LECTURER AND STUDENTS' PERCEPTIONS TOWARD SYNCHRONOUS AND ASYNCHRONOUS IN SPEAKING LEARNING IN FIFTH SEMESTER DURING COVID-19 PANDEMIC AT IAIN PALANGKA RAYA

BY
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STATE ISLAMIC INSTITUTE OF PALANGKARAYA
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LECTURER AND STUDENTS' PERCEPTIONS TOWARD SYNCHRONOUS AND ASYNCHRONOUS IN SPEAKING LEARNING IN FIFTH SEMESTER DURING COVID-19 PANDEMIC AT IAIN PALANGKA RAYA

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

BY
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DEPARTMENT OF LANGUAGE EDUCATION
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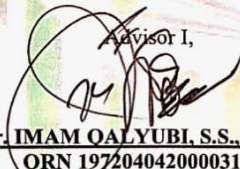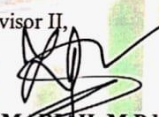|		
Thesis Title	:	**The Lecturer and Students' Perceptions Toward Synchronous and Asynchronous in Speaking Learning in Fifth Semester During COVID-19 Pandemic at IAIN Palangka Raya**
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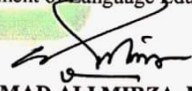**Dr. IMAM QALYUBI, S.S., M.Hum**
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ii

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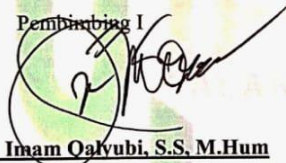|	
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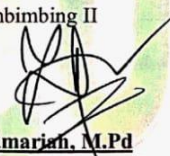
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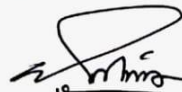
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iii

iii

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Name   : Anggun Rizky Amelia
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                  COVID-19 Pandemic at IAIN Palangka Raya

can be examined in partial fulfillment of the requirements of the Degree of Sarjana
Pendidikan in the study program of English Education of the Language Education
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Thank you for the attention.
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iv

iv

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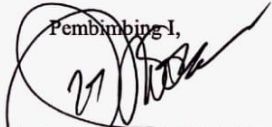
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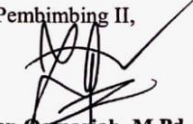   Palangka Raya

Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya Demikian atas perhatiannya di ucapkan terima kasih.

Wassalammu'alaikum Wr. Wb

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v

v

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Name   : Anggun Rizky Amelia
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Study Program   : English Education

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vi

MOTTO AND DEDICATION

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا ٱكْتَسَبَتْ

"Allah does not impose upon any soul a duty but to the extent of its ability; for it is (the benefit of) what it has earned and upon it (the evil of) what it has wrought."

(*Q.S. Al-Baqarah: 286*)

" Life does not wait for you. Go and make it happen"

This thesis is dedicated to :

My beloved Father (Alm) Ahmad Mujahid and Mother Evi Wahyuni for their valuable endless prayer, sacrifice and support. My beloved brothers Sayyid Alwi Mujwah and Ridho Wahyudi.

DECLARATION OF AUTHORSHIP

الرَّحِيْم الرَّحْمَنِ اللَّهِ بِسْمِ

In the name of Allah

Herewith, I:

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Faculty   :   Faculty of Education and Teacher Training

Department   :   Language Education

Study Program :   English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If at later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, September 14th 2021

Youth Faithfully

ANGGUN RIZKY AMELIA
SRN 1701121177

ABSTRACT

COVID-19 is currently happening in Indonesia. Synchronous and asynchronous methods are an option for teachers / lecturers to do online learning. Then, teaching English requires ability materials such as speaking, listening, writing and reading. There will be a bit of a challenge for teachers / lecturers who teach English courses, teaching languages is a little different from teaching other subjects. The researcher wants to know about the lecturer and students' perceptions toward synchronous and asynchronous in speaking learning process during COVID-19 pandemic.

The research focus on finding the lecturer and students' perceptions toward synchronous and asynchronous methods in speaking learning process during COVID-19 pandemic. Looking for the data and concluding the results of the data obtained relating to the perception of lecturers and students on the synchronous and asynchronous methods in speaking learning.

