

## **Investigating EFL students' interest in the use of online discussion technique in asynchronous learning**

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**Abstract** - The development of the era can be inextricably linked to the development of technology as it has entered all aspects of human life, including education. One of the technology utilization in education is e-learning which allows the learning process can be accessed anytime and anywhere. One technique is commonly used in asynchronous learning nowadays is online discussion. This research aims at investigating the level of students' interest and the factors that affect their interest in the implementation of the online discussion techniques. This research was conducted by mix-method, where the data was collected from the questionnaire and interview. The subjects of this research were 40 students in the questionnaire section and 4 students in the interview section. The result of the interview proved that students had a high interest in the implementation of online discussion techniques; while, the result of the interview indicated some factors that affect students' interest in the implementation of online discussion techniques such as teacher activeness and involvement, internet connection, students' motivation and concentration. Hopefully, this research can help to maximize the application of online discussion techniques to gain more benefits in the learning process.

**Keywords:** asynchronous learning, online learning, online discussion technique

## **1. Introduction**

The rapid development of technology in modern time becomes a common thing in all human society. The atmosphere that is presented has had a considerable impact on life in various aspects and dimensions. The development of technology does not only occur in a developed country but also occurs in developing countries like Indonesia. The form of technological development today is an internet. The amassing of internet technology has succeeded in the doctrine of the people's paradigm in communicating and obtaining information, which is no longer limited by the dimensions of space and time.

One-touch of technological development is the world of education. As an almost unlimited source of information, the internet network meets the capacity of one source of learning in the world of education. The implementation of this technique in the university can take an advantage of internet network facilities as one of the means and media in education and teaching. The learning process has an important role in improving the quality of education, so learning will be more meaningful and beneficial for students. Therefore, lecturers must pay attention to support media in the learning process, one of them is electronic media so that learning is more conducive and meaningful by directing the activities of modernization through the help of sophisticated technology that can help students understand the subject matter interactively, effectively, and fun. Lecturer and students' mastery in using technology has become very important in the context of facing global competition which requires students to have an interest in learning, therefore they are able to be independent, creative, think critically and be able to solve problem.

The development of increasingly innovative social media in education field which leads people more creative in doing everything. One of the latest innovations is an online discussion. Online discussion is a web based virtual environment with the aim to provide interaction of the students with the content, teacher, and classmates (Brower, 2003). An individual can view content and contribute to an online discussion at any time or place on their computer with an internet connection. Qiyun & Huay (2007) stated that online discussion is facilitated with software such as Blackboard or Weblog which provides a structure for individuals to share ideas. In addition, Levin et al (2006) stated that course management systems such as Blackboard provide students with password secured any time availability to discussions.

Online discussion can enhance learning by facilitating comparing ideas, negotiating and interaction in ways that were previously not feasible in distance education Gao et al (2013). Guided thinking and questioning structures in online discussions can facilitate interaction and engagement. Even in the traditional face-to-face classroom, where class time is limited, online discussions can provide new opportunities for learning collaborations and partnerships, strengthening and extending learning communities, promoting new ways of communicating and investigating, and providing better access to an increasingly wide range of discipline-specific educational and research-based pedagogic resources.

Online discussion is easy to uses and convenient yet do not compromise the quality of learning. The online discussion format often allows for an enough quality of information to be exchanged as students have the time they need to prepare content but the students also must prepare the time and make pact with the other individuals before the discussion will be begun. Students can experience increased focus on topic/task in the online discussion as there is an absence of off-topic, distracting verbal interaction and visual cues. As well, many students find online discussions more comfortable and safe than face-to-face interactions and therefore are more willing to share ideas and participate (Cheng, C.K., Pare, D.E., Collimore & Joordens, 2011). In an educational environment, an online discussion is applied using Learning Management System (LMS). This leads asynchronous discussions to occur over a period of time. Students are able to gather their thoughts and ideas before posting and sharing their reflective responses, which leads to more in-depth learning.

