(1), (2013) P 1–12.

<sup>5</sup> Asmi Yuniati., Sayyidatul Fadlilah., & Muhammad Nafi Annury. Directive Speech Acts in the Movie”The Massage” By Moustapha Akkad. *Vision Journal for Language and Foreign Language Learning*, Vol. 7 No. 2, 92-102 <http://dx.doi.org/10.21580/vjv7i22803>. 2018. P. 83

things in humans life. With language, people can express their ideas and desires to others as when they need help.<sup>6</sup>

Peterson stated that the conceptualization of participation was much more comprehensive and emphasized students involving themselves and others in the subject by speaking, thinking, reading, taking roles, and taking risks.<sup>7</sup>

This definition of risk taking was a similarity discussed in Tatar's research, where students reported using silence as a means of participation while remaining mentally active in classroom.<sup>8</sup>

Lecturers were not alone in their various perceptions of what made up classroom participation, students also viewed participation in a variety of ways. Students defined participation differently depending on whether they were speaking or silent in class, those defining participation as volunteering to speak in class, while quiet students included attendance, active listening, and being prepared as fundamental elements of participation.<sup>9</sup>

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<sup>6</sup>Muhammad Nafi Annury. Childhood and Literacy (A Critical Study of Media Education As Contemporary Culture. *Vision Journal for Language and Foreign Language Learning*, Vol. 4 No.1, 73-124. (2015). P. 74.

<sup>7</sup>Ralph Max Peterson. Course participation: An active learning approach employing student documentation. *Journal of Marketing Education*, 23(3), doi: 10.1177/ 0273475301233004 (2001). P 187–194.

<sup>8</sup>Sibel Tatar. Why keep silent? The classroom participation experiences of non-native-English speaking students. *Language and Intercultural Communication*, 5(3–4), doi:10.1080/ 14708470508668902 (2005). P 284-293.

<sup>9</sup>Linda Marie Fritschner. Inside the undergraduate college classroom: Faculty and students differ on the meaning of student participation. *The Journal of Higher Education*, 71(3), (2000). P 342–362.

The difference between those who spoke in class and those who did not, they observed a pattern which they called merged responsibility, in which only a few students in the class usually took part in class discussions while the most students showed passive learning behaviors. These behaviors included maintaining appearance by paying attention with occasional nod of their heads; refrained from having private conversations while the lecturer was speaking, and laughing at the right opportunities, without putting themselves at risk.<sup>10</sup>

Fassinger agreed students' concerns of disapproval affected their willingness to take risks to participate or to stick to passive learning.<sup>11</sup>In fact, researchers had consistently found only a handful of students participated verbally, while the majority mostly listened passively.

The Online Learning Environments (OLEs) facilitated learning by leveraging software that enabled the design, delivery and management of online teaching and learning. The idea of providing courses that were entirely online was relatively new and allowed students from a wide variety of backgrounds and in geographically dispersed locations to have access to, and participate in, the same courses. In the past, students could study

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<sup>10</sup>David A Karp & William C Yoels. The college classroom: Some observations on the meanings of student participation. *Sociology and Social Research*, 60(4), (1976). P 421–423.

<sup>11</sup>Polly A Fassinger. Understanding classroom interaction: Students' and professors' contributions to students' silence. *The Journal of Higher Education*, 66, (1995). P 61–69.

‘off campus’, or from a distance, relying on study guides, detailed notes and textbooks, but with little or no opportunities for interaction or collaboration. OLEs provided these resources but apart from that they enabled regular interaction and collaboration between students and instructors through the use of discussion boards, chatted rooms and other interactive functions, bringing all students into a ‘virtual classroom’. The crucial difference between traditional off-campus and online was the ability for students to communicate and collaborate with one another via OLE, reducing the effects and limitations of isolation. A completely online course could be defined as a course that did not have face-to-face interaction, all communication and interactions between instructors and students, educational contents, learning activities, assessments and support services were interlinked and delivered online via OLEs.<sup>12</sup>

Picciano stated that web-based learning required adjustments according to the wishes of students and teachers for successful interaction and participation. Picciano stated that most online courses provided student and instructor interaction skills via discussion boards. Picciano’s research looked for a relationship

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<sup>12</sup>James Williams Coldwell, Alfred M Craig, Thomas Paterson, Joseph Mustard. Online Students: Relationships between Participations Demographics and Academic Performance. *Deakin University, Geelong, Victoria, Australia*. 2008

between student interaction and participation, and online course performance but found no statistically significant relationship.<sup>13</sup>

An investigation into the reasons for student non-participation was carried out by Fung. This research found that students had no problems accessing computers, but non-participation was caused by a lack of time, which was influenced by students' preferences to spend more time reading course materials than contributing to online discussions. Another finding revealed that a lack of interesting questions and lack of active participation from others made some students become inactive.<sup>14</sup>

Advanced Reading met the needs of students who were enrolled in pre-college programs, college bridge programs, or advanced reading classes at the post-secondary level. Consequently, emphasis had been placed on the development of skills necessary for academic success, including building academic vocabulary.

The purpose of Advanced Reading was to develop students' awareness of their own reading and thinking processes so they could be successful in reading college-level texts.

Many students had a conceptualization of reading as translating, and that could interfere with their ability to read well in

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<sup>13</sup>Anthony G Picciano. Beyond Students Perceptions: Issues of Interaction, Presence and Performance in an Online Course. *Journal of Asynchronous Learning Networks*, Volume 6 Issue 1, 2002. PP 21-38.

<sup>14</sup>Yvonne Y.H. Fung. Collaborative Online Learning: Interaction Patterns and Limiting Factors. *Open Learning*, Volume 19 Issue 2, 2004. PP 135-149.

English. In Advanced Reading, students gained an accurate understanding of what it meant to read in English and gained confidence in their ability to deal with college-level reading assignments.

In order to allow students to focus on the process of reading, the lexical and syntactic content of some exercises had been controlled. In order exercises, however, students practiced working with authentic text of different types, including excerpts from college textbooks.

Students' awareness of reading and thinking processes was further encouraged in many parts of the book by exercises that required them to work in pairs or small groups. In discussions with others, students planned and articulated their ideas more precisely and thus acquired alternative ways of talking and thinking about a text. When students were asked to write sentences or paragraphs. They were also asked to exchange their work with others and discussed it so they could experience the connections between reading and writing.

The success of a reading class depended to a large extent on the teacher. You could exchange your students' learning while working with Advanced Reading by providing an anxiety-free environment in which students felt comfortable taking risks and tried new ways of reading, enough practice so the students could master new strategies, friendly pressure in the form of persuasion and timing, Positive examples of how to approach a text, a model

for the thinking that good reading requires, an inspiring example of an enthusiastic reader.<sup>15</sup> Through participation in the learning community, teacher who implemented like changes in learning as the adoption of new group story formats and the use of choirs reading strategy.<sup>16</sup>

EFL students' online classroom participation in Advanced-Reading Comprehension subject, they forced themselves to face each material that had many attentions to understand it. Reading was one of the excellent skills to find information from books or other sources. Every student must master reading comprehension, but it was difficult to master it. Many skills should be aware by students to master reading comprehension. Vocabulary building was one of the important things to master it. It would be well that all of the students were active in the class and were paying the attention with the lecturers' instruction.

Cited from previous research of Corinne Dalelio, the study presented the engagement in online discussions had been found to have a positive relationship with student learning and performance.the educators using online discussion in their courses would be well encouraged students to participate in the class

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<sup>15</sup> Beatrice S. Mikulecky, Linda Jeffries. *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills. Reading Faster*. Pearson Longman United States of America. 2007. PP. 4-5

<sup>16</sup>Siti Tarwiyah., Nuna Mustikawati Dewi., Lulut Widyaningrum. Coaching Program to Develop Teachers' Pedagogical Competence: A Description of Experience. *Vision Journal for Language and Foreign Language Learning*. Vol. 7 No. 2, 119-133 <http://dx.doi.org/10.21580/vjv7i22966>. 2018. P. 107-108.

through the online discussion and paid attention to the online participation approaches that students adopted. It was found that opening question type had significant influences over the resulting processes that students engaged in through online discussion.<sup>17</sup> It was different with this research that participation, interaction, and discussion of EFL students in the online classroom were lacking and passive. They just did assignment and presentation as proper as face-to-face classroom discussion.

