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## 8 Abstract

9 This research aimed to develop a model of Inter- Group Discussion Forum (IGDF) application  
10 as media to increase students' interaction and participation in the discussion forum during  
11 the online learning. Data were collected through the process of the implementation of  
12 discussion forum using IGDF application during the online learning of Research in English  
13 Language Teaching (ELT) courses during the teaching period of 2014.2. Data of the students'  
14 participation were collected through online observation, and data about the students'  
15 perception of the IGDF model were collected by providing an online close and open ended  
16 questionnaires and analyzed by calculating the percentage. The results of this study indicated  
17 that the application of IGDF is applicable in online learning. The amount of participation and  
18 the quality of the interaction from the discussion through IGDF has not shown significant  
19 improvement. The main obstacle came from the technical problems associated with passwords  
20 and the ability to follow the discussion in a discussion forum between groups. However, the  
21 variety types of posting has increased. Each group is able to post presentations, questions,  
22 responses, and commands. Students' perceptions toward the IGDF proved significant where  
23 there was 88.46

**Index terms**— discussion forums, group discussion, online interaction, online teaching and learning.

## 26 1 Introduction

27 online learning requires active participation of the students in order to gain the learning objective. It is  
28 asynchronous e-learning using media facilities such as e-mail, discussion forums, chatting to establish interaction  
29 between learners with learning materials and learners with tutors, and learner with learner, even when students  
30 are not online at the same time. ??Hrastinski, 2008). The online learning facilities can contribute to the  
31 understanding module whenever the learning scenarios provide self-learning facilities through initiation and  
32 interaction. The meaning of e-learning according to Clark, Ruth ??olvin (2002: 13): We defined e-learning  
33 as

34 ? Includes content relevant to the leaning objectives

35 2 ? Uses instructional methods such as examples and practice  
36 to help learning

37 ? Uses media elements such as words and pictures to deliver the content and methods

? Builds new knowledge and skills linked to individual learning goals or to improved organized performance.

## 6 E) ONLINE LEARNING COMPONENTS

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39 Thus, e-learning includes internet-based learning materials, methods, media and learning activities. The  
40 principle of the teaching and learning process remains the same as in the face to face learning. The difference  
41 is tutors' creativity in making the student learning process and also the media of interaction. One form of  
42 online learning activities that allows the interaction of learning is utilizing the discussion forum. Discussions  
43 are commonly used in online teaching and have been shown to foster student learning and collaboration. Peretz  
44 (2014).

45 Online discussion is asynchronous which means that all students can log in online learning and participate  
46 in discussions at a time that suits them ??Bender, 2003: xvi). Discussion forums conducted by the tutors in  
47 general is still in the form of a model where the tutor as a moderator. The problems that arise with this model is  
48 generally feedback still on the individual. Tutor gives problem to the students and then asked them to respond.  
49 Tutor gives feedback to the students' response or commands. ??Gadne, at.al. 2005). Discussion forums should  
50 be designed to create the activities and interactions in online learning. Therefore, there should be a model of  
51 a discussion forum that can accommodate the role of students more than just give a response. To make the  
52 students have more roles in the discussion forum there should be and Inter Group Discussion Forum application.

### 53 3 II.

### 54 4 Methodology

55 This research is a development research to create a model of online Inter Group Discussion Forum application  
56 to be applied in the online learning of Research in ELT course period 2014.1 and 2014.2. This application is  
57 designed to increase student interaction and participation. Data were collected through a process of the trial of  
58 IGDF model implementation by applying an action research technique during the period of online learning 2014.1.  
59 Data were collected through the process of increasing interaction during the application of IGDF, observation  
60 and reflection implementation results of the implementation in each cycle. Data evaluation of the model IGDF  
61 is collected by providing an online questionnaire to the students' learning of Research in ELT courses.

62 IGDF is designed to provide an opportunity not only to interact and provide feedback, but it can facilitate  
63 each group to present the given topic from tutor. Therefore, each group can display different material and  
64 share opinions and discuss the content of the module with another group. During the process of discussion,  
65 every member was asked to give command or response to the other group. The scenario of IGDF was planned  
66 to increase the students' participation and it will make the student more active in the online learning process.  
67 Based on this idea the research questions were 1) How to design Inter Group Discussion Forum application  
68 (IGDF)?; 2) How do students' perceptions of the model IGDF in online learning?; and 3) Does IGDF increase  
69 the participation and quality of interaction online learning?

