



**FACTORS INFLUENCING STUDENTS' PARTICIPATION IN ONLINE
ENVIRONMENT AT ENGLISH CURRICULUM MATERIAL
DEVELOPMENT (ECMD) COURSE**

(A Case Study of Fifth Semester Students of English Teaching Department at
IAIN Batusangkar Registered in 2021/ 2022 Academic Year)

THESIS

*Submitted to English Teaching Department
Faculty of Tarbiyah and Teacher Training
as a Requirement to Obtain Bachelor Degree*

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2022

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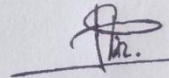
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Pembimbing skripsi atas nama **WINDA MULIYANA, 1730104075**, dengan judul: **“FACTORS INFLUENCING STUDENTS’ PARTICIPATION IN ONLINE ENVIRONMENT AT ENGLISH CURRICULUM MATERIAL DEVELOPMENT (CMD) COURSE”**. Memandang bahwa SKRIPSI yang bersangkutan telah memenuhi persyaratan untuk diajukan untuk agenda skripsi.

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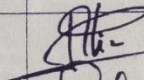
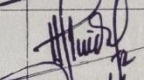
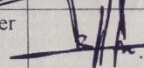
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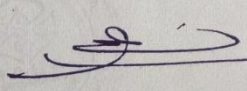
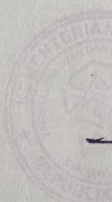
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ACKNOWLEDGEMENT



Alhamdulillah *rabbil'alamin*, first and foremost, the researcher would like to express her thankfulness to Allah SWT Who has blessed her in finishing this thesis entitled: “**FACTORS INFLUENCING STUDENTS’ PARTICIPATION IN ONLINE ENVIRONMENT AT ENGLISH CURRICULUM MATERIAL DEVELOPMENT (CMD) COURSE**”. Then, *Shalawat* and *Salam* are delivered to the prophet Muhammad SAW who left mankind two heritages; Al-qur’an and Sunnah.

This thesis was written as one of the requirements to obtain undergraduate degree (S1) of English Department of IAIN Batusangkar. The researcher realizes that this thesis is still far from perfection. The completion of this thesis is inseparable from the help of many parties, with all humility and respect the writer would like to thank all those who have helped her in writing this thesis. First, she would like to express her special honor to Rini Anita, M. Pd as her advisor who has guided her during the process of thesis from the first until right now. Next, she also wants to say thank you to Dr. Rita Erlinda , M.Pd and Elfi, S. PdI, M.Pd as thesis reviewer who have given contribution and suggestion to accomplish this thesis.

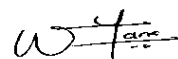
Moreover, she wants to express her massive thanks to Rini Anita, M.Pd as her academic advisor who always gives advice during her study. Then, the deepest thank you to the head of English Teaching Department Silfia Rahmi, M. Pd for facilitating her in her research and permissions to conduct this research. She would like to thanks to all of lecturers of English Teaching Department of IAIN Batusangkar for their helps during studying at this Department. Next, she also thanks to staff of English Teaching Department, Anggi Rahmadika, S. PdI who helped administratively during writing this thesis. Next, she also thanks to Dean of Tarbiyah and Teacher Training Faculty, Dr. Adripen, M. Pd who has given assistances to her during academic years. Then, her deepest gratitude is

addressed to Rector of IAIN Batusangkar Dr. Marjoni Imamora, M. Sc who has given chance for her study at IAIN Batusangkar until she got the bachelor degree.

The researcher wishes to show her love and gratitude to her beloved family, her beloved father “Bapak Joneidi”, her beloved mother “Ibu Yanti” and also her beloved brothers, “Afdol Oktariyadi”, “Adam Jaya Oka and Aziiz Kurnia Jaya” who have given guidance and support in finishing her study. Then , she really appreciates for her beloved late grandfather from her mother’s family, “Bapak Jasmi” and grandmother “Ibu Mustimar”, and her uncle “Bapak Mardison and his wife “Ibuk Asni“ who have given support and financial in every process of her study.

Then , her massive thankyou to respondents of this research who have been give the best contribution in this research so that the researcher can finished this research at the time . Furthermore, the researcher would like to thanks to her beloved friends Randa Maulana Putra, Fandi Ahmad , Refi Maulana, Widya Restu Utami, Fauzia Reihanil Jannah, Vera Oktavia, Melisa Rahma Yulira, Restu Mastarifah , Novi Andriani and all members of TBI’17 especially for C class that the researcher can not mentioned one by one. Last but not least, I wanna thank me , for believing me, for doing all this hard work, for having no days off, for never quiting , for just being me at all the times.

Batusangkar, 14 February 2022
The Researcher



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ABSTRAK

Winda Mulyana 1730104075. Judul Skripsi: **“FACTOR INFLUENCING STUDENTS’ PARTICIPATION IN ONLINE LEARNING ENVIRONMENT AT ENGLISH CURRICULUM MATERIAL DEVELOPMENT (ECMD) COURSE”**. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian adalah mahasiswa belum diketahuinya factor-faktor yang mempengaruhi partisipasi mahasiswa dalam pembelajaran daring pada mata kuliah ECMD. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi mahasiswa berpartisipasi dalam pembelajaran daring pada mata kuliah ECMD.

Penelitian ini menggunakan metode *survey* dengan *cross-sectional design*. Populasi adalah orang mahasiswa semester kelima pada tahun akademik 2021/2022 yang mengambil mata kuliah ECMD yang berjumlah 69 orang. Instrumen yang digunakan dalam penelitian ini adalah *questionnaire* yang disusun menggunakan teori faktor yang mempengaruhi mahasiswa untuk berpartisipasi dalam *online learning environment*. Peneliti menggunakan total sampling, sehingga 69 orang populasi langsung dipilih sebagai sampel. Total angket dalam penelitian ini adalah sebanyak 40 butir. Angket disebarakan melalui *google form*. Angket sebelumnya divalidasi terlebih dahulu oleh tiga orang validator. Hasil validitas dihitung dengan membanding *r*-hitung dan *r*-tabel. Hasil validitas instrumen ini dihitung dengan rumus *Aiken* dengan hasil secara umum adalah 0.83 (*very high*), sedangkan hasil dari masing-masing validator adalah 0.75 (*high*) untuk validator pertama, 0.60 (*high*) untuk validator kedua, dan 0.75 (*high*) untuk validator ketiga. Reliabilitas dihitung menggunakan *software* SPSS 22.0 dengan metode *Alpha Cronbach*. Hasil reliabilitas yaitu sebesar 0,960 dengan kategori sangat reliabel.

Setelah data dianalisis, ditemukan bahwa ada 5 faktor yang mendorong mahasiswa berpartisipasi dalam pembelajaran daring pada mata kuliah ECMD yaitu *perceived ease of use*, *perceived usefulness*, *instructor attitude toward online learning*, *learning course flexibility* and *learners sel-efficacy*. Faktor paling tinggi adalah *perceived ease of use* terletak pada kategori sedang dengan persentase sebesar 64,71% dengan rata-rata 31,82.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Participation in the world of education is a very important thing. Without participation, it is impossible for the learning goal to be achieved. Participation in the world of education should be the center of attention that must be explored by educators, especially students. In the terms of participating in the learning system, the participation occurs due to a good contribution between educators and students. If this contribution is well established, then the learning objectives can be achieved. Not only good contribution between educators and learners, participation can be established because of good contribution among students.

Then, the concept of students participation can be divided into formal and informal participation. Formal participation is collective, from the aspect that students exercise formal participation through representation on boards and committees. Then, informal participation is individual and concerns students' informal opportunities of influencing their own situation and education. Students participation means, participation that entails a fair chance to influence the students' study situations and experience involvement. It means, students who participate become involved in the decision making process and find this meaningful, Bartley (2010).

In addition, There are five factors influencing students participation in online learning environment such as : perceived ease of use. This factor which is, the learners believe that using E-learning system will be free of effort and easy to use. Second factor, perceived usefulness. Which is learners believe that using a particular technology will enhance their task performance. Then, the third factor, instructor attitude toward online learning. Which is, pressure to give comment,

pressure to give question , handling e-learning activities, responding to students need and responding to students problem promptly. The fourth factor, learning course flexibility. Which is time flexibility and space flexibility. Last, learners self-efficacy, Nejad & Hajihey (2012). Participation also defined as a person's mental, intellectual, and emotional participation in a situation, as well as feelings that motivate him or her to contribute in order to achieve specified goals and take responsibility , Prasetya (2008).

Furthermore , one of the system of learning that can be established participation is online learning. Online learning is the newest and most popular form of distance education today. Within the past decade it has a had mayor impact on post secondary education and the trend is only increasing. Online learning is education that takes place over the internet. It is often reffered to as “e-learning” among other terms. However , online learning is just one type of “distance learning” the umbrella term for any learning that takes place across distance and not in traditional classroom.

Many colleges and universities offer degree programs and courses via online learning , making it possible for students to access higher education without physically attending classes. It is now possible for students to attend virtual classroom and participate in discussion forums without leaving their homes.

Students participation in online learning is a key factor in students success in higher education. Students participation involves not only academic activities , but also non-academic activities that would contribute to high quality learning. Online learners participation as a complex process comparising doing , communicating, thinking, feeling and belonging, Hrastinski (2008). Participation has been argued to be an intrinsic part of learning. A key challenge for e-learning define as learning and teaching facilitated online through network technologies is to encourage participation.

Therefore, since the spread of pandemic-19 entered the world, the normal functioning of various activities across the world, including learning and education. The shift towards online education during pandemic-19 has led many studies to focus on perceived learning outcomes and students satisfaction in this new learning environment. The entire learning system has turned into online learning and also occurs at IAIN Batusangkar. Online learning is one of the learning platforms implemented by the institute at IAIN Batusangkar.

In English teaching department, at the CMD course the learning process required via online learning and require participation in the learning process. English Teaching Department facilitate students with English Curriculum Material Development (ECMD) subject. Those are compulsory course that must be taken by the students. English Curriculum Material Development (ECMD) course is an alternative course procedure for designing, implementing, and evaluating curriculum.

Based on the informal interview, the students seems to be active in the learning process. They participate at ECMD course by using platform available such as, zoom, whatsapp and google classroom. They said they always participate in every meetings and the highest form of participation carried out by the students in ECMD course are giving question, presenting material, and making assignment given by the lecturer concerned. Then, the lecturer required the students to speak and be active at the ECMD course.

Finally, the phenomenon above inspires the researcher to conduct the research to describe about factors influencing students participation in online learning environment at English Curriculum and Material Development (ECMD) course. This research conducted at IAIN Batusangkar.

B. Identification of the Problem

English Teaching Department of IAIN Batusangkar facilitates students by English Curriculum Material Development (ECMD) course to improve students comprehending about curriculum and communiative competence. In fact, many students participate in the online learning process at ECMD course and the lecturer required the students to speak and active in the online learning process.

Based on the background of the problem above, the researcher wants to know Factors Influencing Students Participation in Online Learning Environment at English Curriculum Material Development (ECMD) course at IAIN Batusangkar.