Observing students' online classroom participation with reading comprehension might only present perception into a small percentage of students' participation. Investigating students' online participation beyond reading comprehension might allow broader concept into the all kinds of method students take place, and the context in which students participated, could give broader insight into understanding students' participation and the role it played in reading comprehension subject.

Based on the explanation above, the researcher was interested to find out participation of EFL students toward online Advanced Reading Comprehension classroom. The researcher conducted research entitled "**EFL Students' Online Classroom Participation: A Case Study of Advanced Reading Comprehension Subject.**"

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<sup>17</sup>Corinne Dalelio. Student participation in Online Discussion Boards in a Higher Education Setting. *International Jl. on E-Learning*, 12(3), 267-268. (2013).



## **B. Questions of the study**

The problems of this study were focused on:

1. How is EFL students' participation in the online Advanced Reading Comprehension classroom?
2. What are factors influencing EFL students' participation in online Advanced Reading Comprehension classroom?

## **C. Objectives of the study**

The objectives of this study were:

1. To explain the EFL students' participation in the online Advanced Reading Comprehension classroom.
2. To explain the factors that were influencing EFL students in participation at online Advanced Reading Comprehension classroom.

## **D. Significances of the study**

The researcher planned the significances of the study:

1. Theoretical significance

This study gave some additional information to the reader, especially for English department students about EFL students' online classroom participation in the Advanced Reading Comprehension subject.

2. Practical significance

- a. For English department students.

The result helped them to improve and add more strategy to do a learning process via online. Beside it, this

study could also be used to be a reference in certain learning subject in English Education Department.

b. For teacher and lecturer

The result of this study was expected to be reference and improve the strategy that had been used until now. In addition, the researcher hoped that the findings also help other lecturers especially that took Advanced Reading Comprehension subject via online as their lecture.

c. For the next researcher.

Hopefully, this study could be further continued by the next researcher who was interested to do the research about EFL students' online classroom participation. The researcher hoped that the result could give a significant impact and meaningful reference toward another research.

### **E. Scopes and limitations of the study**

The scope and limitation of the study, the writer limited this study:

1. EFL students' online classroom participation was only investigated during a particular time of the semester.
2. The researcher had limited time in Advanced Reading Comprehension subject to observe more detail activities in the beginning of the semester when lecturer still had time to explain the materials before the students presented their presentation.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter comprised some basic theories related to the study, comprised previous research related to this study, and conceptual framework. It provided some previous research which had almost the same topic with the present study and some theories which brought about the present study. Conceptual framework provided the theory that the researcher used to do this study.

#### **A. Literature Review**

In this part, the researcher showed some literature review about students' participation, online classroom participation, and Advanced Reading Comprehension:

##### **1. Students' Participation**

Defined simply, learning was gaining or changing existing knowledge, skills or behaviors. Therefore, if learning was defined as a search for knowledge, skills or behaviors, students needed to be active in that search. Students had to seek knowledge by seeking and receiving information outside the classroom. How students sought and received information was usually reflected on their behaviors in the classroom. Student behaviors in the classroom could range from passive to active participation. They might just sit quietly, take notes, listen, do something else, or ask

questions, give opinions, or answer questions.<sup>18</sup> The first four was a passive type of behaviors, while the latter was an active type of classroom behaviors.

Liu described the four student behaviors in the classroom as full integration, participation in the circumstances, marginal interaction, and silence observation.<sup>19</sup> In full integration, students are actively involved in class discussions, seeing what they wanted to say and what they should not say.

Zainal Abidin said that their participation in class was usually spontaneous and occurs naturally.<sup>20</sup> Participation in a state occur when students were influenced by factors, such as socio-cultural, cognitive, affective, language, or the environment and these often caused student participation and interaction with other students and instructors to become less and speak only at the right time. In marginal interaction, students acted more than listeners and speak less in the classroom. In contrast to students who actively participated in the classroom discussions, students of this category preferred to listen and take notes than engage in the classroom discussions. Finally, in silent observation, students

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<sup>18</sup>Gulsen Hussein. The Attitudes of Undergraduate Students towards Motivation and Technology in a Foreign Language Classroom. *International Journal of Learning and Teaching*, 2 (2) (2010). P. 14-24.

<sup>19</sup>Jun Liu. Asian students classroom communication patterns in U.S. universities: an emic perspective Westport. *CT. U.S.A: Greenwood Publishing Group, Inc.* (2001).

<sup>20</sup>Zainal Abidin bin Sayadi. An investigation into first year Engineering students' oral classroom participation: a case study. *Unpublished degree dissertation. Faculty of Education, Universiti Teknologi Malaysia*, (2007).

avoided verbal participation in the classroom. They seemed to accept materials presented in the classroom by taking notes using various strategies such as recording or writing.

Based on the various classroom behaviors to be active learners, every time they were in the classroom, students had to be actively involved by playing the role of information seekers. The acts of asking questions, giving opinions or simply answering questions raised by the instructor or fellow students were all examples of active classroom participation. According to Davis, student's enthusiasm and willingness to participate in the classroom through these oral engagements would create a conducive classroom environment.<sup>21</sup>

Previous research has shown that there were several factors that influence student participation in learning. The first factor lied in the students' personality. Students with high self-efficacy showed better academic performance and participated more in the classroom.<sup>22</sup>

The nature of self-efficacy by displaying more curiosity and exploratory drive encourage them to be more spirited and have definitive feedback.<sup>23</sup>

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<sup>21</sup>Benjamin Guy Davis. *Tools for teaching* (2nd.ed). San Francisco: Jossey-Bass. (2009).

<sup>22</sup>Dale H. Schunk. Self-efficacy and education and instruction. *In Maddux (ed.), Self efficacy, adaptation and adjustment: theory, research and application.* New York: Plenum Press, (1995). Pp. 281-303.

<sup>23</sup>Rahil Mahyuddin, Habibah Elias, Loh Sau Cheong, Muhd Fauzi Muhamad, Nooreen Noordin & Maria Cheong Abdullah. The relationship

Thus, if the students' self-efficacy was high, the students' confidence level would increase to be more enthusiastic and talking more in the class. Students showed supreme readability in learning and knowing more by inquiring questions, providing opinions and deliberating the themes in the class. They could be stagnant in class discussions because of the self-restrictions like could not be able to focus on lectures or learning process, worry of being offended, low self-esteem, not preparing before entering classroom, worry of collapsing to represent their intellect, worry of criticism of their responds by lecturer and sensings confused, so they were less involved in classroom discussions.<sup>24</sup>

The second important factor influencing students to participate actively in the classroom was the nature and skills of the instructor. The characteristics shown by the instructor included supportive, understanding, approachable, friendliness through positive non-verbal behavior, smiling and nodding to acknowledge the answers given by students, affirmative and openness. Dallimore, Hertenstein & Platt, also contributed to the active participation of students in the classroom. These positive

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between students' self-efficacy and thier English language achievement. *Jurnal Pendidik dan Pendidikan, Jil. 21. Kuala Lumpur: Universiti Malaya, (2006). P. 61-71*

<sup>24</sup>Adelina M. Gomez, Marguerite J. Arai, & Hazel Lowe. When does a student participate in class? Ethnicity and classroom participation. *Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX), (1995).*

training provide a encouragement impact on students' to spiritedly take part in the class.<sup>25</sup>

## 2. Online Student Participation

Wenger defined that online student participation was a learning process by taking part and maintaining relationships with other. It was a complex process consisting of doing, communicating, thinking, feeling, and belonging, which occurs both online and offline. This definition emphasized that students learnt either online or synchronous example by computer-mediated communication with peers and teachers, and offline or asynchronous example by reading course literature. Participation should not be equal to cooperation or collaboration, because participation could engage many relationships, which were both conflictual and harmonious, intimate as close as political, competitive or cooperative.<sup>26</sup>

In Wengers' perspective, our involvement with the world was social, even when it did not clearly engage in interactions with other people. Being in a hotel room alone by yourself preparing a set of slides for a presentation the next morning might not seem like a social event, but its meaning was basically social. The audience was not only with you as you tried to make your points understandable to them, but your partners were there too,

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<sup>25</sup>Elise J. Dallimore, Julie H. Hertenstein, & Marjorie B. Platt. Classroom participation and discussion effectiveness: student-generated strategies. *Communication Education*, 53, P. 103-115. (2004).