### 70 5 a) Design of IGDF

71 The Inter-Group Discussion Forum (IGDF) online was developed to increase participation and student's active  
72 learning in the course of Research in English Language Teaching (Research in ELT). Here is the scenario model  
73 of inter-group discussions in online learning.

74 The procedure of IGDF development starts by grouping the students into 5 -7 groups. Each group was required  
75 to make a presentation based on materials that are assigned by the tutors in their learning group, submit the  
76 question of discussion in accordance with the material presented, respond to questions, ask questions, and give  
77 opinions related to the material. Tutor give feedback for each group. Here is a At this time we have been  
78 at the era of advanced communication technologies. Communication technology has grown through the internet  
79 network on computer media. The Internet is a network of information over the phone connected to the computer.  
80 Internet is a net which is also known as cyberspace, information superhighway, online communications, electronic  
81 library and digital revolution. Teeler & Gray (2000). Basically, the Internet is an information network that is  
82 connected to the telephone network is connected to the computer. There are various ways of transportation  
83 information using a wide variety of application programs such as e-mail and the web. In the mode of learning  
84 strategy learning based on the use of internet often known as learning.

### 85 6 e) Online learning components

86 Online learning is designed to support the learning process in the distance learning system. It is one of the  
87 learning support packaged in a built-up online learning application that allows tutors and students can interact  
88 in asynchronous system. The activities in online learning comprises of at least 3 types of activities, namely:  
89 reading the initiation, taking part in discussion forum, and doing either tasks or assignments. Initiation is  
90 learning material uploaded by tutors to initiate the students in order to start the learning process. Initiation can  
91 be made in several types: text pages, web pages, links to files or web. The form of initiation can also perform  
92 activities such as reading a to students. Discussion forum provides the students to participate the asynchronous  
93 interaction by reading the initiation from the teacher and giving the response or command depends on the  
94 learning problems given by tutor. Tasks and assignments are given to the students to measure their learning  
95 achievements.

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## 96 7 f) Design and Development of Online Learning

97 Designing online learning includes learning system (instructional delivery) and the media that support the online  
98 learning. Like face to face learning, online learning also begins with a preparation by tutors, and media interaction  
99 using the internet and the media as supporter moodle learning. Media interaction is used by tutors are online  
100 learning media. The development of online learning covers the preparation, implementation and evaluation.  
101 Preparation of online learning was started from the manufacturing part of the online learning itself which includes  
102 the manufacture of design activity, initiation, interaction, tasks and exercises, as well as learning materials and  
103 discussions scenarios for the board. In this preparation also includes preparing Course Management Systems  
104 (CMSs) Simonson. (2012. P: 126).

105 In distance learning system, online learning become a medium of learning process that is needed as virtual  
106 classrooms as well as things done in the faceto-face learning. The implementation selected online learning is an  
107 online learning structure designed as a learning class concept that allows the interaction and learning process.  
108 As described by McBrien. J.L; Jones. P, & Cheng.R. (2009: p.3) stated that the theory of transactional distance  
109 learning system at least consist of three elements: dialogue, structure, and the autonomy of learners; all of which  
110 are interrelated and interconnected to build interaction of learners with tutors, learners with learners, learners  
111 with the learning material. Oren A, Mioduser D. and Nachmias.R. ??2002) explains that the communication  
112 characteristics of a unique internet-based media have contributed to the development of a wide variety of group  
113 work models, ranging from discussion groups up to the understanding of the learning society.

## 114 8 g) Delivery of online learning

115 Online learning in a distance learning system is designed as learning support services for the students to facilitate  
116 additional services to assist them in text that serves as a supplement (material enrichment) understanding and  
117 assessing teaching materials subject e-being studied. Students are required to participate in online learning.  
118 Reward given to students who follow the learning actively and doing all the tasks given by tutor then they will  
119 get the value of a contribution of 30% of the final examination of the courses they take. In online learning,  
120 student learning activities are under the guidance by tutor as a facilitator of learning. Learning activities are in  
121 the form of discussion of learning materials that are considered difficult and very important. For more details,  
122 the learning materials covered in the learning activities involve the discussion about the competence or important  
123 concepts in the module; the problems found in the module; issues related to the student in learning module, and  
124 the problems associated with the application of science in everyday life.