C. Limitation and Formulation of the Problem

Based on limitation of the problem above, the researcher conducts the research to answer the following question :

1. What are the most dominant factors influencing students participation in online learning environment at English Curriculum Material Development (ECMD) Course ?
2. What are the form of students participation in online learning environment at English Curriculum Material Development (ECMD) course ?

D. Definition of Key Terms

To avoid misunderstanding of this research , the researcher define the key terms as follows :

1. Learners Participation

Learners Participation is a person mental and emotion in achieving goals and taking part and responsibility for the learning process.

2. Online Learning Environment

Online learning environment is a learning process web-based platform for the digital aspect of courses study.

E. Purpose of the Research

The purpose of this research to identify the factors influencing students' participation in English Curriculum Material Development (ECMD) course in English Teaching Department students at IAIN Batusangkar registered in 2021/2022.

F. Significance of the Research

The result of this research is hoped can give contributions to:

1. Theorically

Theorically, the result of this research hopefully may give information about factors influencing students' participation in English Curriculum Material Development (ECMD) course in English Teaching Department students of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN Batusangkar).

2. Practically

Hopefully, the researcher hopes that this research may be useful for :

a. English Students

Hopefully, the result of this research can give contribution to the students such as by knowing factors influencing students' participation in English Curriculum Material Development (ECMD) course. The researcher hopes that the students always give contribution and engage participation in learning process.

b. Lecturers

The result of this research is hopefully can give contribution to the lecturers. She/He will get information about factors influencing students participation in online learning environment at English Curriculum Material Development (ECMD) course.

c. Researcher herself

For the researcher, also hopes that this research increase knowledge about factors influencing students' participation in English Curriculum Material Development (ECMD) course.

Besides, it uses for getting undergraduate degree (S1) in English department at IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Participation in Online Learning Environment

a. Definition Participation in Online Learning Environment

In the education sector, participation among students is the most important elements. Participation is a way of learning that involves taking place in the classroom and developing relationships with others. Participation being a critical component of a successful learning process. Participation includes doing, communicating, learning, feeling, and sharing Hrastinski (2008). The same statement also said by Skolverket (2016) Students' influence over decision-making processes and their greater engagement in their education is also part of participation. Alba (2018) Learner engagement in online environment refers to all of the ways where children and young people participate in the activities and dialogue with school administrators, parents, professionals, and community members in order to achieve positive outcomes and improvements. In the other hand, Dancer & Kamvounias (2005) Preparation, contribution to the discussion, communication skills, emotional intelligence.

Then Brodie , Cowling & Nissen (2009), divided into two portion they are ; first social participation, Individuals increasing participate in community activities as part of their daily lives, which is referred to as social participation. Being a member of a group in class , a tenants' association, or a trade union; volunteering at a local hospice; and leading a study group on behalf of a religious organization. Second, Individual participation. Person engagement, also known as "everyday politics," refers to the decisions and acts that people make on a regular basis that

express their preferences for the type of society they want to live in.

In the other hand, Students as a courserather than an object, opportunities are created for students to be able to participate and have influence over processes in schools Skolverket (2016). This is because students will learn how to think critically and enhance their intellectual development if they are an active participant in the classroom Siti Maziha in Abdullah (2011). In addition, Rifkin (2002) state that Participation as a means of achieving this aim has generated disappointing outcomes, demonstrating that seeing participation as a product increases requirements that cannot be met. Then, Al-Ghafri (2018) Students may well be involved in the class without consciously interacting because involvement is a part of the conversation, which can be both verbal and nonverbal. With them participating they have shown their activeness during the learning process. It means participating in class indicates that someone is an active learner. It can be said that the purpose of participating in the learning process is to realize students to become critical thinkers, they can issue opinions, arguments and something they know in accordance with the existing context during the learning process. Furthermore, Hrastinski (2015) a process of taking part and also to the relations with others that reflect this process.

Then, Participation can be observe from student activities during the learning process such as students not only sitting and being silent but also, active, asking, and giving responses related to coursematter, Sadirman in Syaveny (2017). By participating, students can demonstrate self-ability in learning. Students' involvement in learning activities will certainly affect the results of learning. Participation that is showed by students can be grouped into several categories namely; initiate-respond-evaluate, randomly

assign students either active or passive students in learning (cold-calling), open and unstructured talking, and structured discussion, Syaveny (2017). Participation certainly be measured by observing students during the learning process. Attendance, student involvement in the classroom, peer co-operation, preparation, and initiative are observable indicators of students during the learning process, Bean & Peterson in Syaveny (2017).

To summarize, participation is the process of establishing meaningful relationship with other students and teachers in order to build communication , centered learning atmosphere in which students demonstrate their activity during the learning process. Participation often applies to teachers and students active in the learning process, and learners must be active too in online learning.

b. The Importance of Participation in Online Learning

Environment

Active participation of students with discussions in the classroom is important for the purpose of implementing successful teaching and plays an important role for the success of professional growth and development of students in the future , Tatar (2005). Class participation is an important aspect of learning because it is a part of all classroom interaction tools, not just among teachers and students. When students understand, they might learn from each other and ultimately try to understand information. Classroom participation can be viewed as how interested students are about what they've been learning in class. The significance of participation in order to achieve the learning process's goals. The learning process' goals would be fulfilled if all participants are involved in the learning process and express their views and ambitions.

c. Type of Participation in Online Learning Environment

Abildgaard (2020), There are four forms of involvement, according to the authors: 1) participation in the initial assessment, which involves everything from employee-driven behaviors to standardized pre-planned events. As a result, there are several different ways for students to participate in the intervention process. 2) One of the most important aspects of assessing students' engagement in workplace interventions is their role in designing the intervention's content (such as the goal of activities and which areas of learning are targeted). 3) Directness of participation refers to the extent to which people are personally involved in activities or are served by elected or appointed officials. This refers to whether employees participate indirectly through officially democratic governments or directly through daily worker representatives who are elected or selected. 4) We can achieve our goals by using a participatory approach. Participation can be based on a variety of goals in terms of the degree and speed and direction of employee influence. The distinction between participation as a way to accomplish goals and participation as a mechanism that is an end in itself is critical. Participatory interventions, when presented as a target in and of themselves, strive for more than just participation in class.

d. Benefits of Participation in Online Learning Environment

If a teacher encourages students to participate more actively in an active learning environment, they will have the opportunity to develop critical thinking skills. Garside in Susak (2016) define (1) Clear, precise, correct, rational, important, and coherent thinking are all characteristics of critical thinking. (2) Thinking that expresses a controlled sense of skepticism or disbelief in any statement, claim, or conclusion until enough evidence and

reasoning is presented to conclusively support it. (3) Thinking that assesses existing data and recognizes gaps and flaws, thus validating what we know and don't know. (4) Thinking that is free of bigotry, bias, and one-sidedness. Students who participate in class have a good understanding of the course and can explain new concepts to their peers. This level of thought entails much more than just comprehension reading. Students can learn from one another through participation, resulting in increased understanding through teamwork.

In conclusion, this demonstrates that critical thinking is a skill that learners need, and that they must improve their knowledge by actively engaging in the learning process. That is why all learners need critical thinking, because it is through critical thinking that they can put out their experience, wisdom, and what is in their minds, which aids in the learning process.

2. Online Learning

a. Definition of Online Learning

Synchronous learning is a term used to describe online learning. This is stated by Sakshi (2017)) define online learning is the uses a variety of technologies such as the worldwide web, email, chat, group and new text, audio and video conferences for learning. This allows students to learn at their own pace and at their leisure from them. In the other word, Sufeng (2013) The term "online learning" refers to courses that are delivered over the internet. It's a computer-mediated communication system with a teaching and learning environment.

It is made up of a set of group communication and work spaces and facilities that outperform the traditional classroom, as well as a process in which students and instructors actively participate in the creation and execution of learning activities such as group discussion, join projects, and debates, as well as the

sharing of homework solutions via emails, bulletin boards, and chat rooms conferences. Then, Zacharis (2013) Online learning is the use of websites with a user-friendly framework and easy access to text, graphics, audio, and video resources that can all be used in the same format. They usually include the syllabus, schedule, and announcements, as well as reading lists and platforms for synchronous and asynchronous communication, online testing, and discussion groups.

In addition, Gedera (2014)) the use of instructional technologies to design, deliver, and manage formal and informal learning and knowledge sharing at any time, at any place, and in any location is referred to as e-learning. By addressing learners' needs, synchronous virtual classrooms have the potential to add significant value to online learning, social and psychological needs. They may also set a new standard for learning that extends beyond the classroom's physical space and conventional teaching methods. Then, another explanation by Kandasamy (2011) define an online learning environment as an asynchronous, online learning environment that not only offers course materials to learners, but also communication and interaction, using an asynchronous-based forum as the main platform to facilitate learners' independent research. It supports students' self-managed learning by providing an environment that contains learning tools, learning materials, and other resources that connected to the internet . Another explanation supported by Adams (2012) Learning environments that are already enabled by the Internet are referred to as online learning environments. Online learning is a term that refers to a number of services that use the Internet to provide access to educational materials and promote student engagement both within and outside of the classroom.

All in all, online learning class is shared online spaces where students and tutors work together that connected to the internet network. Usually, this interaction takes place via video such as video via zoom conference, whatsapp video calls and many other applications that support online learning. Participants can present learning material in a variety of formats and engage in collaborative and individual activities. The teaching staff plays a critical role as teachers in this form of engagement, guiding the learning process and supporting group activities and discussion.

b. Characteristics of Online Learning Environment

According to Buzzetto (2007) said that there are four characteristics of online virtual class they are :

1. An E-Learning System's Components

In many educational settings, the same individual performs several roles, such as establishing the course goals and objectives, collecting course materials and developing new course content, choosing and sequencing the presentation of these materials, and then introducing the course to one or more groups of students, reviewing student learning, and making minor course presentation changes.

2. Learning objects'

The displays of learning objects include a variety of media and are multi-media in nature, although this is not a prerequisite. Similarly, their content is often structured around a standard, such as the Sharable Content Object Reference Model (SCORM), to generate metadata about the learning object resource's contents. SCORM is a collection of web-based E-learning principles that allows you to create your own courses.

3. Object Sources for Learning

A course designer can use a standard like SCORM to search for and locate existing learning objects, but only if they are stored in an accessible location and format. Learning object repositories are places like this. Learning Object Repositories keep track of all learning materials and the metadata that helps to classify them. Users may use the metadata to help them find what they're looking for. Learning items that meet a specific requirement are stored in this repository.

4. System for Managing Learning Content

A Learning Content Management System (LCMS) has more features than a Learning Object Repository. It can include systems for authoring new material, distributing it to students, and administrative resources in addition to the repository. System for Collecting and Creating Knowledge Assets, System for Collecting and Creating Knowledge Assets, System for Collecting and Creating Knowledge Assets, and System for Collecting and Creating Knowledge Assets are the four Learning Content Management Systems for providing information to students, Resource Management (a Learning Object Repository), and System Maintenance (Administrative tools).

In other word, Weinstein in Tsai (2009) The online learning environment has four different characteristics.:

1. Space and time availability

The most important revolution in e-learning is that it eliminates the limitations of time and place in which people can learn. Online learning activities can be completed at any time and from any location as long as they have access to the internet. Traditional learning environments, in which teachers and students must meet periodically at a fixed location and

time, vary greatly from online learning environments. Online learners have more freedom, flexibility, and convenience in terms of learning time and place. That is, students have a greater sense of control than they do in conventional learning environments.