<sup>26</sup> Étienne Charles Wenger. *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press, Cambridge. 1998.

looking over your shoulder, as it was, representing your sense of responsibility to the professional standards of your community. A child doing homework, a doctor deciding, a traveler reading a book, all these activities implicitly involved other people who might not be present.

The importance of online student participation had long been emphasized in traditional education, especially when it was inspired by constructivist theories and social lessons.<sup>27</sup>

Distance students had traditionally learned more independently because of technical limitations. However, since online education emerged, participation had received increasing attention.<sup>28</sup>

### **3. Advanced Reading Comprehension**

Advanced Reading Comprehension was one of the subject that usually was studied by English college students as the next level of Basic Reading Comprehension and Intermediate Reading Comprehension subject, Advanced Reading Comprehension comprised four learning materials. There were:

#### **a. Extensive Reading**

Prof. Mary Lee Field from Wayne State University Michigan stated that extensive reading was the most efficient

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<sup>27</sup>Rena M. Palloff, Keith Pratt. *Collaborating Online: Learning Together in Community*. Jossey-Bass. San Francisco. United States of America, 1986.

<sup>28</sup>Linda Marie Harasim. On-line Education: A New Domain. In R. Mason & A. A. Kaye (Eds.). *Mindweave: Communication, Computers and Distance Education*. Oxford: Pergamon, 1989. PP. 50-62.



way to help students change old habits and became confident second language readers.

Reading for pleasure (extensive reading) was the major source of our reading competence, our vocabulary and our ability to handle complex grammatical constructions said Prof. Stephen Krashen from the University of Southern California.

According to Prof. Richard R. Day from the University of Hawaii and Prof. Julian Bamford from Bunkyo University Japan, Extensive reading might play a role in developing the capacity of critical thinking so important for success in higher education.

It was clear from these studies that extensive reading could be a major factor in success in learning another language, said Prof. I. S. P. Nation from Victoria University of Wellington New Zealand.<sup>29</sup>

#### **b. Vocabulary Building**

Vocabulary could be defined as words we had to know to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).<sup>30</sup>

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<sup>29</sup>Beatrice S. Mikulecky, Linda Jeffries. *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills. Reading Faster. Pearson Longman United States of America*, 2007. PP. 3.

<sup>30</sup>Susan B. Neuman & Julie Dwyer. Missing in Action: Vocabulary Instruction in Pre-K. *The Reading Teacher. International Reading Association*, Vol. 62 No. 5. 2009. PP. 385.

Vocabulary could be defined, roughly, as the words we reached in the foreign language. However, a new item of vocabulary might be more than just a single word: for example, post office, and mother-in-law, which comprised two or three words but expressed a single idea.<sup>31</sup>

There were two types of vocabulary, they were active and passive vocabulary. While learning unfamiliar words, people needed a lot of practice and context connections to learn them well, stored the vocabulary in the memory and recalled it when speaking or writing. Thus two main groups of person's vocabulary were active and passive vocabulary.<sup>32</sup>

### **c. Comprehension Skills**

Comprehension skill was an ability that could be differentiated into the levels. Clymer Brasswell and Rasinski described three levels of comprehension skills that were important and needed to be fostered. They are:

#### **1.) Literal Comprehension**

It was the first level of comprehension. It was the simplest form of locating information in texts because the information was stated directly in the text. Questions assessing literal comprehension skills examine how well students could identify and understand information that

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<sup>31</sup>Scott Thornbury. *How to Teach Vocabulary*. Essex: Pearson Education Limited. 2002. PP. 13

<sup>32</sup>John Read. *Assessing Vocabulary*. Cambridge University Press. Cambridge, England. 2000.

was directly stated in a text. This idea was supported by Clymer, who stated that literal comprehension required a reader to be able to retell or recall the facts or information presented in a text.<sup>33</sup>

## 2.) Inferential Comprehension

Inferential comprehension is comprehension that involved using reasoning-drawing conclusions about the relationships between or among bits of information that not specified. It required relating background knowledge to what they read or applied knowledge about text structure to aid comprehension.

## 3.) Critical Comprehension

Critical comprehension required readers to make judgements about what they are reading based on an evaluation of several texts grounded factors, the determination was fact not opinion, the objectivity of the author, and whether he text was believable.

### **d. Reader Faster**

Reading speed was the rate at which a person read written text (printed or electronic) in a specific unit of time. Reading speed was calculated by the number f words read per minute.

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<sup>33</sup>Clymer Brasswell, Danny, & Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension [Electronic Book]*. Shell Education, 2008. P. 16.

Reading speed was determined by several factors, including a reader's purpose and level of expertise and the relative difficulty of the text.

Stanley D. Frank has estimated that a "rate close to ... 250 words per-minute is the average] reading speed of most people, including junior high and high school students".<sup>34</sup>

Speed reading was not just reading fast all the time. the technical content of the material, the print size, your familiarity with the subject and, particularly, your purpose in reading could affect the speed at which you read. The key to speed reading was having the choice to read as fast or as slow as you wish ... "No matter how fast your reading speed, unless you remember what you read, you would have wasted your time."<sup>35</sup>

## **B. Previous Study**

In this section, the researcher showed the results of some different studies reviewed. These following studies offered discussion related to the topic discussed in this thesis.

The first previous study was by Tian Havwini.<sup>36</sup> This research was implemented for approximately 10-15 students and one teacher involved in this previous study The teacher was a 24 year old pre-

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<sup>34</sup>Stanley D. Frank. *Remember Everything You Read The Evelyn Wood Seven Day Speed Reading and Learning Program*. Times Books. 1990.

<sup>35</sup>Tina Konstant. *Speed Reading*. Hodder & Stoughton. 2003.

<sup>36</sup>Tian Havwini. Investigating the Interaction Patterns in EFL Virtual Classroom: A Case Study. *Department of Mechanical Engineering Politeknik Negeri Batam, Batam Indonesia*, (2019).

service teacher, majoring in a master degree program of TEFL at a university in Southern Taiwan, while the students were Indonesian workers in Taiwan with the age range from 22 to 35. Teacher and students shared the same thing in the original language, namely Indonesian, as for students' proficiency was from beginner to intermediate.

This previous research used descriptive study. The patterns of interaction between students and teacher in a synchronous e-learning system were analyzed. The study focused on the initiation acts of the teacher and students. Three class-sessions of the EFL virtual classroom were recorded and the entire classroom speak were transcribed.

The result showed that teacher took more initiation actions, because the most dominant initiation actions were raising the questions to obtain information from students. While from students' side, the most dominant initiation actions were also raising original questions to obtain informations from the teacher. The result also showed that in this virtual classroom, teacher still dominated most of the classroom conversations. This paper offered the preliminary discourse analysis as part of an examination of the value places for instructional design.

Then, the similarities between this previous stud and my study was the study used college students as a research subject. While the difference were that my study used Advanced-Reading Comprehension online class as a research object then the previous

study used virtual classroom as a research object, and my study concerns to students' online classroom participation as a research focus then the previous study used interaction pattern as a research focus.

The second previous research was carried out by Arief Eko Priyo Atmojo and Arif Nugroho.<sup>37</sup> This previous study focused on investigating how EFL teachers carried out online EFL learning and its challenges. The participants were 16 EFL teachers consisting of 12 female and 4 males from 11 different cities and 16 distinct secondary schools in Indonesia.

This research used descriptive qualitative research. As a result, the EFL teachers have carried out online learning through a series of activities ranging from checking the students' attendance in providing grades for the students' works synchronously or asynchronously according to their respective school policies. Various applications and platforms ranging from learning management systems to additional resources were used. However, there were many problems that arisen from the students, the teachers, and the students' parents along with the valid reasons. Therefore, the online learning did not go well because of lacks of preparation and planning. The implications for online learning were

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<sup>37</sup>Arief Eko Priyo Atmojo & Arif Nugroho. EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *IAIN Surakarta Indonesia. REGISTER JOURNAL*, Vol. 13, No. 1, (2020), pp.49-76 p-ISSN: 1979-8903 ; e-ISSN : 2503-040X Website: <http://journalregister.iainsalatiga.ac.id/index.php/register/>. (2020).

better discussed. Future prospective researches were directed and encouraged.

