

THE PERFORMANCE OF SYNCHRONOUS AND ASYNCHRONOUS METHOD IN TEACHING AND LEARNING ENGLISH

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ABSTRACT

This article aims to explain the synchronous and asynchronous methods as distance learning methods, especially in learning English. In the background section, the reasons for the current teaching and learning process problems are explained and why synchronous and asynchronous are good learning methods. Next, the method used in this study is described. Then, explained about synchronous and asynchronous in more detail. Last, conclusion as the closing of the journal.

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1. INTRODUCTION

English is the official language of many Commonwealth countries and is widely understood and used. English is spoken in more countries in the world than any other language (Trudgill & Hannah, 2013). A broad sense, Education is the way purposes and habits of a group of individuals live generation by generation. John Dewey (1859-1952), states that Education is the process of developing fundamental skills related to thought ability or emotional and intellectual power to nature or human beings (Dewey, 1998; Salomon, 2012).

English is one of the foreign languages studied by Indonesian students (Abrar et al., 2018). In learning it at school, teachers use various methods in learning English and to make it easier, the tools used are books, magazines, and other materials. Learning methods have a very important role in teaching and learning foreign languages. The use of appropriate English teaching methods can help students achieve the best performance. Likewise, on the other hand, students can feel bored learning English if the methods used are less effective. However, the current method of learning in schools has changed since the pandemic. All schools have implemented online learning so that students remain educated (Watson, 2018). Although it is still not perfect, online learning is still the most effective way of learning today.

So, what are the methods for learning English during the COVID-19 pandemic? In order to achieve better learning, the right method in learning English is synchronous and asynchronous online systems. In this learning model, the teacher can apply the Google meet application, Google classroom, WhatsApp or video tutorial on Youtube. Through these various facilities, students can feel the atmosphere learning together because they can communicate directly either asking questions or express opinions.

The current Covid-19 pandemic period does not seem to have ended, in some areas the learning process in the world of education is still carried out according to regional governments, namely in the form of courageous learning (on the network). Brave learning is a learning system that is felt right during this pandemic, because during a pandemic like this, learning activities cannot be carried out directly in class or face to face. A bold learning system requires educators and students to master skills in the field of communication technology through the internet.

In the online learning system, there are two types of implementation, namely the synchronous online type and the asynchronous online type. Synchronous online is a type of learning that is carried out by teachers and students directly (face to face) through the internet network using platforms such as Zoom or Google Classroom (Google Meet), while online asynchronous learning activities are not carried out directly between teachers and students, for example in the form of the provision of material by the teacher using the application then students read the material and understand the material independently (Johnson, 2006).

Online learning should combine synchronous and asynchronous (Giesbers et al., 2014). If online learning is carried out only in one type, there must be some things that cannot be done optimally. Synchronous online can be done, for example, when the teacher will provide new basic competencies, implementation techniques, several things to be learned and related to learning task that students must do, conclude learning outcomes and so on, so that students better understand what to do in activities (Johnson, 2006). Learning and better understand the related material. Asynchronous online can be applied to the activities of students reading and understanding the material independently or doing the assigned tasks.

Online learning activities by combining the two types are also a substitute for conventional or face-to-face learning. With synchronous and asynchronous processes, students feel that the learning carried out is almost similar to face-to-face learning activities but is carried out online, so that students still feel guided and monitored by the teacher.

Online education is increasingly important for a number of reasons. The internet is getting better and faster, new technologies are popping up like mushrooms, and more online content is available for free. Online education is a trend that will definitely continue to grow in the years to come (Allen & Seaman, 2007). The way you teach and learn via the web can be divided into two groups: synchronous and asynchronous. We will explain the differences and give some advantages and disadvantages.

Synchronous Learning

Synchronous learning happens instantly, in real time. Your classmates, your teacher, and you can talk to each other through online media (Finkelstein, 2006). This cannot happen anywhere and at any given time because you all have to be present at the time of the interaction. This method is closest to the traditional classroom experience. There are several methods that allow synchronous learning, such as video conferencing, live chat, or live streaming. An example of a tool you can use is Zoom (Fitch et al., 2016). You can all watch via the link, see each other via webcam and share or take over the screen.