2. Indirect Social Interaction

One of the most often criticized aspects of online learning is the lack of face-to-face contact, despite the fact that it can alleviate some students' anxiety about answering questions in traditional classrooms. Until synchronous communication technology (video/audio conference) greatly reduced the isolation of online learning, one of the key frustrations associated with online learning was the isolation of online learning. Multimedia signal processing has been sped up. In colleges, asynchronous networking applications (online message boards, e-mail, and blogs) are still widely used. That is, in e-learning, indirect communications are still the key streams. Furthermore, online social support can come from not only teachers, peers, and colleagues, but also from strangers all over the world. Teachers' positions in the classroom.

3. Information Resources in Accumulation

The greatest advantage of Internet-based learning is the abundance and diversity of information resources. Only by connecting to the Internet will students be able to access information from all over the world in real time. The quality of online information, on the other hand, varies significantly, and information stability and authority differ significantly from that found in a traditional classroom.

Online students can quickly and easily find the information they need, then copy and paste it into their assignments. Students must be able to not only look for

information on the Internet, but also to evaluate, incorporate, and evaluate the information they find there. For online learners, the question of how to process and use online knowledge is a new one.

4. Interfaces for Dynamic Learning

The use of Internet technologies to build a learning environment for interactions between students and teachers is known as online learning. Since technology progresses at a rapid pace, online learning platforms have interfaces that change dynamically over time. The systems are normally upgraded or replaced, including the hardware and software. Important changes have been made to the interface design and device functionality.

c. Principles of Online Learning

Cable (2017) state that there are eight principle online virtual class. They are:

1. Encourage interaction between students and faculty.

Faculty will learn what course material students are dealing with by engaging with them, and then offer the required support to help them get through difficult times.

2. Encourage collaborative learning

In a learning environment, students improve their knowledge and work together to achieve shared learning goals. Learners, for example, engage in group discussions, conduct research, and share their perspectives with their peers.

3. Encourage active learning

Through using active learning, students take the lead in their own learning. To start practicing active learning, students can talk about what they are learning, write about it, relate it to

past experiences, and apply it to their daily lives. Students must incorporate what they have learned into their daily lives.

4. Give Prompt Feedback

Chickering and Gamson in Cable (2017) Students' learning outcomes benefit from prompt feedback because it allows them to assess their current knowledge, reflect on what they have learned and what they still need to learn, and receive suggestions for improving their future work. Students have the ability to make adjustments in order to improve their learning performance and meet their learning goals.

5. Emphasize time on task

Educators must establish specific time standards for students in order to help them devote a reasonable amount of time to completing different learning activities, laying the groundwork for high success.

6. Set and communicate high expectations

Higher student success is aided by higher standards. Setting consistent grading rubrics, providing regular feedback, and praising positive learning habits and results are some of the methods that high expectation teachers use to stimulate students' learning.

7. Respect diverse talents and ways of learning

To address this challenge, teachers must not only value different abilities in theory, but also use a variety of teaching approaches to meet the needs and strengths of their students. In reality, studies have shown that different teaching approaches result in varying levels of information retention.

8. Technology application

Technology is an important part of online education because students must learn and communicate with teachers and peers using a variety of online technologies. However,

networking and information technology cannot guarantee student achievement on their own.

d. Platforms in Online Learning

There are several platforms for learning that would be used to making online learning successful such as :

1. Zoom

According to Guzacheva (2020) Zoom is a cloud-based meeting and webinar tool that also allows for content sharing and video conferencing. It enables English teachers, for example, to get their students together in a frictionless atmosphere in order to accomplish more. Zoom is the industry leader in digital corporate video communications, providing a simple and dependable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones and room systems.

Zoom's features enable English teachers to explore and evaluate the four skills through rich experiences with medical students. In contrast to screen sharing, Zoom inspires English teachers to handwrite their shared screen, guide the process more interactive. Medical students can also record and switch recording on and off as many times as they want. English teachers can record their lessons to the cloud or locally as they like during a lesson if the teacher enables this feature. Teachers can record lessons and replay them to assess the strengths and limitations of medical students, and learners can self-assess their abilities by watching documented lessons. Medical students will watch the documented lessons in order to see how far they've progressed.

Furthermore, English teachers can evaluate the progress of medical students by showing the recorded lesson to another

English teacher they trust and attempting to obtain valuable feedback. English teachers can use Zoom to present their lesson content in a variety of ways. By using Zoom's screen sharing, English teachers will help medical students improve their language competence. Images, posts, and presentations can all be used to create engaging content. English teachers should enable medical students to use constructive questioning to assess and evaluate their learning during lessons and after watching them. Educators may also invite students to capture and share a video reflection on their lessons.

2. WhatsApp

WhatsApp application is one of the apps that can be used to learn online. WhatsApp allows users to send and receive messages, make inter-user calls, video calls, and share documents. According to Fattah (2015) WhatsApp Messenger is a mobile phone instant messaging app that works across platforms. Users can send each other images, videos, and audio messages in addition to text messages. WhatsApp helps users to send messages to each other using their Internet connection. WhatsApp is a cell phone messaging application. Smart phones are becoming increasingly popular, and WhatsApp is one of the most popular apps on them.

In addition Rawekar (2017) WhatsApp is a free messaging app that operates on a variety of platforms and is popular among undergraduate students for sending multimedia messages such as images, videos, and audios, as well as simple text messages. Since WhatsApp requires internet connectivity, a lot of information can be accessed in real time, and sharing that information through technology is both quick and easy. WhatsApp messenger has the following collaborative features , they are:

- a. Multimedia: It enables users to send and receive videos, text messages, photographs, and voice memos.
 - b. Group Chat: It allows up to 50 people to communicate in a group.
 - c. Unlimited Messaging: WhatsApp allows you to send an infinite number of messages. To ensure continuous data transfer across networks, the program uses a 3G/EDGE internet data plan or Wi-Fi.
 - d. Cross Platform Engagements: Interact ants using various devices (personal digital assistants, smart phones, Galaxy tablets) can communicate with one another using a variety of media (text messages, pictures, videos, voice notes).
 - e. Offline Messaging: Messages are saved automatically when the unit is off or outside network coverage.
 - f. No Charges involved: There is no costs for using WhatsApp because it uses the same internet service plan as email or web browsing.
 - g. Pins and Users Name: Since WhatsApp deals with phone numbers and interacts with the user's address book, users do not need to recall passwords or usernames.
3. Google classroom

According to Alim (2019) Google Classroom is a Google-provided e-learning system that is accessible through the internet. This service was created to assist teachers in creating and distributing assignments to students without the use of paper. This service requires that users have a Google account. Furthermore, Google Classroom is only available to schools that have Google Apps for Education installed. Google Classroom can be used on a variety of devices, including computers and cell phones. Lecturers and students can access the website or download the app using the keywords "Google

classroom" in the Play Store for Android or the App Store for iOS. Google Classroom is a feature of Google Apps for Education (GAFE), which was released to the general public on August 12, 2014.

Google Classroom is a program that allows users to build virtual classrooms. Google Classroom can be used for distributing projects, submitting assignments, and assessing students. Google Classroom can be downloaded for free by registering for a Google account that is dedicated to education. The Google Classroom software is extremely helpful for online teaching and learning. One of the more advanced features of this app is that it can be used in collaboration with other communities. There are many benefits of using Google Classroom :

a. Quick and convenient setting

The Google Classroom setup process is much faster and more convenient than installing or registering it with a nearby LMS or LMS provider. Lecturers will also use Google applications to exchange assignments and learning materials. Lecturers may do this by adding a list of students or sharing a special code that gives students access to their Google Classroom classes. Google Classroom is an easy-to-use program despite the fact that different levels of e-Learning experience exist, it is suitable for lecturers.

b. Time saving

Students are no longer required to download a specific task from their lecturers. Lecturers simply need to build and distribute duty files to their students through the internet. Lecturers may also use Google Classroom to decide the ranking, provide input on all of the assignments, and grade them. As a result, both students and lecturers have the ability to save a

significant amount of time. Everything seems to be paper based, so there is no time wasted distributing paper files, and students can complete their tasks online on time, making it easier for them to meet a deadline. Online learning can also be customized to a student's daily schedule.

1. Increase in cooperation and communication

One of the most significant advantages of using Google Classroom is the ability to collaborate effectively online. Lecturers may submit updates to their students informing them of upcoming online discussions or specific online learning activities. Students, on the other hand, have the opportunity to provide feedback to their peers by posting directly to the discussion thread in Google Classroom. As a result, if they require assistance due to difficulty understanding an assignment or a desire to learn more about a specific topic, they can receive direct feedback from their virtual classmates.

2. Centralized data storage

All participants, including students and lecturers, are in one centralized location with Google Classroom. Students can display all of their assignments in one folder, lecturers can store learning materials and activities for the entire academic year in the cloud, and all grades and ratings can be viewed in this app. There's no reason to be concerned with lost records or votes because it is all stored in this free LMS.

3. Quick sharing of resources

The online facilitator/lecturer has the ability to exchange knowledge and tools with their students directly online. They stay linked to Google Classroom and distribute links to online tools and e-Learning materials

upgrades that can help their students instead of updating the e-Learning courses or sending individual emails to each student. This allows students to receive timely feedback about the current class, allowing them to better understand the content and access digital equipment that will enhance their eLearning experience.

e. Factors Influencing Students Participation in Online Learning Environment

In online learning process , students engage participation means there are factors influence them to participate. According to Nejad & Hajihey (2012), there are five factors influencing students participation in online learning environment such as : perceived ease of use. This factors which is, the learners believe that using E-learning system will be free of effort and easy to use. Second factors, perceived usefulness. Which is learners believe that using a particular technology will enhance their task performance. Then, the third factor, instructor attitude toward online learning. Which is, pressure to give comment, pressure to give question , handling e-learning activities, responding to students need and responding to students problem promptly. The fourth factor, learning course flexibility. Which is time flexibility and space flexibility. Last, learners self-efficacy. Which is students desires to participate in online learning.

Comparison Table

No	Expert	Indicator	Descriptor
1	Nejad & Hajihey	Perceived ease of use	Learners believe that using e-learning system will be free of effort and easy to use

		<p>Perceived usefulness</p> <p>Instructor attitude toward online learning</p>	<p>Learners believe that using a particular technology will enhance their task performance</p> <p>Learners perception toward lecturer's attitude during online learning such as :</p> <ol style="list-style-type: none"> a. Pressure to give comment b. Pressure to give question c. Handling e-learning activities d. Responding to students needs e. Responding to students problem promptly
		<p>Learning course flexibility</p>	<ol style="list-style-type: none"> a. Time flexibility Learners can communicate instaneously anytime without time restriction in online learning b. Space flexibility Learners can communicate instaneously anywhere without space limit in online learning

		Learnees' self efficacy	Students desires to participate in online learning
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3. English Curriculum Material Development (ECMD) Course

The English Curriculum Material Development (ECMD) is an alternative course for designing, implementing, and evaluating curriculum. Which later this course very useful for students who will carry out field practice at school. Curriculum is a set or a system of plans and arrangements regarding learning that can be guided in teaching and learning activities.

