

**EXPLORING STUDENTS' PARTICIPATION IN AN  
ENGLISH VIRTUAL CLASSROOM AT MA NU DEMAK**

**THESIS**

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



By :

**MESI RATNASARI**

NIM : 1803046131

**EDUCATION AND TEACHER TRAINING FACULTY  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2022**



# THESIS PROJECT STATEMENT

## THESIS PROJECT STATEMENT

I'm a student with the following identity:

Name : Mesi Ratnasari  
Student Number : 1803046131  
Department : English Education  
Title :

### EXPLORING STUDENT'S PARTICIPATION IN AN ENGLISH VIRTUAL CLASSROOM AT MA NU DEMAK

State that this thesis is my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in by ethical standards.

Semarang, 16 Desember 2022

Researcher



**Mesi Ratnasari**

1803046131



# RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr Hamka (Kampus II) Ngaliyan Semarang  
Telp 024-7601295 Fax 7615387

## RATIFICATION

Thesis with the following identity:

Title : Exploring Student's Participation in an English Virtual Classroom at  
MA NU Demak  
Name : Mesi Ratnasari  
Student Number : 18030446131  
Department : English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 22 September 2022

### THE BOARD OF EXAMINERS

Chairperson,

Dra. Hj. Ma'rifatul Fadhillah, M. Ed  
NIP: 19620803 198903 2 003

Secretary,

Nadiyah Ma'mun, M. Pd  
NIP: 19781103 200701 2 016

Examiner I,

David Rizal, M. Pd  
NIP: 19771025 200701 1 015



Examiner II,

Savvidatul Fadlilah, S. Pd., M. Pd  
NIP: 19810908 200710 2 001

Advisor,

Nadiyah Ma'mun, M. Pd  
NIP: 19781103 200701 2 016



## ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185  
Website: [www.fik.walisongo.ac.id](http://www.fik.walisongo.ac.id)

---

### ADVISOR NOTE

Semarang, 16 December 2022

To:  
The Dean of Education and Teacher Training Faculty  
UIN Walisongo Semarang

*Assalamualaikum, wr. wb.*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **EXPLORING STUDENT'S PARTICIPATION IN AN  
ENGLISH VIRTUAL CLASSROOM AT MA NU  
DEMAK**  
Name : Mesi Ratnasari  
Student Number : 1803046131  
Department : English Education

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty of UIN Walisongo Semarang to be examined at Munaqasyah Session.  
*Wassalamualaikum, wr. wb.*

Advisor,

**Nadiah Ma'mun, M. Pd.**  
NIP. 19781103 200701 2 016



**Ratnasari, Mesi.** 1803046131, 2022, *Exploring Student's Participation in an English Virtual Classroom at MA NU Demak*, Thesis, English Language Education Department, Walisongo State Islamic University Semarang. Advisor: Nadiah Ma'mun, M. Pd.

### **ABSTRACT**

This study was purposed to describe student's participation in an English virtual classroom at MA NU Demak and to describe the obstacles during join virtual classroom activity. The method used in this study was descriptive qualitative method. Thirty students of class XI was selected to be participants. The data were gathered through questionnaire and semi-structured interviews. The most commonly used tool is the Likert Scale, where there are five points ranging from (strongly disagree to strongly agree) to knowing student's participation. The result of the study showed that students be active in join English virtual classroom. It can be seen from the result of mean score of questionnaire's result of student's participation in attendance, participate, doing homework, hearing teacher's explanation. that the average score of student's participation in an English virtual classroom which is 49,1, based of range 1 until 75 that includes active category. The result of obstacles during join virtual classroom were internet connection, the lack of access to technology, the difficulty concentrating, and the difficulty time management.

**Keywords** : English Learning, Student's Participation, Virtual Classroom,



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Finally, the writer realizes that this thesis is still less perfect. The researcher hopes any suggestions and criticisms to make it better. The writer hopes this thesis can be useful for the improvement of English teaching learning, especially for the writer herself and for the readers.

Semarang, December 12<sup>nd</sup> 2022

The Researcher,

**Mesi Ratnasari**  
NIM 1803046131

## DEDICATION

The thesis is dedicated to

1. *My Beloved Father (Bapak Hermanto Almarhum) and my mother (Ibu Tri Mulyani).*
2. *My beloved brother (Fery Santoso, Verdy Santiago, and Fary Sanshiro).*
3. *My beloved sister (Ely Suharsih and Apriyani Suraswati).*
4. *My beloved friends (Nike Nur Fadhilah and Miksalina Udzma).*
5. *My man (Khabibullah).*
6. *My big family of English Department (PBI C) 2018.*



## **MOTTO**

*“Uthlubil ilma minal mahdi ilal lahdi”*  
*(Sue the knowledge from cradle to grave)*

*“Whatever you are, be a good one”*



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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Language is very important for people overall on the word, because language is used to communicate with others. everyone needs to communicate with other because everyone needs to know and interact with others.

Allah stated in Al-Qur'an surah al- Hujurat verse 13 :

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَىٰ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ١٣

Men, We and have created you from a male and female, and made you into nations and tribes that you might get it knows one another. The noblest of you in Allah's sight is the most righteous of you. All are wise and all-knowing.<sup>1</sup>

This verse is interpreted to mean that got created human of a man (Adam) and a woman (Eve) and made the nation-state, tribes-tribes, and different skin colors, and automatically, they will be united through language. Statement *lita'arafu* has a meaning that you must know each other. The stronger the introduction of one party to the other, the more open the opportunity to benefit each other. Therefore, the verse above emphasize the need to know each other. The introduction is

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<sup>1</sup> Mahmud Y Zayid, *The Alqur'an; an English Translation of the Meaning of the Al-qur'an*, (Lebanon; Dar Al-Coura, 1980), p. 384

needed to draw each other's lessons and experiences to increase the Holiness of God.

In the surah Al- Hujurat verse 13, we conclude that in this world, we are created as humans; automatically every human has language to communicate with others. Allah creates humans in the world with various nations, ethnicities, and costumes. Even so the language, one country and another country have different languages. People who live in distinctive places have to cooperate with one another to complete the necessities in their life. Language has an important role in human's life because language is not only to communicate, but also to convey the message that can express and interpret something.<sup>2</sup>

There are many different languages in the world such as English and Indonesian language. As an international language, English language is very important and has many interrelationships with various aspects of life owned by human beings. In Indonesia, English is consider as the first foreign language and taught formally from elementary school up to the university level.

English language in Indonesia as a foreign language and as an international language that should study by the students or people. In Indonesia, the students study English from

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<sup>2</sup> M. Quraish Shihab, *Tafsir al Misbah Pesan esan dan Keresasian Al-Qur'an* (Jakarta:Lentera Hati, 2002), p. 618

primary school. English learning should make the students interesting when they are studying, so that they can master it well. Learning the English at home can use the easy online learning. Many tools or applications that property in English learning with their need. Consequently, they can learn it at home well.

Learning English is one of the way and a strategy to improve human resource development, especially in Indonesia. After Indonesian independence, learning English has began to be applied. Thus to enhance students' ability to grasp English, various curricula and methods have been developed. The significance of English as an international language is unquestionable and becoming a competent user of this language is the assertion of the time. This shows that learning English is necessary, especially in the world of education. One of the primary assets to face globalization –era competition is the mastery of English.<sup>3</sup>

In the 21<sup>st</sup> Century, most people use modern technology in their activities. Many sectors use the new technology to do their activities such as; education, industry, hospital, and etc. In this era, people asserted they could be active and creative for doing something. Many technologies that can be use to

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<sup>3</sup> Kunarsi. Artin, Thesis; *English Teacher's Problems and Strategies in Conducting Online Learning System during Covid- 19 Pandemic* (IAIN Bengkulu, 2020)

support their activities, so that people should allow the new modern. Moreover in teaching, the teacher as tutors should have creativity in the teaching process. According to Berg, teaching is a creative process for students. It means that by using new technology the teacher should have an interesting condition in the learning process.<sup>4</sup>

Besides, in the education system, teachers play a crucial role in school to educate their students. In interactive teaching, the teacher is not only a teacher but also assessor, facilitator, position model, data receiver, aid purchaser, and planner. In more specific sense, the teacher is the organizer of the teaching and partners for communicating with their students.<sup>5</sup>

The entry of the Covid-19 in Indonesia has a profoundly impacts on people's lives, ranging from health, economics, social, religious, and secular life to global education. The effect of Covid-19 in the world of education can be seen on federal policy in areas that provide a policy for reducing all educational institutions from child education level to college. This was done to prevent the spread of the coronavirus. It is

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<sup>4</sup> Berg, Paul S. Forming (2013) *a Community of Practice: Exploratory Teacher Research of an English as a Foreign Language Community at a University in Taiwan*, The International Journal of Literacie.