As one of predicting factors of successful or failed learning process is having interest or preference to participate in learning activities that take place since it will encourage the students to show their attention, activities, and participation in following the learning process (Woolfolk, 2004). Interest can be the cause of activity and as a result of participating in an activity to obtain information, knowledge, skills through an effort, teaching or experience in following the learning process. Slameto (2003) stated that interest is feeling of liking and feeling excite in something or activity, without being told. Interest it is basically the acceptance of a relationship between oneself with something outside of oneself. In line with Slameto, Muhibbin (2005) defines the interest as a tendency and great excitement on something. Interest is a preference toward something without any commands from other people. It is related to happiness in doing something.

In addition, Hilgard (2005) says that interest is persisting tendency to pay attention to some activity or content and enjoy it till the end. Hurlock (2011) defines that interest is source of motivation which drive people to do what they want to do when they are free to choose. Therefore, it can be concluded that interest is a positive attitude that motivate individual to give attention to a person, a thing which they attracted and they will enjoy the activities till the end. Interest motivates people to choose the best and the most interesting activity in their life. Because each activity has own characteristic, people always select activities and thing those are interesting. Furthermore, Crow and Crow (1992) stated that interest is a motivating force that impels an individual toward participation in one activity rather than another. It indicates that interest provides a strong motivation to learn.

Safari (2003) identifies fours indicators of interest, as follows:

- a. Feeling happy, a student who has a feeling of pleasure or likes towards a subject, then the student will continue to learn the science he likes. There is no feeling of compulsion for students to study the field.
- b. Student Interest, related to the motive that drives to tend to feel attracted to people, objects, activities or can be effective experiences that are stimulated by the activity itself.
- c. Student Attention, attention is the concentration or activity of the soul towards observation and understanding, leaving aside others from it. Students who have an interest in a particular object will automatically pay attention to that object.
- d. Student Involvement, a person's interest in an object that causes the person to be happy and interested in doing or doing the activities of the object.

Based on the explanation above, this papers aims at investigating the level of students' interest toward the implementation of online discussion technique and revealing factors affecting the students' interest in the use of online discussion technique. Hopefully, this research can contribute to maximize the application of online discussion technique to gain more benefits in learning process.

## **2. Method**

### **2.1 Research Design**

This research used mix-method with explanatory sequential design. Mixed method research combined quantitative and qualitative research design by including both of the data in a single study where in the first stage, the research was carried out using quantitative method then followed by qualitative method.

### **2.2 Research variables**

There are two variables of this study, namely independent and dependent variable. The independent variable was the students' interest which symbolized by letter X and the dependent variable was online discussion technique which was symbolized by letter Y.

### **2.3 Population and Sample**

Population of this research involved the students of English Education Department of UIN Alauddin Makassar batch 2018 which was divided into two classes, they are PBI A with the

total 42 students and PBI B with the total 38 students. Therefore, the total populations of this research were 80 students.

The sampling technique applied in this research was simple random sampling which is a technique of using sample with the assumption that certain characteristic possessed by each population are not considered in the study. The reason to choose this sample because all of the population in this study (students in class A and B) got the same treatment from lecturer. The researcher involved 50% of the populations to be a sample so the total sample of this study was 40 students which consists of 20 students from class A and 20 students from class B. In addition, total sample for students who would be involved in the interview section were 4 students which consist of 2 students from PBI A and 2 students from PBI B.

#### **2.4 Research Instruments**

There were 2 instruments used in this research, namely questionnaire and interview. The questionnaire was used to find out the responses of students towards their interest on the implementation of online discussion technique and the percentage of the factors that affecting students interest in conducting online discussion. The kind of questionnaire in this research was closed questionnaire which consisted of the indicator of interest which consists of 4 indicators such as feeling happy, students' interest, students' involvement, and students' attention. Interview, in addition, was used to find out the factors that affecting students' interest in carried out online discussion.