B. Review of Relevant Studies

The researcher finds this research is relevant to the problem in the thesis of Nejad (2012) entitle "An investigation into factors influencing learners' participation in E-learning". He found the result indicate that factors influencing participation in e-learning by learners' in online learning come from Motivation to learn, Perceived ease of use, Perceived usefulness, E-learning course quality, E-learning course flexibility, Instructor attitude toward e-learning and Instructor response timeliness. This research has similarities and differences with previous researcher. The research is similar to Nejad (2012) in that it investigates the factors that affect student participation in online learning. However , the difference is that in the previous study, only one class was used as a sample, while this study used three separate class levels, beginning with first semester students, third semester and fifth semester.

Then , the another related research by Penny (2011) with the title “ Factors that Influence Student E-learning Participation in a UK Higher Education Institution”. He found there are three five factors influencing students participation in online learning they are : information and communication use, general educational use, the use of specialised software. .

This research has similarities and differences with previous researcher. The research is similar to Penny (2011) in that it investigates the factors that affect student participation in online learning. However , the difference is besides discuss about factors influencing students participation in online learning in another side he also discuss about students’ participation and opinions of the use of e-learning while in this research the researcher just focus on factors influencing students participation in online learning.

Next, by Selma Vonderwell & Sajit Zachariah (2005) entitle “ Analysis of Factors Affecting Learner Participation in Asynchronous Online Discussion Forum in Higher Education Institutions”. She found there are several factors affecting learner participation online learning, they are : technology and interface characteristics, content area experience, student roles and instructional tasks, and information overload. This research has similarities and differences with previous research. The research is similar to Selma Vonderwell & Sajit Zachariah (2005) that investigate Factors influencing students participation in online learning. The difference is she gather the data from two sections of a graduate online course. While in this research, the research gather data from one section of students who was learned online at English Curriculum Material Development (ECMD) course.

Furthermore, Chan & Waugh (2007) with the title “ factors affecting students participation in online learning environment at the Open University of Hong Kong “. He found the

result indicate that that factors influencing participation in the online learning are; Reasons for accessing WebCT , Reasons for not accessing WebCT, Suggested items to be added to WebCT, Suggested items to be deleted from WebCT, Comments on WebCT included positive and negative comments and Suggestions for improving WebCT included. This research has similarities and differences with previous researcher. The research is similar to Chan & Waugh (2007) in that it investigates the factors that affect student participation in online learning. However, the difference in the previous research the researcher's course was math students. Beside it , the previous research use questionnaire, he also use semi-structured interview to collect the data. While in this research, the researcher only use questionnaire to gather the data from respondents.

Then , Al-Ghafri (2018) with the title “Exploring the factors that influence students’ participation in English classrooms at Ibri College of Applied Sciences in Oman”. He found the result that there are some factors that influence students participation in English classroom they are : shyness, religion, gender and culture. This research has similarities and differences with previous research. The similarities is this research and Al-Ghafri research investigate factors influence students participation in English classroom. The difference is this research focus on investigate the students to get the result. While his research focus on investigate the lecturers and students to get the result. He also use interview and classroom observation to collect the data. While this research use questionnaire to get the data

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was survey with cross sectional design. Bryman and Bell (2007) defines cross sectional design require the collection the data more than one case and also at single point in time in order to gather a body of quantitative data in connection with two or more variable.

Dealing with this theory, this research described about factors influencing students participation in online learning environment at English Curriculum Material Development (ECMD) course in fifth semester students of English Department of IAIN Batusangkar Registered 2021/2022 Academic Year.

B. Population and Sample

1. Population

According to Gay (2012), population is the group of interest of the researcher, the group to which she or he would like the result of the study to be generalize. The population of this research was all the students of English Teaching Department in fifth semester registered in 2021/2022 academic year who was learned Curriculum Method Development (CMD) course. The number of students were 69 students. The population choose through the consideration that they have learned online and have learned Curriculum Method Development (CMD) subject. Which is they already understand about these subject.

Table 3. 2
Population of This Research

No	Semester	Number of Students	Sample
1	TBI A	22	22
2	TBI B	21	21
3	TBI C	26	26
Total		69	69

The table show that there are 69 students of fifth semester were participate in this research. Consist of class A, B and C. Total of population are 69 students.

2. Sample

According to Gay et al (2012) sample is a group of individuals, items, or events that represents the characteristic of the larger group from which the sample is drawn. It can be said that the sample is representative of the population use for data collection. Moreover , to get the data the researcher used sampling technique. Sampling is process of selecting a number from individual or from a large group of population for certain kind of research purpose , Bhardwaj (2019).

In this research , the researcher ook all of the students as sample, because the population less then 100. According to Fraenkel and Wallen (2009), in the descriptive research a minimum sample is 100. It means, the researcher used total sampling technique to take the sample. According to Sugiyono (2010), total sampling is a sampling technique is all member of the population are used as sample. That the sample of this research are 69 students.

C. Research Instrument

The instrument of this research was questionnaire as the main data collection tool. The researcher used a list of questions where the list of questions originates from theory and then is lowered into a list of questions that will be distribute to respondents.

The questionnaire use in this study is a questionnaire to obtain data about analysis of factors influencing students participation in online learning at English Curriculum Material Development (ECMD)subject. The researcher use close questionnaire. It means the the respondents just need to choose one statement from five statement that available. As stated by Sugiyono (2017) close questionnaire is questions that need short answer or the respondents just need to choose one answer from the questionnaire. The questionnaire items will be made by Bahasa Indonesia in order to help respondents to comprehend the items.

To construct the questionnaire, the researcher used some steps support by Arikunto (2007) they are :

1. Formulating the aims of the questionnaire

Questionnaire in this research has aim to find out the data description of factors influencing students participation in online learning.

2. Identifying variables to be questionnaire

The researcher identified the and classified the variables that will be searched.

3. Converting each variable into indicators

After classifying two variables , The researcher converted the variable into indicators.

4. Deciding kinds of data that is collected and analyzing of data

Then, the researcher decided positive and negative items in order to ease in analyzing.

5. Formulating each descriptor to items

After that, the researcher formulated the items statement as descriptor of variable that want to know.

6. Completing the instrument with instruction and introduction

7. Last, the researcher complete the instrument with instruction and introduction.

In order to score the scales of the factors influencing students' participation in online learning environment, the researcher used Likert scale as suggest by Gay (2000). There are five categories: strongly agree (SS) which stand for sangat setuju (SS), agree (S) which stand for setuju (S), uncertain (RG) which stand for ragu-ragu (RG), disagree (TS) which stand for tidak setuju (TS), and strongly disagree (STS) which stand for sangat tidak setuju(STS).

The scores will be given based on the type of each item. If the items are positive, the score will be arranged as follows, sangat setuju (SS)= 5 setuju (S)= 4, ragu-ragu (RG), = 3, tidak setuju (TS)= 2, and sangat tidak setuju(STS).= 1. On the other hand, if the items are negative, the score will be arranged as follows , sangat setuju (SS)= 1 setuju (S)= 2, ragu-ragu (RG), = 3, tidak setuju (TS)= 4, and sangat tidak setuju(STS).= 5.

Table 3. 2 Answers to the Research Questionnaire

Responden's Answers	Score	
	<i>Favorable</i>	<i>Unfavorable</i>
Strongly agree	5	1
Agree	4	2
Uncertain	3	3
disagree	2	4
Strongly disagree	1	5

In order to create a good questionnaire, it should have validity and reliability. But, before questionnaire distribute to sample research,

the validity and reliability of the questionnaire should be checked first. For more explanation about it, it is discussed as follows :

a. Validity

Validity is the most important characteristic of a test to get appropriate data collection. In this research the researcher used a questionnaire in collecting the data. Therefore, in this research was to measure factors influencing students' participation in English Curriculum Material Development (ECMD) subject.

The researcher conducted several ways to ensure the validity of the contents of the instruments. According to Hendryady (2017) content validity ensures that measurements include a sufficient set of items and represent concepts. The more items reflecting the whole concept being measured, the greater the content validity. Based on this, the initial step that researchers do in this research :

1. Makes a comparison table of experts' opinions regarding factors influencing students' participation in online learning environment.
2. Then the researcher draws a conclusion.
3. After drawing conclusions from the table, the researcher makes a table specification of instrument which was translated into research instrument.
4. After the research instrument was complete, the researcher asked three validators to validate the instrument by attaching a validation sheet, table of specification of the instrument, and research instruments.

According to Matondang (2009) the content validity of a test does not have a certain amount calculated statistically but it is understood that the test is valid based on a review of the table specification. Therefore, content validity is actually based on logical analysis, it does not constitute a validity coefficient calculated statistically. However, to

be more convincing about the content validity of the instrument, the researcher used the Aiken's V formula in Hendryady (2017) to calculate the content-validity coefficient based on the results of evaluating by the validators for an item in terms of the extent of the item. The result of validity of the instrument in general was 0.83 (high validity). V value for item 1 (0,83) item 2 (0,58) item 3 (0,75) item 4 (0,67) item 5 (0,67) item 6 (0,75) item 7 (0,75). From this result the researcher found that the validity of the instrument was 0,8214. This can already be considered very high validity because the result was in the range of very high validity (0,8 – 1) For more calculation see appendix (4). The following is the Aiken's formula that researcher has been used. The table result can be seen as follows:

$$V = \sum s / [n (C - 1)]$$

$$S = R - lo$$

Where: lo = Lowest scoring rate

C = Highest score

R = The number given by the validator

n = Number of validator

Table 3.3
Result of Validity by Validators

Validator	Item 1		Item 2		Item 3		Item 4		Item 5		Item 6		Item 7	
	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S	Score (R)	S
1	3	2	4	3	3	2	4	3	4	3	4	3	4	3
2	4	3	4	3	4	3	4	3	4	3	4	3	4	3
3	3	2	4	3	4	3	4	3	4	3	4	3	4	3
$\sum s$	7		9		8		9		9		9		9	
V	0.58		0.75		0.67		0.75		0.75		0.75		0.75	

b. Reliability

Gay (2000) states that reliability is a degree to which a test consistently measure whether it measure. Reliable is consistent, it means establish by determining the relationship between score resulting from administering the same test, the same group on different time. Wang (2009) states that reliability is the extent to which test scores are consistent: if participants took the test again after taking it today, would they get the same result.

In this research the researcher used Alpha Cronbach method in SPSS ver 22.0 software to find the reliability of the instrument. The result showed that the reliability of instrument was 0,960. It was higher than the alpha-cronbach reliability requirement that 0,60. For more calculation, see appendix (5).

D. Technique of Data Collection

To get the data of this research, the researcher performs several stages, such as :

1. Google form creations process

In this step, first rhe researcher used some steps, such as :

- a. Open google form on the forms.google.com site
- b. Click the blank section with the ‘ + ‘ symbol
- c. A new form were open
- d. Add a title and description of the form
- e. Add questions
- f. Choose several types of answer provided (multiple choice & short answer)
- g. When google form were done , click the send button at the top right to get the link
- h. Google form were complete
- i. The link can be shared to get a respons.