The differences between this previous research with the recent study were the previous research used EFL teachers as research subject while the recent study used EFL students as research subject. The previous research used online EFL learning and its challenges as research focus, while the recent study used online classroom participation as research focus. The recent study used online learning activities as a research object, while the recent study used Advanced Reading Comprehension online class as a research object.

The third previous study was by Min Hu and Hao Li.<sup>38</sup> This previous study focused on the importance of student involvement in online learning. Online learning emerged along with the development of network technology and computer technology. That was the process evaluation dimension. Because of the characteristics of the space-time separation between teachers and students in online learning, teachers were found it difficult to understand the level of student engagement, so many scholars were actively exploring student involvement in online learning and getting rich theoretical and practical results. Student involvement in online learning was an important aspect of analyzing students' learning process, and the level of involvement was a significant sign of the effectiveness of

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<sup>38</sup>Min Hu & Hao Li. Student Engagement in Online Learning: A Review. *2017 International Symposium on Educational Technology. College of Information Engineering, Hubei University of Chinese Medicine Wuhan, China and National Engineering Research Center for E-Learning, Central China Normal University Wuhan, China, (2017).*

online learning. Student involvement was a multidimensional concept, involving student behavior, cognition and emotion, including either explicit behavior and emotional and psychological reflection.

Therefore, in the study, quantitative and qualitative methods should be combined to analyze students' learning process from different dimensions of student involvement, so that teachers could take different actions to intervene in different dimensions of student involvement, and thus ensured the online learning outcomes.

This previous study had similarities and differences with my previous study. The recent study determined EFL students' online classroom participation as research focus, while the previous study investigated student engagement as research focus. The recent study decided Advanced-Reading Comprehension online class as research object, whereas the previous study decisive online learning as research object. Then, there was a similarity between the recent study and this previous study. The point was a student as a research subject.

The forth previous research was by Corinne Dalelio.<sup>39</sup> This previous research has focused on better understanding how learning takes place online. This study described and analyzed the micro-level features of the students' online discussions in a college course. A positive relationship between online participation and student

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<sup>39</sup>Corinne Dalelio. Student participation in Online Discussion Boards in a Higher Education Setting. *International Jl. on E-Learning*, 12(3), 249-271. (2013).



performance was found, with students who ranked higher in sending more messages and involving in more interaction with their classmates via online discussion board.

The research site in this study was an online discussion board component of the classroom website for the COSIA courses, which also included features such as resource folders for weekly readings and handouts, assignment postings and submissions, and an online archive of whole-class emails. For nine consecutive weeks, the course instructors posted one to two questions on the discussion board. As part of their homework assignment, students were asked to post at least one response to each online discussion question within three days of posting, and one response to at least two of their classmates before class the following week. Students were notified that online participation, together with class attendance and participation, will account for 20% of their final grade. Instructors studied online discussion tool in class to show students how to participate.

This previous study was as descriptive study. The participants were 16 students in one college class with 15 discussions.

This previous study has similarities and differences with my previous study. The recent study determined Advanced-Reading Comprehension as a research object, while the previous study investigated Online Discussion Boards in Higher Education Setting as a research object. The recent study decided EFL students as research subject, whereas the previous study decisive college

students as a research subject. Then, there was a similarity between the recent study and this previous study. The point was Students' participation as research focus.

### C. Conceptual Framework

Online classroom participation was used to describe the interaction between EFL students and lecturer of Advanced Reading Comprehension subject online on the Zoom and Google Meeting platform. Online classroom conducted weekly meeting for learning and presented materials. In the class, the EFL students hoped to be active and participate well their classmates and lecturer.

This research conducted the theory from Wenger theory about online classroom participation. This theory was used to measure the online classroom participation of EFL students in Advanced Reading Comprehension subject to investigate their participation in online class. For more detail about the conceptual framework as follows:

Table 2.1

Conceptual Framework of EFL students' online classroom participation in Advanced Reading Comprehension subject

1. Online classroom participation focused on interaction pattern of EFL students and lecturer in Advanced Reading Comprehension subject.	2. The EFL students and Lecturer of Advanced Reading Comprehension subject.
3. Online classroom used Zoom and Google meeting to conduct learning.	4. Online classroom conducted weekly meeting for learning and presented materials.
5. Investigating of online classroom participation was using Wenger theory.	6. EFL students participated actively and made discussion on liveably.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presented the research method of the present study. It promised design of the study, setting and context of the study, participants of the study, procedures of the study, methods of collecting data, and methods of analyzing data.

#### **A. Design of the study**

According to Wolcott, qualitative research was basically interpretive. This meant that the researcher made an interpretation of the data. This included developing a description of an individual or settings, analyzing data for themes or categories and finally making an interpretation or drawing conclusions about its personal and theoretical meaning, stating the lessons learned and offering further questions to be asked.

The qualitative researcher viewed social phenomena holistically. This explained why qualitative research studies emerge as broad, panoramic views rather than micro-analysis. The more complex, interactive and encompassing the narrative, the better the qualitative study.<sup>40</sup>

#### **B. Setting and context of the study**

This research took place at online Advanced Reading Comprehension classroom on English Language Education

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<sup>40</sup>John Wolcott Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (Second Edition). (California: Sage Publications, Inc, 2003), P. 182.

Department major in UIN Walisongo Semarang. The class took place in Zoom and Google Meet platform as their class. The class conducted weekly at 7 AM on every Thursday, starting on September until December in the academic year 2020/2021.

### **C. Participants of the study**

This study was conducted at semester 3 students in English Language Education Department UIN Walisongo Semarang in the academic year 2020/2021. The participants of this research were 37 students of PBI 3 A class. There were 28 women and 9 men students. The researcher recruited the participants through informed context. The reasons the researcher chose the participants because:

1. The researcher has accessed to follow the online Advanced Reading Comprehension classroom from the lecturer.
2. The researcher could purposively choose the participants from a class of 3 classes.
3. The participants were willing to be observed and were doing an interview with the researcher in collecting data.

### **D. Procedures of the study**

There were some procedures of the research in collecting data; those steps were:

1. Contacting the lecturer who takes responsibility Advanced Reading Comprehension subject.

The researcher asked the permission to the lecturer before following the online class to take non-participatory observation in

the online class and asked the data of the students to do the interview after taking non-participatory observation.

2. Contacting the students who study Advanced Reading Comprehension subject.

After taking online class to take non-participatory observation. The researcher looked up the phone number the leader of the class through chatting in WhatsApp platform and asked him to do an interview. Because of the health of him was not in his pleasant condition. He gave the researcher some phone numbers that were willing to do interview with the researcher using Zoom meeting.

#### **E. Methods of collecting data**

The researcher gained necessary data and information through observing and interviewing the EFL students of English Education Department. Non-participatory observation used to know the situation and condition of class. The interview used to enrich and complete the data from the non-participatory observation instrument and to find the answer to the research questions about EFL students' participation in Advanced Reading Comprehension classroom and the factors influencing EFL students' participation in Advanced Reading Comprehension classroom.

1. Non-participatory Observation

During the activity of Advanced Reading Comprehension subject, the researcher did a non-participatory observation to record the whole activity of the classroom, starting from

preparation before learning activity until the learning process done. Non-participatory observation was done to observe students and lecturer in the learning process. The researcher made 7 non-participatory observation lists for being observed. The aspect of 7 non-participatory observation lists were:

- a. Preparation of students
  - b. Equipment or media used in the online class
  - c. The participants who were taking part in the learning process
  - d. Lecturing process and method used in the online class
  - e. Language
  - f. The interaction
  - g. Learning evaluation
2. Interview

The reason interview was conducted in this study because there are still many data and information that lack of clearness from non-participatory observation.

The researcher gained necessary data and information through interviewing the 37 EFL students of PBI 3 A class and 1 lecturer of Advanced Reading Comprehension subject.