This study used descriptive qualitative method. The data were collected through instruments such as observation, interview and documentation. The subject of the study were the lecturer who taught speaking course in fifth semester and students in fifth semester of English Education at IAIN Palangka Raya. The data were analyzed using descriptive method. The technique of data analysis involved collecting the data, analyze the data, and interpret the data. For the data endorsement, it was used triangulation technique.

The findings showed that: (1) The perceptions of lecturer and students toward synchronous and asynchronous in speaking learning showed that these methods very useful for them in the continuity of learning and teaching online activities, especially in speaking. (2) The applications used in synchronous method such as Zoom, Google Classroom, and Jitsi Meet. In asynchronous method used WhatsApp and E-mail. (3) The best method to be practiced in speaking learning based on the research findings is synchronous method.

ABSTRAK

Amelia, R.A. 2021. *Persepsi Dosen dan Mahasiswa Terhadap Sinkronus dan Asinkronus dalam Pembelajaran Speaking di Semester 5 Selama Pandemi COVID-19 di IAIN Palangka Raya.* Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, M.Hum., (II) Zaitun Qamariah, M.Pd.

Kata Kunci : persepsi, sinkronus, asinkronus, pembelajaran speaking.

COVID-19 saat ini sedang terjadi di Indonesia. Metode sinkron dan asinkron menjadi pilihan bagi guru/dosen untuk melakukan pembelajaran online. Kemudian, pengajaran bahasa Inggris membutuhkan materi kemampuan seperti berbicara, mendengarkan, menulis dan membaca. Akan ada sedikit tantangan bagi guru/dosen yang mengajar kursus bahasa Inggris, mengajar bahasa sedikit berbeda dengan mengajar mata pelajaran lain. Peneliti ingin mengetahui tentang persepsi dosen dan mahasiswa terhadap synchronous dan asynchronous dalam proses pembelajaran speaking selama pandemi COVID-19.

Penelitian difokuskan untuk menemukan persepsi dosen dan mahasiswa terhadap metode synchronous dan asynchronous dalam proses pembelajaran speaking di masa pandemi COVID-19. Mencari data dan menyimpulkan hasil data yang diperoleh berkaitan dengan persepsi dosen dan mahasiswa terhadap metode synchronous dan asynchronous dalam pembelajaran speaking.

Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui instrumen seperti observasi, wawancara dan dokumentasi. Subyek penelitian ini adalah dosen yang mengajar mata kuliah speaking di semester lima dan mahasiswa semester lima dari Jurusan Bahasa Inggris di IAIN Palangka Raya. Data di analisis menggunakan metode deskriptif. Teknik analisis data meliputi pengumpulan data, analisis data, dan interpretasi data. Untuk pengesahan data digunakan teknik triangulasi.

Hasil temuan menunjukkan : (1) Persepsi dosen dan mahasiswa terhadap synchronous dan asynchronous dalam pembelajaran speaking menunjukkan bahwa metode-metode tersebut sangat bermanfaat bagi mereka dalam kelangsungan kegiatan belajar mengajar online, terutama dalam speaking. (2) Aplikasi yang digunakan dalam metode synchronous seperti Zoom, Google Classroom, dan Jitsi Meet. Metode asinkron menggunakan WhatsApp dan E-mail. (3) Metode terbaik untuk dipraktikkan dalam pembelajaran berbicara berdasarkan temuan penelitian adalah metode sinkron.

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The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

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2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.

3. Secretary of Department of Language Education, Akhmad Ali Mirza, M. Pd. for his invaluable assistance both in academic and administrative matters,

4. Chair of Study Program of Language Education, Zaitun Qamariah, M.Pd., for her invaluable assistance both in academic and administrative matters,

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Palangka Raya, September 14th 2021
The writer,

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

1. Interview Guideline

2. Transcription of Interview

3. Documentation of Synchronous learning

4. Documentation of Asynchronous learning

5. Documentation of Interview with The Lecturer

6. Documentation of Interview with The Students

7. Surat Persetujuan Proposal Skripsi

8. Surat Penetapan Penguji Judul Skripsi

9. Surat Berita Acara Seleksi Judul Skripsi

10. Surat Penetapan Judul dan Pembimbing

11. Surat Pergantian Pembimbing Skripsi

12. Surat Berita Acara Seminar Proposal Skripsi

13. Surat Keterangan Lulus Seminar

14. Surat Ijin Penelitian

15. Surat Keterangan Selesai Penelitian

16. Surat Keterangan Validator Instumen

17. Curriculum Vitae

LIST OF ABBREVIATIONS

WHO : World Health Organization

IAIN : Institut Agama Islam Negeri

COVID-19 : Coronavirus Disease of 2019

CHAPTER I

INTRODUCTION

In this chapter, the researcher was describe the background of the study, the research problem, the objective of the study, scope and limitation, significance of the study, and definition of the key terms.