2. Questionnaire distribution process

After making the questionnaire through google form were complete, then the researcher did several steps :

- a. The researcher contacted the respondents via whatsapp
- b. The researcher asked the respondents to fill in the google form link that has been provided
- c. The researcher shared the questionnaire to respondents by using google form via this link (<https://docs.google.com/forms/d/1J08arDkPCKWgVt3Q21grhLH1Dm3mcbPSrGSq4WTydfg/edit?usp=sharing>)

E. Research Procedure

This research was conducted in several stages as follows :

1. Finding research problem

After reading several sources and discussing with academic advisor, an interesting research problem was discovered. The research problem there most students participate in online learning environment at English Curriculum Material Development (ECMD) and the researcher interest to find out factors influencing students participation in online learning at English Curriculum Material Development (ECMD) course in fifth semester students registered in 2021/2022 academic year who was learned ECMD course as the population and sample in this research.

2. Collecting the sources and references

To be able to compare problems in a study, several relevant theories are needed related to the research problem being discuss. These resources relate to the factors influencing students participation in online learning at English Curriculum Material Development (ECMD) subject.

3. Writing research design

The researcher begins by writing a proposal by finding some relevant and related sources. The proposal in question, which includes how to conduct the research, what type of research is used, and what instruments are used. The research design used in the study is quantitative research. There will be use of questionnaire through Google Form to find out factors influencing students' participation in an online learning environment at English Curriculum Material Development (ECMD) subject.

4. Constructing research instruments

Researchers try to find the theory about factors influencing students' participation in online learning. After the theory of factors influencing students' participation is found, the researcher reduces the theory to be a questionnaire.

5. Distributing research instruments

After compiling research instruments, researchers use Google Form as a tool to collect data. By using Google Form, the researcher can distribute questionnaires to the sample. It becomes easier and saves time when collecting data from respondents.

6. Analyzing the data

The data that is collected and acquired from questionnaires that are distributed to respondents will be described and analyzed by using descriptive analysis. Then the researcher calculates the data frequency and also percentage.

7. Reporting the research

Based on the results of research of the questionnaire, the researcher gives suggestions and conclusions for English lecturers, students of English teaching department and then the future researcher.

F. Technique of Data Analysis

After the data collected, the researcher has done several steps were being followed by:

1. Selecting the data

The researcher collect the data by giving questionnaires.

2. Classifying the data

The researcher analyzed the data by using percentage of the answer which made by the students.

3. Tabulating the data

Moving the data to table that available.

4. Accounting the frequency

The researcher calculate the frequency of each factor by using SPSS

5. Analyzing and interpreting the data

In analyzing the data, the researcher use descriptive statistic. It analyze based on the result of students' participation questionnaire. In analyzing the data, the researcher use the criteria that suggest by Arikunto (2011).

Table 4

Classification of Students' Participation

Class Interval	Category
9 – 10	Very High
7 – 8	High
5 – 6	Moderate
3 – 4	Low
1 – 2	Very Low

After collecting and calculating the data, the percentage of factors influencing students' participation in online learning , it can be calculate by using formula suggested by Anas (2005) the following formulation used as follows:

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

P = percentage of item

F = frequency of total score

N = amount of respondents

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the data analysis of factors influencing students' participation in online learning environment. The sample of this research was 68 students of fifth semester students of English Teaching Department of IAIN Batusangkar. The researcher distributed the questionnaire via Google Form to the samples on January 11 2022 until January 17 2022. It took 7 days for all samples answered the questionnaire. After the researcher got the answer of all the samples, the researcher analyzed the questionnaire. The questionnaire of this research consists of closed-ended question and open-ended question. For the closed-ended question, the researcher used Likert Scale. The number of items of this closed-ended question was 40 items. For the open-ended question, the researcher gave it to the samples to gave them opportunity to express their answers on how they participated in the E-CMD classroom. The following were some findings of this research:

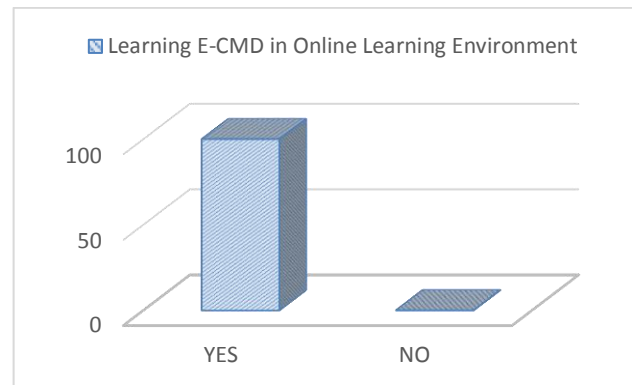
1. Learning E-CMD in Online Learning Environment

Table 4.1

Result of Learning E-CMD in Online Learning Environment

Indicator	Answer	Σ	Percentage
Have You Leaned E-CMD in Online Learning Environment?	Yes	69	100.00%
	No	0	0.00%

Histogram 1 Result of Learning E-CMD in Online Learning Environment



The table and histogram above showed about learning E-CMD in online learning environment. In the questionnaire that the researcher shared to the students of English teaching department of IAIN Batusangkar, it proved that all of students followed E-CMD learning process in online learning environment because 100,00% students answered Yes.

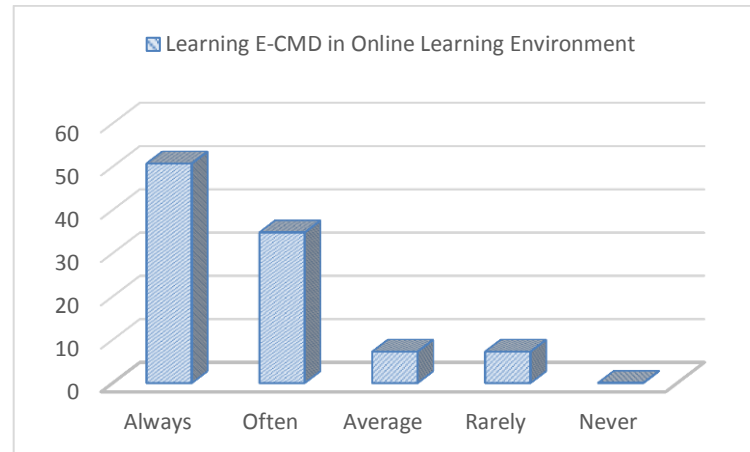
2. Students' Participation in the E-CMD Classroom

Table 4.2

Participating E-CMD in Online Learning Environment

Indicator	Answer	ΣF	Percentage
How many times you participated in E-CMD online learning	Always	35	50,72%
	Often	24	34,78%
	Average	5	7,25%
	Rarely	5	7,25%
	Never	0	0,00%

Histogram 2 Histogram of Participating E-CMD in Online Learning Environment



The table and histogram above showed about learning E-CMD in online learning environment. In the questionnaire that the researcher shared to the students of English teaching department of IAIN Batusangkar, it proved that 35 students or 50,72% students always participated in E-CMD in online learning, 24 students or 34,72% often participated in E-CMD in online learning, 5 students or 7,25% sometimes participated in E-CMD in online learning, 5 students or 7,25% rarely participated in E-CMD in online learning.

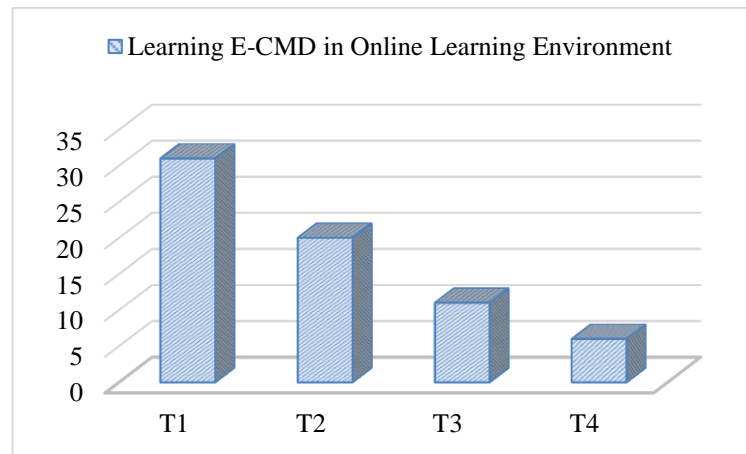
3. Types of Participation in E-CMD Subject in Online Learning Environment

Table 4.3

Types of Participation in E-CMD Subject in Online Learning Process

No	Type of Participation in E-CMD Subject	Students
1	Giving additional answer on material	31
2	Following discussion activities in learning process	20
3	Being active in discussion in learning process	11
4	Answering lecturer's question	6

Histogram 3
Types of Participation in E-CMD Subject in Online Learning Process



Students have several types of participation in E-CMD subject in online learning process which they conveyed through the questionnaire:

a. Giving additional answer on material

There were 31 students who stated the type of participation in E-CMD subject in online learning was giving additional answer on material. It was stated by one of the representative answers by the respondents; it was stated by R#51:

“Berupa menyampaikan pendapat berdasarkan kepada diskusi yang disampaikan.”

“Giving personal opinion toward the material that being discussed”

R#23 also stated similar statement:

“Memberi pertanyaan dan menambahkan jawaban”

“Asking some questions and adding some answers”

b. Following discussion in the class

There were 20 students who stated the type of participation in E-CMD subject in online learning was following discussion in the class. It was stated by one of the representative answers by the respondents; it was conveyed by R#30:

“Bentuknya ikut berpartisipasi dalam diskusi seperti menyampaikan pemahaman tentang materi yang sedang dibahas, tanya jawab”

“The type is participating in class learning process like giving understanding about the material which is being discussed, ask and answer”

R#2 also stated similar statement:

“Dengan ikut berpartisipasi didalam sebuah diskusi”

“With participating in a discussion”

c. Being active in discussion in learning process

There were 11 students who stated the type of participation in E-CMD subject in online learning was being active in discussion in learning process. It was stated by one of the representative answers by the respondents; it was conveyed by R#14:

“Partisipasi yang diberikan dengan mengemukakan pendapat saya”

“Participation which given was sharing my opinions”

R#19 also stated similar statement:

“Aktif dalam diskusi kelas”

“Being in class discussion”

d. Answering Lecturer’s Question

There were 6 students who stated the type of participation in E-CMD subject in online learning was being active in discussion in learning process. It was stated by one of the representative answers by the respondents; it was conveyed by R#11:

“Menjawab pertanyaan yang diberikan oleh dosen”

“Answering the question that was given by the lecturer”

R#16 also stated the similar statement:

“Ikut menjawab pertanyaan yang diberikan dosen di setiap pertemuan tersebut”

“Answering the question which given by the lecturer in every meeting”

B. Factors Influencing Students’ Participation in Online Learning Environment

The researcher found 5 factors that made students participated in online learning classroom, they were perceived ease of use, perceived usefulness, instructor attitude toward online learning, learning course flexibility, and learner’s self-efficacy. The researcher explained each of the factors in the data analysis.