### **3. Results and Discussion**

The findings of this research were taken from the result of questionnaires and interview of students in English Education Department at UIN Alauddin Makassar batch 2018 about their interest toward the implementation of online discussion technique. The questionnaires were divided into 4 parts as well as the categories of interest, namely feeling happy, students' interest, students' attention and students' involvement; while, the interviews were intended to further strengthen the students' opinion about their interest toward the implementation of online discussion technique.

#### **3.1 Results**

##### **The Level of Students' Interest Toward the Implementation of Online Discussion Technique**

The questionnaire of this research consisted of 4 parts as well as the indicators of interest according to Slameto (2003) such as feeling happy which consists of 6 statements, students' attention which consists of 5 statements, students' interest which consists of 5 statements and students' involvement which consists of 5 statements. The table below showed the result of students' response toward their interest on the implementation of online discussion technique from the questionnaire.

##### **Feeling Happy**

The table below showed the result of students' response toward the indicator of interest exactly in feeling happy which consists of 6 statements. Where, to found the result of this questionnaire, the researcher tabulated the data first and continued to determine the mean score of the students' response.

Table 1 The Result of Questionnaire in Feeling Happy

No	Statements	Components of Likert Scale					Total
		SD (1)	D (2)	N (3)	A (4)	SA (5)	
1.	I am very happy with the implementation of online discussion technique	3 (3)	11 (22)	13 (33)	9 (36)	4 (20)	120
2.	I felt at home in learning English when the lecturer apply online discussion	3 (3)	10 (20)	11 (33)	13 (52)	3 (15)	123

3.	I am satisfied with the implementation of online discussion technique	4 (4)	11 (22)	12 (36)	10 (40)	3 (15)	117
4.	I felt relieve when the lecturer said that the discussion will be conducted online	3 (3)	9 (18)	11 (33)	14 (56)	3 (15)	125
5.	I like online discussion technique because it does not make stress me out	5 (5)	14 (28)	4 (12)	11 (44)	6 (30)	119
6.	Online discussion technique was easy to be applied	6 (6)	8 (16)	10 (30)	9 (36)	7 (35)	123
<b>Total Score</b>							<b>581</b>

The result of the table above showed that the total score of students, response toward the indicator of interest exactly in “feeling happy” was 581. Where, the highest score was in the statement “I felt relieve when the lecturer said that the discussion will be conducted online” with the score 125. While the lowest score was in the statement “I am satisfied with the implementation of online discussion technique with the score 117. Then, the mean score of this indicator was:

$$\text{Mean} = \frac{\sum x}{N} = \frac{581}{6} = 85.5$$

The mean score above showed that the indicator of feeling happy included in the category moderate interest.

### Students’ Interest

Table 2 The Result of Questionnaire in Students’ Interest

No	Statements	Components of Likert Scale					Total
		SD (1)	D (2)	N (3)	A (4)	SA (5)	
1.	I have a high passion when will conduct online discussion	5 (5)	12 (24)	16 (48)	4 (16)	3 (15)	108
2.	I feel interested with the implementation of online discussion technique	2 (2)	11 (22)	15 (45)	9 (36)	3 (15)	120
3.	I feel focus in thinking about opinion toward the topic in online discussion	3 (3)	11 (22)	9 (27)	12 (48)	5 (25)	125
4.	I feel excited in doing the task in online discussion	2 (2)	10 (20)	10 (30)	15 (60)	3 (15)	127
5.	I like online discussion technique because it does not make stress me out	5 (3)	7 (14)	13 (39)	12 (48)	4 (20)	124
<b>Total Score</b>							<b>604</b>

Where, the highest score was in the statement “I feel focus in thinking about opinion toward the topic in online discussion” with the score 113. While the lowest score was in the statement “I have a high passion when will conduct online discussion” with the score 104. With the total score above, the mean score was:

$$\text{Mean} = \frac{\sum x}{N} = \frac{604}{5} = 120.8$$

The result of the mean score above indicated that the students’ interest involved in the high level.