A. Background of Study

Corona Virus Disease 2019 (COVID-19) beginning from Hubei Province of the People's Republic of China has gotten a current pandemic over the world.Many countries have been affected by this virus. In late January 2020, a worldwide wellbeing crisis state was declared by the WHO Emergency Committee as COVID-19 affirmed cases have been expanding universally(McAleer, 2020; Velavan & Meyer, 2020). Coronavirus has spread in all landmasses, yet Antarctica starting at 26 February 2020. Most recent news on Covid-19 have over-burden overall broad communications consistently in 2020(McAleer, 2020).

The COVID-19 pandemic in the world is making various attempts were made to stop transmission. COVID-19 forces a variety aspects of life change. Governmentdecide work from home. Learn required online. This case do forprevent widespread transmission due to interactionmassive one. Physical distancing becomes onehope strategy to break the chain of transmissionthis disease. This change forced by COVID-19 so fast. Cause preparations for facing various changes to not maximum. There are many

business world, for example experiencing a decline due to 'being late' adjust oneself.

Language is a communication medium that plays an important part in our lives. Speaking is the skill needed to develop the process of communicative competence, pronunciation, intonation, grammar and vocabulary. Speaking is the most valuable ability because it is one of the abilities to hold conversations with others, to provide suggestions and to alter knowledge with people who are able to understand the world situation.

The COVID-19 pandemic has recently altered not only the social and economic structure, but also the education system in Indonesia. It impacts the practices of teaching and learning. Teachers are expected to use such online teleconference software or social media such as whatsapps, etc. to teach in virtual learning (Nurwahyuni, 2020).

Online learning is a method of education that takes place over the Internet. It is a form of distance learning to provide students, both children and adults, with learning opportunities, to access education from remote locations, or to be unable to attend a school, technical college or university for different reasons. Distance education solves geographical distance concerns, but also for several other factors that hinder classroom attendance in person.

Many new concerns that educators pose during online distance learning reshape the movement of education into some forms of innovation.

This can be slow and difficult to provide successful learning to promote autonomy and simultaneously retain student motivation. However the optimistic outlook on the current forced dependence on educational technology could accelerate some of the changes that have already begun. It may influence educators to think deeply about current educational models, to learn more quickly which of the technological uses are effective and which are not successful (Thomas & Rogers, 2020).

Online learning experiences can be either asynchronous or synchronous via distance education . Asynchronous learning happens when students, through various media resources such as e-mail or discussion boards, can select their own time for involvement in learning. At times of their own choice, students can log in to engage and complete tasks and learn at their own speed. In comparison, synchronous learning events take place with immediate feedback through live video or audio conferencing (Hrastinski, 2008).

Based on description above, the researcher decided to write research which was titled " **LECTURER AND STUDENTS' PERCEPTIONS TOWARD SYNCHRONOUS AND ASYNCHRONOUS IN SPEAKING LEARNING IN FIFTH SEMESTER DURING COVID-19 PANDEMIC AT IAIN PALANGKA RAYA** ". This topic is the choice of researcher because, this phenomenon is currently happening in Indonesia. Synchronous and asynchronous methods are an option for teachers / lecturers to do online learning. Then, teaching English requires ability materials such as speaking,

listening, writing and reading. There will be a bit of a challenge for teachers / lecturers who teach English courses, teaching languages is a little different from teaching other subjects. Because there is material ability in it. One of the abilities material that is quite difficult to apply is speaking. The material requires special applications such as zoom or google meet to meet the students face to face. Online learning using the zoom application also has obstacles. Like a signal from a student who is slow, some suddenly disconnect because they run out of quota. For students, this becomes difficult for those who are constrained in buying internet quotas or those who are in areas far from the network. Meanwhile, for the zoom or video call application via WhatsApp, it requires a fairly large quota and a good network.The perceptions of lecturers and students are needed for the continuity of learning activities. How learning should be carried out, strategies we can do so that achievement in learning can reach students. The answers and conclusions obtained from this study are expected to be a picture for us when we are going to do online learning.