Furthermore, the following histogram is factors influencing students’ participation in online learning environment. Next, the description, category and mean of each factor can be seen after the histogram as follow:

Histogram 4
Percentage of Factors Influencing Students’ Participation in Online Learning Environment

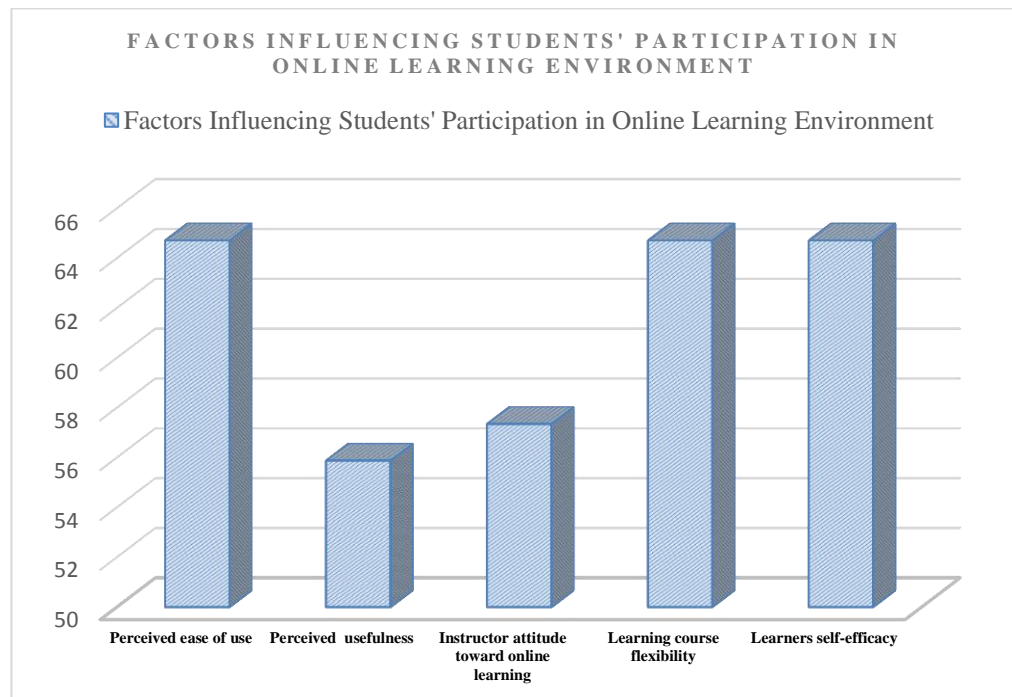


Table 4.4
Factors Influencing Students' Participation in Online Learning Environment

No	Factors	Mean	Category	Percentage
1	Perceived Ease of Use	31,82	Average	64,71%
2	Perceived Usefulness	16,04	Average	55,88%
3	Instructor Attitude Toward Online Learning	71,00	Average	57,35%
4	Learning Course Flexibility	22,92	Average	64,71%
5	Learner's Self-Efficacy	15,62	Average	64,71%

Then, based of the table above, it can be concluded that the highest factor was perceived ease of use with the percentage 64,71%, because it had the same percentage with others factor, the researcher took higher mean between the same percentage, and the lowest factor was perceived usefulness with the percentage 55,88%. Furthermore, the researcher calculated the frequencies table of factor influencing students participation in the table frequency as follows:

Table 4.5
Frequency Table of Factor Influencing Students' Participation in Online Learning Environment

Score	Frequency
246	1
236	1
228	1
226	1
223	2
222	2
221	1
220	1
219	1
218	4

216	1
215	2
214	1
210	1
209	1
208	2
206	1
204	1
203	2
202	1
201	1
200	1
199	1
196	2
194	1
192	2
191	1
190	1
189	1
187	2
186	1
183	1
182	2
180	1
178	1
177	1
174	1
172	3
171	2
167	1
164	1
163	1
160	2
157	1
156	1
152	2
151	1
150	1
148	1
144	1
140	1
Total	68

Based on the frequency table above, we can conclude that there was 1 student who got the lowest score 140, and also 1 student who got the

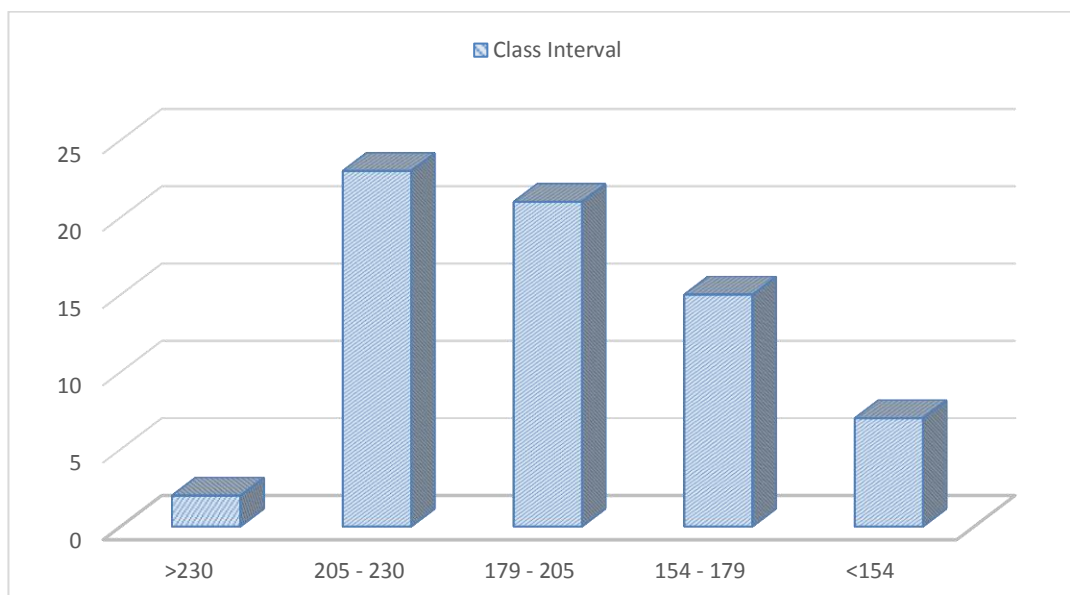
highest score 246. The frequency in the table is the number of students who got score from the result of questionnaire. The categorizing of Factor Influencing Students' Participation in Online Learning Environment can be seen as follows:

Table 4.6
Category of Factor Influencing Students' Participation in Online Learning Environment

Class Interval	F	Percentage	Interpretation
>230	2	2,94%	Very High
205 - 230	23	33,82%	High
179 - 205	21	30,88%	Average
154 - 179	15	22,06%	Low
<154	7	10,29%	Very Low

Based on the table above, it can be seen that factor influencing students' participation in online learning environment in general was high in average 191,90. Moreover, the histogram of frequency can be seen as follow:

Histogram 5
Frequency of Influencing Students' Participation in Online Learning Environment in General



Moreover, the researcher got the intensity of factors that made students participated in online learning classroom, they were perceived ease of use, perceived usefulness, instructor attitude toward online learning, learning course flexibility, and learner's self-efficacy. Each of factor will be explained in data analysis.

C. Data Analysis of Factors Influencing Students' Participation in Online Learning Environment

There were 5 factors that influence students' participation in online learning environment such as perceived ease of use, perceived usefulness, instructor attitude toward online learning, learning course flexibility, and learner's self-efficacy. Each of factor has been explained as follows:

1. Perceived Ease of Use

Perceived ease of use is when learners believe that using E-Learning system will be free of effort and easy to use.

Next, after the data was analyzed the score of factors influencing students' participation in online learning environment for perceived ease of use can be seen in the table below:

Table 4.7 score of Perceived Ease Of Use

No	Respondent	Score	No	Respondent	Score
1	R.1	30	36	R.36	30
2	R.2	40	37	R.37	31
3	R.3	40	38	R.38	23
4	R.4	32	39	R.39	33
5	R.5	30	40	R.40	36
6	R.6	31	41	R.41	32
7	R.7	32	42	R.42	40
8	R.8	32	43	R.43	32
9	R.9	24	44	R.44	35
10	R.10	30	45	R.45	32
11	R.11	35	46	R.46	35
12	R.12	32	47	R.47	31
13	R.13	28	48	R.48	32
14	R.14	31	49	R.49	33
15	R.15	36	50	R.50	32
16	R.16	27	51	R.51	34

17	R.17	32	52	R.52	33
18	R.18	32	53	R.53	31
19	R.19	39	54	R.54	40
20	R.20	32	55	R.55	32
21	R.21	33	56	R.56	36
22	R.22	27	57	R.57	31
23	R.23	32	58	R.58	31
24	R.24	30	59	R.59	30
25	R.25	28	60	R.60	32
26	R.26	35	61	R.61	32
27	R.27	31	62	R.62	32
28	R.28	24	63	R.63	31
29	R.29	32	64	R.64	31
30	R.30	32	65	R.65	27
31	R.31	36	65	R.66	30
32	R.32	32	66	R.67	31
33	R.33	31	67	R.68	32
34	R.34	27	68	R.69	30
35	R.35	26			
Score Total					2164
Mean					31,82

Based on the table above, the researcher calculated the frequencies table of factors influencing students' participation in online learning enviroment for Perceived ease of use was showed by frequency table as follow:

Table 4.8
Frequency of Perceived Ease Of Use

Score	Frequency
40	4
39	1
36	4
35	3
34	1
33	5
32	21
31	11
30	7
28	2
27	4
26	1
24	2

23	1
Total	68

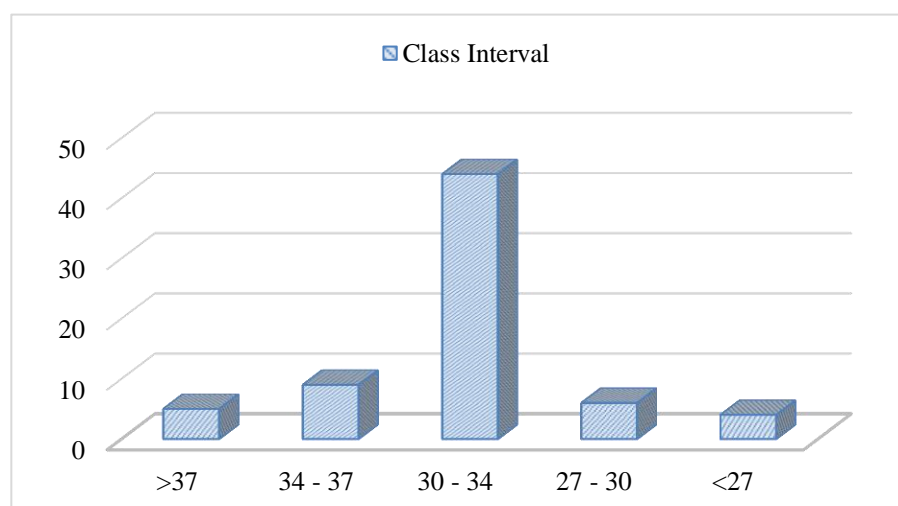
Based on the frequency table above, we can conclude that there were 1 student, who got the lowest score of 23, and there were 4 students, who got highest score of 40. Then, the categorizing of factors influencing students' participation in online learning environment for perceived ease of use can be seen as follow:

Table 4.9
Category of Factor Perceived Ease Of Use

Class Interval	F	Percentage	Interpretation
>37	5	7,35%	Very High
34 - 37	9	13,24%	High
30 - 34	44	64,71%	Average
27 - 30	6	8,82%	Low
<27	4	5,88%	Very Low

From the table above, it can be seen that the factors influencing students' participation in online learning environment for perceived ease of use was 64,71% or average in average 31,82. Moreover, the histogram can be seen as follows:

Histogram 6 Percentages of Factor Influencing Students' Participation in Perceived Ease of Use



2. Perceived Usefulness

Perceived usefulness is learners believe that using a particular technology will enhance their task performance.