Interview was used to gather data and find the answer of the research question about the online classroom participation of EFL students in Advanced Reading Comprehension subject. Interview of EFL students was conducted in Zoom meeting. The researcher contacted the student one by one using via chatting in WhatsApp platform and inviting them in the researcher's

personal meeting in Zoom platform. Then, the researcher recorded the interview with the record feature in the platform. There were 8 questions for EFL students. It included some aspects, there were:

- a. The activeness in questioning and giving opinion
- b. The activeness, role, and initiative to contribute in group discussion
- c. The problem in following the online class
- d. Learning material outside class
- e. The behavior in learning process

The interview of a lecturer was done using Google Form caused the business of lecturer that were difficult in finding delightful time to do interview. There were 6 questions for the lecturer who particularly actively follow the learning process of this subject. It included some aspects, there were:

- a. Student participating
- b. Learning process and method
- c. Environment of classroom
- d. Interaction in learning process

#### **F. Methods of analysing data**

Data interpretation referred to develop ideas of the researcher's findings and relates them to the literature and to broad concerns and concepts. Analysis involved working with the data,

organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns.<sup>41</sup>

The researcher was analyzed the data by using descriptive analysis. Data were determined by my own sentences. Analysis of qualitative data could be done through some steps. The steps were as follows:

1. Organizing the data

Once the data was collected, there were two different data that must be organized. The data of EFL students' online classroom participation were organized by non-participatory observation sheet and interview recording.

2. Breaking down the data

All the data from the instruments broke down into manageable units. The rough data collected and classified based on each category of the data.

3. Coding the data

In order to make easier in analyzing data, the researcher gave a code to some data as by giving name appendix for every data of non-participatory observation and interview. In addition, for the interview, the researcher used "I" for coding the researcher as Interviewer who would ask some questions for the respondents to collect the data and "R" for coding EFL students and lecturer as Respondents who were willing to do an interview.

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<sup>41</sup>Muhammad Djunaidi Ghony & Fauzan Al-Manshur. *Metodologi Penelitian*. Ar-Ruzz Media. Yogyakarta. 2014. P.247



#### 4. Synthesizing the data

Some information found during the data collection, then synthesized. The data compromised to get a comprehension conclusion.

#### 5. Searching for patterns

The conclusion from data synthesis matched with the theory of students' online classroom participation to reveal the pattern. To get result, synchronization between the theory and conclusion got from data synthesis that conducted.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The data was gathered through non-participatory observation and interview. All participants were from 37 EFL students of PBI 3 A class and the lecturer who taught Advanced Reading Comprehension subject. The data was displayed in some paragraphs to make a clear understanding of the research findings.

#### **A. Findings**

The researcher presented findings of EFL students' participation in online Advanced Reading Comprehension classroom and the factors influencing EFL students' participation in online Advanced Reading Comprehension classroom.

##### **1. The participation of EFL students in online Advanced Reading Comprehension classroom**

Like students in class, they were required to participate in classroom learning. Participating was not only the body in the class but also their mind. Asking questions if you did not understand, arguing if you had opinions, and discussing to solve problems, active participation was something that really needed to be maintained and even should be improved.

It's a different story if classroom participation was done online, many obstacles occur when a lesson had to be done online, for example signal that were not all areas were the same, material that was difficult to understand, boring presentations

every week, etc. it made participation in the classroom less conducive and made learning unattractive to follow.

Not only that, the researcher found that this made students reluctant to participate, such as asking questions in class, whether they already understood the material presented or they did not understand and were reluctant to question it. It could be seen in Appendix 1 and 2 that researcher had made observations in class activity and recorded learning activity. Then, to make sure the result of the non-participatory observation. The researcher interviewed EFL students to confirm about the presumption got during observation. The Appendix 3 until 6 gave detail information about what was gotten during the research. Then the researcher took conclusion by comparing the interviews and observations.

Table 4.1

The participation of EFL students in Advanced Reading Comprehension online class

<p>Online Participation</p>	<p>Students presented in the online classroom at 7 AM in Zoom meeting platform. Some of them participated with their presentation that they were prepared before. The others listened quietly, with no sound. They did not</p>
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	present with video feature in the platform.
The group discussion	After presentation, the audiences were given time to ask question if there was an explanation from presentator that they did not understand. Unfortunately, there almost was no question form audience. They did not oppose or give their opinion to make a discussion. The interaction was passive and lack of interaction. The lecturer made a solution. If there was no question from them. The presentator could take in charge to make questions for the audiences in order to know how far the understanding of materials that were presented by presentator.

The non-participatory observation was conducted to investigate online classroom participation of EFL students. This observation would be the starting point to investigate the participation of EFL students in Advanced Reading Comprehension learning. In which later confirmed to the EFL students and the lecturer. This observation was conducted to get the proper action of both students and lecturer activities related to Advanced Reading Comprehension learning. Besides, to get an objective point of view of what happened within the activity, observation was used to record all the facts found.

Online classroom was in Zoom and Google Meet platform in the year 2020. The lecturer used to conduct Advanced Reading Comprehension learning at 07:00 AM. The researcher observed twice of this class in two weeks.

By the beginning of learning preparation, the lecturer prepared the platform that made sure all students could join the platform with no obstacles such as a signal or something else. On some action, the learning was late because of the students came late. As a result, the lecturer had to wait for them to come.

Before the learning begun, the lecturer usually ordered for students that had schedule to present their presentation to prepare themselves while waited for another student to come. Mostly, the students came late when the learning was begun. It was often, too, that some students skipped the presentation in the middle of the learning and continue the learning.

The language used for learning communication were English and Indonesian language. The learning method that the lecturer used in this class like another class. The lecturer divided students into some groups and each group was given a material that they had to present one by one.

When the lecturer welcomed the presentators to present their material used share-screen so all of audience could read it, and when the presentation was over and presentator gave them opportunity to ask. None of the audience that raised hand or tried to ask a question about material that was presented. The lecturer tried to make students be more active, so the lecturer asked presentator to make some questions for audience and made some small groups in order to they could solve the questions with group mates in the group.

In the middle of discussion, presentator asked the audience to answer, but no one answer it, the lecturer did not have any time to wait for their answer because there were still many group would present the material. So the lecturer skipped questions and move to the next presentator.

At the end of learning, the lecturer used to ask for students whether or not they all understood. If no comment, then the lecturer made an emphasis of points they have learned. Finally, the lecturer reminded the students about what would be discussed next meeting.

Based on the finding of non-participatory observation above, the researcher found that the primary matter during conducting learning activity came from the students themselves. They did minimum effort to do learning activity in Advanced Reading Comprehension subject.<sup>42</sup>

Interview was conducted to check and clarify the phenomenon found during observation. First, the researcher interviewed the students. The researcher would like to know their opinion about participation's point of view related to Advanced Reading Comprehension subject.

There were four students became the respondents of interview. They were selected based on their willingness to provide their time and answers to help the researcher collecting the data.

The researcher raised a question about their participation in asking question and giving opinion when they studied Advanced Reading Comprehension subject. Almost of all their answers were rarely participate well in asking or giving opinion.

I : How often do you ask questions about Advanced Reading Comprehension material?

R : *I think, I am not really often ask the question about Advanced Reading Comprehension, because I think the subject little bit difficult to me to following material,*

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<sup>42</sup>See Appendix 1

*because there are many capture, yeah, I am not really often.*

I : How often do you give opinions about Advanced Reading Comprehension material?

R : *I think, seldom, because in the class we do presentation and each group have to give question, and then the presentator will answer the question so maybe I will give opinion when I have a presentation.*<sup>43</sup>

I : How often do you ask questions about Advanced Reading Comprehension material?

R : *Aa... surely, never. I think never because in the Advanced reading Comprehension aa... class. My lecturer is give the material to the learning and some questions so for the class of reading comprehension, we do the questions and collect to the e-learning so I never ask questions about material.*

I : How often do you give opinions about Advanced Reading Comprehension material?

R : *Hmm... Actually never, never, because .. ya.. we don't do the discussions aa... we never do discussions, but nowadays we do some presentations group to discuss our material., but I never, never give opinions in class.*<sup>44</sup>

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<sup>43</sup>See Appendix 3

<sup>44</sup>See Appendix 5



I : How often do you ask questions about Advanced Reading Comprehension material?