IAIN Palangka Raya is the choice of researcher because it happens that researcher are studying at that place, and researcher know enough about the circumstances faced when online learning is carried out. Students are an option because students come from various cities / regions, the difficulties they face are definitely more diverse. Then, 5th semester students are the choice of researchers to get the necessary data because they have already done offline learning and then suddenly they have to take part in online

learning, there must be many challenges they face. The lecturer who will be asked for data by the researcher is the lecturer who teaches the speaking course in that semester.

This research was conducted using a qualitative method that was asked to examine more deeply the lecturers and students' perceptions toward synchronous and asynchronous in speaking learning. This research is expected to find out what lecturers and students feels about this kind of learning model since COVID-19 entered Indonesia.

B. Research Question

Based on background of study above, there are several questions which is found in this study. They are as follows:

1. What are the lecturer and students' perceptions toward synchronous and asynchronous in speaking learning during COVID-19 pandemic ?

2. How are the applications that categorize as synchronous and asynchronous in speaking learning?

3. What is the better method between synchronous and asynchronous in speaking learning ?

C. Objective of Study

Based on the reseach question above, the purpose of this study are as follows:

1. To describe the lecturer and students' perceptions toward synchronous asynchronous speaking learning during COVID-19 pandemic

2. To identify the application that categorize as synchronous and asynchronous in speaking learning.

3. To identify the better method between synchronous and asynchronous in speaking learning.

D. Scope and Limitation

A research study was conducted at IAIN Palangka Raya. The research focus on finding the lecturer and students' perceptions toward synchronous and asynchronous in speaking learning process during COVID-19 pandemic. Henceforth, it will help lecturers and students to continue the speaking learning process at scale at less cost without sacrificing the productive student-lecturer interaction that most have come to expect from their learning experiences. And this is also an alternative for the continuity of the English teaching and learning process during the COVID-19 pandemic.

E. Significance of The Study

The result of this research as follows :

1. Theoretically

This study is important for teachers, because the information of this method can help lecturers and student to continue the speaking learning process at scale at less cost without sacrificing the productive student-teacher interaction that most have come to expect from their learning experiences.And this is also an alternative for the continuity of the English teaching and learning process during the COVID-19 pandemic.

2. Practically

Synchronous and Asynchronous methods can be an alternative for teaching learning activity while during the pandemic era. Henceforth, this study reported an information that might help instructors or the teachers teaching learning process. Thus the outcomes of this study will be very useful to help teachers in teaching and learning process during COVID-19 pandemic and the students still get the learning experiences.

F. **Definition of Key Terms**

1. Perception

Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful. "Perception is the process of human thinking about certain phenomenon" (Walgito, 2003).

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its structure and meaning depend on the context in which it takes place, including the participants themselves, their mutual interactions, the physical environment, and the purposes of speaking. Sometimes, it is spontaneous, open-ended, and changing. Nevertheless,

speech is not always unpredictable. Language functions (or patterns) which, in certain discourse situations, appear to recur (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns A, 1997).

3. Synchronous

People can only know it by reference to a specific vendor, tool or software program that allows synchronous development and distribution to be made. Synchronous is live, real-time (and normally scheduled), teaching encouraged and engagement oriented to learning (Shahabadi & Uplane, 2015). In this form of learning, there are live and real-time learning experiences. Three key factors, the classroom, the media, and the meeting, are the origins of synchronous e-learning (Clark, 2007).

4. Asynchronous

Because of some components, its design and facilities that are prevalent in some features, asynchronous online learning is described differently. Asynchronous is similar to synchronous, a learner-centered mechanism that uses online learning tools to enable the exchange of knowledge, regardless of the time and place constraints between a network of people. Asynchronous uses computer-mediated communication (CMC) to fulfill "anytime and anywhere" promises of learning through asynchronous online discussions (Shahabadi & Uplane, 2015).