### Students’ Attention

The next questionnaire was the category of interest in students’ attention. Look at the table below to know the students’ level of interest exactly in the category of “students’ attention”.

Table 3 The Result of Questionnaire in Students’ Attention

No	Statements	Components of Likert Scale					Total
		SD (1)	D (2)	N (3)	A (4)	SA (5)	

1.	I can improve my attention in discussion when it conducted by online	5 (5)	19 (38)	9 (27)	6 (24)	5 (25)	119
2.	I have a high concentration in conducting online discussion	3 (3)	16 (32)	13 (39)	7 (28)	1 (5)	107
3.	Online discussion technique does not make me bored	6 (6)	9 (18)	16 (48)	5 (20)	4 (20)	112
4.	I do my assignment very well by online discussion technique	3 (3)	7 (14)	15 (45)	11 (44)	4 (20)	126
5.	I always follow the lecture instruction in conducting online discussion	3 (3)	9 (18)	7 (21)	10 (40)	11 (55)	137
<b>Total Score</b>							<b>601</b>

The table above showed the result of the data tabulated and the total score of students based on their answer of the questionnaire. The total score of students' answer was 601. Where the highest score was in the statement "I always follow the lecture instruction in conducting online discussion" with the total score 137. Then, the lowest score was in the statement "I have a high concentration in conducting online discussion" with the total score 107. With the total score of the students' answer above, the mean score was:

$$\text{Mean} = \frac{\sum x}{N} = \frac{601}{5} = 120.$$

The result of the mean score above indicated that the students' attention toward the implementation of online discussion technique included in the high category.

### Students' Involvement

The last part of the questionnaire was about students' involvement toward the implementation of online discussion technique. This indicator also had 5 statements in the questionnaire. The table below showed the result of students' response toward the implementation of online discussion technique in the category of "students' involvement".

Table 4 The Result of Questionnaire in Students' Involvement

No	Statements	Components of Likert Scale					Total
		SD (1)	D (2)	N (3)	A (4)	SA (5)	
1.	I can finish my task in online discussion earlier	5 (5)	12 (24)	8 (24)	10 (40)	5 (25)	118
2.	I always comment my friends' opinion when it I no relevant with the discussion topic	4 (4)	9 (18)	15 (45)	8 (32)	4 (20)	119
3.	I am always actively involved in expressing my opinion toward the recent topic	4 (4)	10 (20)	15 (45)	7 (28)	4 (20)	117
4.	I use my own opinion towards the present topic not from the copy from Google	2 (2)	9 (18)	14 (42)	11 (44)	4 (20)	126
5.	As much as possible, I want to be the first commentator to express my opinion toward the topic from the lecture	3 (3)	14 (28)	11 (33)	5 (20)	7 (35)	119
<b>Total Score</b>							<b>599</b>

Based on the table above, the highest score of this questionnaire was in the statement "I use my own opinion towards the present topic not from the copy from Google" with the score 126. While, the lowest score was in the statement "I am always actively involved in expressing my opinion toward the recent topic" with the score 117. Therefore, the total score of the students' involvement was 599. Then, the mean score of this indicator was:

$$\text{Mean} = \frac{\sum x}{N} = \frac{599}{5} = 119.8$$

The result of the mean score above indicated that the students' involvement in the implementation of online discussion technique included in the high category.

With all of the total score of each questionnaire above, the researcher tried to find the total average of students' response toward the implementation of online discussion technique by the following from:

$$\text{Mean} = \frac{\sum x}{N} = \frac{599+604+601+599}{21} = 113.57$$

The result above indicated that the response of students toward the implementation of online discussion technique included in the average category. The category above could be seen in the table of the classification of students' interest which consists of 4 parts namely none, low, moderate, and high interest below:

Table 5 The classification of the students' interest technique

Value	Classification
115.9 – 151.2	High
<b>80.6 – 115.9</b>	<b>Moderate</b>
45.3 – 80.6	Low
10.0 – 45.3	None

### 3.2 Factor Affecting Students' Interest Toward the Implementation Online Discussion Technique

The factors affecting the students' interest toward the implementation of online discussion technique were found from the interview of 4 students as the samples. The interview section consisted of 7 questions. Then, based on interview result, the students were asked to fill in the questionnaire once again to find out the most dominant affecting factor. Finally, the data were presented in percentage.