Next, after the data was analyzed the score of factors influencing students' participation in online learning environment for perceived usefulness can be seen in the table below:

Table 4.10 score of Perceived Usefulness

No	Respondent	Score	No	Respondent	Score
1	R.1	15	36	R.36	30
2	R.2	20	37	R.37	31
3	R.3	20	38	R.38	23
4	R.4	16	39	R.39	33
5	R.5	16	40	R.40	36
6	R.6	16	41	R.41	32
7	R.7	14	42	R.42	40
8	R.8	16	43	R.43	32
9	R.9	12	44	R.44	35
10	R.10	16	45	R.45	32
11	R.11	18	46	R.46	35
12	R.12	16	47	R.47	31
13	R.13	14	48	R.48	32
14	R.14	16	49	R.49	33
15	R.15	18	50	R.50	32
16	R.16	14	51	R.51	34
17	R.17	16	52	R.52	33
18	R.18	16	53	R.53	31
19	R.19	20	54	R.54	40
20	R.20	16	55	R.55	32
21	R.21	17	56	R.56	36
22	R.22	16	57	R.57	31
23	R.23	16	58	R.58	31
24	R.24	16	59	R.59	30
25	R.25	12	60	R.60	32
26	R.26	18	61	R.61	32
27	R.27	17	62	R.62	32
28	R.28	12	63	R.63	31
29	R.29	16	64	R.64	31
30	R.30	16	65	R.65	27
31	R.31	18	65	R.66	30
32	R.32	16	66	R.67	31
33	R.33	16	67	R.68	32
34	R.34	15	68	R.69	30
35	R.35	13			
Score Total					1091
Mean					16,04

Based on the table above, the researcher calculated the frequencies table of factors influencing students' participation in online learning environment for perceived usefulness was showed by frequency table as follow:

Table 4.11
Frequency of Perceived Usefulness

Score	Frequency
20	5
19	1
18	6
17	5
16	36
15	2
14	8
13	1
12	4
Total	68

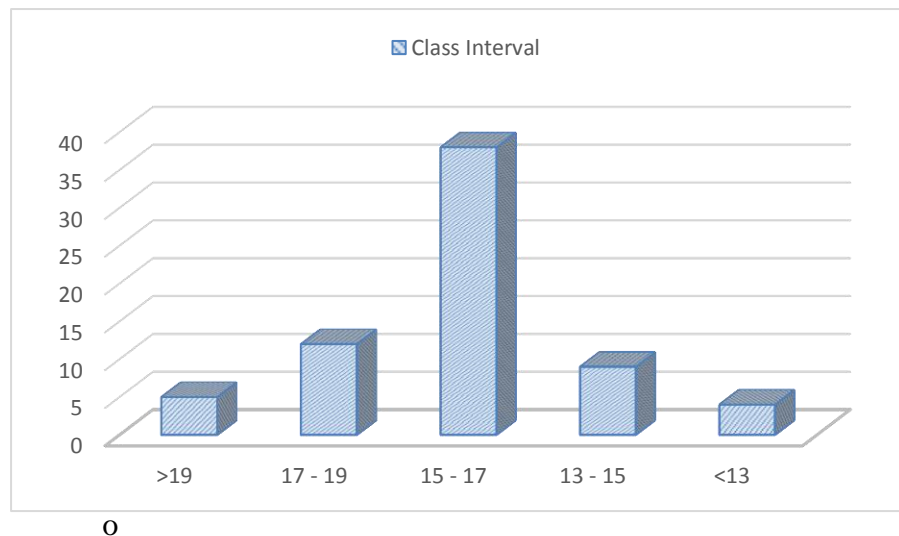
Based on the frequency table above, we can conclude that there were 4 students, who got the lowest score of 13, and there were 5 students, who got highest score of 20. Then, the categorizing of factors influencing students' participation in online learning environment for perceived usefulness can be seen as follow:

Table 4.12
Category of Factor Perceived Usefulness

Class Interval	F	Percentage	Interpretation
>19	5	7,35%	Very High
17 - 19	12	17,65%	High
15 - 17	38	55,88%	Average
13 - 15	9	13,24%	Low
<13	4	5,88%	Very Low

From the table above, it can be seen that the factors influencing students' participation in online learning environment for perceived usefulness was 55,88% or average in average 16,04. Moreover, the histogram can be seen as follows:

Histogram 7 Percentages of Factor Influencing Students' Participation in Perceived Usefulness



3. Instructor Attitude Toward Online Learning

Attitude Toward Online Learning is learning perception toward lecturer's attitude during online learning. Next, after the data was analyzed the score of factors influencing students' participation in online learning environment for Instructor Attitude Toward Online Learning can be seen in the table below:

Table 4.13 score of Instructor Attitude Toward Online Learning

No	Respondent	Score	No	Respondent	Score
1	R.1	68	36	R.36	71
2	R.2	90	37	R.37	67
3	R.3	78	38	R.38	49
4	R.4	72	39	R.39	75
5	R.5	72	40	R.40	69
6	R.6	70	41	R.41	72
7	R.7	68	42	R.42	90
8	R.8	76	43	R.43	66
9	R.9	65	44	R.44	79
10	R.10	76	45	R.45	72
11	R.11	77	46	R.46	74
12	R.12	72	47	R.47	74
13	R.13	67	48	R.48	73
14	R.14	72	49	R.49	71

15	R.15	74	50	R.50	71
16	R.16	61	51	R.51	72
17	R.17	72	52	R.52	81
18	R.18	72	53	R.53	69
19	R.19	90	54	R.54	82
20	R.20	66	55	R.55	72
21	R.21	76	56	R.56	73
22	R.22	53	57	R.57	72
23	R.23	72	58	R.58	72
24	R.24	68	59	R.59	61
25	R.25	57	60	R.60	70
26	R.26	75	61	R.61	72
27	R.27	69	62	R.62	72
28	R.28	54	63	R.63	77
29	R.29	71	64	R.64	72
30	R.30	80	65	R.65	70
31	R.31	86	65	R.66	66
32	R.32	72	66	R.67	72
33	R.33	71	67	R.68	51
34	R.34	66	68	R.69	30
35	R.35	51			
Score Total					4828
Mean					71,00

Based on the table above, the researcher calculated the frequencies table of factors influencing students' participation in online learning enviroment for Instructor Attitude Toward Online Learning was showed by frequency table as follow:

Table 4.14
Frequency of Instructor Attitude Toward Online Learning

Score	Frequency
90	3
86	1
82	1
81	1
80	1
79	1
78	1
77	2
76	3
75	2
74	3

73	2
72	17
71	5
70	3
69	3
68	2
67	2
66	4
65	1
61	2
57	1
54	1
53	1
51	2
49	1
Total	68

Based on the frequency table above, we can conclude that there were 1 students, who got the lowest score of 49, and there were 3 students, who got highest score of 90. Then, the categorizing of factors influencing students' participation in online learning enviroment for Instructor Attitude Toward Online Learning can be seen as follow:

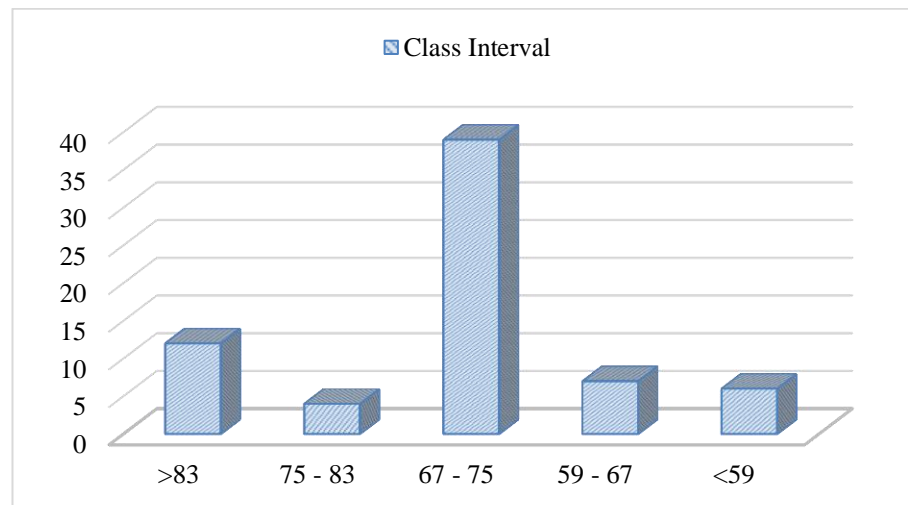
Table 4.15

Category of Factor Instructor Attitude Toward Online Learning

Class Interval	F	Percentage	Interpretation
>83	12	17,65%	Very High
75 - 83	4	5,88%	High
67 - 75	39	57,35%	Average
59 - 67	7	10,29%	Low
<59	6	8,82%	Very Low

From the table above, it can be seen that the factors influencing students' participation in online learning enviroment for Instructor Attitude Toward Online Learning was 57,35% or average in average 71,00. Moreover, the histogram can be seen as follows:

Histogram 8 Percentages of Factor Influencing Students' Participation in Instructor Attitude Toward Online Learning



4. Learning Course Flexibility

Learning Course Flexibility is when learners can communicate instantaneously anytime without time restriction in online learning. Next, after the data was analyzed the score of factors influencing students' participation in online learning environment for Learning Course Flexibility can be seen in the table below:

Table 4.16 score of Learning Course Flexibility

No	Respondent	Score	No	Respondent	Score
1	R.1	22	36	R.36	23
2	R.2	30	37	R.37	24
3	R.3	26	38	R.38	8
4	R.4	24	39	R.39	24
5	R.5	19	40	R.40	19
6	R.6	24	41	R.41	24
7	R.7	23	42	R.42	28
8	R.8	19	43	R.43	20
9	R.9	24	44	R.44	26
10	R.10	24	45	R.45	22
11	R.11	27	46	R.46	23

12	R.12	24	47	R.47	23
13	R.13	20	48	R.48	22
14	R.14	23	49	R.49	23
15	R.15	21	50	R.50	24
16	R.16	19	51	R.51	24
17	R.17	24	52	R.52	25
18	R.18	24	53	R.53	22
19	R.19	30	54	R.54	30
20	R.20	22	55	R.55	24
21	R.21	25	56	R.56	22
22	R.22	18	57	R.57	24
23	R.23	24	58	R.58	21
24	R.24	19	59	R.59	19
25	R.25	18	60	R.60	24
26	R.26	24	61	R.61	24
27	R.27	17	62	R.62	24
28	R.28	18	63	R.63	24
29	R.29	21	64	R.64	24
30	R.30	25	65	R.65	24
31	R.31	30	65	R.66	24
32	R.32	24	66	R.67	24
33	R.33	23	67	R.68	22
34	R.34	24	68	R.69	23
35	R.35	21			
Score Total					1558
Mean					22,92