R : *Hmm... from me, I am very rarely, because sometimes every lecture I don't follow properly. When joining ZOOM sometimes the signal is difficult and now we have to study at home, and in my home, there are many small children, so sometimes not to focus for aa... I am joining the lecture.*

I : How often do you give opinions about Advanced Reading Comprehension material?

R : *Hmm... I am not often aa... give the opinion because what I have said before I just aa... sometimes I don't focus with the lecture and sometimes I give opinion where I am really interest with the material but if the material not aa... be fine for me I never give opinion.<sup>45</sup>*

## **2. Factors influencing EFL students' participation in online Advanced Reading Comprehension classroom**

From non-participatory observation, the researcher found that the factor which made students' participation becoming problem normally was the signal. Online classroom obligated all of the students to make sure that they could follow the online class finely with no troubles that made them being confused and overwhelmed in facing it. The signal's power in the city and village of them was definitely totally different. In addition, in

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<sup>45</sup>See Appendix 6

the remote area, they had to go in their central town to get signal.

The researcher found some facts when interviewing some of them. The things that made them could not participate actively because there were some factors such as too many assignment, too many material and many words or vocabulary that they didn't understand, and home condition when following Advanced Reading Comprehension subject like there was no signal in their village and the noise of their home situation that they could not focus to participate the online classroom.

I : What was your problem when following Advanced Reading Comprehension subject?

R : *I think, one of my problem is vocabulary, this subject have a lot of text.*<sup>46</sup>

I : What was your problem when following Advanced Reading Comprehension subject?

R : *Well... sometimes, the assignment was.. I am not gonna say too many because we do it in a group. Sometimes, it is kind of hard because to many questions if I do it in personal.*<sup>47</sup>

I : What was your problem when following Advanced Reading Comprehension subject?

R : *Aa... my problem maybe because of the material given by my lecturer is too long, and there are too many questions*

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<sup>46</sup>See Appendix 3

<sup>47</sup>See Appendix 4

*on the material so I need pap..., we , we, we just given a short time to do the pees, so my problem is maybe I need aa... more a long time to do my assignment and there are some passages I can not understand because of my lack of vocabulary, I need to increase my vocabulary, but aa... in general my problem is yeah... the questions is too much or too many questions, and maybe sometimes that makes us feel difficult or confused.*<sup>48</sup>

I : What was your problem when following Advanced Reading Comprehension subject?

R : *The problem when aa... I. now when we have to study at home is... I don't focus and I can not focus for the material because aa... so many children here, but in the class for me, I can following the material well, but for now I can not focus more the material, and I think for me now, Advanced reading for me is not to be good for me, because I can not focus more here.*<sup>49</sup>

From the non-participatory observation and interview, the researcher found that EFL students' participation in online Advanced Reading Comprehension classroom was passive and lack of interaction. The students were participated to fulfill the attendance, mostly. They did not try to make the online classroom liveably with discussion and interaction with their classmates.

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<sup>48</sup>See Appendix 5

<sup>49</sup>See Appendix 6

In this situation, not all of mistook in the students' side, there were some factors that made them to not participate well. There were too many assignment, too many material and many words or vocabulary that they did not understand, and home condition when following Advanced Reading Comprehension subject like there was no signal in their village and the noise of their home situation that they could not focus to participate the online classroom.

## **B. Discussion**

Every EFL student had to self-efficacy. If the EFL students' self-efficacy was high. Their confidence level increased to be more active and speak more in the classroom. They showed higher interest in learning more and knowing more by asking questions, giving opinions and discussing the topics in the classroom.

From the research, it could be concluded that the problem came up with the students, the learning process, and student situation that did not support them to conduct online class. As a result, the online classroom participation that supposed to be an ideal goal of the learning could not be achieved.

Comparing with the fulfillment of self-efficacy of the students, the subject of Corinne Dalelio showed more good participation rather than the EFL students who followed Advanced Reading Comprehension subject. The investigation was based on the journal paper of Corinne Dalelio, gave evident that the EFL students was lacking of advance in the online classroom participation and

discussion even though both of the research told that the online classroom participation and discussion still needed to be improved.

### **C. Pedagogical Implication**

In this part, the researcher showed pedagogical implication of the research as the reflection by the researcher on the research findings during the research as follows:

#### **1. The importance of interactional building among students and lecturer**

Interaction was not an easy aspect teaching and learning process. It needed combination between belief and relationship. Lack of understanding about interaction made participation run ineffectively. It was important for the lecturer to understand it because the lecturer who did not have good interaction participated when they participated. Zainal Abidin said that their participation in class was usually spontaneous and occurred naturally. Participation in a state occurred when students were influenced by factors, such as socio-cultural, cognitive, affective, language, or the environment and these often caused student participation and interaction with other students and instructors to become less and speak only at the right time. In marginal interaction, students acted more than listeners and speak less in the classroom. In contrast to students who actively participated in the classroom discussions, students of this category preferred to listen and took notes than engage in the classroom discussions. Finally, in silent observation, students avoided verbal

participation in the classroom. They seemed to accept materials presented in the classroom by taking notes using various strategies such as recording or writing.

The important of understanding the theory helped the lecturer to be good lecturer and could make their class was more interesting for the students. By understanding the theory, the lecturer could apply many kinds of method and strategy especially on interaction. One of the most important contributions of research on lecturer's belief was that the belief that lecturer hold about lecturing and learning influence their effective lecturing in the online classroom.

## **2. The importance of consistency between lecturer's beliefs and practices**

The consistency between lecturer's beliefs and classroom practices was very important. The consistency could not lead the lecturer to implement the beliefs based on the current interaction but also ensured the relevancy provided positive contribution to succeed current interaction. The lecturer needed to follow the current interaction and revised traditional beliefs that the lecturer hold about interaction to increase the professional development as a lecturer. The consistency of lecturer's beliefs and practices was needed for the lecturer because it could make the lecturer more professional on interaction. From the consistency, the lecturer could measure the effectiveness of the interaction process, which was conducted by the lecturer. When lecturer's

beliefs and practices were not consistent. It made the lecturer did not care about the students' improvement in understanding the material. So, the lecturer had to be consistent between their beliefs and practices.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The conclusions, implications, and some recommendations of this study were presented. These conclusions of the study were built up based on the data analysis that was discussed in Chapter IV of this research report. The implications gave some suggestions or recommendations for the teachers and the students. Some recommendations were provided in order to give information and guidance to conduct further research concerning on the same issue. Finally, these recommendations were addressed especially to those who were interested in online classroom participation.

#### **A. Conclusion**

Online classroom participation was a learning process when there were relationship among students and lecturer. However, it still gave low impact toward EFL students. The problem came from the students' low motivation that affected their purpose in learning Advanced Reading Comprehension subject, in order to the online classroom in Zoom meeting significantly created an effective condition to conduct the learning atmosphere supposed in the online participation.

Students had to be cooperative in the learning process through participation in the class. With that, class would be effective and liveable. Students could understand the material well and studying would be more interesting. Outside of the major factor influencing



participation, that was the signal, students could try to find the way to solve their assignments with making group discussion for another factor. According to Wenger that online student participation was a learning process by taking part and maintaining relationships with other. It was a complex process consisting of doing, communicating, thinking, feeling, and belonging, which occurred both online and offline. This definition emphasized that students learnt either online or synchronous example by computer-mediated communication with peers and teachers, and offline or asynchronous example by reading course literature. Participation should not be equal to cooperation or collaboration, because participation could engage many relationships, which were both conflicting and harmonious, intimate as close as political, competitive or cooperative.

## **B. Suggestion**

This study had limited authority to participate in the internal of Advanced Reading Comprehension learning. The instrument had to conduct this research did not cover the deep issue that related to the finding of this research. Besides, the respondents of this study were also very limited. The deep investigation about the factors that made EFL students had low motivation giving a contribution to revealing the complete issues in the online classroom participation.

The researcher found out a weakness in this investigation of online classroom participation in Advanced Reading Comprehension subject such as the effectiveness of video feature in Zoom and

Google meeting could make sure the EFL students participate well and made the discussion more liveable.

In the future, the researcher suggested for the next researcher to choose a subject that could give full access to conduct the research. Besides, the next researcher had to prepare additional instruments to cover a new finding that was not expected. Also, the researcher suggested involving many reliable respondents to get accurate data.