#### Lecturer activeness and involvement

Our findings showed that lecturer activeness and involvement play important role to student interest. In the beginning of the class, the lecturer checked the attendance list and explain the discussion topic clearly. When the lecturer did not give feedback to students, they only commented once so discussion was not run properly. A student mentioned "The lecture should also be more active in monitoring the discussion. So that, the discussion can run well and can be wider." One students said that "we only comment toward the present topic once. So, the discussion just only temporary or not widespread because no further comments of questions from the lecturer." In running the discussion, the lecturer was also hoped to remind the students to discuss the relevant topic. Another expressed that "The lecture needs to remind and give the clarification toward the topic that will be discussed when there are students gave irrelevant comment toward the topic provided".

#### Internet connection

All interviewees agreed that internet constrain affects their interest in online discussion. A students mentioned that "The only obstacle in applying online discussion technique is network constraints. With the predetermined deadline and network problem, this course will be very troubling for students." This internet problem leded website error and their comments could not be posted. Another student also expressed "the use of online discussion technique can be the obstacle for the students exactly who have a bad internet connection in their village."

#### Students' concentration

As this course utilised asynchronous learning, interaction between lecturer and students was very limited. This may affect students' concentration since the sense of competitiveness is very limited. A student expressed that "In my opinion, the factor that affect my interest in online discussion is concentration. If the discussion is conducted online, I do not concentrate on presenting my argument toward the topic provided. Because for me personally, I want to see my friends present their argument directly so I feel I can compete with them. Indirectly, the existence of my friends can improve my critical thinking.

## Motivation

In addition to students' concentration above, motivation also affects the students' interest. Lack of interaction between students and the lecture becomes the main reason for students to have lower interest to the course. "I think I had low motivation in following online learning as the discussion just conducted online and I think the lecture cannot monitor us very well.", said another student.

From the result of the interview guidelines above, there are 4 factors that affect students' interest in online discussion such as lecturer activeness and involvement, internet connection, students' concentration, and motivation. The percentage of each factor as follows.

Table 6 The lecture activeness and involvement

No	Statements	SA	A	N	D	SD
1.	The lecture controlled the class during online discussion	7 (17.5%)	12 (30%)	18 (45%)	3 (7.5%)	0 (0%)
2.	The lecture always clarify the students' question and answer during online discussion	3 (7.5%)	10 (25%)	21 (52.5%)	3 (7.5%)	3 (7.5%)
3.	The lecture explains the roles of online discussion before starting the discussion	7 (17.5%)	23 (57.5%)	8 (20%)	2 (5%)	0 (0%)
4.	The lecture always help the students to answer the difficult students when conducting online discussion	4 (10%)	12 (30%)	15 (37.5%)	1 (2.5%)	8 (20%)
5.	The lecture always give the conclusion before closing the class	14 (35%)	1 (2.5%)	4 (10%)	13 (32.5%)	8 (20%)

From the table above, it could be seen that there are 5 indicators that of the lecture activeness and involvement. Where in the first indicator namely "the lecture controlled the class during online discussion" was dominated by neutral choice. It was proved by the total percentage that the highest percentage was in the neutral choice with the total 45% by 18 respondents. As well as in the first indicator, the second indicator also was dominated by neutral choice with the total percentage 52.57% with 21 respondents. The third indicator was dominated by agree choice with the total percentage 57.5% by 23 students. The fourth indicator was same with the indicator 1 and 2 which was dominated by neutral choice with the total percentage 37.5%. Then, the last indicator was dominated by strongly agree choice with the total percentage 35%. Therefore, it can be concluded that the students had the neutral response toward the lecture activeness and involvement in conducting inline discussion technique.