Asynchronous Learning

This method does not occur directly and is not interactive. It can happen whenever you want, wherever you want. Your school can provide content online, and you can access it whenever you want. Just log in and start learning. There are many ways to provide asynchronous learning. Examples include online videos, self-study modules, and posted articles or papers (Libasin et al., 2021).

The main difference between synchronous and asynchronous learning is that the former is direct and interactive whereas the latter is not. Both methods are valuable when it comes to online education and we firmly believe that using a combination of the two is the best way to do it. Both are distance learning methods. The difference is, in Synchronous Learning (synchronous) the time is already scheduled (Negash & Wilcox, 2008). Meanwhile, in Asynchronous Learning the time is not specified. So, students can determine their own study time.

Depending on the learning objectives, the learner may benefit from both synchronous and asynchronous learning. When it comes to knowing the difference between synchronous and asynchronous learning, both have advantages and disadvantages that what is interesting to one learner may not appeal to another.

Some students like synchronous online learning environments because they require face-to-face instruction, while other students like asynchronous online learning environments because they provide more time to consider all sides of a problem before offering self-educated input. Synchronous and asynchronous e-learning are online learning environments in which students actively participate in their own learning and where learning activities and expectations are similar to those found in traditional classrooms (Liaw & Huang, 2013).

The synchronous e-learning system allows students to ask questions directly to their teachers or fellow students via instant messages (Monahan et al., 2008). Also, it involves online studies conducted with the help of chat rooms. This kind of learning can only happen online. While asynchronous e-learning systems can be done online and offline, it also involves courses delivered by the web, email, and message boards posted on online forums.

However, asynchronous and synchronous e-learning complement each other. The combination of these two types of e-learning supports multiple ways for students and teachers to exchange information, collaborate on work, and get to know each other. In other words, they are when you can use Synchronous and asynchronous e-learning, just like synchronous e-learning is when you discuss less complex issues, Get acquainted, and when planning assignments.

2. METHOD

On this occasion the method that the researcher uses is the literature study method, where the existing explanations are obtained from various sources that are certain from theories in books and according to experts. Literature study is research method by extracting information from the source of the book that has to do with the problem that is object of research and studying it and understanding it.

Based on M. Nazir's book entitled 'Research Methods' he stated that Library studies are data collection techniques by conducting review studies of books, literatures, notes, and reports that have to do with solved problem (Nazir, 1988).

3. DISCUSSION

3.1. Synchronous Learning

A synchronous learning environment is an environment where teachers and students meet online on a specific online platform to teach and communicate about a lesson. Synchronous system happens at the same time for all students but in different places and here is the need for internet assistance.

As Shahabadi & Uplane (2015) state: Synchronous training is a real-time method of e-Learning with live interaction between the instructors and the students. It is called such because students have to log in at a specified time and the classes will be held for a specified period of time. Lessons can take the form of single sessions to several sessions over a few years. Synchronous training is the e-Learning method that is nearest to classroom-style learning as students can raise their electronic hands, view a common blackboard and interact with each other. Synchronized training sessions are usually held in AV conferencing media, websites or internet telephony media.

Synchronous language learning is more of a communicative way of teaching and learning language with whiteboards, video chats or voice chats that provide immediate feedback to help students improve language skills. Thus, it can duplicate the face-to-face real time classroom (Keegan, 2013). Getting immediate feedback from teachers and fellow students so creating content quickly in the classroom is a synchronous language learning environment. Simultaneously teachers and students get immediate feedback to analyze their mistakes. Synchronous net-based discourses can improve understanding of complex subject matters (Pfister, 2005; Pfister & Oehl, 2009) and as a result, students can better master the language face-to-face. However, it can be a problem for students due to problems with timing and availability of technology at the scheduled time.

3.2. About Synchronous Learning

Synchronous tools involve media relative to concurrent meetings via text and voice, for example, text-based chat, including telephone, audio and video conferencing, web conferencing, virtual worlds, whiteboards, and real-time document sharing (e.g., Google Docs). As we know synchronous classroom, means first starting a video conference with a camera or by using other synchronous tools so that the teacher and the students are all gathered. It should be a student-centered classroom, where the teacher gives instructions at the beginning and after that the students have all the attention. By having a synchronous class, it should grow into a student-centered environment and students give their answers, depending on the activity. The use of these synchronous tools can help avoid miscommunication and to resolve problems when miscommunication occurs. As stated by Mick & Middlebrook (2015) "Synchronous media's primary advantage is typically identified as interpersonal rather than cognitive, ostensibly owing to participants' feelings of intimacy and real-time engagement, which tend to be associated with student satisfaction, student learning, and lower rates of attrition".