Based on the table above, the researcher calculated the frequencies table of factors influencing students' participation in online learning enviroment for Learning Course Flexibility was showed by frequency table as follow:

Table 4.17
Frequency of Learning Course Flexibility

Score	Frequency
30	4
28	1
27	1
26	2
25	3
24	26
23	7
22	7

21	4
20	2
19	6
18	3
17	1
8	1
Total	68

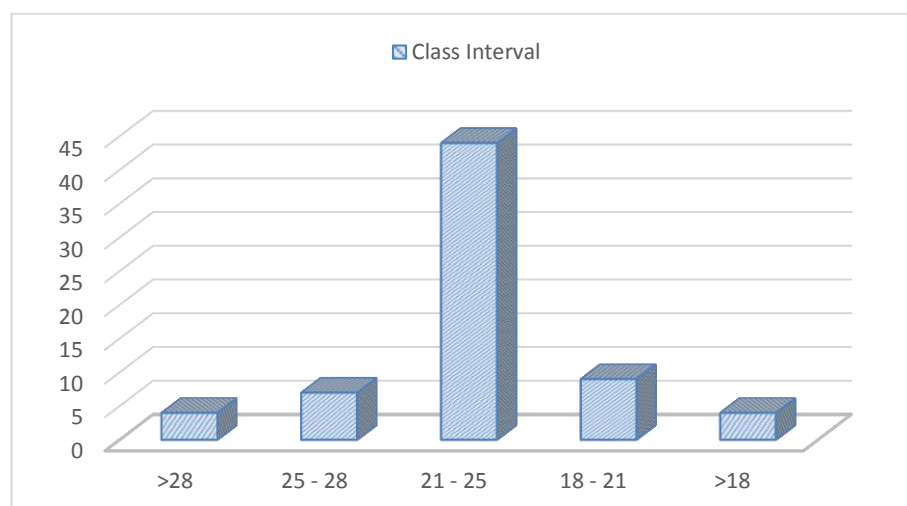
Based on the frequency table above, we can conclude that there were 1 students, who got the lowest score of 8, and there were 4 students, who got highest score of 30. Then, the categorizing of factors influencing students' participation in online learning enviroment for Learning Course Flexibility can be seen as follow:

Table 4.18
Category of Factor Learning Course Flexibility

Class Interval	F	Percentage	Interpretation
>28	4	5,88%	Very High
25 - 28	7	10,29%	High
21 - 25	44	64,71%	Average
18 - 21	9	13,24%	Low
>18	4	5,88%	Very Low

From the table above, it can be seen that the factors influencing students' participation in online learning enviroment for Learning Course Flexibility was 64,71% or average in average 22,92. Moreover, the histogram can be seen as follows:

Histogram 9
Percentages of Factor Influencing Students' Participation in Learning Course Flexibility



5. Learners' Self-Efficacy

Learners' Self-Efficacy is students' desires to participate in online learning. Next, after the data was analyzed the score of factors influencing students' participation in online learning environment for Learners' Self-Efficacy can be seen in the table below:

Table 4.19
score of Learners' Self-Efficacy

No	Respondent	Score	No	Respondent	Score
1	R.1	16	36	R.36	16
2	R.2	20	37	R.37	14
3	R.3	20	38	R.38	10
4	R.4	16	39	R.39	16
5	R.5	14	40	R.40	18
6	R.6	16	41	R.41	16
7	R.7	16	42	R.42	16
8	R.8	16	43	R.43	16
9	R.9	16	44	R.44	18
10	R.10	16	45	R.45	16
11	R.11	18	46	R.46	13
12	R.12	16	47	R.47	16
13	R.13	15	48	R.48	15
14	R.14	15	49	R.49	16
15	R.15	16	50	R.50	16
16	R.16	14	51	R.51	16
17	R.17	16	52	R.52	16
18	R.18	16	53	R.53	13
19	R.19	20	54	R.54	20
20	R.20	15	55	R.55	16
21	R.21	17	56	R.56	15
22	R.22	8	57	R.57	16
23	R.23	16	58	R.58	16
24	R.24	15	59	R.59	16
25	R.25	12	60	R.60	16
26	R.26	16	61	R.61	18
27	R.27	13	62	R.62	16
28	R.28	12	63	R.63	16
29	R.29	13	64	R.64	15

30	R.30	17	65	R.65	16
31	R.31	20	65	R.66	16
32	R.32	16	66	R.67	16
33	R.33	16	67	R.68	9
34	R.34	16	68	R.69	16
35	R.35	14			
Score Total					1062
Mean					15,62

Based on the table above, the researcher calculated the frequencies table of factors influencing students' participation in online learning environment for Learners' Self-Efficacy was showed by frequency table as follow:

Table 4.20
Frequency of Learners' Self-Efficacy

Score	Frequency
20	5
18	4
17	2
16	37
15	7
14	4
13	4
12	2
10	1
9	1
8	1
Total	68

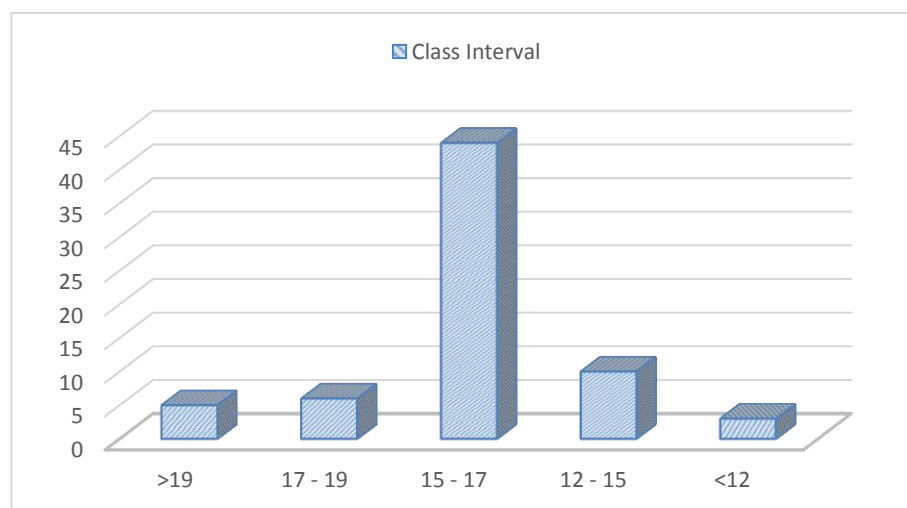
Based on the frequency table above, we can conclude that there were 1 students, who got the lowest score of 8, and there were 5 students, who got highest score of 20. Then, the categorizing of factors influencing students' participation in online learning environment for learners' self-efficacy can be seen as follow:

Table 4.21
Category of Factor Learners' Self-Efficacy

Class Interval	F	Percentage	Interpretation
>19	5	7,35%	Very High
17 - 19	6	8,82%	High
15 - 17	44	64,71%	Average
12 - 15	10	14,71%	Low
<12	3	4,41%	Very Low

From the table above, it can be seen that the factors influencing students' participation in online learning environment for Learners' Self-Efficacy was 64,71% or average in average 15,62. Moreover, the histogram can be seen as follows:

Histogram 10
Percentages of Factor Influencing Students' Participation in Learners' Self-Efficacy



D. Discussion

Based on the data analysis about factors influencing students' participation during online learning environment, it has showed some results that could be taken about factors influencing students' participation. For more specific, there are 5 factors influencing students participation in online learning environment such as :

1. Perceived ease of use with mean 31,82 and 64,71% percentage
2. Perceived usefulness with mean 16,04 and 55,88% percentage
3. Instructor attitude toward online learning with mean 71,00 and 57,35% percentage
4. Learning course flexibility with mean 22,92 and 64,71% percentage
5. Learners self efficacy with mean 15,62 and 64,71% percentage

After analyzing 5 factors of factors influencing students' participation, the researcher discovered some factors that influence students participation, they were; perceived ease of use in the category average with 64,71% percentage which means students believe that using learning system will be free of effort and easy to use. Then, perceived usefulness in the category average with 64,71% percentage which means learners believe that using a particular technology will enhance their task performance. Next, instructor attitude toward online learning in the category average with 57,35% percentage which means in online learning, the instructor gave positive feedback through students' participation. Lecturer responded to students' problems, handling e-learning activities appropriately, and responding to students' needs.

Furthermore, learning course flexibility in the category average with 64,71% percentage which means students can communicate instaneously anytime without time restriction in online learning and communicate instaneously without limit space in online learning. Then, learner's self-efficacy in the category average with 64,71% percentage which means students desires to participate in online learning.

As well as the result of research conducting by Vonderwell & Zachariah (2005). The finding explained that almost all students influenced by all the factors in participating in online learning. In their research, the highest factor that made students participate in online learning was technology and interface characteristics because the students participated in online learning because of the interface while learning process. To compare with the researcher's result that those factors make students participate in online learning. While the researcher's result was perceived ease of use which means that students believe that in online learning was easier to use and effortless. What makes it different was, the condition of the respondents of the research.

Next, a result that was conducted by Al-Ghafri (2018). The finding explained that factors that influencing students' participation in English

classroom was gender, culture, and religion. To compare with the researcher's results that highest factor that influence student' participation was perceived ease of use. It can be inferred that classroom, whether it is offline or online, is a unique social place where many interrelated factors contribute to how and why things happen during learning process. Then, the unique characteristics of the respondents make the result is different.

In short, based on the findings, it can be concluded that students influenced in participating in online learning by all of the factors that have been mentioned and the highest factor was perceived ease of use in the category high with 64,71% percentage.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research analysis above, the researcher concluded that factors influencing students' participation in online learning environment in general were very high (2,94%), high (33,82%), average (30,88%), low (22,06%), and very low (10,29%). These research results also answered the research question about factors influencing students' participation in online learning environment they were perceived ease of use, perceived usefulness, instructor attitude toward online learning, learning course flexibility, and learner's self-efficacy.

For more specific, there are 5 factors influencing students participation in online learning environment such as :

1. Perceived ease of use with mean 31,82 and 64,71% percentage
2. Perceived usefulness with mean 16,04 and 55,88% percentage
3. Instructor attitude toward online learning with mean 71,00 and 57,35% percentage
4. Learning course flexibility with mean 22,92 and 64,71% percentage
5. Learners self efficacy with mean 15,62 and 64,71% percentage

To conclude, perceived ease of use was the highest factor of factors influencing students' participation in online learning environment in the category average with 64,71% percentage.

In addition, this research also provides the evidence that there are factors for students to participate even in online learning environment. All in all, the researcher has proven that all of these factors really occur and can be felt by students specially in college.

B. Suggestion

1. Lecturer

For lecturers, the researcher suggests that lecturers keep using learning process and encourage the students to participate in the

classroom to make learning atmosphere becomes effective and make students interested through the learning process.

2. Students

For students, the researcher suggests that students need to be prepared for technology and learning management for online learning. Students need to improve their skills and develop their thinking skill in order to follow the learning process and keep the learning runs smoothly.

3. Next Researcher

The researcher suggests to other researcher to consider to conduct other research about factors influencing students' participation but it can be divided between male and female students. As we know, the result will be different between them because female students tend to participate more in the learning process.

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