125 In an online learning, students are required to participate actively in online learning process. In order to keep  
126 up with a good learning, students should read the module, read the initiation, do exercises, be active in discussion  
127 forums, and finish the tasks and assignments. Thus, all kinds of difficulties in understanding the learning material  
128 in the module can be discussed with the tutor and with other students. To take part in discussions forum, students  
129 can view the contents of a topic of discussion, then they need to access the title of the discussion, after which the  
130 screen will appear to give feedback. Provide feedback to students on the topic of their discussion can click the  
131 "Response", as it would appear to form them to write their responses, and then they have to send their response  
132 to the "Post to forum" to submit feedback.

133 In addition to provide feedback on the discussion forum, the students are also possible to create a new discussion  
134 topic. It will allow them to talk with the tutor about the course content which is considered difficult. To create a  
135 new topic in a forum discussion, the students simply click on the "Add" button topic of discussion recently, after  
136 the form will appear where they can write the topics they want to discuss with the tutor and other students,  
137 after they finished writing the title and subject to discussion, then they can click on a post to the forum to post a  
138 new topic. Another part of the online learning to be followed by the students is doing the tasks and assignments.  
139 There are three assignments that must be answered by the students. Assignments are given in the third week  
140 of online learning, fifth and seventh week. Similar to the above two types of activities, to see that the task has  
141 been given by the teacher, the students only need to click on the title of the task, after the task is clicked it will  
142 display the full contents of the tasks that have been prepared by the teacher. The students just go ahead and  
143 read the material carefully and then answer the task.

## 144 9 III.

## 145 10 Using Online Learning as Virtual Classroom Instruction

146 Online learning as a place of learning process that allows the tutor to design learning process virtually includes  
147 delivery of materials, exercises, discussion, question and answer, and giving tasks and evaluation. In order for  
148 the implementation of learning process run well tutors are required to conduct preparatory phase, then the  
149 implementation and ends with evaluation. To start the online learning, tutor can start by the preparations.  
150 According to ??eeler & Gray (2000: 54) it can be carried out the following steps:

151 Step one: Prepare good Online Learning Plan

152 To prepare online learning, tutor can begin by checking the possibility of learning the internet or not.  
153 First look at the availability of computers in the teaching, the room and the students' ability to operate a  
154 computer. Equipment that need to be considered include whether there is a CD-ROM drive, speaker, headphone,

## 13 A) RESEARCH QUESTION 1. HOW TO DESIGN THE ONLINE IGDF MODEL? I. DEVELOPING ONLINE IGDF

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155 microphone, projector, scanner. The next steps set the rooms that include the position of teachers and students.  
156 Student position can be set the same as regular classes, or U-shaped or groups. This setting is adjusted to the  
157 interests of the learning process.

158 Step two: Create good activity in the Internet-based learning Before a tutor writes the design of learning  
159 activities of internet-based English learning, he/she must specify learning objectives beforehand. Guidelines are  
160 a reference in determining the learning objectives of English with the internet-based activities are as follows:  
161 What do you expect to be achieved by students through the activity of internet-based learning English? Why  
162 this activity is determined using the internet other than the media? How long learning activities that can be  
163 completed, part of the study, some learning or throughout the year? With whom the student will communicate,  
164 communicate in one classroom, with another class, with other schools in the city, with other school in different  
165 cities, with other schools in different countries? Are you planning use this activity with more than one class or  
166 one level?

167 One way to start is by studying the structure the task referenced handbook staple in learning. Select learning  
168 activities that will not run smoothly in the classroom, which does not challenge students to get involved or  
169 interested in learning activities, or for any reason that everything is not expected to be effective. Analyze the  
170 activities that will be conducted this study will encourage you to use the internet to carry out the learning  
171 activities that are expected to be ineffective in doing the activity using the other media.