Moser & Smith (2015) provide some best practice ways to implement Synchronous Online Courses: Provide a welcome message that is displayed approximately 15 minutes before class.

1. Notify Class of your presence and encourage equipment checks.
2. Provide easily accessed methods to connect/enter the virtual classroom
3. Record class meetings.

4. Discourage unnecessary use of video sharing.
5. Maintain virtual office hours.
6. Pre-load software that will be used during class presentation.
7. If possible have more than one monitor/display
8. Equip your teaching/production facility with various video options.
9. Use electronic Textbooks and other reference materials.
10. Encourage (require?) students to participate in virtual study sessions/group meetings.
11. Integrate additional software systems to augment the virtual classroom experience.

Those are the steps that must be done from the beginning to the end of the class. It is very important for teachers to have guidelines and curriculum for the classroom, and also integrate software to include all skills, so that students can have a better learning experience.

3.3. Advantages and Disadvantages of Synchronous Learning

Synchronous learning can have its advantages and disadvantages. As Skylar (2009) states: "Advantages of using a synchronous learning environment include real time sharing of knowledge and learning and immediate access to the instructor to ask questions and receive answers. However, this type of environment requires a set date and time for meeting and this contradicts the promise of "anytime, anywhere" learning that online courses have traditionally promoted".

Furthermore, Tabatabaei and Sharifi (2011) stated that "...discussion forums, online chat rooms have a greater potential of enhancing language teaching and learning because they provide synchronous, real-time interaction among participants. Participants have to process what they read on the screen quickly and give their response instantaneously." Nevertheless Mick & Middlebrook (2015) also stated that "...synchronous media can create significant scheduling challenges particularly if the teacher wants to speak with the entire class, but even for one to-one interactions."

Another disadvantage as stated by Chen et al. (2007):

"...if one learner's listening skills are not as advanced as his/her classmates, instructor may feel the need to speak more slowly during the video conferencing session. But then the more advanced classmates may not be amenable to such accommodations. Thus, the lower level learner may require some additional assistance outside the classroom if the learners cannot be stratified in a more refined sense".

So it can be concluded that the advantages of synchronous learning are:

1. Students can ask questions and can be answered directly by tutor, or facilitators so that students are more satisfied
2. Activities in learning will look like in a face-to-face room.
3. In smart classrooms, students and tutors can communicate better, and student awkwardness in regular classes will be less noticeable.

The disadvantages of synchronous learning are:

1. Must use a very high access speed.
2. It is real-time so that the audience cannot access it at a later time, unless it is scheduled
3. Not giving the audience enough time to think further.

3.4. Definition Asynchronous Learning

Asynchronous training combines the two types of e-Learning (database e-learning and online support). In asynchronous training, students study using network-based, internet-based or storage disk-based modules. Students can also use e-mail, bulletin boards, and online discussion groups to communicate with other students and professors.

According to Hrastinki (2008), asynchronous learning/ teaching has been the most popular kind of online teaching so far because of its versatility. Students in asynchronous environments have access to information such as articles, handouts, power point presentations, and audio/video lecturers. Because learners are not timed and can react at their leisure, asynchronous e-learning is the most widely used method for online education (Ishtaiwa & Abulibdeh, 2012). They can employ their higher order learning skills since they can think about an issue for a prolonged amount of time and develop divergent thinking when they have the option of delayed response.

Learning that occurs outside of time and place is referred to as asynchronous learning. Learners have the freedom to interact with course materials and each other whenever they want. Asynchronous learning is exemplified by a conversation thread. One learner can share a notion, and another learner can reply on it hours (or days) later. E-attractiveness learning's is mostly due to asynchronous learning. Students used to have to be physically present in order to participate in group learning. Learners can now interact with one another whenever it is most convenient, and knowledge trail of dialogues is left behind.

3.5. About Asynchronous Learning

Asynchronous training can take the form of computer-based training with CD-ROMs or, more commonly, web-based training, in which a trainee enters a user name and password into an online training system to begin an interactive course. The course is simple to update, accessible from any location, and compatible with a variety of computer platforms. Structured information-questions with correct and incorrect responses-is best for this type of training. The material varies minimally depending on the situation. A list of procedures to follow while preparing a document in a certain computer application is one example of structured content.

