



**STUDENTS' OPINIONS ON ONLINE CLASSROOM
DISCUSSION
ON INTERLANGUAGE PRAGMATICS SUBJECT**

*(A Case Study of the Sixth Semester Students of English Teaching Department
of IAIN Batusangkar Registered in 2020/2021 Academic Year)*

THESIS

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This approval is granted and be used appropriately.

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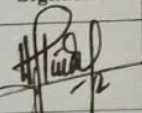
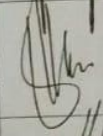
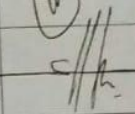
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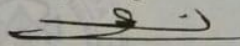
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ABSTRAK

ILFA RAHMI, NIM. 1830104026, Judul Skripsi : **“Students’ Opinions on Online Classroom Discussion on Interlanguage Pragmatics Subject”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negri Batusangkar.

Masalah dari penelitian ini adalah proses pembelajaran dari tatap muka ke online tentu tidak mudah, hal ini menimbulkan beberapa dampak pada metode pembelajaran. Salah satu metode yang digunakan oleh dosen adalah metode diskusi kelas. Diskusi kelas yang dilakukan secara tatap muka memiliki prosedur yang berbeda dengan diskusi kelas yang dilakukan secara online terutama pada matakuliah Interlanguage Pragmatics. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pendapat mahasiswa tentang diskusi kelas online di kelas Interlanguage Pragmatics.

Jenis penelitian ini adalah kualitatif. Informan dalam penelitian ini adalah 10 orang mahasiswa Bahasa Inggris yang sudah mengikuti perkuliahan Interlanguage Pragmatics yang dilakukan secara online dan dikelas ini dosen menggunakan metode diskusi kelas yang dilakukan secara online. Informan dipilih dengan menggunakan teknik *purposive sampling* dimana disini dosen interlanguage pragmatics memberikan nama-nama informan yang diwawancarai. Pada penelitian ini, peneliti berperan sebagai instrumen kunci dipandu dengan panduan wawancara. Teknik pengambilan data pada penelitian ini menggunakan teknik wawancara dan menggunakan alat pendukung lainnya seperti alat perekam dan kamera. Untuk menguji keabsahan data, peneliti melakukan perpanjangan waktu untuk menggali informasi lebih rinci terkait yang diteliti. Selanjutnya, untuk menganalisis data, peneliti menggunakan teori Miles, Huberman dan Saldana (2014) yang meliputi kondensasi data, penyajian data serta verifikasi data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa beberapa pendapat mahasiswa terhadap diskusi kelas online pada matakuliah Interlanguage Pragmatics dikelompokkan menjadi 2 . Pertama, manfaat tentang penerapan diskusi kelas secara online mencakup (1) mahasiswa lebih aktif, (2) lebih mudah memahami materi perkuliahan, (3) ajang melatih rasa percaya diri , (4) menambah wawasan mahasiswa, dan (5) mendapatkan lebih banyak referensi. Kedua, kesulitan tentang penerapan diskusi kelas secara online adalah (1) masalah jaringan internet dan (2) merasa gugup dalam menyampaikan pendapat.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The learning method is a method used by lecturers to achieve learning objectives. One of the methods used by lecturers in the learning process that aims to improve the ability of students in the discussion method. The discussion method is one of several learning methods commonly used in education, discussion is a process of communicating with one another, sharing ideas and opinions. The discussion method encourages students to exchange opinions, with the aim that students can participate optimally. Ermi (2015) states that discussion is a responsive scientific skill containing an exchange of opinions woven with problematic questions, the emergence of ideas, and testing of ideas or opinions carried out by several people who are members of the group which are directed to obtain solutions to problems and to seek the truth.

Based on the Evaluation Guidelines for face-to-face classroom discussions, there are several procedures. When conducting face-to-face classroom discussions, all students and lecturers in the class will discuss the material that has been determined. First, the group that appeared that day explained the material given by the lecturer to their group then each group participant read the material and explained it after the group explained the material, a question and answer session was opened. If there are students who do not understand the material, students can ask questions directly to the group and then be answered by one of the group participants and so on. In this face-to-face classroom discussion, many students choose silence rather than speaking, except for students who are active in the class. If there are no more questions about the material discussed, the lecturer will give assignments until the lesson time is up, the lecturer ends the lecture.

At the end of December 2019, the world was shocked by the spread of Coronavirus Disease 2019 (Covid-19). This virus spreads very quickly and has

spread to almost all countries, including Indonesia, and this virus can be transmitted from human to human. According to (Daniel, 2020), Covid-19 is the biggest challenge ever faced by the current expanded national education system. Many governments have ordered institutions to stop face-to-face, requiring all activities to shift to online teaching and virtual education. Therefore, several central local governments have decided to implement a student leave policy and started implementing online learning methods in March 2020. The online learning system is a learning system without direct face-to-face meetings between lecturers and students but is carried out online using the internet.

Lecturers are required to be able to master technology because the use of technology can support the online learning process. Various platforms such as *WhatsApp*, *Google Meet*, *Zoom Meeting*, *Google Classroom* are used as online learning media that can support learning facilities up to the home. The learning method used by the lecturers has also switched to online so that the method of classroom discussion that is carried out face-to-face is transferred to a classroom discussion that is conducted online for the sake of implementing and achieving the desired learning process. In carrying out this online classroom discussion, lecturers use applications such as *WhatsApp*, *Google Meet*, *Zoom Meeting*, *Google Classroom*. Therefore, lecturers are required to be more creative so that the learning process runs well.

Classroom discussions conducted online have a different procedure from classroom discussions conducted face-to-face. This online classroom discussion uses an application that has been determined by the lecturer. Through this application, lecturers and students meet virtually and this will please both lecturers students, in the implementation of this online classroom discussion, not a few students have learning difficulties. The procedure for discussions conducted online is much different from face-to-face, first, the lecturer divides students into several groups and provides different material for each group. The group that sends papers and PowerPoint to the *WhatsApp* group then the discussion participants are asked to read the paper or

PowerPoint within a few minutes after the online classroom discussion participants finish reading, the moderator opens a question and answer session and makes a list for students who ask questions, then if some questions have been collected, group participants answered the question using one of the features on WhatsApp, namely voice notes. If there are additional answers or additional material from online classroom discussion participants, discussion participants also explain through voice notes. After everything was answered by the group and there was no longer a moderator who closed the discussion and questions returned to the lecturer, then all questions from the participants of the online classroom discussion and explained in detail using voice notes until the lecture was over. Related to the phenomenon above, there are several difficulties that may be faced by students majoring in English in carrying out online classroom discussions.

To get more information about this phenomenon, according to students who conduct online classroom discussions, in fact, online class discussions. The main problems faced by students are inadequate networks, lack of physical interaction between students and students if lectures are only carried out via WhatsApp because the implementation of group online class discussions only sends reports and then asks questions, and in contrast to learning, many students do not focus. At a college or university. Most students have difficulty during online class discussions because of the lack of conveying opinions by friends.

Then students who has participated in other online classroom discussions also said that the classroom discussions did not make students understand more about the material being discussed because in classroom discussions students only asked questions and the group answered. Many students only read messages in the group without responding or giving feedback about the material discussed. So the classroom discussions were not effective, and the students were not serious in participating in the classroom discussions.

When researchers conduct online classroom discussions, researchers also find it difficult to carry out online classroom discussions. Discussions conducted face-to-face are more fun than discussions conducted online, that's because when classroom discussions are conducted face-to-face we meet directly with lecturers and friends so that it is easier for us to understand and discuss the material because we directly discuss or explain material on that day. While classroom discussions are conducted online, we cannot meet face-to-face so that it makes it difficult for us to focus on participating in class discussions because classroom discussions are only carried out using applications, and we meet virtually. The material explained is difficult to understand and there is no impression in the discussion.

One of the courses that carry out online classroom discussions in the English education study program at IAIN Batusangkar for the 2020/2021 academic year is the Interlanguage Pragmatics course. According to (Taguchi, 2018) interlanguage pragmatics is to study and understand linguistic actions by foreigners in using a second language. Based on the preliminary research, the researcher conducted interviews with lecturers of interlanguage pragmatics. During the Covid-19 pandemic, Interlanguage Pragmatics subject were held online. Interlanguage Pragmatics consists of 3 sks. The purpose of holding online classroom discussions is so that all students can participate, learn to speak, and express opinions according to the topics discussed. The material contained in the Interlanguage Pragmatics course includes speech acts, direct and indirect speech acts, cooperative principles and grice maxims, implicatures and politnes maxims.

In online classroom discussions held in the Interlanguage Pragmatics course, lectures use the *Google Meet* and *Zoom Meeting* applications from the beginning of the lecture until the lecture ends, so that students remain in *Google Meet* or *Zoom Meetings* until the lecture ends. In the implementation of online classroom discussions in the Interlanguage Pragmatics course, all students are required to speak, give their opinion on the material discussed, if there are students who are silent during the online classroom discussion, the

student is considered absent or not present at the *Google Meeting* or *Zoom Meeting* studying.

In this interlanguage pragmatics lecture, in carrying out online classroom discussions, students are not allowed to ask the groups that appear, students are allowed to add reference material obtained, give criticism and suggestions, provide examples related to the material presented by the group, or conclude the examples given by friends and all students are required to speak and share opinions with each other. In the Interlanguage Pragmatics course, the lecturer only unites students when conducting online classroom discussions and at the end of the lecture, the lecturer provides feedback to the groups that appear and participants in the online classroom discussion regarding the implementation of online classroom discussions and reaffirms the material being discussed. The online classroom discussion applied in this interlanguage pragmatics class has its own uniqueness.

So far, there have been many researches on online classroom discussions, including those related to online classroom discussions. There are several researchers who have researched online classroom discussions, including (Normilah, 2019) who conducted research entitled "Students' Problems in Online Discussion Class Using CANVAS Mobile Application". Then Alhabbash (2012) researched online classroom discussion entitled "The Effectiveness of Online and Classroom Discussion on English Speaking Skill of 12 th Graders at Gaza" and many more, but the research that has been done is different from the research that will be carried out by researchers. Because the researcher only researched the effect of online classroom discussions and online classroom discussion using *Canva* mobile application and so on, what has not been researched or studied is students' opinions about online classroom discussions on Interlanguage Pragmatic subjects.