5. Learning

A tool by which people learn new knowledge and skills and eventually influence their behaviors, choices and behavior. Activities that are carried out to meet educational targets. This is the work carried out by students in order to meet educational goals. While this takes place in a cultural and social context in which students integrate their new experience with their previous cognitive systems, they are independently carried out. The learning process requires constructive research, realistic interactions, reflective observation, and abstract theories to complete the learning cycle.
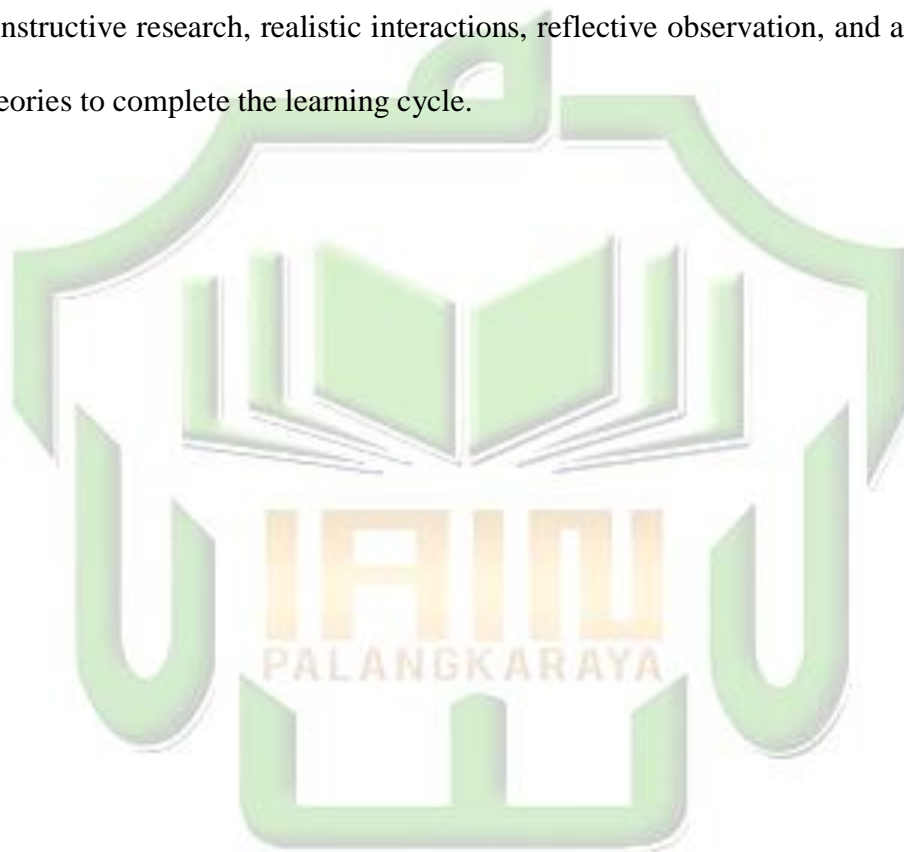
CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter, the researcher discusses about the review of related study that consists of The Related Studies, Perception, Speaking, Synchronous, Asynchronous and Learning Process. The last is Theoretical Framework of this study.

A. Related Studies

A study conducted by Salbego & Tumolo (2015) entitled "Skype Classes: Teachers and students' perceptions on synchronous online classes in relation to face-to-face teaching and learning", stated that in language teaching, how an online video conferencing environment can be used, and more precisely, how teachers and students adjust to the online environment and how new contact habits arise in the process. The results of the authors revealed types of language used to communicate in class, such as social conversations, technology management, task-related context negotiation, off-task conversations, and input from teachers. For example, in order to have a consensus on their responses, students use the chat box to parallel conversations in relation to activities proposed.

A study by Perveen (2016), entitled " Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan" stated that The study's findings suggest that for English language learners at the Virtual University of Pakistan (VUP), a combination of synchronous and

asynchronous modes are preferable. The researcher can gain a better knowledge of the interaction between content, pedagogy, technology, and the context of the existing instructional design by assessing students' perceptions of a/synchronous language learning environments. With the exception of simultaneity, collaborative language learning can take place in both synchronous and asynchronous forums. Students can develop their responses in L2 by carefully considering and analyzing in asynchronous mode, which might be advantageous. When they have to answer quickly using right structures, they can monitor how much deep learning has occurred. Synchronous sessions can increase the pressure to reply quickly, and they can track how much deep learning has occurred when they must respond quickly and correctly. As a result, for deep learning, synchronous Elltivities should be scaffolded over asynchronous Elltivities. A combination of the two can be an excellent way to teach language because it will include all language learning/teaching approaches and methodologies. Only careful planning on the part of the planners/teachers is required when using which method. Because online education is no more a new phenomenon, it's time to focus on creating subject-specific a/synchronous learning environments rather than talking about general online learning environments.