172 After determining the specific application that will be used in the learning activity, the next step is to determine  
173 the place used, compile mailing lists or websites. To decide the place use certain criteria to evaluate and determine  
174 the place. The actual determination of the place depends on the condition of the school and the application that  
175 will be used. After determining the place, then perform design activities in accordance with the purpose and  
176 place specified. In addition, forms of communication to be performed must be determined in order to support the  
177 achievement of objectives. Internet-based communication with communication asynchronous communication can  
178 be done by e-mail between individuals, in a mailing list, using a public space such as conferences, newsgroups,  
179 bulletin board. ??Weller, 2002: 83). Asynchronous communication is communication model most widely applied  
180 in learning using internet technology media or often known as online courses.

181 IV.

## 182 11 Discussion Forum

183 Discussion forum in an online learning is a learning application that can be used to communicate in asynchronous  
184 way by posting ideas/opinions/ comments / questions online. Raleigh (2000) says: "... online discussions are  
185 the asynchronous posting of electronic messages by members of a class in a continued conversation on topics  
186 designated by the instructor.

187 Online discussion is very useful to facilitate online learning". Actual application of online discussion can be  
188 divided into two. The first details the conceptual basis for the online discussion, and both the practical application  
189 of the online discussions that lead to conceptual learning. Raleigh (2000). Loncke. F.T; Dudding. C. C; Kim.  
190 J (2009) online discussion is a discussion forum for learning through online communication where tutors and  
191 students can conduct a discussion about the subject matter.

192 Discussion forums can be performed asynchronously, which means that each participant can post the material  
193 in different form. Discussion forums actually the same as face-to-face group discussions, only in online discussion  
194 forums are nonverbal and visual exist between participants. Online class discussions give the instructor the  
195 opportunity to 'see' what learners are thinking and to 'see' which learning materials are considered difficult by  
196 the students. With that information, the instructor can offer help, and building remediation. ??Gunawardena  
197 and LaPointe. 2003: 185). Scenario discussion group by dividing the students into small groups to respond to  
198 cases that help them to apply theories and concepts presented in class or in reading text. According to Raleigh  
199 (2000) the group discussions can be applied in the learning activities such as brainstorming activity. This activity  
200 is an activity before starting discussions, here students can use online discussion format to brainstorm ideas about  
201 a topic.

202 V.

## 203 12 Findings and Discussion

### 204 13 a) Research Question 1. How to design the online IGDF 205 model? i. Developing online IGDF

206 The online IGDF was developed to provide online discussion forums between the groups so that the students  
207 have more than one role. Not only do they post the response from the teacher but they can post presentation  
208 and question either. IGDF application was designed to facilitate the discussion group participation like in the  
209 face to face discussion. As it was noted by ??ender (2003: 120) that it might be helpful to divide the class  
210 into groups, and they have a discussion group leader. Effective teaching in higher education requires students to  
211 spend a lot of time to learn through active involvement as group discussions with their peers. (Weimer, 2002) in  
212 (Peretz) 2014). Although learning the initiation, module, and answering the assignments, and quiz are a typical  
213 component of online learning, creating more interactive learning can occur in a discussion forum.

214 The discussion board provides facilities for a diverse range of uses in online classroom situations. By applying  
215 online IGDF there will be various communications between the students. It provides the interaction between  
216 students in their own group, between students with other members of other group, and between students and  
217 tutor, and students with the discussion initiation or dialogue on a topic / subject matter being considered. Such  
218 discussion can be asynchronous or synchronous; a forum for interaction and networking among learners/users; a  
219 repository of learning materials and artifacts; serve as learning histories to which the learners can refer in the  
220 future because of the permanent nature of the record of contributions. ??Mishra & Juwah, 2006: 162). The  
221 discussion forum is able to provide board for students and tutors to express questions, opinions, suggestions,  
222 objections and other comments related to learning materials in online learning. Based on the above concept of  
223 online forum discussion, the development of inter-group discussion refers to the function and role of students as  
224 in the face to face inter-group discussions. IGDF was named "Diskusi Kelompok Mata Kuliah Research in ELT"  
225 (Discussion group of Research in ELT Course) as seen in figure 1. The board of online IGDF application was  
226 developed the same application with the online learning courses. However, the application of online IGDF only  
227 has one menu that is a forum for group discussion. Fill menus in the group discussion were menu groups called  
228 group 1, group 2, group 3, group 4 and group 5 in n each group.