Based on the phenomenon above, the researcher interested in conducting a research entitled "Students' opinions on online classroom discussions on Interlanguage Pragmatics subjects".

B. Research Focus and Question

Based on the background of the problem, the research focuses on "*Students' Opinions on Online Classroom Discussions on Interlanguage Pragmatic Subject*". The question of this research is: *What is students' opinions on online classroom discussions on Interlanguage Pragmatic subjects?* The question can be elaborated into two questions as follow :

1. What is students opinion about the benefits of online classroom discussions applied to Interlanguage Pragmatics?
2. What is students opinion about the obstacle of online classroom discussions applied to Interlanguage Pragmatics?

C. Purpose of the Research

According to the research question above, the purpose of this research is to describe students' opinions on online classroom discussions on Interlanguage Pragmatic subject. Specifically, the purpose of the research are as follows :

1. Describing students opinion about the benefits of online classroom discussions applied to Interlanguage Pragmatics
2. Describing students opinion about the obstacle of online classroom discussions applied to Interlanguage Pragmatics

D. Significance of the Research

The result of this research are expected to be able to give good contribution and information for all readers, whether they are students or lecturers, even the researcher. The detail information can be seen in the following part.

1. Theoretically

This research can explain the results of the students' opinions on online classroom discussions on Interlanguage Pragmatics subject.

2. Practically

This research is expected to be useful for English students, English teaching department lecturers, other lecturers, and researchers.

a. English Students

The result of this research could be useful for the English students, especially students who conduct online classroom discussions when studying Interlanguage Pragmatic because they can know what to prepare or what to do when conducting online classroom discussions on Interlanguage Pragmatics subject.

b. Lecturer of the Department of English Teaching

The result of this research could give a contribution to the English Teaching Department Lecturer because they can find out students' opinions about whether the implementation of online classroom discussions is effective or not.

c. Other Lecturer

The result of this research could give a contribution to the other lecturer in the other subject because they can consider or apply online classroom discussions in their own class.

d. The Researcher

For the researcher, this research may enhance her knowledge about the students' opinions on online classroom discussions on Interlanguage Pragmatics subjects. By knowing their opinion about the implementation of online classroom discussion on Interlanguage Pragmatic subject of the Department of English Education during online learning, she can broaden his knowledge about it.

E. Definition of the Key Terms

To avoid misunderstanding and ambiguity about this research, the researcher defines the key term of this research as follows :

1. Interlanguage Pragmatics is a study that studies the pragmatic abilities of language students who are studying a second or non-native language.
2. Online classroom discussion is a learning method, where the lecturer provides opportunities for students to conduct scientific discussions carried out online.

3. Student's opinions are the response, understanding, or wanting to understand about a certain object.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Online classroom discussion

a. Definition of online classroom discussion

Online classroom discussion is a problem-solving process carried out by all class members as discussion participants. According to Bay et al., (2019) online classroom discussion is a regular exchange of information, opinions, and elements of experience to gain a clearer and thorough understanding of something or to prepare and finalize a decision together which is done online where we exchange ideas together in a digital room through an application. In the online classroom discussion, everyone is expected to contribute so that the whole group returns with a shared understanding. Witherspoon et al., (2016) online classroom discussions are ongoing exchanges between teachers and students with the aim of developing students' abilities or skills or broadening students' understanding, both collectively and individually, of a particular concept or instructional goal.

Moreover, Cashin (2011) states that online classroom discussion is an oral two-way communication between teachers and students, and most importantly between students themselves. It includes scholar feedback separated with the aid of using common inquiry and rationalization with the aid of using the teacher, which helps involvement and improvement of questioning with the aid of using the entire group. Furthermore, according to Field (2009) an online classroom discussion is a form of scientific conversation carried out by several individuals in groups, where each member of a different group or group occurs in the process of exchanging opinions on certain problems and trying to solve them. In addition, Rahmawati H (2018) online classroom discussion is a subject

statement or problem where the discussion participants honestly try to reach or obtain a mutually agreed decision or opinion, which is a form of learning that adheres to constructivism theory.

Based on the theories above, it can be concluded that classroom discussion is the exchange of information, opinions about certain problems and trying to solve them, between teachers and students or students with students which aims to develop the abilities or skills of students carried out by several individuals in groups through an application that has been determined and agreed upon.

b. The purpose of online classroom discussion

Irwan et al., (2018) states that the purpose of online classroom discussion into the learning process teaching is to:

- 1) Encouraging students to think critically.
- 2) Encourage students to express opinions freely.
- 3) Motivating students to contribute their thoughts in solving problems together.

In general, the purpose of online classroom discussions is to improve students' thinking and communication skills and to promote student engagement in lessons. In additional, Fatmawati (2017) there are three learning objectives by conducting online class discussions, namely:

- 1) Improve students' thinking by helping students generate an understanding of the content of the lesson.
- 2) Foster student involvement and participation.
- 3) Helping students learn communication and process skills, think.

Based on the theory above, it can be concluded that there are several the purpose of online classroom discussion namely encouraging students to express opinions freely, motivating students to contribute their thoughts in solving common problems, improving student thinking by helping students generate understanding of lesson content, foster

student involvement and participation and help students learn communication and thinking process skills.

c. The benefits of online classroom discussion

Online classroom discussion is one of the main teaching strategies that is widely used in classrooms, especially universities. According to Pollock et al., (2011) there are several benefits of online classroom discussion including online classroom discussion complements getting to know, is taken into consideration an energetic getting to know the technique, and is credited with selling essential wondering and higher-order deep getting to know. Active mastering is a key aspect of growing crucial questioning skills, and online classroom discussion is one approach wherein students "elaborate, defend, and increase their positions, opinions, and beliefs.

Online classroom discussion is likewise a manner of cooperative learning, which additionally facilitates college students to recognize the fabric of higher and broaden new things. Comparing the learner consequences of the fabric taut through discussion groups will find that the discussions resulted in "significantly more learning with regard to higher-level items" Student-to-student interaction as an important component of critical thinking and deep learning, this class discussion also can improve students' mastery of the subject and problem-solving skills.

On the theory above, it can be concluded that online classroom discussion can enhance learning, which is considered an active learning technique and is credited with promoting critical thinking and higher-order deep learning. Classroom discussion is also a way of cooperative learning, which also helps students understand the material better and develop new things, and can improve subject mastery and problem-solving skills.

d. The advantages and disadvantages of online classroom discussion

According to Suhandi (2013) the advantages of online classroom discussions are as follows:

- 1) Stimulate children's creativity in the form of ideas and new breakthroughs in solving a problem.
- 2) respect the attitude of respecting the opinions of others.
- 3) Broaden horizons.
- 4) Fostering to get used to deliberation to reach consensus in solving a problem.

From some advantages of the online classroom discussion method that has been described above, the online classroom discussion method also has disadvantages, the disadvantages are as follows:

- 1) It is impossible to predict in advance what the outcome will be because it depends on student leadership and the participation of its members.
- 2) Requires certain skills that have not been learned before.
- 3) The course of the discussion can be mastered by some outstanding students.
- 4) Not all topics can be the subject of discussion, only problematic matters can be discussed.
- 5) In-depth discussions need a lot of time, students should not feel pressed for time.
- 6) When the discussion atmosphere is warm and students have the courage to express their thoughts, it is usually difficult to limit the subject.
- 7) It often happens in discussions that they do not dare to express their opinion.
- 8) The number of students in a class that is too many will affect every student's opportunity to express his opinion.

In addition, Simpson (2016) there are several advantages of the online classroom discussion, including the following:

1) Stimulate Creative Students to Give Ideas or Ideas

In learning activities, each group must work together in solving the problems given, so that they will issue their own creative ideas, then combine them with other ideas.

2) Dare to Express Opinions

They are required to be more courageous in expressing their ideas or opinions, even though their opinions differ from those of others, but they can still be discussed again.

3) Can Brainstorm

In discussions, they can exchange ideas about the issues being discussed and exchange ideas that are useful for the future, how to think more critically, and respect other people's differences of opinion.

4) Work together

In the discussion, good teamwork is needed, because if the cooperation is not carried out properly, then they cannot solve the problem.

5) Learn to Be a Leader

In the online classroom discussions, of course, there is a leader who makes sure the group can discuss well. Indirectly, it teaches students how leaders can organize and work well.

Although it has many advantages, this online classroom discussion also has disadvantages if it is not delivered or done well. The following are some disadvantages of online classroom discussions that can be identified, including:

1) Only a few Students are Active

Basically, online classroom discussion requires students to speak and express their own ideas, but in practice, only a few students master the discussion.

2) The discussion extends and leaves the learning material

Because of the many opinions that come in, students become unfocused, so they leave the discussion.

3) It takes quite a long time

When starting online classroom discussions, students need more time to solve the problems given.

4) Cause Uncontrolled Emotional

When carrying out online classroom discussions there are often differences of opinion, if each student cannot solve the problem and still maintain their respective opinions, this can lead to uncontrollable emotions.

Based on the theories above, it can be concluded that there are several advantages and disadvantages of online classroom discussions, the first advantages online classroom discussions are stimulating children's creativity in the form of new ideas and breakthroughs in solving a problem, respecting the attitude of respecting the opinions of others, broaden horizons, cultivate the habit of deliberation to reach consensus in solving a problem, dare to express opinions and learn to be a leader. While the disadvantages of online classroom discussions, they are not possible to predict in advance what the results will be because it depends on the student leadership and the participation of its members, the discussion can be controlled by various outstanding students, too many students in one class will affect each student's opportunity to express their opinion, only a few students are active, it takes a long time.

e. Procedure of online classroom discussion

According to Lee & Martin (2017) there are three procedure of online classroom discussions, including:

1) Discussion grouping

Discussion grouping is a collaborative discussions can promote critical thinking skills and the long-term retention of information, as

well as help students focus on in-depth discussion. To cultivate a social presence in online classes, instructors have a variety of options. Whole class instruction provides an opportunity for all class members to interact, but in large classes, trying to read many postings by many classmates can result in cognitive overload note that as the group size increases, individuals feel less of a need to contribute to the conversation.

2) Discussion facilitation

After deciding what type of grouping to use in the online course, the instructor faces the decision of whether the instructor or student leads the online class discussion. Emphasize the instructor's need to interact in online class discussions. When the instructor displays little or no involvement in online class discussions, students feel neglected and less willing to make a cautionary contribution and if the instructor offers his expert opinion for each student post, discussion can be stifled, and finds that the instructor keeps his involvement in the online discussion to a minimum so that students are more free to discuss points of view.