According to Nugroho (2020) entitled "EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia", said that teachers have carried out online learning through a series of activities ranging from checking the students' attendance to giving score

on the students' works synchronously or asynchronously depending on each school policy due to the COVID-19 pandemic. Various applications and platforms ranging from learning management system to additional resource are employed to carry out the online learning. However, many problems emerge from the students, the teachers, and the students' parents. As results, the online learning does not run well since it lacks of preparation and planning. Planning and preparation should inevitably be done for better online learning in the future since online learning requires more time than face-toface class to be well-prepared and ready.

A stated by Wah, Hashim & Yunus (2020) entitled "Synchronous Approach in Improving Students' Speaking Competency", said that the current trend is the incorporation of technology in teaching and learning to improve speaking skills and the approach is efficient. Technology in teaching and learning speaking skills is undeniably beneficial for learners as they can have better experience in the learning process and be able to communicate with interlocutors through more interactive and interesting practices. They therefore have to accept that learners benefit from teaching and learning speaking skills by synchronous methodology. Therefore, in teaching and learning speaking lessons, it is worth using LiveSpeak.

A stated by Brady & Pradhan (2020) entitled "Learning Without Borders: Asynchronous and Distance Learning in The Age Of COVID-19 and Beyond", stated that distance learning (conducted in distinct physical areas), whether synchronous (conducted at the same time) or asynchronous

(conducted at different times), offers a potential answer to these problems. Distance learning, both asynchronous and synchronous, is popular, though not universally used. While some programs may be new to implementing online learning, educators should apply adult learning best practices to any new platform. Educators should emphasize on active learning approaches rather than passive methods when switching to a remote learning curriculum, and should encourage interaction as much as possible when using synchronous techniques. Some educators may have little choice but to use distance learning strategies at this time, there is some evidence that they can be effective. A meta-analysis of e-learning curricula indicated that asynchronous curricula had equivalent impacts to traditional forms of instruction and enhanced educational results when compared to no educational intervention. The thing that to be delivered asynchronously under the appellation "individualized interactive instruction," highlighting learning that is suited to the individual and requires active participation, based on effective execution of such curricula.

Another study performed by Aliyyah et al. (2020) entitled "The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia", stated that online learning emphasizes synchronously and asynchronously offered Internet-based classes. Synchronous is a mode of learning with direct student-teacher connections by using online formats such as conferences and online chat at the same time. Asynchronous, meanwhile, is a method of learning that uses

an independent learning approach indirectly (not at the same time).Some subject matter is designed and displayed on LMS on Moodle, or email systems, blogs, online discussions, Wikipedia, videos, articles, and other platforms. Synchronously, asynchronously or both, students have access to the teacher.

According to Riwayatiningsih & Sulistyani (2020), entitled "The Implementation Of Synchronous And Asynchronous E-Language Learning In Efl Setting: A Case Study", said that there are a range of significant advantages to synchronous learning, such as direct feedback, greater motivation and the obligation to engage and be present. In addition, synchronous online conferences can be very beneficial and even advantageous for learners as they overcome their space limitations, time limits, and scope when performing collaboration for courses involving group interactions. Asynchronous online learning, recognizing learning efficacy is to first appreciate what is special about this medium. That is how the reflective and interactive possibilities that model the insperable personal and public environments of the learner can be merged and incorporated, which will make the learning experience successful for everyone concerned.

A study conducted by Kim (2020), entitled "Learning and teaching online during Covid-19: Experiences of student teachers in an early childhood education practicum", stated that online learning has many benefits, whether it is asynchronous or synchronous, it does not rely on being in the same physical location and may therefore increase participation rates. In addition,

online learning can be cost-effective because it eliminates travel and other expenses needed to attend in-person courses and can also provide adult students with learning opportunities while also engaging in full-time or part-time work. Moreover since participants do not have to meet face to face, online learning can be a convenient means of contact between participants and teachers.

A stated by Shahabadi & Uplane (2015), entitled "Synchronous and asynchronous e-learning styles and academic performance of e-learners", said that virtual learning e-content delivery systems, teachers, learners, interactive resources, interaction modes and several other variables in online learning modes are categorized into two modes, namely synchronous and asynchronous. This section focuses on the methods listed and certain issues concerned. Due to established demands in different eras, such as education, Synchronous has been extended. There is no physical meeting inside the online educational setting. Synchronous and asynchronous learning platforms, such as threaded conversations, instant messaging and blogs, play a significant role in humanizing online classes by replicating the experience of knowledge sharing and social construction in the classroom, not just between learners and teachers, but also among learners.