Table 7 Internet connection

No	Statements	SA	A	N	D	SD
1.	I have some troubles with my internet connections when conducting online discussion	16 (40%)	11 (27.5%)	6 (15%)	7 (17.5%)	0 (0%)
2.	I have to spend a lot of money when conducting online discussion	24 (60%)	8 (20%)	8 (20%)	0 (0%)	0 (0%)
3.	I sometimes cannot join in my online discussion	10 (25%)	5 (12.5%)	14 (35%)	6 (15%)	5 (12.5%)
4.	I sometimes late in giving my response toward the topic in online discussion	7 (17.5%)	14 (35%)	7 (17.5%)	6 (15%)	6 (15%)
5.	I could not see my friends' response faster when conducting online discussion.	11 (27.5%)	17 (42.5%)	3 (7.5%)	9 (22.5%)	0 (0%)

Based on the table above, the researcher expressed 5 indicators which refer to internet connection in affecting the students' interest in conducting online discussion technique. The

first indicator was dominated by strongly agree choice with the total percentage 40%. As well as in the first indicator, the second indicator also was dominated by strongly Agree choice with the total percentage with 24 respondents. Then, the third indicator was dominated by neutral choice with the total percentage 35% by 14 students. Next, the fourth indicator was dominated by agree choice with the total percentage 35% by 14 students. About the last indicator, it also same with the fourth indicator which was dominated by agree choice by 17 students. From all of the result of the table above, it can be concluded that students strongly agree that internet connection affecting them in conducting online discussion.

Table 8 Concentration

No	Statements	SA	A	N	D	SD
1.	I was not able to focusing my attention when conducting online discussion	9 (22.5%)	18 (45%)	10 (25%)	3 (7.5%)	0 (0%)
2.	I feel unprepared to receive the material when the discussion was conducted online	12 (30%)	4 (10%)	12 (30%)	9 (22.5%)	3 (7.5%)
3.	I did not understand well the material when carried out online discussion	19 (47.5%)	2 (5%)	15 (30)	2 (5%)	2 (5%)
4.	I feel pressured when carried out online discussion	9 (22.5%)	8 (20%)	19 (47.5%)	4 (10%)	0 (0%)
5.	I was not able to understand well the gist of the conversation when carried out online discussion	10 (25%)	3 (7.5%)	17 (42.5%)	9 (22.5%)	1 (2.5%)

The third factor that affecting students' interest in conducting online discussion was concentration. This factor has 5 indicators which refer to concentration in affecting the students' interest. From the table above, it could be seen that the first indicator was dominated by agree choice with the number of students who chose were 18 students. Then, the next indicator was dominated by strongly agree and neutral choice with the same number of students who chose such as 12 students with the percentage 30%. Then, the third indicator was dominated by strongly agree choice with the percentage 47.5% by 19 students who choose. Then, the fourth factor was dominated by neutral choice with the percentage 47.5% by 19 students who choose. As well as in the fourth indicator, the fifth indicator also was dominated by neutral choice with the total percentage 42.5% by 17 students who choose. Therefore, from all of the result of the percentage based on the table above, it can be concluded that the students feel neutral for the concentration in affecting the students' interest in conducting online discussion.

Table 9 Motivation

No	Statements	SA	A	N	D	SD
1.	I am not motivated to carrying out online discussion	13 (32.5%)	23 (57.5%)	1 (2.5%)	1 (2.5%)	2 (5%)
2.	I felt sleepy when conducting online discussion	11 (27.5%)	8 (20%)	1 (2,5%)	11 (27.5%)	9 (22.5%)
3.	I felt bored when conducting online discussion	6 (15%)	16 (40%)	9 (22,5%)	8 (20%)	1 (2,5%)

4.	I am not interested in carrying out online discussion	5 (12.5)	19 (47.5%)	11 (27.5%)	5 (12.5%)	0 (0%)
5.	I felt reluctant to give my response (question or answer in conducting online discussion.	13 (32.5%)	17 (42.5)	10 (25%)	0 (0%)	0 (0%)