3) Ask rate

Related to the grouping format and facilitating discussion is the decision to emphasize low-level or high-level questions based on Bloom's taxonomy. All students will ask whether they want students to ask in higher order thinking or not. Instructors use training and feedback, instructors enhance higher-order thinking in online classroom discussions. Furthermore, when the course includes activities that promote higher order thinking skills, students are more engaged during class. In online classes, higher order thinking during online class discussions is rare.

Putriyanti & Fensi (2017) states that Some standard procedures for conducting online class discussions. There are four

stages that need to be prepared before the online class discussion is carried out, namely:

1) Discussion preparation

At this stage, the teacher has prepared a list of questions that will be asked to students. Questions must of course be designed according to the objectives to be achieved by the online class discussions.

2) The beginning of the discussion

At this stage, the teacher is expected to provide an explanation of the activities carried out, such as: explaining the purpose of the discussion, the steps of the discussion, and an outline of the content of the discussion.

3) The development stage

Which is where the teacher develops a discussion by taking various variations in asking questions, for example by combining different types of questions; related questions to several students before moving on to other types of questions posed to other students.

4) In the final stage

The teacher and students make a summary of the content of the lesson discussed during the online class discussion.

In addition, Thaem (2012) Implementation procedure classroom discussion, namely the teacher raises the problem to be discussed, and provide necessary guidance on ways to solve it, with the guidance of the teacher, students form discussion groups, choose discussion leaders, reporters, seating arrangements, rooms, suggestions, each group reports the results of the discussion.

Based on the theories above, it can be concluded that there are several procedures in conducting online class discussions, first grouping online class discussions, will help students focus on in-depth discussions. Determine the instructor as the leader of the online class

discussion, then the instructor provides opportunities for all class members to interact. Then prepare for discussion, here the teacher prepares questions that will be asked to students then the teacher provides an explanation of the activities carried out and develops discussions by taking various variations in asking questions, finally the teacher and students make a summary of the content of the lessons discussed during online class discussions.

2. Students' Opinions

a. Definition of students' opinio

There are some definition about students' opinion stated by the expert. According to Culip and Center (2011) student opinion is a statement of attitude towards a particular issue that is controversial. Opinions arise as a result of discussions on controversial issues that give rise to differences of opinion among students. Student opinion is absorption from a foreign language and is also an open response or answer to a problem expressed in words, both in the form of written and oral opinions, and can also be in the form of behavior, attitudes, actions, views, responses and so on from a student. Sojo (2011) explain that student opinion is a student statement about something that is contradictory. The previous ideas concluded that the attitude of a student about something, against something, or even neutral. Sometimes students' opinions can come from group opinions or personal opinions. It could be a contradiction because there are many opinions circulating. The previous ideas can be concluded that a student's attitude about something, student opinion can support something, oppose something, even be neutral.

According to Lippmann (1992) states that student opinion is a student activity to express or convey what is believed, assessed, and expected by students for the benefit of certain situations. Then, Soemirat (2014) student opinion is the opinion of a student about

something that interests. In additional, Wahid & Luhur (2020) students' opinions are impressions, but they are weaker than positive knowledge and conclusions that students have in mind and have never been debated by students.

Based on the theories above, it can be concluded that student's opinion is student activity to express or convey what is believed, assessed and expected by students for the benefit of certain situations impressions, but they are weaker than positive knowledge, and conclusions that students have in mind.

b. Characteristics of students' opinion

According to Widianti (2013) the student's opinion is a collection of images created from the communication process of each student. The description of something will lead to many interpretations from students and other participants in the communication. This shift in opinion was caused by several factors:

1) Psychological Factors

There are no similarities between individuals with one another, there are only similarities that have many differences. Differences between individuals differ in the form and way of responding to stimuli that come their way. Differences in psychological factors cause the meaning of the same reality to produce different encoding.

2) Political Sociological Factors

- a. Student's opinion shows an image of superiority
- b. The student's opinion indicates individual participation in certain events
- c. Student's opinion related to image, plan, and operation (action)
- d. Student's opinions according to the wishes of the crowd
- e. The student's opinion is identical with ideological hegemony

3) Cultural Factor

Culture is a set of values that are used to manage, maintain life, guard against internal and external disturbances, and develop human life. The values that are collected in the cultural system by individuals are used as social identities or used as characteristics of membership in certain cultural communities.

4) Mass Media Factor

The interaction between the media and community institutions produces a product in the form of media content. By the audience, media content is transformed into clusters of meaning. What is produced from the message encoding process is determined by the norms prevailing in society, past individual experiences, individual personalities, and selectivity of interpretation

Wahid & Luhur (2020) states that there are several characteristics of student's opinion, namely:

- 1) It is individual human behavior
- 2) Verbally stated.
- 3) Involve many individuals.
- 4) The situation and its object are widely known.
- 5) Important to the crowd.
- 6) Supporters are willing to get involved.
- 7) Realization, awareness that every situation has a different reaction.
- 8) Expressed, attitude or opinion involves expression.
- 9) Supporters do not have to be in the same place.
- 10) Are against or support something, there are pros and cons.
- 11) Contains elements of conflict as an effort towards a common goal.
- 12) Effective to achieve objectivity in achieving common goals.

From the theory above it can be concluded there are several characteristics of student's opinion such as psychological factors,

political sociological factors, cultural, mass media, it is individual human behavior, verbally stated, involve many individuals and so on.

c. Function of students' opinion

According to Widianti (2013) there are several functions of student's opinion. Those are as follows:

1) The cognitive function

Means opinion gives understanding. With that understanding. A student can be objective in responding to problems or problems that spread in society. This function is important because students as human beings are often overwhelmed and controlled by suspicious nature and immediately make a decision before understanding an issue completely.

2) The identification function

Means opinion serves to introduce opinions which are the agreement of the group and its individual members. This is done because individuals tend to do the same as what the group does.

3) The resolving of the internal function

This means that the student's opinion serves to solve the internal problems of a group. This function is needed to help resolve the tension of students who are members of a group, among others, by doing tasks between fellow group members.

Based on the description above, it can be understood that some functions of students' opinions include cognitive functions, identification functions, and internal resolution functions.

d. Component of students' opinion

There are several components of students' opinions. According to Widianti (2013), there are three components of student's opinion, as a follow:

1) Confidence

Credibility or a matter of believing it or not is about whether something being discussed is believed or, on the contrary, is not trusted by the public.

2) Values

Almost all opinions are related to what the audience feels or gets, especially with regard to the welfare.

3) Expectation

Associated with inclination, often equated with impulse, striving. The opinion is not just a discussion that flows without direction.

According to Lippmann (1966) component component of opinion, as a following:

1) Affect or feeling (emotion)

The affective component is an evaluation element in the form element, which is based on someone judging something good or bad.

2) Behavior

It is a component to move someone actively to perform an action or behavior or reaction that it faces. Such as hitting, crushing, accepting, or rejecting.

3) Cognition or understanding (reasoning)

This component relates to a person's reasoning to judge something information, messages, facts, and understandings related to his stance.

Therefore, there are several components of a student's opinion, they are confidence, values, expectation, affect or feeling, behavior, cognition, or understanding. Each point of the component of student's opinion has the relations to one another.

3. Interlanguage Pragmatics

a. Definition of Interlanguage Pragmatics

According to Suharno (2015) interlanguage pragmatics is the study of the use and acquisition of pragmatic knowledge of a second language by foreign speakers. Huang (2011) interlanguage pragmatics is a new interdisciplinary branch of study based on the theories of pragmatics and second language acquisition, which has direct guide significance for foreign language teaching. Taguchi (2018) states that Interlanguage pragmatics is a second-generation hybrid belonging to two distinct disciplines, both of which are interdisciplinary as a branch of second language acquisition research and are one of several specializations in interlanguage studies, in contrast to interlanguage phonology, morphology, syntax, and semantics. Then, Hartford (2005) interlanguage pragmatics is the study of the use and acquisition of pragmatic knowledge of a second language by foreign speakers, and is also a challenge for communication in a second language.

Based on the theories above, it can be concluded interlanguage pragmatic is is the study based on the theories of pragmatics and second language

B. Review of Relevant Studies

There are some researches that have been conducted related to this research. First, Normilah (2019) had conducted research about “Students' Problems In Online Discussion Class Using *CANVAS* Mobile Application (A Study At Tarbiyah and Teacher Training Faculty Of UIN Antasari Banjarmasin)”. This research describes the problem of online discussion class of second semester students of English Department of UIN Antasari Banjarmasin. This research was intended to find out the difficulties of the students in English Department of Tabiyah and Teacher Training Faculty of UIN Antasari Banjarmasin in online discussion class using canvas mobile

application, and to find out the solution for it. The subject in this research was the second semester students of English Department Academic year 2017. The object of this research was the online discussion class using canvas mobile application. In data collection, the researcher used documentation and interview techniques. Then, all the data that have been collected were analyzed in descriptive qualitative.

The results of this research indicated that there were seven difficulties experienced by students in online discussion class. The difficulties were lazy in online class, bored in online class, difficulty of log in canvas, problem of internet connection, misunderstand the articles, misunderstand the question, and problem of time management. Based on the seven difficulties, they were divided into four categories they are, motivation, technical, time management and ability. The four categories were illustrated by the patterns that were interconnected, from the ten difficulties that had been categorized, the main factor was the category are motivation and technical. The similarities are that they both conduct research on online class discussions. while the difference, the researcher aims to find out the opinions of students about online class discussions in the interlanguage pragmatics course in the English Department of the Faculty of Tarbiyah and Teacher Training at IAIN Batusangkar.

The second, Alhabbash (2012) had conducted research about “The Effectiveness of Online and Classroom Discussion on English Speaking Skill of 12 th Graders at Gaza”. This researcher is an experimental one, which is defined as "a situation in which one observes the relationship between two variables by deliberately producing a change in one and looking to see whether this alteration produces a change in the other. The participants in this study are male students in the scientific stream in Abu that alghefary secondary school in west Gaza governorate. The control and experimental groups received 40 classes, about 8 weeks, by the same teacher. The researcher used pre- and post-observation card to be applied on the three groups, the classroom discussion group, the online discussion group and the control group pre The researcher

used observation card which is used twice, the first time (pre) when it was used to determine the level of the sample before applying the treatment.