<sup>5</sup> Kunarsi. Artin, Thesis; *English Teacher's Problems and Strategies in Conducting Online Learning System during Covid- 19 Pandemic* (IAIN Bengkulu, 2020)

hoped that since all educational institutions are unable to perform this face-to-face activity, this would minimize the distribution of the Covid -19. It requires more creative educators to manage online learning, thus continuing the learning process.

People will increasingly concerned until response time of the Covid -19 pandemic, people were increasingly concerned, especially in educational institutions that should be extra prepared everything for online learning needs. Education must ensure the teaching learning activities continue, even though the learners are at home. The solution, the educators are required to design the learning media as innovation by using online media and learning has various learning style to support.

Learning style is the role of student's live. It means that, the students will be effective in the learning process moreover in learning the English language, it will help the learning beginning in studying the English language. When the teacher teaches to use the correct format, the students will be better at learning moreover in the English language. it is how to make students more effective when learning. According to Awla, learning style is about students self-esteem and self

confidence. It means that using a learning style can help teachers make learning more interesting.<sup>6</sup>

The process of home learning through ideal online learning can still accommodate a student's learning need to develop talents and interests consistent with his education. Achieving this requires educator's readiness, appropriate curriculum, learning resources, and stable hardware and network support so that communication between learners and educators can be effective. Current online learning conditions are hardly ideal because obstacles are still also a challenge to the implementation of online learning, as the implementation of online learning is a requirement that educational action still be held in the current Covid -19 pandemic emergency. The obstacles faced in the implementation of online learning include the readiness of human resources, the lack of clear direction from local governments, the right curriculum, and the limitations of tools and infrastructure, especially technology and internet support. The readiness of human resources, including educators, students, and parental support is an essential part of the implementing of online learning.

The online learning process is expected to remain a solution within this pandemic. With the many obstacles

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<sup>6</sup>Awla, Hawkar Akram. (2014) *Learning Styles and Their Relation to Teaching Styles*, International Journal of Language and Linguistics.

encountered in the online learning process the educator must still do their part to educate.

Student's participation is very important to success in learning activities, in 2013 curricula students have to be active full in learning. At school, teachers simply give instruction and direction to their students. But, during Covid- 19, students were expected to study at home. Learning activities be done by online learning, the activities are given more to the development of life skills and character of students. It can be done by tapping into online media like ; Whatsapp, Facebook, Zoom meeting, Google meet, by either planning for the event or creating activities that students can take into the institution by observing health protocol. The data obtained from the activity reports is then analyzed according to student basic competence and development aspects of students for the report to be made. Students development reports can be done face-to-face by keeping a closer look a health protocol to know more about student's development and may also be done online by E-mailing or Whatsapp. Because of this, the effectiveness of educator's monitoring is limited. It also resulted in a decline in the rate o pupils in English classes.

Nahdlatul Ulama' Demak Islamic High School has renovating the school, allowing students class XI have to participate in online learning. As we know that during offline learning activities, student's participation is meager low, only

one or two people were active in this activity, so, what about online learning activity?. Therefore this study has been conducted to find out how student's participation in virtual meeting during online learning, and what obstacles are in doing virtual meeting activities.

## **B. Research Question**

Based on the background of study above, the problem of the study is:

1. How do students participate in English class virtual classroom during online learning ?
2. What are the obstacles during virtual classroom activity?

## **C. Objective of the Research**

Based on the research question, this particular study aimed at finding out:

1. To describe students participate in English class virtual classroom during online learning.
2. To describe obstacles during virtual classroom activity.

## **D. Significance of the Research**

The research of student's participation in an English class virtual classroom during online learning is expected to provide benefits from both theoretical and practical terms.

**1. Theoretically**

The researcher hope this study will provide motivation of the development of the education world especially the analysis of English subject and can be used as a reference to further research.

**2. Practically**

The results of this study may benefit readers in increasing appreciation for English education in Indonesia, particularly in enhancing student's participation in both online and offline English classes.



## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Related Literature

In this chapter, the researcher will explain about Concept of student's Participation, Definition of Virtual Classroom, Benefits of Virtual Classroom, Definition of Online Learning, and Type of Students during joined online learning.

##### 1. Concept of Student's Participation

Participation is the act of taking part in an event or activity.<sup>7</sup> Student's participation means participation in an activity indicated by his physical and psychological behavior. Optimal learning occurs when students participate responsibly in the learning process. The activation of the student is shown by its participation. The activity can be seen in several behaviors such as listening, discussing, making things, writing reports, and soon. Student's participation is needed in setting goals and learning and teaching activities (Hasibuan and Moedjiono, 2006). Participation is required in the learning process, for in principle study is to act to change behavior, so

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<sup>7</sup> <http://dictionary.cambridge.org/definition/participation>

engaging in activity means that students must be active in following the learning process. There is no learning if there is no activity. That is why the activity is a principle or principle essential in the learning process.

The use of online learning media is independent teaching and high interactivity, can improve memory levels, provide more learning experiences, with text, audio, video, and animation all of which are used to convey information, and also provide ease of conveying, updating content, download, students to can send emails to other students, send comments, on discussion forums, use chat rooms and etc. with online teaching, interaction between students and teachers will be more practical because they do not have to travel to meet.

The concept student's participation can be divided into formal and informal involvement, which can be seen as examples of representative and direct democracy. Formal participation is collective, from the aspect that student's exercise formal participation through representation on boards and committees. Informal participation is individual and concerns

student's informal opportunities of influencing their situation and education.<sup>8</sup>

Jerrold in Yeni Herawati (2008) suggests that such participation is possible in various ways, among other things:

1. Activation of students in the class

Such as actively following the lesson, understanding the teacher's explanation, asking teachers, being able to the answer question from teachers soon.

2. Adherence to a norm of learning.

Such as doing tasks according to the teacher's command, being on time, wearing the appropriate clothing, and soon.

From the description given by Jerrold that participation can be developed to several ranks, those are:

- 1) Receive, that is students are willing to take note of an event or activity. For example students will listen to what the teacher says and observe what is happening in the surroundings.

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<sup>8</sup> Bartley, Kristina, Jorgen Dimenas & Hanna Hallnas, *Student Participation in Higher Education: A Question of Governance and Power*: (Nordic Studies in Education: 2010), p. 150

- 2) Respond, that is the student is willing to respond to an event by participating. Example; answering, following, agreeing, obeying orders, liking and son.
- 3) Assessment, that is students will either accept or reject an event through a statement of a positive or negative attitude. Example: receiving, supporting, participating, continuing, and devoting.
- 4) Compiling, that is when students are dealing with situations that involve more than one value, happily compiling those values, determining the relationship between various values and accepting that there are values higher than others. Example: organize, choose, consider, decide, recognize, and make plans.
- 5) Identifying, traits because a value complex, which is that students consistently act according to applicable values and consider this behavior to be part of his or their personality. Example: trust, practice, do, and work.