## 229 14 ii. Try Out IGDF Application

230 To know whether the IGDF application was running well and applicable or not, it needed to be applied before it  
231 was used. The students who enrolled the online learning of Research in ELT course during the 2014.1 learning  
232 period were grouped into 5 groups, and then named group 1 -group 5. The trial of the IGDF application for  
233 the discussion in the group and between groups was made during the learning on March 10 at the learning week  
234 2. The trial focused on the utilization of Menu: Online IGDF group discussion system. It was done by asking  
235 the students of online learning on the Research in ELT course to access the IGDF and then they accessed their  
236 own group. The students are allowed to practice accessing the group discussion application by accessing other  
237 groups. The data access discussions linear models that exist in the learning pages of research in ELT courses  
238 are as follows: Each group was given task to discuss in the group and then displays the group's work as their  
239 presentation and the uploaded it in their own group. The presentation of each group will be read by other  
240 members of the other group. Trial process of intergroup discussions in the IGDF proved that the students were  
241 more active because they had to present their material in their group, and they also accessed other group to  
242 read other group's material. After they read they were asked to give comment or asked questions. The learning  
243 materials discussed in the inter-group discussion using IGDF application was much broader in scope, because  
244 each group should present the results of the group discussions within their tasks assigned by tutor. It covered  
245 wider learning material to discuss because each group had to present different materials with other groups. The  
246 result of the trial of IGDF during the online learning period 2014.1 prove that the application was running well  
247 and the students who enrolled the FGDF were able to post the material and also asked questions. Therefore the  
248 IGDF was ready to be applied.

249 To examine the increase students' participation and the quality of interaction in the inter-group discussions  
250 forum through IGDF was done by implementing IGDF the online learning of Research in ELT course during the  
251 learning period 2014.2. The IGDF implementation is done in 5 weeks.

252 The implementation of online IGDF was carried out during the online learning of Research in ELT course in  
253 the period of 2014.2. To prepare the activities the class divides the students who enrolled the online learning of  
254 Research in ELT course into 5 groups and then have discussion leaders through the semesters so everyone has a  
255 turn. Group formation procedure was done by choosing the students randomly from a number of students who  
256 have been enrolled the online learning of Research in ELT course. The formation of this group was done in the  
257 learning week 2. The results of the division of the group were announced on the online learning board of Research  
258 in ELT course on the 1st to 7 th of September. In the learning on the forum page news displayed the names of  
259 students in each group and the students were asked to try to access the IGDF online applications. Then ask each  
260 group to try the application of discussion between groups.

261 To initiate discussion among the group, tutor invited students to begin accessing the "Discussion Group  
262 Research in ELT course" Student were asked to response the implementation of this group discussions, and the  
263 result of the implementation as seen Table 3. In the first week shows that the students had already known  
264 which group she/he belongs to. Each group had a discussion activity as it was seen from the posting content.  
265 Commands to the posting of presentations have been initiated by group 2, 3, 4, and 5. The students from these  
266 groups had tried to respond to the presentation of other groups. For example, the presentation of the group  
267 2 which contains the questionnaire has been addressed by two students from other groups. If seen from the  
268 number of members it was still very limited access. This proves that the IGDF online application system has  
269 been functioning well. It has been able to provide the students to study group and study between groups. There  
270 were 12 students who had accessed the group, and each group had its member.

271 To start the implementation for the second week, tutor first wrote the announcement tell the students that  
272 they had to access the IGDF. Tutor wrote: "Another way to join a discussion group, please click" Discussion  
273 Subjects Research in ELT "under the words' Class courses I follow". The position is on the left side column.  
274 Please try and do the task." Students asked to access to read the announcement on the learning Research in ELT  
275 and then conduct discussions between groups. An increasing number of students in the implementation of this

## 14 II. TRY OUT IGDF APPLICATION

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276 second access declined both from the number of students as well as of the number of the access group. Group  
277 4 were empty participants of the students, in the first stage there were 12 people, in this second meeting there  
278 were only 6 people. Posts that there is a post presentation only, no other groups respond.