The researcher designed a course for both experimental groups to be taught which depended on improving speaking by using classroom and online discussion. This research have similarities with this study. Have in common both researching online class discussions. The difference in theme is that preliminary research discusses the effectiveness of online class discussions on speaking skills, while this study discusses student opinions about online class discussions in the interlanguage pragmatics course. Preliminary research is experimental research while this research is descriptive qualitative, a case study.

The thirth, Yu et al., (2016) had conducted research about “When Students Want to Stand Out: Discourse Moves in Online Classroom Discussion that Reflect Students' Needs for Distinctiveness”. This study aims at finding out to explore how students with different unique needs participate in online class discussions and to test their collaborative interactions in a dialogical process of discussion. This study used a modified case study approach. For analyzing the data, the research used several data sources to triangulate our findings. Data came from different sources. The primary data source involved the 18 tran- scripts of online discussions (10 for any one student). As results, Eight participants' responses to their first survey, Uniqueness seeking needs, range from low to slightly above moderate. In terms of our participants' contribution to online class discussions, we classified students into three groups.

Beate and Nelson were identified as high contributors because they were reliable among the most active speakers, compared to other students. They made an average of about 33 comments per discussion during the semester. Kyungmi, Kyungsoon, and MingLiang are classified as low contributors because they average around nine posts per discussion. Drinna and Taehee were labeled medium contributors, with a participation rate of 18 comments per discussion, among the other two groups. The final participant,

Dee, was identified as a special case because, maintaining the same very high level of contribution throughout the semester, she was the only student to show a dramatic increase in uniqueness seeking needs from beginning to end of the semester. Like Dee, students are fairly consistent throughout the semester in the number of posts they contribute to discussions, maintaining their high or low contributor status. In the next section, we discuss each case grouping, discussing our findings with how each member of the pair/group participated in the discussion and how they viewed the online discussion activity. The similarity between previous research and this research is to analyze the data, both researchers conduct triangulation. For the difference, previous researchers aimed to find out how students with different unique needs participate in online class discussions, while this study aims to find out students' opinions about online class discussions in the interlanguage pragmatics course at IAIN Batusangkar, majoring in English.

The fourth, Izzah (2020) had conducted research about “Digital-Based Education Innovation: The Use of Online Classroom Discussion in Teaching English in Indonesia”. This study aims at finding out for the use of online classroom discussions in teaching English to increase student participation, increase social interaction, and encourage student achievement. This study used a literature review. As results, this discusses the benefits of using online classroom discussion in Teaching English in Indonesia. The benefits are believed to increase lecturers in solving problems they find in English class. Through literature review, researcher have explained that online classroom discussion allow students to actively participate in learning activities without any barriers. Thus, students can interact socially with their peers and become motivated to learn English as a foreign language enthusiastically. As a result, the achievement of Indonesian students in English subjects tends to increase significantly. Previous research have similarities with this research, namely in its findings, previous research found students to actively participate in carrying out online class discussions. The difference between this research and previous research is in the theme and place of the research. This research had conducted

research about students opinion on online classroom discussion on Interlanguage Pragmatics subject.

The fifth, Alzahrani (2017) had conducted research about “The effect of using online classroom discussion on students’ learning”. This study aims to investigate the effect of using online class discussions on students' learning, especially on their achievement. As results, the results of pre- and post-achievement tests, as well as statistical data from online discussion forums of online class discussions represented in the number of posts, revealed that using online class discussions was likely to be the reason for the significant increase in experimental group students. Achievement with regard to achievement tests, student results show that there is a significant difference between the post-achievement test mean scores of the experimental and control groups. This shows that the learning achievement in the experimental group was significantly higher than in the control group at the end of the semester, although the control group experienced a significant increase due to the effectiveness of traditional learning as well. This significant finding suggests that using online classroom discussion alongside traditional learning classes can lead to higher student achievement, which is consistent with a number of other studies that have shown that using online classroom discussion can have a positive effect on student achievement in the same context.

The sixth, Kunti Mustika & Imron (2021) had conducted research about “Internalization Strategy of Discipline Values and Responsibility Through Online Discussion Methods Assisted by Social Institutions E-Module”. This study aims to determine the teacher's strategy in instilling the value of discipline and responsibility during the covid-19 pandemic, as well as students' perceptions of social studies learning using the online discussion method. This research is a type of qualitative research with an explorative approach. The implementation of the value of discipline and the value of responsibility during the Covid-19 pandemic for students in class VII G of SMP Negeri 2 Wates is carried out through online learning. In the implementation of values through the home learning system there are several

obstacles including some students who do not have smartphones, the signal is disconnected, and does not have credit. The similarity of this research with previous research is that they both use qualitative methods and both research online class discussions. the difference is the place of research, previous researchers conducted research at SMP Negeri 2 Wates while this study conducted research at IAIN Batusangkar.

CHAPTER III

METHODOLOGY

A. Research Design

This research was a qualitative research, a case study one. Qualitative research is called by qualitative methods because of the collection and the analysis of this method is more qualitative. It means the object of the research is very natural with the data and not manipulated by the researcher herself (Sugiyono in Saidah et al, 2018: 141). Qualitative research is a research method based on philosophy, used to examine natural conditions of objects, (as opposed to being experiments) where researchers are as key instruments, data collection techniques are carried out by triangulation (combined), data analysis is inductive / qualitative, and the result of this research emphasize more meaning than generalization (Sugiyono in Kusuma, 2020 : 238). And, the goal of the case study is to provide an accurate and complete description of the case (Marczyk et al in Irwanti, 2017 : 4). The purpose of using case study research is to explain how the existence and why of the case (Yin in Habibah, 2019: 19).

Dealing with the theories above, this research concerned to find out and describe the students' opinion on online classroom discussion on Interlanguage Pragmatics subject.

B. Research Setting

Research setting refers to the place where data is collected. This research was conducted in the interlanguage pragmatics class of students in the sixth semester of the 2020/2021 academic year at the English Department of IAIN Batusangkar class A who have taken the Inter-Language Pragmatics course which was conducted online. Interlanguage pragmatics class apply the online classroom discussion method.

C. Research Informant

Research informants are defined as from whom we get data. In this research, the informants must meet several criteria, namely: (1) are sixth-semester students majoring in English education (2) followed Interlanguage Pragmatics course (3) always attend Interlanguage Pragmatics lectures (4) active and inactive in the implementation of online classroom discussions (5) the subject is not involved in a particular group, and (6) the subject has a certain view of a case. The population in this study was the sixth-semester students of the English education department who took the Interlanguage Pragmatics subject consisting of one classes, classes A. Researchers get information from lecturers who teach and sixth-semester students who take the lecture online. To find informants, researchers used a purposive sampling technique, because the researcher was given by the lecturer the names of active and inactive students when carrying out online class discussions in the interlanguage pragmatics class. Students who became informants in this study were students whose names were given by the lecturer.

According to Sugiyono (2018) *purposive sampling* is a sampling technique for data sources with certain considerations. This special consideration, for example, is the person who is considered to know the most about what we expect or maybe as a ruler so that it will make it easier for researchers to explore the situation in detail. Furthermore, the informants are sixth semester students of the Department of English Education, Faculty of Tarbiyah and Teacher Training, IAIN Batusangkar, registered for the 2020/2021 academic year who have participated in online classroom discussions on Interlanguage Pragmatic subjects.

D. Research Instrument

The key instrument of this research is the researcher herself. As the key instrument of this research, the researcher used interview guide to help a find studies about online classroom discussion. Then the researchers tried to interview students and analyze them to get an online classroom discussion

study. In this study, researchers used instruments to collect data in the form of interview guidelines and audio recordings. Researchers use Indonesian so that communication runs effectively and smoothly. To find informants, the researcher used *purposive sampling*.

E. Technique of Data Collection

This study used interview as technique of data collection Interview is a form of qualitative research method. Mason (2002) states that the interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. Interview is a form of qualitative research method. Interviewers can dig deeper into participants' responses to learn more about feelings and experiences. This study uses the interview method, therefore, the instrument needed is an interview guide. The procedure for conducting interviews is as follows, first, the researcher contacted the informant then made an appointment with the informant then the researcher met with the informant and interviewed, the researcher recorded what the informant said in the interview process, the researcher records the audio and takes a photo. (see appendix 8) then researcher make the transcript based on the audio (see appendix 2) and to check data trustworthiness made a prolonged engagement the made transcript for the second interview (see appendix 4)

F. Research Procedure

Creswell (2007) states that there are several steps in conducting qualitative research as follows:

1. Defining the Research Problem

There are several steps that the researcher takes when defining the research problem. Determine in advance the research topic, phenomenon, participants, and the uniqueness of the research.

2. Reviewing the Literature

In this step, the researcher finds several theories and related studies to support this research, such as the theory about students' opinion and online classroom discussion. (see the literature review)

3. Designing the Study

At this stage, the researcher determines the research design, namely descriptive qualitative research with a case study design. Then used structured interview guidelines as an instrument.

4. Collecting Data

In collecting data, the researcher did some steps first contact the students who take interlanguage pragmatics subject, then make an appointment to interview. In the interview process, the researcher records the audio and takes a photo. (see appendix 8), then researcher make the transcript based on the audio (see appendix 2) and to check data trustworthiness made a prolonged engagement the made transcript for the second interview (see appendix 4)

5. Analyzing Data

In this step, the researcher analyzed data from interviews about students' opinions on online classroom discussions in the Interlanguage Pragmatics course.

6. Interpreting and Drawing Conclusions

In this step, the researcher interprets and draws research findings about students' opinions on online classroom discussions in the Interlanguage Pragmatics course. After that, the researcher wrote a research report.

G. Checking Data Trustworthiness

In analyzing the data, the researcher used triangulation to get good information from the informant. Triangulation is one of the techniques used in checking the data trustworthiness in qualitative research. Triangulation is a term used to describe data collecting procedures that combine multiple data

collection approaches and existing data sources (Matthew B. Miles, A. Michael Huberman, 2014). Researchers conducted interviews twice. The researcher conducted interviews with the names that had been determined by the lecturer to be used as informants. In the first interview, the researcher asked about their opinion about the online class discussion on the subject of Inter-Language Pragmatics and for the second interview, the researcher re-confirmed the data in the previous interview to check the credibility of the data and this was done a few weeks after conducting the first interview, this was done because the data or information obtained from research informants was doubtful.