Student participation in the following learning, students are expected to be able to actively participate in learning activities from the beginning of learning to the end optimally so to achieve the purpose of learning. With student

participation, learning activities will be focused more on educating and developing potential and aspects of student development toward more optimal. Students are perfectly positioned as learning subjects.<sup>9</sup>

## **2. Definition of Virtual Classroom**

A virtual classroom is an online learning environment. The environment can be web-based and accessed through a portal or software-based and requiring a downloadable executable file. Just like in a real world classroom, a student in a virtual classroom participates in synchronous instruction, which means that the teacher and students are logged into the virtual learning environment at the same time. Many schools have rolled out virtual classrooms to provide synchronous distance education. Virtual classroom software applications often employ multiple synchronous technologies, such as web conferring, video conferring, live streaming, and web-based to provide remote students with the ability to collaborate in real time. To enhance the educational process, applications may also offer students with asynchronous

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<sup>9</sup> Handayani. (2013) *meningkatkan partisipasi belajar siswa dalam pembelajaran menggunakan metode role playing pada siswa kelas V SD Negeri Playen III* (Issue September). Universitas Negeri Yogyakarta.

communication tools, such as message boards and chat capabilities.<sup>10</sup>

In an virtual classroom, the ability to model programming skills using the screen sharing facility is always available at all times. Computer science educators to impart attitudes, thought processes, problem solving techniques, and a whole range of other underlying skills that are not made explicit or at least not embedded in their context when other teaching method are employed. In a virtual classroom all programs are ready and available on the instructor's machine. Thus academics can verbalize their underlying thought processes while writing and debugging programs, offering students a rich "cognitive apprenticeship" in the art of programming.<sup>11</sup>

Virtual classroom systems serve as learning platforms that contain several features for optimal learning environments. These systems have been designed to replace video conferencing software, such as Skype, QQ, and Adobe connect, with a real-time classroom that containing video conferencing combined

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<sup>10</sup> Bower, M., and D. Richards, *The Impact of Virtual Classroom Laboratories in Computer Science Education*. ACM Press (2005), p. 292-296

<sup>11</sup> Collins, A., J. Brown, and A. Holum, *Cognitive apprenticeship: making thinking visible*. *American Educator*, 6, 11(1991), p. 38-46

with the learning material (textbook) loaded into an online digital whiteboard.<sup>12</sup>

The virtual classroom is web-based systems designed by each education company or by contracted digital companies, such as LearnCube. The student would access the company website, create an account, and register for a class that accommodates their personal needs and timetable. At the class time, the student would access the classroom using their home computer or mobile phone. The video conferencing tools allow the student to hear and see their teacher. The textbook for the class is automatically loaded, and the student and the teacher can use the whiteboard functions to type words on the textbook or draw with a pen function. While some of the features may vary depending on the company platform, the majority of the classroom, such as Google Classroom, WhatsApp Group, Google Meet, and Zoom Meet. There is often a chatbox where students and teachers can type notes to each other. There is usually a running timer on the page to ensure the teachers are using the time of each page effectively, and both the students and the teachers are can to see

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<sup>12</sup> Wang, Y., and N.S. Chen, (2007) *Online Synchronous Language Learning SLMS over The Internet*. Innovate: Journal of Online Education

how much time is left in the class. When the students are children, most companies provide a reward system, such as the ability to give stars for good behavior. In addition companies have a lesson recording function in the classroom, which allows both the students and the teachers, along with company employees to watch and examine the lesson at a later time or date.<sup>13</sup>

### **3. Benefits of Virtual Classroom to Online Language learning**

The benefits of using virtual classrooms over traditional video conferencing software are that they allow for quality monitoring of the school and quality assurance. Moderators can enter the classrooms at any point during the lesson and validate that the teacher is performing to the company standards. This has replaced the need for *mystery shop* teachers, where employers had to schedule classes and pretend to be students. Virtual classroom monitoring also allows the company to identify training opportunities, handle complaints,

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<sup>13</sup> Manegre. Marni and Kashif Ali Sbri (2020): *Online Language Learning Using Virtual Classroom: an Analysis of teacher perceptions*. Journal of Computer Assisted Language Learning.

and verify whether the students and teachers are punctual and attending the classes.<sup>14</sup>

Virtual classroom help connects language to native-language speakers of any desired language, which helps students work on their language production skills. The main advantages of virtual classrooms are their flexibility, interaction, and assistance for those with limited mobility or lack of resources. These points will be further explained below.

The features of virtual classroom systems, specifically the video, chat, and text features, provide the opportunity for students to have constant interaction, which increasing their student's engagement, and with their sense of community. Even though the classroom environment is virtual the relationships between the students and teachers are real. Many students studying English have learned mute English, a phenomenon where people have studied English for years in a classroom and can understand written English but cannot speak in English.

Whether language learning occurs in a digital environment or a traditional Classroom, the most of

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<sup>14</sup> Marshall, F. (2019). *Virtual Classroom: A Means of Digitalizing Face-to-Face Learning and an Alternate to E-learning?*. Journal of Global Learning and Development.

students claim they prefer to learn under the guidance of an experienced teacher. In addition, the most crucial factor in predicting success is the teacher's effectiveness. Virtual classrooms have video conferencing technology that allows for face-to-face communication. Online language learning in these classrooms allows learners to receive feedback on their production and grammar, essential to self-assessment and self-correction. The learner can ask question and have time to process the information learned. Language instruction contributes more positively to acquisition and naturalistic exposure, effectively instruction is linked with teaching, and effective teaching is highly correlated with positive student achievement.<sup>15</sup>

Virtual classrooms have advantages for students with limited mobility or limited access to educational resources and online learning in virtual classrooms allow for the students to have more talk time than they would receive in typical traditional classroom settings due to the differences in class size where online classes are either individual lessons or have less than five students. Along with the benefit of bringing the lesson

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<sup>15</sup> Balsamo, D. (2018) *Distributed Leadership and Underperforming World Language Teaching: Building-level and Department Leader's Perspectives*. ProQuest Dissertation Publishing

to the student, evidence suggests that online language learning improves student's motivation.

The use of technology at home helps to motivate and enhance English foreign language students' learning and acquisition of English Vocabulary. Yen, Hou, and Chang (2015) found that technology improves speaking and writing skills, many environmental and cultural factors inhibit language learning, such as the lack of interactive speaking environments and focus on test scores. They also noticed the participation levels of students in computer-assisted discussions were higher than in face-to-face discussions.<sup>16</sup>

#### **4. Concept of Online Learning**

Online learning is the worldwide technologies that use the web, E-mail, new groups and text, audio, and video conferencing.<sup>17</sup> It means that, the learners will study use E-learning to support their activities out of the classroom. Online learning can use in certain situations although not in the classroom. Race said that online learning is the students spending their time online, working either directly over the internet or on

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<sup>16</sup> Manegre. Marni and Kashif Ali Sbri (2020): *Online Language Learning Using Virtual Classroom: an Analysis of teacher perceptions*. Journal of Computer Assisted Language Learning.

<sup>17</sup> Dhul, Indira., & Sakshi. (2017). *Online Learning*. International Education & Research Journal

computers linked into a local internet.<sup>18</sup> The learners will control about when they learn, how they learn, and their learning needed in connecting online. It is linked to the online assessment.

Using online teaching and learning have several advantages, namely:

a. Accessibility

Online learning use for the student in the learning process from anywhere in the world. It means that, it from all students from different countries use the internet as online learning. Within it, it can help the students in studying and get a suitable course or degree program from home. Student's learning can use based on geographic location.

b. Personalized Learning

Online learning system for students in learning style, content, aim, current, knowledge, and individual skills, E-learning is an individual plan in their learning. It can help students in motivate when studying, develop confidence and self-esteem, personalize the learning experience, widen access, and improve the learning experience, while also helping people develop their Information Communication and Technology (ICT)

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<sup>18</sup> Race, Phill. *500 Tips for Online Learning*. London: Routledge Taylor & Francs Group, 2005.

skills. Using this system the students will be active. Personal learning is makes the students more self—confident.

c. Develops cognitive abilities

The students can get much information and knowledge with access to the internet active. Many sources can find for the students to add their references to the study. They can find and share some information online way to help their abilities.

d. Cost-Effectiveness

Using online learning will help the students and their parents with less money because it will be less to buy books and other contexts. This is a learning style learning at a traditional institute.

e. Basic Computer Skills

It can give students technical skills in using ICT. They will be more professional in features education in using a computer.

f. Globalization

Online learning uses some modern technologies in the teaching and learning process, it uses a new application to support it. Using those technologies will help the students in education. The students will get some opportunities to get some information by accessing the internet. Therefore, it is important in

online learning, interact with experts, and use online database.<sup>19</sup>

## **B. The Previous Study**

The researcher have found some relevant studies. First, Marina et al., (2014), entitled “Effects of Student Participation in an Online Learning Community on Environmental Education: a Greek Case Study”. The researcher review that the students that participated in the study formed a community given that: they actively collaborated in order to achieve common learning objectives (namely, to produce their presentations and complete the project, in doing so they shared common principles and contributed materials to be shared within the community (e.g. text documents, web pages located on the internet), students engaged in social interactions exchanging viewpoints and materials (utilizing tools such as email and online discussion forums), student searched for, evaluated and negotiated information, and made decisions concerning the advancement of the community objectives.