279 Under the conditions of the implementation of phase II on September 8 to September 15, the actions taken  
280 are as follows:

281 ? Improve the action in the implantation in the first week, students who did not understand the implementation  
282 of group discussion was asked to read the announcement on the online learning of Research in ELT course.

283 ? The command is given: "Please click on the" Focus Group Research in ELT Course "in the left column.  
284 Then click within their respective group. If you want to ask a question on another group please click the group  
285 and gave questions or comments to the group presentation. The task of discussion between groups at week 3 is  
286 as follows.

287 In the group discussions during the first week did not work as expected. Not all groups show their presentation.  
288 Therefore, in the third week application of IGDF each group was expected to upload the presentations within  
289 their group assignment. The students were asked to upload the presentation by clicking on the box containing  
290 the words "Add a new discussion topic". At the bottom of the column intended for other groups to ask questions,  
291 comments or clarifications on group presentations. For those who had not joined to the group was asked to choose  
292 their own group in the group they like. The result is the number of students who access there are 7 people, while  
293 the group who do not access still remains one that is group 4. The activities are posting answers to questions  
294 given to each group.

295 The discussion between groups still did not run well. Tutor again asked each member of the group to click  
296 the "Discussion Subjects Research in ELT" under menu of "The Online learning that I take" in the left column.  
297 As the previous discussion, each group required to upload exposure duties. Another group responded or gave  
298 comment, and ask questions. The number of students began to decline access to 4 people.

299 In the implementation of inter-group discussion at this stage V online learning tutor gives a task that must  
300 be answered by each member in the group. Each group was also required to comment on the answers of other  
301 groups. The number of students who access even stayed 3 people and only two groups that appear. One of  
302 the students revealed: "But I still have trouble to go in members of the group, and sometimes as many tasks,  
303 I love confused share time with their daily work tasks, not to mention the need to study carefully the contents  
304 of the module." Once a student is involved in the implementation of discussion forums between student groups  
305 certainly have the impression to IGDF associated with -aspects include: a) students to IGDF, b) activity in  
306 IGDF, c) interaction in IGDF, d) participation in the group:, e) communication in IGDF, f) IGDF material, g)  
307 presentation in IGDF, h) increased participation in IGDF, and i) the quality of interaction in IGDF.

308 The results of student responses to the application in the learning IGDF Research in ELT subjects showed  
309 a significant response to the presence of IGDF applications. From the aspect of improving the interaction of  
310 respondents who strongly agree that there are 42.31% and 46.15% agree. But they still think that this application  
311 still need to socialize with good, proven or strongly agree that there are 53.85 and agree there are 42, 31. This  
312 is necessary because in the absence of prior socialization students will get caught up in trouble, especially from  
313 a technical aspect. So this will reduce the quality of the content of the interaction in the discussion groups and  
314 between groups. As been said by one of the respondents "Discussion between groups is a great way to attract the  
315 interest of students in an active role following the discussion or understanding of the material but needed more  
316 socialization of discussion Students who stated that the activity through discussion among these groups was very  
317 nice were 61.54%. This means that the students are keen to play an active role in the discussion.

318 Students' involvement in the inter-group discussion forums indicated that each member had not been actively  
319 involved in discussions between members. There are only 50% said that the presentation was not the result of  
320 the communication among the members of the group. It was only the work of individual and she/he uploaded it  
321 if the group as a result of group work.

322 The involvement of students in participating in the group was still quite low, there were 67.70% students agree  
323 that most students did not do anything in the group. This means that the 67% majority of the discussion  
324 participants had not participated in group discussions. However, when compared with the activity in the  
325 discussion only 38.46% were active. So it can be said that the students were still active. The response of  
326 students who were not actively reflected in the following statement: "To be honest, from the beginning, this  
327 discussion forum confuses me. Therefore, I do not know what I should do, it seems that the way of online  
328 learning of this course different with other courses".

329 Based on this answer most of the students do not understand how to do discussion between groups.

330 Developing online communication is very popular both in terms of social networks as well as in the learning  
331 network. One way of online communication is done through the blackboard. At the forum discussion among  
332 these groups turns out 61.53% of students do not feel the ease in communicating or interacting with members  
333 or with other groups. There were 57,69% students said that the learning material in the discussion forum was  
334 easy. But there was only 57.7% students agreed that they were easy to response the discussion material. Thus  
335 it could be said that the discussion of learning material was easy to understand but it was difficult to answer.