H. Technique of Data Analysis

The data is analyzed based on the interview result. In analyzing the data, the researcher does condensation of the data, data display, and drawing and verifying conclusions (Matthew B. Miles, A. Michael Huberman, 2014).

1. Reduction of the Data.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that will occur in written records in the field. Data reduction occurred during the interview. When the data was collected, the interview stage was continued with a reduction. Such as making conclusions, codification, investigation of themes, grouping, and writing notes. In data reduction, the researcher took several steps. First, the researcher made a transcription of the results of the interview. (see Appendix 2).

Second, the researcher coded the data as follows: I-1 as the first informant, I-2 as the second informant, and so on. Then the researcher coded the words in italics and underlined with code B as students' opinions about the benefits of online class discussions, B.1 the first benefit of online classroom discussion, B.2 the second benefit of online classroom discussion, and so on, the second code D as a obstacle online classroom discussion, D.1 for the first obstacle, D.2 for the second obstacle, and so on. (see appendix 5).

2. Data Display

The second step of data analysis is data display. The presentation of data is a collection of information arranged in such a way that it is possible to draw a conclusion and a treatment. In this step, the researcher uses a table of online classroom discussion the benefits of online classroom discussions, and the obstacle felt by students in carrying out online classroom discussions in the Interlanguage Pragmatics subject. Looking at the table has helped researchers to analyze the benefits of online classroom discussions, and the obstacle felt by students in carrying out online classroom discussions in the Interlanguage Pragmatics subject. Then, the researcher made a table that clear information about the data provided by the informants. (see appendix 6).

3. Conclusion /Verification of the Data

After reducing and displaying the data, the researcher drew conclusions and verified the data. The purpose of this activity is to conclude students' opinion about online classroom discussions in the Sixth Semester Interlanguage Pragmatic Subject in the English Teaching Department for the 2020/2021 academic year. (see appendix 7)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

Based on data analysis, the researchers found the benefits and obstacles in online classroom discussions. The benefits of students' opinion in apply online classroom discussion include: 1) students are more active, 2) it is easier to understand lecture material, 3) an opportunity to train self-confidence, 4) enrich students insight, 5) students get more references. The obstacles of apply online classroom discussion are 1) internet network problems, 2) students feeling afraid and nervous in expressing opinions.

The following is an explanation of the results of interviews obtained from informants who discuss the benefits and obstacles about online classroom discussions on interlanguage pragmatics courses in online learning. The benefits and the obstacles of students in implementing online classroom discussions are as follows:

1. Students' opinions of the benefit of online classroom discussion

In online classroom discussion activities, students will apply online classroom discussion procedures. Prepare and complete the material to be discussed before conducting online classroom discussions. In the interlanguage pragmatics subjects, requires students who take part in online classroom discussions to ask questions about the material discussed that day and all students really understand the material, repeat previously assigned tasks and work on and prepare notebooks. What they understand will be conveyed when the online classroom discussion takes place. The benefits of this online classroom discussion that they feel are that it makes students are more active, it is easier to understand lecture material, an opportunity to train self-confidence, enrich insight, and get more references.

From the results of the study, there were five perceived benefits in conducting online classroom discussions. From the results of the study, there was one informant who did not feel the benefits at all. This is because

the classroom discussions are conducted online, so no one gets the slightest benefit. Because it was conducted online, so the discussion did not run successfully, especially since this interlanguage pragmatics course weighs 3 credits during the class, it is carried out using the *Google Meet* or *Zoom Meeting* application. This means that this online classroom discussion has its benefits and whether it is there or not. This is evidenced by the results of interviews with several informants that have been conducted by researchers. For its benefits, it can be seen from informant 1 (I-1), informant 3 (I-3), informant 4 (I-4), informant 5 (I-5), informant 6 (I-6), informant 7 (I -7), informant 8 (I-8), informant 9 (I-9) and the last informant 1- (I-10) while the informant who did not feel the benefits of online classroom discussions was informant 2 (I-2). An explanation of this can be seen in the following section.

a. Students are more active

In interlanguage pragmatics subject, students first prepare the material to be discussed because when carrying out online classroom discussions in interlanguage pragmatics subjects, students are required to be critical and speak in conducting online classroom discussions. Students who take part in online discussions share their opinions on the material discussed, so this makes students are more active. It can be seen from the informant 1 (I-1), informant 3 (I-3), informant 6 (I-6), informant 10 (I-10). The explanation about this can be seen in the following part.

The researcher conducted an interview with informant 1 (I-1) on Wednesday, January 5, 2022 at 14:47 WIB at the informant's boarding house.

The research result was:

R : Berarti harus ada yang dipersiapkan ya, mmm kemudian menurut saudari apasih eee manfaat online classroom discussion di perkuliahan interlanguage pragmatics itu pasti adalah ya manfaat nya jadi apa manfaat ketika melaksanakan

online classroom discussion yang saudara rasakan seperti itu

[That means something has to be prepared, hmmm, then what do you think, what are the benefits of online classroom discussion in interlanguage pragmatics lectures?]

I-1 : Kalau manfaatnya ya sama aja yaa kita yaa eemm dapat ilmu tentang interlanguage pragmatics kek gitu, **kita jadi lebih aktif mungkin ini** eheemmm kalau kelas online ini bagus untuk anak-anak introvet yang biasanya diam dikelas soalnya gini mereka akan lebih aktif kalu dikelas online soalnya ini gak tatap muka jadi gitu

[If the benefits are the same, yes, we get knowledge about interlanguage pragmatics, like that, we become more active maybe this is eheemmm if this online class is good for introverted children who are usually quiet in class, because like this they will be more active when in online class because this isn't the case face to face so that]

From informant 1, she said that the benefits she felt in carrying out online classroom discussions were making her more active in discussions.

The researcher did an interview with informant 3 (I-3) on Wednesday, January 5, 2022 at 20.11 WIB at the informant's boarding house.

The research result was:

R : Owh gitu berarti apa ya leluasa gitu ya ada gak manfaat yang lain ?

[Oh, does that mean that it's free, is there any other benefits?]

I-3 : Oooo manfaat yang saya rasakan itu ketika melaksanakan online classroom discussion di pelajaran interlanguage pragmatics itu adalah eee kita diharuskan eee kritis dalam eeee pembelajaran kita harus menanyakan eee kritik dan saran eeee kepada eee mmm presenter Meningkatkan penguasaan materi, pemahaman juga dan **aktif dalam eee online classroom discussion**

[Oooo the benefits that I feel when carrying out online classroom discussions in interlanguage pragmatics lessons

are eee we are required to be critical in eeee learning we have to ask eee criticism and suggestions eee mmm presenters Improve mastery of the material, understanding too and be active in eee online classroom discussion]

Informant 3, she said that the benefits he felt in conducting online classroom discussions, made her more active in online classroom discussions because she was required to speak out and express his opinion.

Then the researcher did an interview with informant 6 (I-6) at Friday 7 January 2022 at 17.32 Pm at campus IAIN Batusangkar Pm at campus IAIN Batusangkar.

The research result was:

R : Owh menambahkan kemudian menurut saudari apasaja manfaat dari online classroom discussion pada perkuliahan interlanguage pragmatics?

[Owh added that in your opinion, what are the benefits of online classroom discussion in interlanguage pragmatics lectures?]

I-6 : Manfaat dalam perkuliahan online interlanguage pragmatics manfaatnya ooo yang pasti ooo ya **bagi saya sendiri ya itu membuat saya aktif** dan menambah wawasan tetang materi yang dibahas sebab banyak teman-teman memberikan penjelasan atau contoh sesuai pengetahuan dia jadi itu menambah pengetahuan bagi saya dan membuat saya lebih paham

[The benefits of online lectures on interlanguage pragmatics are the benefits, for sure, for myself, yes, it makes me active and adds insight to the material being discussed, because many friends provide explanations or examples according to their knowledge, so that adds to my knowledge and

makes me understand better.]

Informant 6 said that the benefits she felt in conducting online classroom discussions, for herself, were making her more active and this really made her active in conducting discussions.

The last the researcher did an interview with informant 10 (I-10) on Monday, 10th January 2022 at 16.55 P.M at IAIN Batusangkar.

The research result was:

R : Oooo nah menurut saudari ada gak manfaat online classroom discussion ini terutama dalam perkuliahan interlanguage pragmatics itu ?

[Oooo, in your opinion, is there any benefit from this online classroom discussion, especially in the interlanguage pragmatics subjects?

I-10 : ...diskusinya tu itu gak cuman asal-asalan gituoo kita tu dibekali sebelum masuk kelas materi yang akan diajukan itu ooo kayak tugas itu kan tugas itu membantu kita nantinya untuk aktif nahh didalam kelas pun kita gak boleh bertanya kepada kelompok yang tampil karena kan sama-sama kita ketahui ilmu kita tu kan sama kalau sebagai mahasiswa **dalam forum itu jadi kita tu dituntut untuk aktif mengeluarkan pendapat juga memberikan saran-saran untuk membangun pemateri tersebut**

[...the discussion wasn't just random, we were provided before we entered the class, the material to be submitted was ooo, it's like an assignment, it's a task that helps us to be active later in class, we can't even ask the group that appears because it's the same -We all know that our knowledge is the same if we are students in the forum, so we are required to actively express opinions as well as provide suggestions to build these presenters....]

The last informant 10 to also said that what she felt in conducting online classroom discussions was because she was required to actively express opinions and provide suggestions to build the presenter so that she actively spoke when discussing.

From the utterance above, the researcher found that online classroom discussions in this interlanguage pragmatics course made students active in discussions.

b. It is easier to understand lecture material

One of the benefits of this online discussion is it easier to understand lecture material. This is a benefit of online classroom discussions because each student must understand the material first when conducting online classroom discussions together, not only the lecturer who explains, not only the presentation of follow students so here all students play a role and including the lecturer as well and this makes students understand and understand the material because it complements each other. It can be seen from the informant 3 (I-3), informant 5 (I-5), informant 6 (I-6), informant 8 (I-8), informant 9 (I-9) and informant 10 (I-10). The explanation about this can be seen in the following part.

The researcher did an interview with informant 3 (I-3) on Wednesday, January 5, 2022 at 20.11 WIB at the informant's boarding house.

The research result was:

R : Owh gitu berarti apa ya leluasa gitu ya ada gak manfaat yang lain ?

[Oh, does that mean that it's free, is there any other benefits?]