Asynchronous e-learning can be implemented using any L2 teaching approach that allows for delayed feedback and response, such as discussion boards and e-mails. Learners may find that asynchronous language learning encourages them to ask questions that require lengthy responses (AbuSeileek & Qatawneh, 2013). The nature of written communication allows for deeper reflection and expression of ideas than face-to-face speech conversation. Learners get plenty of time to reflect on other student's linguistic expressions and construct their own with attention and clarity. Students who do not actively participate in writing conversations and are merely passive readers may benefit from a written exchange of communication. Due to the anonymity of identity, forum conversations can be beneficial in the development of discourse for shy students (MacIntyre et al., 1988). Asynchronous mode, on the other hand, has the disadvantage of diminishing direct input and immediate involvement.

The spontaneity of speaking is replaced by a prepared response. As a result, asynchronous learning encourages self-paced, student-centered, and self-directed learning (Murphy et al., 2011). As a result, asynchronous e-learning can introduce new concepts while building on students' past knowledge (Lin et al., 2012; Hong et al., 2012).

Less reliance on memory and notes, as well as greater opportunities for peer group conversations, aid critical thinking and deep learning (Perveen, 2016). Shyness is reduced as a result of the distance mode, which lessened the teacher's nervousness. Because there is

less pressure than in a live interaction, the affective filter remains low, allowing learners to respond more imaginatively and innovatively. Because there is adequate time to attempt e-activities, the possibilities of becoming frustrated by technological issues such as low speed and non-connectivity are minimal.

Asynchronous e-learning can be difficult to keep students engaged and interested in since only a well devised set of tactics can support motivation, confidence, involvement, problem solving, analytical, and higher order thinking skills in this type of learning environment (Hadullo et al., 2018). Furthermore, it is a self-paced system in which students must be self-disciplined in order to stay engaged and interactive in order to maintain track of e-activities. While discussions on forums and blogs might keep children busy, deviating from the topic can also cause them to become distracted. Another aggravating issue is delayed feedback. Furthermore, there are insufficient possibilities for socializing, so students must be find ways to network on their own.

Asynchronous e-language learning enables students from a variety of backgrounds and with varying degrees of L2 skills to write and rewrite syntactically and semantically accurate phrases for use in emails or discussion comments. This gives them the chance to double-check their sentences for accuracy. The peer pressure of having their questions/ comments publically available for their fellow students and teachers to see motivates them to improve their statement phrasing. The answers aid in the development of conceptual knowledge (Lee & McLoughlin, 2010). Furthermore, they have plenty of time to complete Elltivities, modify their texts, and even seek advice on their compositions before they publish them.

3.6. Asynchronous Format (Spiceland & Hawkins, 2002)

- a. Web pages and documents
- b. WBT (Web-Based Training)
- c. CBT (Computer-Based Training)
- d. Assessment, examinations, and surveys
- e. Live events that have been recorded.

3.7. The Tools that Support Asynchronous Learning

In the manner the learner interacts with the content, asynchronous learning programs differ from typical instructor-led training programs and other synchronized learning programs (Chou, 2002). In the absence of a facilitator, the student uses technology to interact directly with the content in Asynchronous learning. If you have made the wise decision to integrate asynchronous learning in your online training program, now is the time to learn about the technologies that can help you make it work.

1. Discussion Board

Learners can interact with one other and with the teacher using the Discussion Board tool in the Learning Management System (LMS). In most cases, the instructor publishes a topic, to which the students respond, culminating in a discussion. Learners have plenty of time to conduct research and respond. This tool encourages students to participate in a productive dialogue.

2. E-mail List

In asynchronous online training, email is one of the most prevalent forms of communication. Because asynchronous learning does not allow for quick responses to questions, instructors and students can communicative via email. Outside of the limitations

of an LMS, email lists can be utilized to have a conversation. Using email needs very little technological knowledge and helps the instructor appear more approachable. It can be used to send and receive assignments from the instructor.