336 Cooperation among the member of each group or the inner group discussion had not run well. Students who  
337 responded that the group uploaded presentations based on the discussion group only 26.92%. While 65.38%

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338 students said that the presentation of the group uploaded in the IGDF did not come from the discussion group.  
339 This means that the process of group discussion was not running well.

340 The increase of students who participated in the IGDF did not show a positive response, there was 69.23%  
341 students strongly agreed that the IGDF can increase the number of the students.

342 There are 76.93% of the students who expressed strongly agree and agree that the quality of interaction in  
343 discussion forums between groups were able to increase the understanding of the learning material. It means  
344 that basically the student has judged that the interaction in group discussions can improve the understanding of  
345 the material module.

## 346 **15 VI.**

## 347 **16 Conclusion**

348 Development of Inter-Group Discussion Forum (IGDF) was designed based on the computer network to make  
349 it reflective, asynchronous, structured and multidirections. To develop a prototype model of IGDF application  
350 consists of the steps: study scenario existing discussion forums, create scenarios IGDF which is intended to be  
351 used for a class of groups 1, making the same scenario for groups of 2, 3, 4, and 5. Then, creat a class member  
352 and subsequently announced the division of the group, at the time it was registered as a learning students there  
353 were 38 students, so the tutor made 5 groups each consisting of between 6-7 students. In an effort to avoid  
354 buildup in one group then announced to the student tutors that each joined the group to tell the tutor.

355 The amount of participation from the IGDF do not show a significant improvement, as evidenced in the first  
356 week there were 12 students, week 2 there were 6 students, there were 7 students in week 3, week 4 there were  
357 4 students, there are 4 to 5 students, and since week 6 there were only 3 students. This was caused by several  
358 aspects include: They were unable to access, still confused, and the cooperation had not occurred in each group,  
359 the group discussed the mechanism is unclear. On the other hand students who are able to access a positive  
360 comment to IGDF nice expressed by adding inputs including socialization, ease of access, need explanation of  
361 scenario with exercise. Thus the increase in participation has not appeared still needs to be disseminated much  
362 longer because it concerns the system.

363 The quality of interaction in online learning through IGDF does not show significant increase, but from the  
364 aspect of variation experienced types of postings increase. In one pathway discussion forum discussion models  
365 (linear) all students post contains any response. In the post IGDF ranges include presentations, questions and  
366 responses. Students' perceptions of the implementation of the learning IGDF Research in ELT include a) activity  
367 in IGDF 61.54% said good, b) interaction in group proved to be 50% stating that it was not communicated to  
368 the members in the group, c) 61.53 % of students do not feel the ease in communicating f) material yet uploaded  
369 group discussions based on the discussion group are 65.38%. There were 76.93% students stated that IGDF  
370 facilitated them to improve the understanding of the module material. Confidences of students to IGDF not  
371 show a positive response, there is evidence that disagrees 69.23. <sup>1 2</sup>

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<sup>1</sup>Enhancing Learning Interaction through Inter-Forum Group Discussion in Online Learning: A Case Study on Online Teaching of Research in English Language Teaching Course

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Figure 1:



Figure 2: Year 2016 Enhancing



Figure 3: Figure 1 :

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### DISKUSI KELOMPOK MATAKULIAH RESEARCH ELT | BAGAN MINGGUAN



2

Figure 4: Figure 2 :

1

Group 1  
Group 2  
Group 5  
Group 3  
Group 4

2

Discussion week	Amount of access	Posting Content
1	25	Presentations, questions and complaints about not being able to access to discussion group
3	18	Answering questions
6	5	Answering questions

Figure 6: Table 2 :

3

Name of Group	Number accessed	Posting Content of the students
Group 1	5	Asking for help to be a member of the group, demo of the implementation of group discussions
Group 2	3	Asking for help to be a member of the group, demo of the implementation of group discussions
Group 3	1	Presentation and Taken by two students from other groups
Group 4	2	presentation of questionnaires and observation post about presentation
Group 5	1	Presentation of: production task

Figure 7: Table 3 :



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