Second, Selma et al., (2014) under the titled “Factors that Influence students Participation in Online Learning”. The researcher find indicated that online learner participation and patterns of participation were influenced by the following

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<sup>19</sup> Farika Sari, Ima. *Online Learning for English Language Teaching*. (2020). Edukasia Journal vol. 1, p. 216-230

factors: technology and interface characteristics, content-area experience, students roles and instructional tasks, and information overload. There may be a reciprocal relationship among these factors. It becomes essential to understand the implications of online roles and tasks for learner participation, specifically in the context of a course that relies on interdependence, participation and interaction.

Indeed, this research continuing the previous research by Restu, 2021, entitled “Analysis Students’ Participation in Joining English Learning during Covid- 19 Pandemic”. This research aims to describe the English learning process during the pandemic and students participation. This research type use a qualitative descriptive method and data collection in this research used interviews, observations, and questionnaire. And the results of this research indicate that learning English during the pandemic is carried out online using WhatsApp groups, in the online learning process four students participations appear.

The difference between my research and previous research is that my research focuses on knowing student’s participation in joining English Virtual Classroom during online learning and the obstacles that influence student’s participation in Virtual Classroom. Data collection uses a questionnaire and descriptive interview. And the design of this research is a quantitative method.

### **C. Hypotheses**

Online learning English at MA NU Demak has been implemented during the Covid -19 pandemic. However, the actual benefits that can be taken from this learning by students are not yet known. Most of the students who took part in the online learning seemed active in receiving directions from the teacher, but there are some students who seemed passive and lack motivation when studying. Therefore, it is necessary to know about students at MA NU Demak about their participation when following virtual classrooms during English online Learning.

This perception comes from informal interviews with students during the learning process. From an informal interview, there will be a positive or negative response that can be used to find out how important the participation of students in English online learning and also can be used as a material to assess the success of learning for teachers. The result then will be used as a reference to prepare for further study.

## CHAPTER III

### RESEARCH METHOD

This chapter consists of research design, setting of the research, subject of the research, source of the data, focus of the research, data collection technique, data analysis technique.

#### A. Research Design

This research uses qualitative research method with descriptive qualitative. Based on Sugiyono (2010), stated that qualitative research is descriptive. It means that collected data was in the form of words rather than number. In addition, Gay (2006) said that that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon. According to kumar (2011), “a study in which the main focus is on description, rather than examining relationships or associations, is classified as a descriptive study. A descriptive study attempts systematically to describe a situation, problem, phenomenon, service or program, or provides information about say, the living conditions of a community, or describes attitudes towards an issues”.

Qualitative research is composed of a various of genres, elements, and styles. This introductory chapter reinforces that there is not one but many possible approaches to naturalistic inquiry. Generally, the investigative methods are eclectic,

heuristic, and holistic, rather than prescribed, algorithmic, and linear. Emphasis is also placed on the research as human instrument, who develops not just rigorous skills but also empathetic understanding and personal creativity in the investigating and documenting of social complex life.

The data were obtained from respondents' perceptions from interviews and questionnaires occurred in the field. That aim is to explore some characteristics of the certain situation. This study described the cause of virtual classrooms during online learning. Field reason is chosen by the researcher, as researcher approach because almost all research activities the researcher doing in the field. This research sees to analyze and explain how student's participation of MA NU Demak toward online learning English use virtual classroom during Online learning.

## **B. Setting of the Research**

This research was conducted in Madrasah Aliyah Nahdlatul Ulama Demak. The participants of this research were all members of XI and XII class of Madrasah Aliyah Nahdlatul Ulama Demak in the academic year of 2022. The researcher divided into two parts such as interview there were 5 students and for the questionnaire there were 30 students. Research length started from 1<sup>st</sup> September until the end of September 2022.

### **C. Source of the Data**

There were two kinds of source of data. The researcher was used primary data and secondary data. Primary data were obtained from analysis in-depth interviews with respondents. Secondary data were obtained from questionnaire. The questionnaire was some written questions that was used to gain information from respondent which is about some personal data or things they know.<sup>20</sup>

### **D. Focus of the Research**

This research focused on student's participation in virtual classroom during online learning and finding out the factors that influence participation of students class XI and XII in Madrasah Aliyah Nahdlatul Ulama Demak.

### **E. Data Collection Technique**

There were two main affected aspects to the quality of the research of data results, research instruments and quality of data collection.<sup>21</sup> The researcher gained the data through some techniques and instruments. The instruments used by the researcher to get some data and information from the subject

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<sup>20</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 194

<sup>21</sup> Sugiyono, *Metode Penelitian Kombinasi-Mixed Method*, (Bandung: Alfabeta, 2013), p. 397

of the study. The instruments were used by the researcher as follows:

1. Questionnaire

Questionnaire was a form used in a survey design that participants in the study completed and returned to the researcher.<sup>22</sup> Questionnaire is also defined as a self-report data collection instrument that each research participant fills out as part of a research study. The researcher used questionnaire so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participant. Furthermore, the researcher attempted to measure many different kinds of characteristics using questionnaires. In this study, the researcher was also used questionnaire to collect some supporting data. The questionnaire used in this study was aimed at the investigating of student's attitude towards the natural environment.

The questionnaire consisted of questions to investigate students' technology skills and perceptions of online learning. Questions were structured in five-level categorical options that can be easily transferred to

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<sup>22</sup> John W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 3<sup>rd</sup> edition, (California: SAGE, 2009), p. 175

a Likert scale for a quantitative and straightforward analysis. The Likert scale quantifies the options of the questionnaire into equidistant scales ranging from “Strongly Agree” to “Strongly Disagree” so the survey maker can get a holistic view of the subject’s opinions. This study numbers Likert items as 5 (Strongly Agree), 4, 3 (Neutral), 2, 1, (Strongly Disagree) depending on the degree of agreement. The total score obtained by weighting the percentage of subjects in a particular group on each option by Likert scale corresponding to that option gives a more intuitional indication of the subject’s status.<sup>23</sup>

The questionnaire was done before conducting the interview. It strengthened the qualitative data that researcher get. The questionnaire is also for purpose to get the student’s response. The questionnaire contains thirty questions and in close ended question format. Then, questionnaire was analyzed to find out how student’s participation in an English class virtual meeting. Development of the questionnaire drew from the experiences of foreign language students who had

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<sup>23</sup> Junling Li and Wahyu Che, 2022. *Challenges and coping strategies of online learning for college students in the context of COVID- 19*. School of Journalism and Communication, Guandong University of Foreign Studies, Guangzhou, China

self-selected into language groups for reason or difficulty learning their target language.

## 2. Interview

Eastberg (2002) define interview as a meeting of two people to exchange information and ideas through question and responses, resulting in communication and joint construction of meaning about a particular topic. Susan Stainback stated that: “interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation alone.

Given that the primary goal of this study was to explore the sources of factor that influence students participation in virtual meeting during online learning, interviews seemed appropriate as a means to understand the experiences of the subjects about virtual meeting during online learning because they allow for given points to be clarified and elaborated upon where required. Technique of interview is a communication between two people involved which one person who wanted to get an information from another by asking some questions related student’s participation in an English class virtual meeting during online learning, and the interview lasted approximately 15 – 20 minutes.

All the interviews were conducted in English and were tape-recorded with the subject's permission. According to walker as cited in Nunan, there are some strengths or benefits of employing audio-recording when doing interview. The first is that the actual language can be preserved. Second, the process of interview will be natural. Third, the contribution of the researcher can be recorded. The last is that data can be reexamined after the process.<sup>24</sup>

After the interview was conducted, the data will be analyzed and will be interpreted. The data was transcribed comprehensively, the participants' comment and the opinion from participants has been written down. "Transcribing is a key part of the data analysis process. Transcription facilitates the close examination of data, which is imperative for interpretation".<sup>25</sup> Then each question's data was explained to describe and determined how the student's participation and factors that influence student's participation in an English class virtual meeting during online learning. After all data was explained, their conclusion of them was drawn to

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<sup>24</sup> David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), p. 153

<sup>25</sup> Sarah J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impcat*, (UK: Wiley-Blackwell Publisher, 2013), p. 178

describe how students' participate in virtual meeting during online learning.