I-3 : Oooo manfaat yang saya rasakan itu ketika melaksanakan online classroom discussion di pelajaran interlanguage pragmatics itu adalah eee kita diharuskan eee kritis dalam eeee pembelajaran kita harus menanyakan eee kritik dan saran eeee kepada eee mmm presenter **Meningkatkan**

penguasaan materi, pemahaman juga dan aktif dalam eee online classroom discussion

[Oooo the benefits that I feel when carrying out online classroom discussions in interlanguage pragmatics lessons are eee we are required to be critical in eeee learning we have to ask eee criticism and suggestions eee mmm presenters Improve mastery of the material, understanding too and be active in eee online classroom discussion]

Informant 3 said that the benefits of online classroom discussions that she felt were increasing mastery of the material, understanding, it made her more aware of the material discussed together.

Then the researcher did an interview with informant 5 (I-5) 5 on Friday 7th January 2022, at 16.40 Pm at campus IAIN Batusangkar.

The research result was:

R : Ooooo kemudian menurut saudari apa manfaat yang saudari eeee yang saudari rasakan dalam online classroom discussion ?

[Ooooo, what do you think are the benefits that you feel in the online classroom discussion?]

I-5 : **Manfaatnya yaitu kita lebih paham dengan materi yang dibahas eeee karena ini online jadi tidak sama dengan luring jadi materinya harus paham** ketika melakukan diskusi kelas bersama gitu tidak individual atau tidak hanya dosen saja atau tidak hanya presentasi sesama mahasiswa saja jadi emang harus ada disini tu peran dari dosen peran dari mahasiswanya juga

[The benefit is that we understand more about the material being discussed, because this is online, so it is not the same as offline, so the material must be understood when conducting class discussions together, so it is not individual

or not just lecturers or not just presentations to fellow students, so it must be here, that's the role of the lecturer role from students too]

Then informant 5 said that we understand more about the material discussed because it is online, so it is not the same as offline, so in the interlanguage pragmatics class she feels the benefits of online classroom discussions, one of which is understanding the material.

Then the researcher did an interview with informant 6 (I-6) on Friday 7 January 2022 at 17.32 Pm at campus IAIN Batusangkar Pm at campus IAIN Batusangkar.

The research result was:

R : Owh menambahkan kemudian menurut saudari apasaja manfaat dari online classroom discussion pada perkuliahan interlanguage pragmatics?

[Owh added that in your opinion, what are the benefits of online classroom discussions in interlanguage pragmatics subjects?]

I-6 : Manfaat dalam perkuliahan online interlanguage pragmatics manfaatnya ooo yang pasti ooo ya bagi saya sendiri ya itu membuat saya aktif dan menambah wawasan tentang materi yang dibahas sebab banyak teman-teman memberikan penjelasan atau contoh sesuai pengetahuan dia jadi itu menambah pengetahuan bagi saya dan **membuat saya lebih paham**

[The benefits of online lectures on interlanguage pragmatics are the benefits, for sure, for myself, yes, it makes me active and adds insight to the material being discussed, because many friends provide explanations or examples according to their knowledge, so that adds to my knowledge and makes me understand better.]

Furthermore, informant 6 also felt that the benefits of this online classroom discussion were increasing knowledge for herself and making her more familiar with the material.

Then the researcher did an interview with informant 8 (I-8) on Monday, 10th January 2022 at 14.09 P.M in the gazebo behind the IAIN Batusangkar library.

The research result was:

R : Owh gitu selanjutnya ni yaa apa saja manfaat yang saudara rasakan ketika melakukan online classroom discussion dalam perkuliahan interlanguage pragmatics itu?

[Oh, so, what are the benefits that you feel when you conduct online classroom discussions in the interlanguage pragmatics subjects?]

I-8 : ...jadi ketika melakukan online classroom discussion itu semua peserta bebas memberika materi atau contoh-contoh yang mereka pahami terhadap materi pada hari itu jadi makin banyak kita dapat contoh-contohnya dan itu membuat saya lebih mengerti tentang materi yang di presentasikan kelompok

[...so when doing online classroom discussion, all participants are free to provide material or examples that they understand about the material on that day so that more and more we get examples and that makes me understand more about the material presented by the group]

And informant 8 said that the online classroom discussion made him understand more about the material presented by the group so that it made him more familiar with the material that had been explained by the group that appeared.

Next, the researcher did an interview with informant 9 (I-9) on Monday, 10th January 2022 at 15.45 P.M in the lobby K at IAIN Batusangkar.

The research result was:

R : Selanjutnya manfaatnya apa yang saudara rasakan ?

[Next, what benefits do you feel?]

I-9 : Untuk manfaatnya itu sendiri adalah ooo karena adanya online classroom discussion ini otomatis kita itu ooo saling bertukar pendapat oooo dengan teman oo **dengan teman sebaya jadi ooo jadi kita itu oo lebih paham gitu karena ooo kita berdiskusi gitu jadi kita saling bertukar pikiran atau pendapat dengan teman kita agar lebih paham** mungkin itu

[For the benefit itself, ooo, because of this online classroom discussion, we automatically exchange opinions, ooo with friends, ooo with peers, so ooo, so we understand better, because ooo, we discuss like that, so we exchange ideas or opinions with our friends. so that you can understand better]

Informant 9 said that we understand better because we discuss, so we exchange ideas or opinions with our friends to understand better. Therefore, she felt the benefits of online classroom discussions.

The researcher did an interview with informant 10 (I-10) on Monday, 10th January 2022 at 16.55 P.M at IAIN Batusangkar.

The research result was:

R : Oooo nah menurut saudara ada gak manfaat online classroom discussion ini terutama dalam perkuliahan interlanguage pragmatics itu ?

[Oooo, in your opinion, is there any benefit from this online classroom discussion, especially in the interlanguage pragmatics subject?]

I-10 : ...benar harus menguasai materi dan mengeluarkan pendapat dan kita memang harus paham tentang materi tersebut nahh dari tambahan teman-teman yang lain tadi kita bisa

menyimpulkan ide-idekan owh jadi begitu ooo yang dimaksud dengan ini **nahh dari diskusi tu emang kita kayak berdiskusi gak hanya cuman tanya jawab aja jadi kita lebih mengerti jadi menurut saya itu manfaat yang saya rasakan**

[...it's true that we have to master the material and express opinions and we really have to understand about the material, from the addition of other friends, we can conclude the ideas, oh, so that's what is meant by this. it's just a question and answer so we understand better so I think that's the benefit that I feel]

The last informant 10 she said that we are not just asking questions, so we understand better, so according to her that is one of the benefits she feels.

From the utterance above, we can see that one of the benefits of online class discussions in this pragmatic interlanguage course is that it is easy to understand the material.

c. An opportunity to train self-confidence

This confidence in expressing opinions is also a benefit of online class discussions. Because all students are required to speak, encourage students to speak and express their opinions. It can be seen from the informant 4 (I-4). The explanation about this can be seen in the following part.

The researcher did an interview with informant 4 (I-4) on Friday, 7th January 2022, at 15.12 Pm at campus IAIN Batusangkar. The research result was:

R : Owh tidak nah kan online classroom discussion ya pasti ada manfaatlah kan jadi menurut saudari apa saja sih manfaat dari online classroom discussion dimatakuliah interlanguage pragmatic yang saudari rasakan ini ?

[Oh no, right, online classroom discussion, there must be benefits, right, so what do you think are the benefits of online classroom discussion in pragmatic interlanguage courses that you feel?]

I-4 : Salah satu manfaat yang saya rasakan yaitu **memberikan pelatihan kepercayaan diri mmm membuat percaya diri dalam mengemukakan pendapat percaya diri untuk berbicara dalam kelas** oooo terus oooo....

[One of the benefits that I feel is that it provides self-confidence training, mmm makes me confident in expressing opinions confidently to speak in class oooo continue oooo...]

Informant 4 said that the benefits of online classroom discussions provide confidence training, making her confident in expressing confident opinions to speak in class.

From the utterance above, the researcher found that being confident in expressing opinions is a benefit of online class discussions.

d. Students enrich insight

Enrich insight, including the benefits of online class discussions. add insight into the material discussed because students who take part in online class discussions on the interlanguage pragmatics course provide explanations or examples according to the knowledge they get. This is evidenced by the results of interviews with informants 6 (I-6) who have been conducted by the researcher. It can be seen from the informant 6 (I-6). The explanation about this can be seen in the following part.

The researcher did an interview with informant 6 (I-6) on Friday 7 January 2022 at 17.32 Pm at campus IAIN Batusangkar Pm at campus IAIN Batusangkar.

The research result was:

R : Owh menambahkan kemudian menurut saudari apasaja manfaat dari online classroom discussion pada perkuliahan

interlanguage pragmatics?

[Owh added that in your opinion, what are the benefits of online classroom discussion in interlanguage pragmatics subjek?]

- I-6 : Manfaat dalam perkuliahan online interlanguage pragmatics manfaatnya ooo yang pasti ooo ya bagi saya sendiri ya itu membuat saya aktif dan **menambah wawasan tentang materi yang dibahas** sebab banyak teman-teman memberikan penjelasan atau contoh sesuai pengetahuan dia jadi itu menambah pengetahuan bagi saya dan membuat saya lebih paham

[The benefits of online lectures on interlanguage pragmatics are the benefits, for sure, for myself, yes, it makes me active and adds insight to the material being discussed, because many friends provide explanations or examples according to their knowledge, so that adds to my knowledge and makes me understand better.]

Informant 6 felt the benefits of the online classroom discussion adding insight to the material discussed because many friends provided explanations or examples so that it added to their insight regarding the material discussed.

From the utterance above, we can see that one of the benefits gained from online class discussions that students feel in attending interlanguage pragmatics subject in online learning is to add insight about pragmatic interlanguage material.

e. **Students get more references**

The benefit of online classroom discussion is that can get more references because in pragmatic interlanguage, there are basic terms that understand better, so if you have many references when answering, will understand more about the material being discussed. It can be seen from

the results of interviews that researchers have conducted for informant 7 (I-7). The explanation about this can be seen in the following part.

The researcher did an interview with informant 7 (I-7) on Saturday 8th January 2022, at 15.21 Pm at the informant's boarding house.

The research result was:

R : Ooo kemudian apa sih menurut saudari dari manfaat online classroom discussion ini pada perkuliahan interlanguage pragmatics?