3. Blogs

A blog is an asynchronous learning tool that aids learners by delivering up-to-date information on a particular subject. The length of a blog entry is greater than that of a discussion board message. Blogs encourage learning and information exchange because: blogs are written from a personal perspective and feature connections to related websites and blogs, a blog can be used by instructors to provide additional information on a specific topic. Blogs allow students to express themselves creatively.

4. Video

A powerful asynchronous learning tool that appeals to both aural and visual learners, videos are a great asynchronous learning tool. Videos can help students develop higher-order thinking skills when they are skillfully integrated into an e-learning course. Audio and video information can be used to describe a training program's topic. "Youtube" is a great example of a platform that employs videos as an asynchronous learning tool.

5. Digital Library

A digital library is an organized collection of resources that aid learning and teaching in an asynchronous environment, such as audio, video, e-learning courses, micro-learning nuggets, and eBooks. It encourages learner-centered training and serves as a knowledge repository.

3.8. Advantages and Disadvantages of Using Asynchronous Training

a. Advantages (Dung, 2020)

- 1.) Learners can work through the material on their own timetable.
- 2.) The order in which content is addressed is determined by the learners.
- 3.) It allows students to be more flexible.

Allowing your students to study at their own pace makes it easier to deal with hectic schedules. Some people are early risers, while others can only study late at night after all of their responsibilities have been completed and their children have gone to bed. It's all covered by asynchronous learning. It also accommodates a variety of learning styles, allowing you to create a unique learning experience for each student. The same may be said for training disabled persons. You can not only accommodate whether the learners are visual or auditory, but you can also create accessible learning from the start.

4.) It's simple to scale.

You can reuse your asynchronous training content as many times as you need without doing any additional effort once you've generated it. Or at the very least, you can concentrate on receiving and improving comments.

5.) It is frequently less expensive than classroom training.

Physical meetings are costly, especially if your team is large. It becomes even more costly if the team is also distributed.

b. Disadvantages (Dung, 2020)

- 1.) There was no direct opportunity to ask questions.
- 2.) The content is quite stagnant (because it takes time to produce).
- 3.) It's possible that not all learning styles will be accommodated.
- 4.) There was no quick response

- 5.) Due to a delay in responding to forum posts or inquiries, the learner may feel disengaged.
- 6.) Individual contributions that are irregular or inconsistent might have an impact on the depth of discussion and learning.

3.9. Implementation in the Classroom

The use of asynchronous and synchronous classes in today's class is very easy to find (Serdyukov, 2020). Learning methods that are flexible and can be applied easily are in great demand as well as a way out of the Covid-19 situation or distance learning. Synchronous which is learning that is done face to face even though the distance is far by using various applications is enough to be a solution for students and teachers in learning. Various applications can be used such as Zoom and Google meet. While asynchronous is a very flexible learning method and much loved especially young people in learning something that really interest them. By using applications such as Youtube they can learn anywhere and anytime through exiting videos.

For Synchronous learning, activities such as explaining material, giving assignments, assessing students' abilities can be done using Zoom and Google meet (Simamora, 2020). It will be easier to explain activities with Zoom or Google Meet, students can hear the explanations and see the teacher or lecturers directly face to face even at a long distance. The teacher can also give assignments and immediately assess them. For example in learning speaking, the teacher can directly ask students to speak spontaneously and automatically it can be directly assessed by the teacher's ability. The teacher can also provide written material via a share screen so that students can see the material being discussed at that time.

For asynchronous learning, the teacher can make a video containing an explanation of the material and then students can access the video at any time and can watch it over and over again (Schoenfeld-Tacher & Dorman, 2021). This allows students to understand the material given better, and vice versa. The teacher can ask students to make a video containing an explanation of understanding of a material, then upload it on Youtube. Then the teacher can judge it by watching the video on Youtube. Students can also re-watch the videos they made or those made by their friends to increase their understanding.

4. CONCLUSION

Asynchronous learning is learning that is done online or not face-to-face between teachers and students. While Synchronous learning is learning that is done by communicating in real or face-to-face. The tools that support Asynchronous learning are: Discussion Board, Email List, and blogs. The tools that support Synchronous learning are Zoom, Google meet, etc.

In this covid 19 pandemic situation, we are required to study online. but not only social distance but also distance learning required. Distance learning which is known as Pjj is a model of learning solutions for teaching and learning activities that are constrained by time, place, and human resources. Researcher states that this method is very suitable for use in situations like this.

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