## **F. Data Analysis Technique**

Qualitative data analysis uses integrated technique of analysis from Miles and Huberman (1994). It consist three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification (Miles and Huberman, 1994)<sup>26</sup>

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing, out themes, making clusters, making partitions, writing memos). Qualitative data can be reduced and transformed in many ways; through selection, through summary, or paraphrase.

### **2. Data Display**

The second major flow of analysis activity is data display. Generally, a display is an organized, compressed, and assembly of information that permits

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<sup>26</sup> Miles and Huberman, *An Expanded Sourcebook Qualitative Data Abalysis Second Edition*, (California: SAGE Publications, Inc, 1994), p. 10

conclusion drawing and action. The displays included many types of matrices, graphs, charts, and networks. As with data reduction, the creation and use of displays is not separate from analysis, it is part of analysis.

### 3. Conclusion Drawing/Verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean- is nothing regularities, patterns, explanations, possible configurations, casual flows, and propositions. Conclusions are also verified as the analyst proceeds, and verification may be as a brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.<sup>27</sup>

The questionnaire in this instrument used Likert Scale. Sugiyono (2014) claimed that the Likert Scale is used to measure attitudes, opinions, and perceptions a person or group of people about social phenomena.

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<sup>27</sup> Miles and Huberman, *An Expanded Sourcebook Qualitative Data Analysis Second Edition*, (California: SAGE Publications, Inc, 1994), p. 10-11

**Table3.1 : Likert Scale**

No.	Statement		Responses	
			Positive	Negative
1.	Strongly Agree	SA	5	1
2.	Agree	A	4	2
3.	Neutral	N	3	3
4.	Disagree	D	2	4
5.	Strongly Disagree	SD	1	5

Questionnaire use Likert Scale in scoring the statement, like the data table below:

**Table3.2 : Likert Scale for scoring participation of students**

Participation	SA	A	N	D	SD
Active	5	4	3	2	1
Passive	1	2	3	4	5

The data was calculated into table percentage and the average value and was used the formula:

$$P = \frac{f}{N} \times 100\%$$

P = percentage

F = frequency

N = number of sample which observed

And then calculated to find the average value used the formula;

$$M_x = \frac{\sum xN}{N}$$

M<sub>x</sub> = mean (average)

$\sum X$  = total of variable

N = number of sample which observed



## CHAPTER VI

### FINDING AND DISCUSSION

This chapter consists of research description and data analysis result.

#### **A. Finding**

The researcher conducted the research at class XI of Nahdlatul Ulama' Demak Islamic High School in academic year 2022/2023. The purpose of the research are :

1. To describes how students participate at the class XI of Nahdlatul Ulama' in an English virtual classroom during online learning in academic year 2021/2022.
2. To describes obstacles of class XI of Nahdlatul Ulama' Demak Islamic High School during join English virtual classroom.

#### **B. Discussion**

##### **1. The Student's Participation in an English Virtual Classroom**

Student participation is a complex issue that depends on a number of different factors that seem very tangibly linked to the work situation of teachers and students. Student participation has to be studied from a broader standpoint and take into consideration the situation of teachers as well as

organizational aspects.<sup>28</sup> The data of students participation is gained from questionnaire. There were fifteen questions list of questionnaire section. The instrument ranged from strongly disagree (1 point) to strongly agree (5 points). Here the table o each number of question with the percentage of student's answer.

- a. I always participated in the study of English using virtual classroom.

**Table 4.1 Questionnaire's question result no. 1**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	3	10%
3.	Neutral	17	57%
4.	Agree	4	13%
5.	Strongly Agree	6	20%
Frequency Total		30	100%

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<sup>28</sup> Bartley, Kristina, Jorden Dimenas & Hanna Hallnas :*Student Participation in Higher Education. (20019). Page 150*

Through the table above, showed that 20% of students are strongly agree they have always followed English Virtual Classroom, 13% agree they have always followed English Virtual Classroom, 57% neutral they have always followed English Virtual Classroom, 10% of students are not sure they have always followed English Virtual Classroom, and 0% students are not so sure they have always followed English Virtual Classroom.

From the explanation above, it can be concluded that students are neutral actively Participation in English Virtual Classroom during online learning. This is indicated by the results of the percentage of respondents who answered strongly agree and agree are 33%, 57% neutral, and 10% disagree and strongly disagree.

3. I always noticed teacher was explaining materials during joined the virtual classroom.

**Table 4.1 Questionnaire's question result no. 2**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	2	7%
3.	Neutral	16	53%

4.	Agree	7	23%
5.	Strongly Agree	5	17%
Frequency Total		30	100%

From the table above, show that 17% of students are very sure they always observed teachers who explain the material during Virtual Classroom, 23% of students are sure they always pay attention to teachers who explain the material during English Virtual Classroom, 53% neutral they always observed teachers who explain the material during English Virtual Classroom, 7% are not sure they always observed teachers explaining the material during English Virtual Classroom, 0% are not very sure they always pay attention to teachers who explain the material during English Virtual Classroom.

From the explanation above, it can be concluded that students neutral they observed their teachers who explain materials during English Virtual Classroom. This is indicated by the result of the percentage of respondents who answer strongly agree and agree are 40%, neutral 53%, and disagree and strongly disagree are 7%.

4. I always read the materials that given by the teacher during joined the virtual classroom.

**Table 4.1 Questionnaire’s question result no. 3**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	1	3%
2.	Disagree	1	3%
3.	Neutral	21	70%
4.	Agree	5	17%
5.	Strongly Agree	2	7%
Frequency Total		30	100%

From the data above, show that 3% of students are strongly sure they are reading the material given by the teacher at English Virtual Classroom, 3% are sure they are reading the material given by the teacher at English Virtual Classroom, 70% of students are neutral they are reading the material given by the teacher at English Virtual Classroom, 17% of students are not sure they are reading the material given by the teacher at English Virtual Classroom, and 7% are not so sure they are reading the material given by the teacher at English Virtual Classroom.

From the explanation above, it can be concluded that students are neutral they are reading the material given by the teacher at English Virtual Classroom during online learning. This is indicated by the results of the percentage of respondents who answered strongly agree and agree are 24%, 70% neutral, and 6% disagree and strongly disagree.

5. I keep track of the material provided by the teachers during joined the virtual classroom.

**Table 4.1 Questionnaire's question result no. 4**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	1	3%
2.	Disagree	3	10%
3.	Neutral	22	73%
4.	Agree	2	7%
5.	Strongly Agree	2	7%
Frequency Total		30	100%

Through data above, show that 3% of students are strongly agree they record the material given by the teacher during English Virtual Classroom, 10% of students are agree they record the material given by the teacher during English

Virtual Classroom, 73% are neutral they record the material given by the teacher during English Virtual Classroom, 7% are disagree they record the material given by the teacher during English Virtual Classroom, and 7% of students are strongly disagree they record the material given by the teacher during English Virtual Classroom.

From the explanation above, it can be concluded that students neutral they record the material given by the teacher during English Virtual Classroom. It is indicated by the results of the percentage of the respondents who responds strongly agree and agree are 13%, neutral are 73%, and disagree and strongly disagree are 14%.

6. I have always giving my opinion about the materials that explained by the teachers during joined the virtual classroom.

**Table 4.1 Questionnaire's question result no. 5**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	2	7%
2.	Disagree	7	23%
3.	Neutral	19	63%
4.	Agree	2	7%

5.	Strongly Agree	0	0%
Frequency Total		30	100%

From table above, show that 7% of students are strongly agree they give opinion about the material described by the teacher in English Virtual Classroom, 23% of students are agree they give opinion about the material described by the teacher in English Virtual Classroom, 63% students are neutral they give opinion about the material described by the teacher in English Virtual Classroom, 7% are disagree they give opinion about the material described by the teacher in English Virtual Classroom, and 0% are strongly disagree they give opinion about the material described by the teacher in English Virtual Classroom.

From the explanation above, it can be concluded that students are neutral they give opinion about the material described by the teacher in English Virtual Classroom during online study. It is indicated by the results of the percentage of respondents who respond strongly agree and agree are 30%, 67% neutral, and 7% disagree and strongly disagree.