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## APPENDIX 1

### The Result of Non-participatory Observations Guide List

**Date: Thursday, November of 19<sup>th</sup> 2020 at 7 AM**

**1. Preparation of students during lecture of learning.**

Class started at 7 a.m. in Zoom platform, some students had enter the class. The lecturer ordered the students who would present their presentation to prepare themselves. The lecturer divided students into some of groups and each group would present materials that had decided before.

**2. Equipment or media used in the lecture of learning.**

Most of groups made presentation in PPT form and recorded the their explanation, in the end, they consolidated it with PPT before. When their time was coming to present their presentation. They replayed the recording through share screen in ZOOM platform.

**3. Students who took part in the lecture of learning.**

There were 2 groups, every group consist of 3 students who gave presentation and the other students listened to it.

**4. Lecturing given by the lecturer and the method used.**

The lecturer started the class and gave students time to do presentation. After that, questions and answers, and if there was no questions from students, the lecturer ordered the presentator to make questions and give it to audience to answer, before that, the presentator divided all of the audience into 5 group discussions to solve the questions that were given by presentator.

**5. Language used by students and lecturer.**



English and Indonesian.

6. Interactions that occurred during the discussions.

If there were questions from audience, it was answered by the presentator, if there was no questions, presentator made questions for every group discussions which divided before.

7. Learning evaluation after the completion of the lecture.

Because of 1 meeting only 2 or 3 groups who could give presentation. The evaluation was almost never. The lecturer only reminded the students to make it fast when their turn to present material so in 1 meeting could finish 3 or 4 groups presentation.

## APPENDIX 2

### The Result of Non-participatory Observations Guide List

Date: Thursday, November of 26<sup>th</sup> 2020 at 7 AM

1. Preparation of students during lecture of learning.

Class started at 7 a.m. this time they used Google Meet platform, some students have enter the class. Some students still tried to enter. Because of poor signal, the class wasted much time . making presentation was not running well.

2. Equipment or media used in the lecture of learning.

Most of groups made presentation in PPT form and recorded the their explanation, in the end, they consolidated it with PPT before. When their time was coming to present their presentation. They replayed the recording through share screen in Google Meet platform.

3. Students who took part in the lecture of learning.

There were 2 groups, every group consisted of 3 students who gave presentation and the other students listened to it.

4. Lecturing given by the lecturer and the method used.

The lecturer started the class and gave students time to do presentation. After that, questions and answers.

5. Language used by students and lecturer.

English and Indonesian.

6. Interactions that occurred during the discussions.

The questions kept and asked via chat box on the Google Meet platform.

7. Learning evaluation after the completion of the lecture.

Because of 1 meeting only 2 or 3 groups who could give presentation. The evaluation was almost never. The lecturer only reminded the students to make it fast when their turn to present material so in 1 meeting could finish 3 or 4 groups presentation.

### **APPENDIX 3**

#### **The Result of EFL Students' Interview of Online Classroom Participation in Advanced Reading Comprehension Subject**

**Respondent : Erny Karina**

**Number : 1903046001**

**Date : Saturday, December of 12<sup>th</sup> 2020 at 17:55 PM**

I : How often do you ask questions about Advanced Reading Comprehension material?

R : *I think, I am not really often ask the question about Advanced Reading Comprehension, because I think the subject little bit difficult to me to following material, because there are many capture, yeah, I am not really often.*

I : How often do you give opinions about Advanced Reading Comprehension material?

R : *I think, seldom, because in the class we do presentation and each group have to give question, and then the presentator will answer the question so maybe I will give opinion when I have a presentation.*

I : How active are you when discussing a topic in the group discussion?

R : *I think, I little bit active, because I can solve the problem that come into discussion.*

I : What was your role in group discussion?

R : *When we had a questions, and then our group will divide each question, and then answered by one of us, for example, the first question will answered by me, the second question will answer my friend, the third question will answered by my another friend, and then we collect the answer. And then we forward to class group.*

I : What was your initiative to contribute in group discussion?

R : *I think, having a great cooperation, because each of us, each of our member have to active, have to following, have to cooperate to our group.*

I : What was your problem when following Advanced Reading Comprehension subject?

R : *I think, one of my problem is vocabulary, this subject have a lot of text.*

I : How often do you open Advaced Reading Comprehension materials to study by yourself outside of class hours?

R : *I think, I seldom opening Advanced Reading comprehension book, I didn't really love it. I feel lazy.*

I : What were you doing when your friends were presenting material?

R : *I do as another person, I will hear it, but sometimes, I will also check my WhatsApp, and another Application sometimes when I feel little bit bored with the presentation.*

#### **APPENDIX 4**

##### **The Result of EFL Students' Interview of Online Classroom Participation in Advanced Reading Comprehension Subject**

**Respondent** : Putri Mardiyah S

**Number** : 1903046008

**Date** : Sunday, November of 29<sup>th</sup> 2020 at 20:56 PM

I : How often do you ask questions about Advanced Reading Comprehension material?

R : *It is not that often actually, but I think I ask question a couple time, because I sometimes could really understand well what is the material about or explains.*

I : How often do you give opinions about Advanced Reading Comprehension material?

R : *Not quite often.*

I : How active are you when discussing a topic in the group discussion?

R : *I think I quite active, I mean like sometimes when the lecturer divided us into some groups. Some of my friends are not really understand what the material what is the subject or would I call it like take a lead on that group.*

I : What was your role in group discussion?

R : *I am that kind of person who is giving an idea about what would should we do for the assignment. I am not picking in charge that I am gonna a better like a solution or may be an idea through assignment in a group, but mostly I am picking a charge.*

I : What was your initiative to contribute in group discussion?

R : *Like what I said before, I am picking some kinds like suggestions I guess that kind of contribute. Maybe I divided assignment to the others to do it easily.*

I : What was your problem when following Advanced Reading Comprehension subject?

R : *Well... sometimes, the assignment was.. I am not gonna say too many because we do it in a group. Sometimes, it is kind of hard because to many questions if I do it in personal.*

I : How often do you open Advanced Reading Comprehension materials to study by yourself outside of class hours?

R : *Well... I never really count it how many hours to study Advanced Reading outside class hours. I think every single time I go check the assignment. I do it directly like 2-3 hours I guess.*

I : What were you doing when your friends were presenting material?

R : *I am paying attention to them that I am afraid that I have been lost the material if I am not watching them well to be honest.*

## **APPENDIX 5**

### **The Result of EFL Students' Interview of Online Classroom Participation in Advanced Reading Comprehension Subject**

**Respondent** : **Tiara Pramudita**

**Number** : **1903046018**

**Date** : **Wednesday, December of 2<sup>nd</sup> 2020 at 18:45 PM**

I : How often do you ask questions about Advanced Reading Comprehension material?

R : *Aa... surely, never. I think never because in the Advanced reading Comprehension aa... class. My lecturer is give the material to the learning and some questions so for the class of reading comprehension, we do the questions and collect to the e-learning so I never ask questions about material.*

I : How often do you give opinions about Advanced Reading Comprehension material?

R : *Hmm... Actually never, never, because .. ya.. we don't do the discussions aa... we never do discussions, but nowadays we do some presentations group to discuss our material., but I never, never give opinions in class.*

I : How active are you when discussing a topic in the group discussion?

R : *Hmm... maybe active enough, I do aa.. I discuss about the material with other member, because there are some material that aa.. maybe.. maybe difficult enough or we need to discuss one an another so I do discuss with other member of other friends in my group discussion, and then, yeah.. we do the question together so we need to discuss it.*

I : What was your role in group discussion?

R : *Hmm.... My role in group discussion is, yeah... part of some part of question or quiz aa... for, for, for the member of group so I do my part and when the assignment is difficult to understand, I can do or search on internet so I can explain to my friends or other member so we can understand about the assignment and we do the discussion.*

I : What was your initiative to contribute in group discussion?

R : *My initiative to contribute in aa... maybe I can... I am sorry, aa maybe aa... yeah, I do my part on the group discussion like... the my part and do the quiz there are... aa... that will my part so I do, and initiative aa.. I can do some work there are my friend in... feel difficult our fit, and then, I can explain, how to explain the*

*assignment when my member or my friends is not understand about the assignment.*

I : What was your problem when following Advanced Reading Comprehension subject?