[So, what do you think about the benefits of online classroom discussion in interlanguage pragmatics subject?]

I-7 : Manfaat dari online classroom discussion itu ooo lebih banyak ya selain belajar **online kita bisa juga dapat banyak referensi kalau dalam interlanguage pragmatics itukan ada istilah-istilah masih bisa dicari pokoknya lebih mengerti gitu jadi kalau misalnya sudah banyak referensi ni jadi kita PD tu menjawabnya gitu ngerti tu tentang materi yang dibahas** gitu misalnya ada kesulitan kalau offline kita kan ada kalimat istilah-istilah ooo dalam interlanguage pragmatics itu kan ada istilah-istilah yang kadang tidak kita ketahui jadi kalau nanya itu gak sempat gitu nanya keteman kalau online enak juga kita dapat banyak referensi kita cari sendiri dan kemudian nanti makin enak juga melakukan diskusi kelasnya walaupun secara online

[The benefits of online classroom discussion are more, besides online learning, we can also get a lot of references, if in interlanguage pragmatics, there are terms that can still be searched, the main thing is to understand better, so if for example there are many references, then we PD will answer them, so we understand that. about the material being discussed, for example, there are difficulties when we are

offline, we have sentences, the terms ooo in interlanguage pragmatics, there are terms that sometimes we don't know, so if we ask questions, we don't have time to ask friends, if online is good, we can get lots of our references. find it yourself and then later it will be even better to have class discussions even online]

Furthermore, the benefits felt by informant 7, she said that when conducting online classroom discussions we can get many references in interlanguage pragmatics lectures, it has many terms, so there must be references that support these terms.

From the statements of the informants above, we can see that the online class discussions conducted in the interlanguage pragamtics class provide many benefits, including that we also get a lot of references.

2. Students' opinions of obstacles of online classroom discussion

Some explanations from friends could not be understood because the signal was disturbed so that what was explained by friends was not clear and resulted in students not understanding the material presented. Sometimes students also find it difficult to focus on participating in online classroom discussions on interlanguage pragmatics courses. The results showed that the students' difficulties in this activity were unclear explanations from friends, poor internet connection. From the research results, there are two problems that exist in online classroom discussion activities; internet network problem and students fell afraid and nervous in expression opinio.

a. Internet network problems

In conducting online classroom discussions, many obstacles are faced, one of which is the internet network problems. Networking is a problem that is often experienced by students. There are some students who have difficulty with the internet connection, so in delivering the material they have difficulties because it is not clear what friends say in

conducting online classroom discussions. This can be seen from informant 1 (I-1), informant 2 (I-2), informant 3 (I-3), informant 4 (I-4), informant 5 (I-5), informant 6 (I-6), informant 7 (I-7), informant 8 (I-8), informant 9 (I-9) and informant 10 (I-10). The explanation about this can be seen in the following part.

The researcher did interview with informant 1 (I-1) on Wednesday, 5th January 2022 at 14.47 Pm at the informant's boarding house.

The research results was:

R : Ini kan online jadi khusus online classroom discussionnya bagaimana ?

[This is online, so how about the online classroom discussion specifically?]

1-1 : Oooo apa yaaa karena kita terbiasa dengan eee interaksi secara langsung ya tapi ini kita ya harus membiasakan diri dengan iteraksi yang tidak langsung atau online jadi saya agak kurang bersemangat dan kadang aaaaa saya tidak terlalu paham apa yang disampaikan teman seperti itu kami kan menggunakan google meet jadi apa yang disampaikan teman gak jelas mungkin **terganggu sinyal** ya jadi seperti itu gak jelas dengan apa yang disampaikan jadi saya kurang paham apa yang disampaikan teman

[Oooo what, because we are used to eee direct interactions, yes, but now we have to get used to indirect or online interactions, so I'm a little less enthusiastic and sometimes I don't really understand what friends say, we use google meet so what a friend said is not clear, maybe the signal is disturbed, so it's like that it's not clear what was conveyed so I don't understand what a friend said]

The researcher did an interview with informant 2 (I-2) on Wednesday, January 5, 2022 at 19.30 WIB at the informant's boarding house.

The research result was:

R : Ini kan online jadi khusus online classroom discussionnya bagaimana ?

[This is online, so how about the online classroom discussion specifically?]

1-2 : Owwhh kalau diskusi kalau kesulitan **dalam diskusi kelas yang dilakukan secara online ini mungkin tidak terlalu ini karena gangguan itu aja sih tapi jaringan aja** trus terkendala dalam penyampaian materinya tadi yang dijelaskan pun terkadang ada ini ada yang masih ada yang salah kan jadi itu sangat sulit ya apalagi kita proses belajarnya secara jauh dari pertama kita tidak satu tempat gitu, kedua yaa apa namanya mungkin kita bisa ikut diskusi tapi gak terlalu suks karna jaringan gitu kan mungkin itu sih hambatannya

[Owwhh, if the discussion is that there are difficulties in online class discussions, maybe it's not too much because of the disturbance, but the network continues to have problems in delivering the material, which was explained, sometimes there is something wrong, right, so it's very difficult, isn't it? we learn the process far from the first we are not in the same place, second, what's the name maybe we can join the discussion but it's not very successful because the network is like that, maybe that's the obstacle]

Informant 2 said that the difficulties she felt in the online classroom discussions were network problems, because the network was bad, so the discussions she participated in did not go well.

The researcher did an interview with informant 3 (I-3) on Wednesday, January 5, 2022 at 20.11 WIB at the informant's boarding house.

The research result was:

R : Owh berarti saudara aktif dalam mengikuti diskusi kelas online begitu ya, nah kemudian ada gak hambatan ketika melaksanakan diskusi kelas online ini apa saja kesulitan, kelemahan yang saudara rasakan?

[Oh, it means that you are active in participating in online class discussions, then, are there any obstacles when carrying out this online class discussion, what are the difficulties, weaknesses that you feel?]

I-3 : Kesulitan yang saya rasakan ketika melakukan online classroom discussion pada interlanguage pragmatics ini ya **eee kadang-kadang teman-teman jaringannya kurang bagus jadi mmm saat dia menyampaikan pendapatnya jadi kurang jelas sehingga saya tidak menangkap apa yang disampaikan oleh teman tersebut**

[The difficulty that I feel when conducting online classroom discussions on this interlanguage pragmatics is, yeah, sometimes my friends don't have a good network, so mmm when he expresses his opinion it's not clear so I don't catch what the friend is saying]

Informant 3 the difficulty she felt was that she was not clear in conveying the material, so she did not catch what was conveyed by the friend because the network was not good.

The researcher did an interview with informant 4 (I-4) on Friday, 7th January 2022, at 15.12 Pm at campus IAIN Batusangkar.

The research result was:

R : Owhh nah sekarang apa kelemahannya yang saudari rasakan ketika melakukan online classroom discussion tersebut ?

[Owhh, now what are the weaknesses that you feel when doing the online classroom discussion?]

I-4 : ...ooo jaringannya juga kurang bagus ooo kebanyakan ooo kelemahannya itu ketika pemateri menjelaskan *kadang kala jaringan kita itu lebih ngelak jadi suaranya itu kurang jelas* oooo itu aja

[...ooo the network is also not good ooo mostly ooo the weakness is when the presenter explains sometimes our network is more evasive so the sound is not clear oooo that's all]

Furthermore, informant 4 said that the weakness she felt in carrying out online classroom discussions was when the presenter explained that sometimes her network was more evasive, so her voice was not clear and that made her not hear well the explanations from friends.

Then the researcher did an interview with informant 5 (I-5) 5 on Friday 7th January 2022, at 16.40 Pm at campus IAIN Batusangkar.

The research result was:

R : Owhh jadi disini apa sih kelemahan ataupun kekurangan yang saudari rasa kan ketika melakukan online classroom discussion dalam matakuliah interlanguage pragmatics

[Owhh, so what are the weaknesses or shortcomings that you feel when doing online classroom discussions in the interlanguage pragmatics course?]

I-5 : ...Iyaaa kalau untuk matakuliah interlanguage pragmatics **masalah yang cukup berarti bagi saya ya itu jaringan ya karena ini ini tu full dosen menggunakan zoom** jadi kita tu full zoom sampai akhir di aplikasi tersebut jadi masalah

jaringan tidak maksimal dalam mengikuti perkuliahan

[...Yes, for the interlanguage pragmatics course, the problem that is quite meaningful to me is the network, because this is full, if the lecturer uses zoom, so we do full zoom until the end of the application, so the network problem is not optimal in attending lectures]

A significant problem for informant 5 that she felt was that she said that the network was not good because the discussions carried out in full interlanguage pragmatics lectures used the Zoom application, so the network was sometimes not good and made it difficult for her to conduct online classroom discussions in interlanguage pragmatics lectures.

The researcher did an interview with informant 6 (I-6) on Friday 7 January 2022 at 17.32 Pm at campus IAIN Batusangkar Pm at campus IAIN Batusangkar.

The research result was:

R : Ada gak kelemahan yang lain yang saudara rasakan gitu

[Is there any other weakness that you feel like that]

I-6 : Kelemahan saya ooo ada beberapa materi yang ee tidak saya ketahui eee dan bahkan saya oo berfikir ada beberapa materi yang hampir-hampir mirip jadi saya merasa sulit untuk memahaminya susah dalam pemahaman materi ooo **ini semua disebabkan karena jaringan** dan juga terkadang juga oooo yang merasa ooo kaku atau merasa nerves saat ingin menyampaikan pendapat

[My weakness is ooo, there are some materials that I don't know eee and even I ooo think there are some materials that are almost similar so I find it difficult to understand it's hard to understand the material ooo this is all because of the network and also sometimes oooo that feels ooo stiff or feel

nervous when you want to express your opinion]

Informant 6 also said that the network was an obstacle in conducting online classroom discussions.

Then the researcher did an interview with informant 7 (I-7) on Saturday 8th January 2022, at 15.21 Pm at the informant's boarding house.

The research result was:

R : Trus menurut saudara kelemahan, kekurangan atau hambatannya apa ?

[So what do you think are the weaknesses, shortcomings or obstacles?]

I-7 : Kesulitannya satu sih cuman **jaringan ya karena jaringan** waktu pemateri menjelaskan itu terkadang terputus-putus jadi tadi apa ya informasinya gitu

[The only problem is the network, because the network when the presenter explained it was sometimes intermittent, so what was the information]

Next, informant 7 experienced one difficulty, namely the network only because of the network.