7. I can finished the question from teacher during joined the virtual classroom.

**Table 4.1 Questionnaire's question result no. 6**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	8	27%
3.	Neutral	16	53%
4.	Agree	6	20%
5.	Strongly Agree	0	0%
Frequency Total		30	100%

Data above show that, 0% of students are very sure they can finished the question from teacher during joined the English Virtual Classroom, 27% students are sure they can finished the question from teacher during joined the English Virtual Classroom, 53% are neutral they can finished the question from teacher during joined the English Virtual Classroom, 20% students are not sure they can finished the question from teacher during joined the English Virtual Classroom, 0% of students are not very sure they can finished the question from teacher during joined the English Virtual Classroom.

From the explanation above, we know that students are neutral they can finished the question from teacher during joined the English Virtual Classroom, it is indicated the results of the percentage of respondents who respond strongly agree and agree are 20%, neutral 53%, and disagree and strongly disagree are 27%.

8. I always ask when I don't understand about the materials that explained by the teachers during joined the virtual classroom.

**Table 4.1 Questionnaire's question result no. 7**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	2	7%
3.	Neutral	20	67%
4.	Agree	7	23%
5.	Strongly Agree	1	2%
Frequency Total		30	100%

From table above, show that 3% of students are strongly agree that they always ask when they have difficulty with the material that given by teacher at the English Virtual Classroom, 23% of students are agree that they always ask

when they have difficulty with the material that given by teacher at the English Virtual Classroom, 67% of students are neutral that they always ask when they have difficulty with the material that given by teacher at the English Virtual Classroom, 7% of students are disagree that they always ask when they have difficulty with the material that given by teacher at the English Virtual Classroom, and there are not students who choose strongly disagree that they always ask when they have difficulty with the material that given by teacher at the English Virtual Classroom.

From the explanation above, it can be concluded that students are neutral that they always ask when they have difficulty with the material that given by teacher at the English Virtual Classroom. It is indicated by the results of the percentage of respondents who answered strongly agree and agree are 26%, 67% are neutral, and 7% are disagree and strongly disagree.

9. I keep track of my opinion in my notebook during joined the virtual classroom.

**Table 4.1 Questionnaire's question result no. 8**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0%

2.	Disagree	9	30%
3.	Neutral	18	60%
4.	Agree	1	3%
5.	Strongly Agree	2	7%
Frequency Total		30	100%

From data above, show that 7% of students are so sure they always record the opinion in the notebook during English Virtual Classroom, 3% of students are sure they always record their opinion in the notebook during English Virtual Classroom, 60% students are neutral they always record their opinion in the notebook during English Virtual Classroom, 30% are not sure they always record their opinion in the notebook during English Virtual Classroom, and there are not students choose very not sure they always record their opinion in the notebook during English Virtual Classroom.

From the explanation above, we know that students are neutral they always record their opinion in the notebook during English Virtual Classroom, it is indicated by the results of percentage of respondents who answer strongly agree and agree are 10%, neutral are 60%, and disagree and strongly disagree are 30%.

10. I give refutation to my friend's answer during joined the virtual classroom.

**Table 4.1 Questionnaire's question result no. 9**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	8	27%
3.	Neutral	15	50%
4.	Agree	6	20%
5.	Strongly Agree	1	3%
Frequency Total		30	100%

Through the data above, show that 3% of students are strongly sure they give refutation to their friend's answer teacher's questions during joined English Virtual Classroom, 20% of students are sure they give refutation to their friend's answer teacher's questions during joined English Virtual Classroom, 50% of students are neutral they give refutation to their friend's answer teacher's questions during joined English Virtual Classroom, 27% of students are not sure they give refutation to their friend's answer teacher's questions during joined English Virtual Classroom, and there are not students who choose strongly not sure they give refutation to their

friend's answer teacher's questions during joined English Virtual Classroom.

From the explanation above, we can conclude that students are neutral they give refutation to their friend's answer teacher's questions during joined English Virtual Classroom. This is indicated by the results of the percentage of respondents who respond strongly agree and agree are 23%, 50% are neutral, and 27% disagree and strongly disagree.

11. I always do the tasks assigned by the teachers during joined the virtual classroom.

**Table 4.1 Questionnaire's question result no. 10**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	1	3%
3.	Neutral	15	50%
4.	Agree	9	30%
5.	Strongly Agree	5	17%
Frequency Total		30	100%

From table above show that, 17% students are strongly agree they always do the tasks given by teacher during joined English Virtual Classroom, 30% students are agree they

always do the tasks given by teacher during joined English Virtual Classroom, 50% students are neutral they always do the tasks given by teacher during joined English Virtual Classroom, 3% Students are disagree they always do the tasks given by teacher during joined English Virtual Classroom, and 0% students are strongly disagree they always do the tasks given by teacher during joined English Virtual Classroom.

Based on the explanation above we know that, Students are neutral they always do the tasks given by teacher during joined English Virtual Classroom. It is indicated by the results of the percentage of respondents who answered strongly agree and agree are 47%, 50% neutral, and 3% disagree and strongly disagree.

12. I was always pay attention when my friend answer the question during joined the virtual classroom.

**Table 4.1 Questionnaire’s question result no. 11**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	1	3%
2.	Disagree	1	3%
3.	Neutral	18	60%
4.	Agree	8	27%

5.	Strongly Agree	2	7%
Frequency Total		30	100%

Through table above show that, 7% of students are strongly agree they are always looking at their friends who answering questions given by teacher during Virtual Classroom times, 27% of students are agree they are always looking at their friends who answering questions given by teacher during Virtual Classroom times, 60% of students are neutral they are always looking at their friends who answering questions given by teacher during Virtual Classroom times, 3% of students are disagree they are always looking at their friends who answering questions given by teacher during Virtual Classroom times, 3% of students are strongly disagree they are always looking at their friends who answering questions given by teacher during Virtual Classroom times.

Based on the explanation above we can conclude that students are neutral they are always looking at their friends who answering questions given by teacher during Virtual Classroom times. It is indicated by the results of the percentage of respondents who respond strongly agree and agree are 34%, neutral 60%, and disagree and strongly disagree are 6%.

13. I always respond well during joined the virtual classroom.

**Table 4.1 Questionnaire's question result no. 12**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	2	7%
3.	Neutral	12	40%
4.	Agree	9	30%
5.	Strongly Agree	7	23%
Frequency Total		30	100%

Table above showed that, 23% of students are strongly agree they always give respond well during joined English Virtual Classroom, 30% of students are agree they always give respond well during joined English Virtual Classroom, 40% of students are neutral they always give respond well during joined English Virtual Classroom, 7% of students are disagree they always give respond well during joined English Virtual Classroom, and 0% of students are strongly disagree they always give respond well during joined English Virtual Classroom.

From the explanation above, we know that students actively give respond well to their teacher during joined English Virtual Classroom. It is indicated by the results of the percentage of respondents who answer strongly agree and agree are 53%, 40% are neutral, and 3% are disagree and strongly disagree.

14. I always do the home work that given by the teachers during joined the virtual classroom.

**Table 4.1 Questionnaire’s question result no. 13**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	2	7%
3.	Neutral	14	47%
4.	Agree	10	33%
5.	Strongly Agree	4	13%
Frequency Total		30	100%

Data above showed that, 13% of students are strongly sure they do the homework that given by the teacher during joined English Virtual Classroom, 33% of students are sure they do the homework that given by the teacher during joined English Virtual Classroom, 47% of students are neutral they

do the homework that given by the teacher during joined English Virtual Classroom, 7% of students are disagree they do the homework that given by the teacher during joined English Virtual Classroom, and 0% of students are strongly disagree they do the homework that given by the teacher during joined English Virtual Classroom.

From the explanation above, we can conclude that students are neutral they do the homework that given by the teacher during joined English Virtual Classroom. This is indicated by the results of the percentage of respondents who respond strongly agree and agree are 46%, neutral 47%, and disagree and strongly disagree are 7%.

15. I can follow the teacher's instructions during joined the virtual classroom.

**Table 4.1 Questionnaire's question result no. 14**

No.	Category	Frequency	Percentage
1.	Strongly Disagree	0	0%
2.	Disagree	1	3%
3.	Neutral	13	43%
4.	Agree	11	37%
5.	Strongly Agree	5	17%

Frequency Total	30	100%
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From table above showed that, 17% of students are so sure they can follow teacher's instructions during joined English Virtual Classroom, 37% of students are agree they can follow teacher's instructions during joined English Virtual Classroom, 43% of students are neutral they can follow teacher's instructions during joined English Virtual Classroom, 3% of students are not sure they can follow teacher's instructions during joined English Virtual Classroom, 0% of students are not so sure they can follow teacher's instructions during joined English Virtual Classroom.