Based on the table above, the researcher expressed 5 indicators which refer to motivation in affecting the students' interest in conducting online discussion technique. The first indicator was dominated by strongly agree choice with the total percentage 57.5% from 23 students who choose. Then, the second indicator also was dominated by strongly Agree and disagree choice with the total percentage with 27.5% from 11 respondents who choose. Then, the third indicator was dominated by neutral choice with the total percentage 40% from 16 students who choose. Next, the fourth indicator was dominated by agree choice with the total percentage 47.5% from 19 students who choose. About the last indicator, it also same with the fourth indicator which was dominated by agree choice with the total percentage 42.5 from 17 students who choose. From all of the result of the table above, it can be concluded that students agree that motivation affecting them in conducting online discussion. It indicated that the students had lack of motivation in conducting online discussion.

### 3.3 Discussions

This research aimed to find out the level of students' interest and the factors that affecting the students' interest toward the implementation of online discussion technique by questionnaire which involved 40 students and interview which involved 4 students. The questionnaires consisted of 4 components as well as the category of interest such as feeling happy, students' interest, students' attention, and students' involvement. The result of the mean score of the questionnaire in the category of feeling happy was 85.5 which is classified low. The next part of the questionnaire is about the students' interest with the mean score 120.8 which implied high interest. Then about the students' attention with the mean score 120.2 showed the high level criteria. The last final part of questionnaire was concerning the students' involvement with the mean score 119.8 which means it is in the high level criteria. With all of the mean score above, the researcher found that the level of students' interest toward the implementation of online discussion technique included in the moderate category. The result of this research was not in line with some previous researches, including Kahu et al. (2017), Balaji & Chakrabarti (2010) and Alzahrani (2017) which agree toward the implementation of online discussion technique. The previous researches indicated that the students totally supported the implementation of online discussion technique by the students which was proved by their responses in the questionnaire; while, this research suggests that the implementation of online discussion technique especially at UIN Alauddin Makassar is not in the students' favor.

The factors that affecting the students' interest toward the implementation of online discussion technique using LMS was revealed by an interview with the 4 students of English Education Department batch 2018. Based on the interview, there were 4 factors affecting their interest. The first was the lecture activeness and involvement. In this case, the students wanted their lecture actively controlled them during online discussion. Therefore, the students could improve their activeness to conduct online discussion. The second factor was an internet connection. Sometimes the students felt disturbed with the bad internet connection in their area. With a bad internet connection, students could not join online discussion and would be considered absent in the subject. The third factor was the students' motivation. In conducting online discussion, the students felt unmotivated to be actively involved in online discussion because they did not meet their friends and not interact directly. Therefore, they did not feel the sense of competitiveness that could increase their enthusiasm in carrying out online discussion. The fourth factor was the students' concentration. The students felt not too concentrated in the implementation of online discussion because they felt that the lecture did not pay attention well

for them during online discussion. The result of this interview supported with the study by Muhibbin (2005) which revealed that concentration and motivation which included in the internal factors of interest.

#### 4. Conclusion

Based on the findings and discussion above, it is concluded that students' interest toward the implementation of online discussion technique were in moderate category. It was proved by the result of the questionnaire which deals with components of interest, such as feeling happy, students' excitement, students' attention, and students' involvement. In addition, there are four factors affecting students' interest, such as the lecture activeness and involvement, internet connection, the students' concentration, and motivation. From all of the factors that had been mentioned, internet connection was the strength factor affecting students' interest in conducting online discussion.

Finally, the result of this study recommends that in conducting online discussion technique, it is suggested to the lecture to improve his involvement in monitoring the discussion, including remind the students who posted irrelevant comment with the present topic and who are not actively involved in the discussion. It based on the students' compliant that lecturer involvement affected the students' interest toward the implementation of online discussion technique.

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