The researcher did an interview with informant 8 (I-8) on Monday, 10th January 2022 at 14.09 P.M in the gazebo behind the IAIN Batusangkar library.

The research result was:

R : Terus ada gak saudara merasakan kesulitan ataupun hambatan dalam melakukan online classroom discussion ini ?

[Do you have any difficulties or obstacles in conducting this online classroom discussion?]

I-8 : Pertama ya **kesulitannya itu yaa yang awam aja mungkin yang umum seperti jaringan** kalau seandainya jaringan kita jelek otomatis kita tidak mengikuti online classroom discussion itu dengan sepenuhnya dan itu akan berdampak kepada kita dimana kita yang tidak tau dengan materi yang disampaikan seperti itu mungkin....

[First, the difficulty is that the layman may be general, such as the network, it's possible that if our network is bad, we automatically don't participate in the online classroom discussion fully and it will have an impact on us where we who don't know the material presented like that maybe... .]

Furthermore, the informant 8 has general difficulties such as networking because if the network is bad, he automatically does not participate in the online classroom discussion fully.

Next, the researcher did an interview with informant 9 (I-9) on Monday, 10th January 2022 at 15.45 P.M in the lobby K at IAIN Batusangkar.

The research result was:

R : Owwhh kemudian ada gak yang saudara rasakan kelemahan atau hambatannya dalam melakukan online classroom discussion di perkuliahan interlanguage pragmatics itu?

[Owwhh, then do you feel that you are weak or hindered in conducting online classroom discussions at the interlanguage pragmatics subject?]

I-9 : Oooo yang pertama karena online jadi oo otomatis itu ooo kayak permasalahan yang pertama itu adalah semacam oo **faktor eksternal yaitu sinyal dikarenakan tidak semua orang memiliki sinyal yang bagus gitukan** ooo yang itu ooo terus karena itu tidak semua teman-teman memiliki pronunciation yang bagus ooo jadi terkadang saya kurang

paham degan materi yang oo yang disampaikan oleh teman itu gitu aa ya mungkin itu yaa hambatannya

[Oooo the first one is because it's online, so it's automatic ooo, like the first problem, it's kind of like an external factor, namely a signal because not everyone has a good signal. I don't understand the material that was conveyed by that friend, maybe that's the obstacle]

Informant 9 also found it difficult where the first problem was an external factor, namely a signal because not everyone has a good signal in general, such as a network because if the network is bad, she automatically does not participate in full online classroom discussions.

The researcher did an interview with informant 10 (I-10) on Monday, 10th January 2022 at 16.55 P.M at IAIN Batusangkar.

The research result was:

R : Selanjutnya kelemahan atau ada kah hambatan ketika melakukan online classroom discussion tersebut?

[Furthermore, are there any weaknesses or obstacles when conducting the online classroom discussion?]

I-10 : Ooo mungkin kalau hambatan kek **masih alasan klasik ya masalah jaringan** terus ooohooo kek hal yang tak terduga gitu

[Ooo maybe if the bottleneck is still a classic reason, then the network problem continues, oooh, that's an unexpected thing....]

Informant 10 said that for the obstacles she felt it was still a classic reason, namely network problems, only the network that made the online classroom discussion not run completely successful.

From the utterance above, we can see that the internet is one of the difficulties experienced by students in participating in online classroom discussions in interlanguage pragmatics subjects.

b. Students feel afraid and nervous in sharing ideas.

Feeling nervous in expressing opinions is one of the difficulties faced by students when conducting online class discussions, online classroom discussions conducted in this interlanguage pragmatics course are required for students to speak and express their own opinions regarding the material discussed. It can be seen from informant 6 (I-6) and informant 10 (I-10). The explanation about this can be seen in the following part.

The researcher did an interview with informant 6 (I-6) on Friday 7 January 2022 at 17.32 Pm at campus IAIN Batusangkar Pm at campus IAIN Batusangkar.

The research result was:

R : Ada gak kelemahan yang lain yang saudara rasakan gitu

[Are there any other weaknesses that you feel that way?]

I-6 : Kelemahan saya ooo ada beberapa materi yang ee tidak saya ketahui eee dan bahkan saya oo berfikir ada beberapa materi yang hampir-hampir mirip jadi saya merasa sulit untuk memahaminya susah dalam pemahaman materi ooo ini semua disebabkan karena jaringan dan juga terkadang juga oooo yang **merasa ooo kaku atau merasa nerves saat ingin menyampaikan pendapat**

[My weakness is ooo, there are some materials that I don't know eee and even I ooo think there are some materials that are almost similar so I find it difficult to understand it's hard to understand the material ooo this is all because of the network and also sometimes oooo that feels ooo stiff or feel

nervous when you want to express your opinion]

Informant 7 said that apart from the network, the obstacles she felt were that sometimes he felt stiff or nervous when she wanted to express her opinion because in interlanguage pragmatics lectures all participants were required to speak and express their opinions.

The researcher did an interview with informant 10 (I-10) on Monday, 10th January 2022 at 16.55 P.M at IAIN Batusangkar.

The research result was:

R : Selanjutnya kelemahan atau ada kah hambatan ketika melakukan online classroom discussion tersebut?

[Furthermore, are there any weaknesses or obstacles when conducting the online classroom discussion?]

I-10 : **...teman-teman yang entah merasa takut atau bagaimana ooo untuk mengeluarkan pendapatnya jadi malah gak masuk kelas jadi mereka memilih untuk gak masuk kelas dari pada menyampaikan pendapatnya gitu** kan kalau gak mengeluarkan pendapat atau gak aktif didalam kelas itukan sama seperti kita tu gak hadir jadi ada juga beberapa teman memilih untuk tidak hadir gitu

[...friends who are either afraid or something like that to express their opinion so they don't even go to class so they choose not to go to class instead of expressing their opinion, right if they don't express their opinion or are not active in class, it's the same as us not attending so there are also some friends who choose not to attend like that]

Informant 10 said that her friends who are afraid or how to express their opinion they prefer not to go to class than to express their opinion they are so afraid to speak.

From the speech above, we can see that one of their difficulties is feeling stiff or afraid in expressing their opinions.

B. Discussion

Based on the results of the research that researchers have presented to identify student opinions about online classroom discussions on Interlanguage Pragmatics subject, this will be further described below.

1. Students opinion of the benefits of online classroom discussions

The results of the study show that there are five benefits of online classroom discussions that are applied in interlanguage pragmatics subjects, including (1) students are more active, (2) it is easier to understand lecture material, (3) an opportunity to practice self-confidence, (4) students enrich insight, (5) students get more references. The researcher found that most students felt more active in carrying out online classroom discussions on interlanguage pragmatics subjects. This is in accordance with previous research, by Izzah (2020) finding the benefits of using online classroom discussions in teaching English in Indonesia are: 1) enabling students to actively participate in learning activities without barriers, 2) increasing student participation, 3) increasing social interaction, and 4) encourage student achievement in English. In this study, researchers found five benefits of online classroom discussions on interlanguage pragmatics.

One thing that has something in common with previous research is that students are more active. However, the results of this study did not find the benefits of online classroom discussions, namely increasing student participation, increasing social interaction, and encouraging student achievement in interlanguage pragmatics subjects. The results of this study indicate that the benefits of online class discussions are mostly felt by students, namely, students are easier to understand lecture material and students are more active in conducting online class discussions in interlanguage pragmatics subjects. In addition, there are four different benefits from previous research, namely other students who more easily understand lecture material, opportunities to practice self-confidence, student enrich insight, and add references for students.

Based on the study of research results and theoretical studies above, researchers can conclude that online class discussions applied in interlanguage pragmatics lectures provide many benefits for students. One of the things that many students feel when conducting online class discussions is that students participate are more active in class.

2. Students opinion of obstacles of online classroom discussion

The results of the interviews showed that there were two obstacles felt by students in carrying out online class discussions. The first is the problem of the internet network, and the second is the problem of students who are afraid and nervous in conveying their ideas or opinions. Internet network problems are the main problem felt by students because classroom discussions carried out online depend on the internet network. Online classroom discussions are carried out through an application that has been agreed upon between lecturers and students, so they must have a good network. However, this is the main problem that students feel is the network problem because the student residences are different, and the network conditions are also different. This fact is supported by Kunti Mustika & Imron (2021) who stated that there were several obstacles felt by students in carrying out online classroom discussions. Some of these obstacles are students don't have a smartphone, the signal is lost, and don't have a pulse. The similarity of previous research with this research is that students experience internet network problems in conducting online class discussions.

Based on the study of research results and theoretical studies, it can be concluded that the problem of internet networks and students being afraid or nervous in sharing ideas is one of the obstacles that affect students in carrying out online classroom discussions.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of qualitative research with interview techniques which was carried out in the department of English for sixth semester students regarding the implementation of online classroom discussions in the interlanguage pragmatics subject for the 2020/2021 academic year, several conclusions can be drawn. The conclusions are presented as follows in accordance with the data obtained by researchers, the implementation of online classroom discussions in the interlanguage pragmatics subject, online classroom discussions have provided many benefits for students but still, there are also obstacles experienced by students when conducting online classroom discussions on the interlanguage pragmatics course.

1. The benefits of online classroom discussions include students are more active, it is easier to understand lecture material, an opportunity to train self-confidence, students enrich insight and students get more references.
2. obstacles of online classroom discussion are internet network problems and students feel afraid and nervous in sharing ideas.

B. Suggestion

Based on the discussion of the results of research that has been carried out by researchers, that the implementation of online classroom discussions on interlanguage pragmatics courses carried out by English students in the sixth semester of the 2020/2021 academic year during the Covid-19 pandemic, the researchers give the following suggestions:

1. English Students

The researchers are suggested to students department in English at IAIN Batusangkar, especially students who have taken interlanguage pragmatics courses, it is hoped that students will be more focused in participating in the process of implementing online class discussions so that they can apply the positive things obtained from these activities.

2. English interlanguage pragmatics lecturer

The research is suggesting to the lecturer English department at IAIN Batusangkar, especially lecturers interlanguage pragmatics are expected to always support their students to be active in participating in the process of implementing online classroom discussions because it can develop student learning activities, and student skills.

3. Next researcher

For the next researchers who want to conduct research on the same topic, they can add other variables, for example aspects that can influence students in online class discussions so that students are active and focused and enthusiastic in learning.

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