From the explanation above, we know that students are actively they can follow teacher's instructions during joined English Virtual Classroom. This is indicated by the results of the percentage of respondents who respond strongly agree and agree are 54%, neutral 43%, and disagree and strongly disagree are 3%.

16. I'm happy during joined the English Virtual classroom.

**Table 4.1 Questionnaire's question result no. 15**

No.	Category	Frequency	Percentage
1.	Strongly	3	10%

	Disagree		
2.	Disagree	3	10%
3.	Neutral	10	33%
4.	Agree	6	20%
5.	Strongly Agree	8	27%
Frequency Total		30	100%

The data above, showed that 27% of students are strongly agree they felt happy during joined English Virtual Classroom, 20% of students are agree they felt happy during joined English Virtual Classroom, 33% of students are neutral they felt happy during joined English Virtual Classroom, 10% of students are disagree they felt happy during joined English Virtual Classroom, and 10% of students are strongly disagree they felt happy during joined English Virtual Classroom.

Based on the explanation above, we can conclude that students felt happy during joined English Virtual Classroom. It is indicated by the results of the percentage of respondents who respond strongly agree and agree are 47%, 33% are neutral, 20% are disagree and strongly disagree.

The table above contains a manifestation of activation student's Participation in following English Virtual Classroom

during online learning. From the table above, we conclude that students actively participate in joined English Virtual Classroom during online learning and proven by the questionnaire result.

**Table 4.2 questionnaire result**

<b>No.</b>	<b>INFORMANT CODE</b>	<b>QUESTIONNAIRE RESULT</b>
1.	<b>SSD</b>	<b>54</b>
2.	<b>DRA</b>	<b>52</b>
3.	<b>NLS</b>	<b>54</b>
4.	<b>AWJ</b>	<b>55</b>
5.	<b>YAM</b>	<b>52</b>
6.	<b>MDA</b>	<b>43</b>
7.	<b>MLT</b>	<b>53</b>
8.	<b>DR</b>	<b>58</b>
9.	<b>AH</b>	<b>62</b>
10.	<b>AI</b>	<b>69</b>
11.	<b>DFL</b>	<b>60</b>
12.	<b>MI</b>	<b>38</b>

13.	<b>MRM</b>	<b>45</b>
14.	<b>BS</b>	<b>45</b>
15.	<b>MAM</b>	<b>45</b>
16.	<b>DFZ</b>	<b>45</b>
17.	<b>MAS</b>	<b>44</b>
18.	<b>MW</b>	<b>46</b>
19.	<b>DIA</b>	<b>51</b>
20.	<b>NI</b>	<b>51</b>
21.	<b>NF</b>	<b>46</b>
22.	<b>LI</b>	<b>38</b>
23.	<b>SIL</b>	<b>51</b>
24.	<b>DNV</b>	<b>44</b>
25.	<b>NNN</b>	<b>46</b>
26.	<b>FV</b>	<b>43</b>
27.	<b>NI</b>	<b>54</b>
28.	<b>ZAA</b>	<b>59</b>
29.	<b>VS</b>	<b>42</b>
30.	<b>FS</b>	<b>28</b>

For knowing the average values about student's participation in an English Virtual Classroom the researcher is used pattern:

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{1.473}{30} = \mathbf{49,1}$$

$M_x$  = mean (average)

$\sum X$  = total of variable

$N$  = number of sample which observed

**Table 4.3 Category of student's participation**

No.	Score	Meaning
1.	1 – 15	Strongly Not Active
2.	16 – 44	Not Active
3.	45 – 60	Active
4.	61 – 75	Strongly Active

According to the result above, in the 15 questionnaires given to 30 respondents of students class XI Nahdlatul Ulama Islamic High School which questions relates to how student's participation in an English Virtual Classroom, students participate **Actively**. It showed from the results that declare from average values of questionnaires is **49,1** which mean students participate actively category.

## **1. Obstacles during Virtual Classroom Activity**

In order to identify the obstacles during Virtual Classroom activity, the researcher conducted some interviews towards students class XI of Nahdlatul Ulama' Demak Islamic High School. Five students was choose to be respondents as the score from the questionnaire, and students with the highest score was choose as respondents. The questions asked are written first in interview guidelines. Questions are ask one by one and directly answered by the respondents. These questions totaling about 6 key questions, leading to background of respondent, the obstacles of virtual classroom activity, the advantages and disadvantages of virtual classroom activity.

In order for students to operate effectively in an online classroom it is necessary for them to acquire some key virtual classroom competencies. These include being able to: logon, adjust their configuration to suit their bandwidth, indicate their status, use the text chat, use the whiteboard tools, broadcast their voice/webcam, file download, file upload, share their screen, and remote control the screen or others. However, trying to develop all of these skills in student's first online lesson would not only detract from learning actual course content but would also place cognitive overload upon

the students. Rather, a gradual and natural approach to developing virtual classroom competencies is recommended.<sup>29</sup>

From the first interview result with the respondents, the obstacles of virtual classroom learning are internet connection, the students who live in rural areas they were difficult to reach the signal in their mobile phone, it is because they late to join the activity. The other reasons are lack of access to technology. The rise of virtual learning has added new items to student's school supply lists. Many of these items are expensive. To succeed in a virtual classroom, students need a smart phone, computer, laptop, or chromebook. In this environment, school and students who already enjoyed this access have a significant advantage. Meanwhile, schools and students who lack this access face significant barriers to learning.

The opinion of other respondent is difficulty concentrating, it is not a behavior management problem new to the virtual classroom. However, it is a problem that is heightened in the virtual classroom. A virtual classroom is not contained in a single room or even a single building. In a virtual classroom, students are logging in from homes in various states of order and chaos. Under these circumstances,

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<sup>29</sup> Bower, Matt. *Virtual Classroom Pedagogy*. (2006). Macquarie University.

diversity and distance make designing an effective learning environment much more challenging. Other distractions are even more detrimental. For many students struggling with family stresses, in-person schooling was an escape. It was a safe space. In the world of remote learning, however, students don't have that escape. Rather, they are now trying to deal with school stresses while surrounded by all the stresses at home. These conditions are not ideal for academic success or behavior management.

Another respondent said, that obstacle of joined virtual classroom is difficulty managing time. Time management is another skill. It can be learned, but it must be taught. For most students, the structure of a physical classroom promotes time management skills. In a virtual classroom, though, procrastination becomes much easier. Once again, the proliferation of distractions plays a big role. Distance and other communication barriers mean students may not know what's expected. Unless a teacher makes it explicit, students don't know, for example, how many pieces of evidence to include in an answer. They don't know how long is a reasonable amount of time to spend an assignment.

In spite of the many obstacles, virtual classroom activity also has many benefits. First is Flexibility. Among the many benefits of an online learning, the researcher found virtual

classroom are great for people who are advancing their education while working. In a traditional classroom, teachers will be scheduled at a specific time of day and student's schedule will be formed around the availability of classes. When attending a virtual classroom, online learning allows for far more autonomy in deciding student's schedule. That means students can study whenever it is convenient for students. Second part is cost-effective, one of benefits of parents is the cost-effective value that virtual learning brings. There are no travel expenses to consider because classes take place in the comfort of their home. If people are spending less time on the road, they are also reducing their carbon footprint. It's a win – win situation for parents and the health of our planet. Third part is relationship building, students benefit from virtual learning experiences through common interests and can help each other with school work or creating study groups. They were better able to build teamwork abilities through online and offline conversations. It also helps them develop their socialization skills.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. CONCLUSSION

Based on the data of the research result carried out in Nahdlatul Ulama' Demak Islamic High School, the researcher was going to draw conclusions about "How student's participation in an Englis Virtual Classroom during online learning and the obstacles of join English virtual classroom based on student's experience class XI of Nahdlatul Ulama' Demak Islamic High School", as followed:

1. From the data analysis result, the researcher found that students class XI participation in an English virtual classroom during online learning was in Active category. The highest score of questionnaire about student's participation is 69, the lowest score is 28, and the average is 49,1.
2. From the interview result, the researcher found that the obstacles that happen in students class XI Nahdlatul Ulama' Demak Islamic High School when join English virtual classroom are internet connection, the lack of access to technology, difficulty concentrating, and difficulty managing time. Based on the interview result, the researcher also found the benefits of join English

virtual classroom, it is Flexibility, cost- effective, relationship building.