R : *Aa... my problem maybe because of the material given by my lecturer is too long, and there are too many questions on the material so I need pap..., we , we, we just given a short time to do the pees, so my problem is maybe I need aa... more a long time to do my assignment and there are some passages I can not understand because of my lack of vocabulary, I need to increase my vocabulary, but aa... in general my problem is yeah... the questions is too much or too many questions, and maybe sometimes that makes us feel difficult or confused.*

I : How often do you open Advaced Reading Comprehension materials to study by yourself outside of class hours?

R : *Hmm... aa.. I just open the materials about Advanced comprehension when I do my assignment or my quiz, but if I don't do the assignment, I don't open the materials.*

I : What were you doing when your friends were presenting material?

R : *Hmm.. surely pay attention to the explanation, and maybe I don't ask questions to them but when they give for example questions or quiz, I can answer.*



## APPENDIX 6

### The Result of EFL Students' Interview of Online Classroom Participation in Advanced Reading Comprehension Subject

**Respondent** : Nadila Putri Aisyah

**Number** : 1903046029

**Date** : Friday, December of 11<sup>th</sup> 2020 at 11:07 AM

I : How often do you ask questions about Advanced Reading Comprehension material?

R : *Hmm... from me, I am very rarely, because sometimes every lecture I don't follow properly. When joining ZOOM sometimes the signal is difficult and now we have to study at home, and in my home, there are many small children, so sometimes not to focus for aa... I am joining the lecture.*

I : How often do you give opinions about Advanced Reading Comprehension material?

R : *Hmm... I am not often aa... give the opinion because what I have said before I just aa... sometimes I don't focus with the lecture and sometimes I give opinion where I am really interest with the material but if the material not aa... be fine for me I never give opinion.*

I : How active are you when discussing a topic in the group discussion?

R : *In a group discussion, I am interest as well, because in the previous forum or group I didn't really understand maybe my friends in a group can me understand or they can explain the material before.*

I : What was your role in group discussion?

R : *Speak enough, just speak enough, and then just when interest material, if I don't understand the material I just silent.*

I : What was your initiative to contribute in group discussion?

R : *Of course, the first I have the responsibility to participate in my group discussion, and then, the second I have aa... for I get my grades, and then, if we don't participate with aa... our group, I feel.. we uncomfortable with them.*

I : What was your problem when following Advanced Reading Comprehension subject?

R : *The problem when aa... I.. now when we have to study at home is... I don't focus and I can not focus for the material because aa... so many children here, but in the class for me, I can following the material well, but for now I can not focus more the material, and I think for me now, Advanced reading for me is not to be good for me, because I can not focus more here.*

I : How often do you open Advaced Reading Comprehension materials to study by yourself outside of class hours?

R : *Almost I never open the material everytime exact, when the lecturers are taking place, I will be do examination.*

I : What were you doing when your friends were presenting material?

R : *Usually I listen to them even I don't sleepy attention with they said, except the concept of material is creative, I am interest with the discussion, but if the speaker or my friend explain the material just so so, I don't really pay attention with them.*

## APPENDIX 7

### The Result of Lecturer's Interview of Online Classroom Participation in Advanced Reading Comprehension Subject

**Respondent** : Dra. Nuna Mustikawati Dewi, M. Pd

**Position** : Lecturer

**Date** : Wednesday, December of 16<sup>th</sup> 2020

I : How were students participating in learning Advanced Reading Comprehension subject?

R : *They always tried to participate actively, but the low connection made troubles.*

I : How do you relate your learning methods to student needs in learning Advanced Reading Comprehension?

R : *There are many methods to be used.*

I : What do you do to make students easy in learning the material of Advanced Reading Comprehension subject?

R : *They did the materials and the exercises both individually and in small group.*

I : How often do students participate actively to ask questions about material they do not understand?

R : *They usually asked the questions they didn't understand not only in zoom meeting but also in WAG.*

I : What was your classroom environment support you to apply the learning methods in the classroom?

R : *The students worked in small group discussion.*

I : How your students were responding after receiving your learning?

R : *They tried to answer the questions and also asked the items the didn't understand.*

## **APPENDIX 8**

### **Observations Guide List**

1. Preparation of students during lecture of learning.

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2. Equipment or media used in the lecture of learning.

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3. Students who took part in the lecture of learning.

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4. Lecturing given by the lecturer and the method used.

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5. Language used by students and lecturer.

6. Interactions that occurred during the discussions.

7. Learning evaluation after the completion of the lecture.

## **APPENDIX 9**

### **Interview Guide for EFL Students**

1. How often do you ask questions about Advanced Reading Comprehension material?
2. How often do you give opinions about Advanced Reading Comprehension material?
3. How active are you when discussing a topic in the group discussion?
4. What was your role in group discussion?
5. What was your initiative to contribute in group discussion?

6. What was your problem when following Advanced Reading Comprehension subject?
7. How often do you open Advanced Reading Comprehension materials to study by yourself outside of class hours?
8. What were you doing when your friends were presenting material?

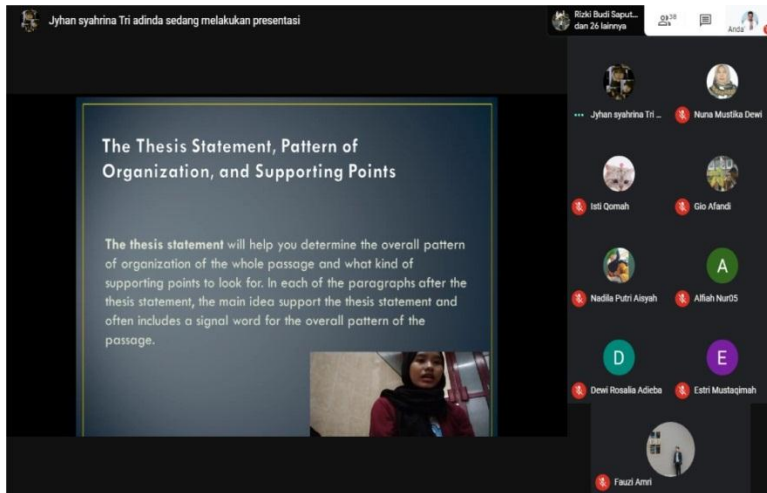
## **APPENDIX 10**

### **Interview Guide for Lecturer**

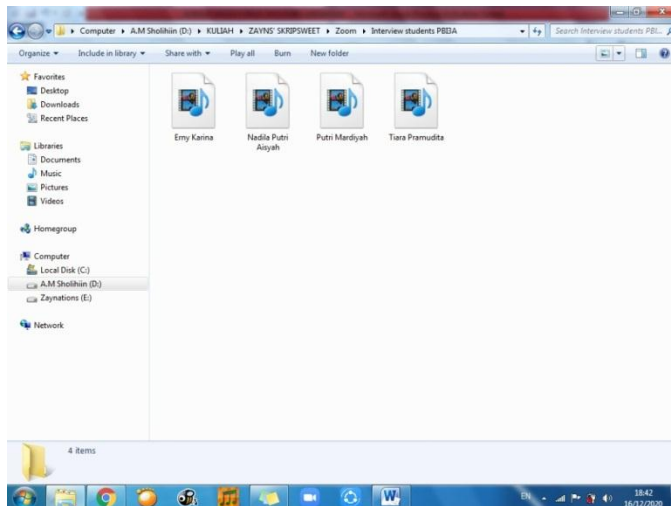
1. How were students participating in learning Advanced Reading Comprehension subject?
2. How do you relate your learning methods to student needs in learning Advanced Reading Comprehension?
3. What do you do to make students easy in learning the material of Advanced Reading Comprehension subject?
4. How often do students participate actively to ask questions about material they do not understand?
5. What was your classroom environment support you to apply the learning methods in the classroom?
6. How your students were responding after receiving your learning?

# DOCUMENTATIONS

## Learning Process



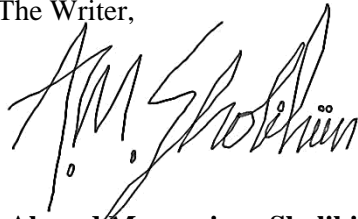
## Files of Interview with EFL students



## CURRICULUM VITAE

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The Writer,



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