## **B. SUGGESTION**

From the conclusion above, there are some suggestions that are proposed by the researcher.

### 1. For teacher

Based on the research, teachers should plan to spend the first several days of class helping students understand the technology and learn how to work with it. Practice exercises are a great way for students to try out the technology and make sure they understand what to do, asking questions and getting help before projects begin. This learning curve time and hands-on practice will help students and those who are teaching them alike be prepared and work out any kinks in the system. Make sure the students have ready to began the lesson by the ask question about their connection and etc.

### 2. For students

It is suggested for students to improve their skills about technology during online learning, use student's smart phone to access the positive value like create the video about education, check what the internet connection that good used to join virtual classroom.

### 3. For the readers

After reading the study, the researcher hopes that this research can be one of some references to take consideration in online learning process.

4. For the researcher

After doing this research, the researcher may get useful knowledge of English online learning process, especially about obstacles of use virtual classroom in learning process.

### **C. CLOSING**

All praises are belongs to Allah, who gives power and health for researcher until this final project can be finished. The researcher is sure that this research is far from the perfection. Therefore, constructive critics and advices are really expected. Finally, the researcher hopes that this research can give good contribution for the teachers and learners.



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## Appendix 1

### QUESTIONNAIRE

#### Participation of Student's Nahdlatul Ulama Islamic School in an English Virtual Classroom during Online Learning

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**Name** :

**Class** :

A. Direction

1. Before you fill the statement, please read the charge guidelines carefully.
2. This questionnaire contains 15 questions.
3. Select the answers SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree) by giving (√) in the columns provided.
4. Fill out the questionnaire honestly and according to the facts. This questionnaire has nothing to do with the grades.

No.	Pernyataan	Skala				
		SS	S	N	TS	STS
1.	I have always participated in the study of English using virtual classroom.					
2.	I have always noticed teachers was explaining materials during joined the virtual classroom.					
3.	I have always read the materials that given by the teachers during joined the virtual classroom.					
4.	I keep track of the material provided by the teachers during joined the virtual classroom.					
5.	I have always giving my opinion about the materials that explained by the teachers during joined the					

	virtual classroom.					
6.	I can finished the question from teacher during joined the virtual classroom.					
7.	I always ask when I don't understand about the materials that explained by the teachers during joined the virtual classroom.					
8.	I keep track of my opinion in my notebook during joined the virtual classroom.					
9.	I give refutation to my friend's answer during joined the virtual classroom.					
10.	I always do the tasks assigned by the teachers during joined the virtual					

	classroom.					
11.	I was always pay attention when my friend answer the question during joined the virtual classroom.					
12.	I always respond well during joined the virtual classroom.					
13.	I always do the home work that given by the teachers during joined the virtual classroom.					
14.	I can follow the teacher's instructions during joined the virtual classroom.					
15.	I'm happy during joined the English Virtual classroom.					

## Appendix 2

### INTERVIEW 1

Date : Wednesday, November 2<sup>nd</sup> 2022

Time : 09.15

Respondent : Azzahra

I : Assalamu'alaikum wr.wb

R : waalaikumussalam wr.wb

I : Good morning, my name is Mesi Ratnasari, on this occasion,  
I wanna ask you about virtual classroom. Before it, can you  
introduce your self?

R : Yes, I can. My name is Azzahra, I'm class XI IPA 1.

I : Where are you from Zahra?

R : I'm from Wedung

I : Ok Zahra, for the first question, have you ever join English  
virtual classroom?

R : Yes, I have

I : What do you think about it?

R : I think, it is fun

I : have you obstacle during join it?

R : my Obstacle just in internet connection, because I life in rural areas, so the signal in my house is a bit difficult. Teacher's voice faltered, so I can't really hear the material

I : Ok, I see. So what is the advantage of virtual classroom?

R : I think, after I join it I can understand about technology more.

I : Ok, Thank you for your participation Zahra

R : My pleasure

## INTERVIEW 2

Date : Wednesday, November 2<sup>nd</sup> 2022

Time : 10.02

Respondent : Adinda Haerunnisa

I : Assalamu'alaikum wr.wb

R : waalaikumussalam wr.wb

I : Good morning, my name is Mesi Ratnasari, what is your name?

R : My name is Dinda

I : Where are you from Dinda?

R : I'm from Bintoro

I : Ok Dinda, on this occasion I wanna ask you about virtual classroom. What do you know about virtual classroom?

R : Virtual classroom is learning activity that relation with social media.

I : Do you happy join it??

R : I don't think so

I : What is your reason?

R : Because my family was in a low economy, so I have to turns using smart phone with my brother.

I : Ok, do you think that virtual classroom has benefit?

R : Yes, I do. I think the benefit of virtual classroom is flexibility, because I can study whenever and wherever.

I : Ok, Thank you for your participation Dinda

R : My pleasure

### INTERVIEW 3

Date : Wednesday, November 2<sup>nd</sup> 2022

Time : 10.14

Respondent : Lu'luul Islamiyyah

I : Assalamu'alaikum wr.wb

R : waalaikumussalam wr.wb

I : Good morning, my name is Mesi Ratnasari, what is your name?

R : My name is Luluk

I : Where are you from Luluk?

R : I'm from Mranak

I : Ok Luluk, on this occasion I wanna ask you about virtual classroom.What do you know about virtual classroom?

R : Virtual classroom is learning activity that relation with social media.

I : Do you happy join it??

R : Yes, I happy

I : Have you obstacle during join it?

R : Yes, I have. My obstacle is difficult in concentrating. My house always busy, so it was difficult for me to concentrate on the material provided by my teacher

I : Ok, do you think that virtual classroom has benefit?

R : Yes, I do. I think the benefit of virtual classroom is about fee. Because I can study at home so I don't have to spend money to pay for a fare or buy some snacks

I : Ok, Thank you for your participation Luluk

R : My pleasure

#### INTERVIEW 4

Date : Wednesday, November 2<sup>nd</sup> 2022

Time : 12. 15

Respondent : Verdy Santiago

I : Assalamu'alaikum wr.wb

R : waalaikumussalam wr.wb

I : Good afternoon, my name is Mesi Ratnasari, what is your name?

R : My name is Verdy

I : Where are you from Verdy?

R : I'm from Bolo

I : Ok Verdy, on this occasion I wanna ask you about virtual classroom. Do you have join English virtual classroom?

R : Yes, I have

I : Do you happy join it??

R : I don't think so

I : What is your reason?

R : I always late to join the study because I can't dividing my time

I : Ok, do you think that virtual classroom has benefit?

R : Yes, I do. I think the benefit of virtual classroom is flexibility, because I can study whenever and wherever.

I : Ok, Thank you for your participation Verdy

R : Your welcome

## INTERVIEW 5

Date : Wednesday, November 2<sup>nd</sup> 2022

Time : 12.28

Respondent : Fary Sanshiro

I : Assalamu'alaikum wr.wb

R : waalaikumussalam wr.wb

I : Good morning, my name is Mesi Ratnasari, what is your name?

R : My name is Fary

I : Where are you from Fary?

R : I'm from Bolo

I : Ok Fary, on this occasion I wanna ask you about virtual classroom.What do you know about virtual classroom?

R : Virtual classroom is learning activity that relation with social media.

I : Do you happy join it??

R : Yes, I do

I : Have you Obstacle during join it?

R : I don't have

I : Ok, do you think that virtual classroom has benefit?

R : Yes, I do. I think during I join it I can get closer to my friends, because I can send a messenger to them.

I : Ok, Thank you for your participation Fary

R : My pleasure







## **CURRICULUM VITAE**

### **Personal Data**

Name : Mesi Ratnasari  
Place of Birth : Tangerang  
Date of Birth : March, 18<sup>th</sup> 2000  
Religion : Islam  
Gender : Female  
Civic : Indonesia  
Address : Kp. Klitih RT 01/04 Bolo Demak

### **Formal Education**

SDN Bango 2 Demak

MTs Nahdlatul Ulama' Demak

MA Nahdlatul Ulama' Demak

English Education Department, Faculty of Education and Teacher  
Training, Walisongo State Islamic University, Semarang

Sincerely,

Mesi Ratnasari