According to Rigo & Mikuš (2021), entitled "Asynchronous and Synchronous Distance Learning of English as a Foreign Language", said that synchronous distance learning has been shown to be more effective in learning a foreign language because it saves time, allows for real-time

communication, provides immediate feedback, encourages students to participate more actively in the learning process, and improves language production, particularly oral production, which is critical in language learning. The most significant benefit of asynchronous online learning is that it allows learners, particularly independent learners, to self-manage their learning time and, when combined with appropriate mobile applications, it can be accessible at all times, allowing access to relevant study material. However, its weaknesses in foreign language learning are defined by the lack of real-time interaction and visual contact with the teacher or peers, as well as few to no opportunities for oral production practice. It does not allow for an immediate feedback from the instructor and it faces the risk of learners'. The worldwide school closures caused by the COVID-19 pandemic, which forced schools to switch from face-to-face to distance learning, put all people involved in education in an unprecedented situation, and may have permanently altered the face of education. Distance learning that relies on online learning has grown in popularity, as has the need for reliable tools to manage and master this type of learning, regardless of whether it is face-to-face or distance learning. Home study can be used in conjunction with synchronous distance learning or as a good foundation for asynchronous distance learning.

A study by Supriyanto et al. (2020), entitled "Teacher professional quality: Counselling services with technology in Pandemic Covid-19", said that quality in the design of the course was more relevant than the media

features, although in asynchronous distance education, interactive media seemed to encourage better attitudes. For asynchronous distance education, active learning was correlated with positive outcomes of achievement and attitude, while contact opportunities had a positive effect on students in both distance education contexts.

Another study performed by Murphy et al. (2011), entitled "Asynchronous and synchronous online teaching: Perspectives of Canadian high school distance education teachers". Stated that a communication, including encouragement and greater convergence on the sense of social interactions and the sharing of knowledge with a lower degree of difficulty than what would be conveyed with asynchronous communication, tended to encourage personal involvement. Since learners have more time for reflection, asynchronous communication can induce increased cognitive effort. Synchronous communication can cause increased enthusiasm and decreased uncertainty due to immediate feedback opportunities.

According to Saputri, Khan & Kafi (2020), entitled "Comparison of Online Learning Effectiveness in the Ele During Covid-19 in Malaysia and Indonesia", stated that lecturers and students from Malaysia and Indonesia prefer synchronous learning to asynchronous learning. There are a range of synchronous and asynchronous learning devices that can be used. It can be seen in this study that the students and lecturers tend to use the form of synchronous learning. For synchronous learning, virtual meetings are in the first place (58%) in Malaysia, based on the data from this study, whereas in

Indonesia, phone calls are in the first place (59%). For asynchronous learning, blogs in Malaysia and Indonesia are in first place (54%).

A stated by Natsir (2016), entitled "Improving Students' Speaking Ability By Using Synchronous Communication Strategy", stated that the researcher concludes that the implementation of the Synchronous Communication Strategy could significantly improve the ability of students to speak in terms of vocabulary-oriented accuracy and fluency-oriented self-confidence Synchronous Communication strategy at SMAN 1 Mappakasunggu class XI. It can be seen from the contrast of the mean score of the speaking ability of the students in the diagnostic test was 4.5.It was categorized as poor classification. Although the mean score of the speaking test of the students in cycle I was 5.7. It was higher than the students' mean diagnostic test score. However, from the outcome that was anticipated according to the context, namely 7.0. Cycle II and the average speaking test score of the students was 7. It shows the significant score of the expected outcome in the background, namely 7.0. The above findings were derived from the ability of the students to speak in terms of accuracy of speaking and fluency of speaking.

A study conducted by Chen (2015), entitled "EFL undergraduates' perceptions of blended speaking instruction", said that the results substantiated by the review of the individual interviews with the students showed that due to the blended course design, the affordances of the asynchronous voice forum, and the quality of the voice recorded speaking

tasks, most students perceived speaking gains in these fields. Since these skills were key elements of learning in face-to-face teaching, it was not surprising that the students scored their progress reasonably high in these areas of language. In addition, since the students were unable to see their own facial expressions when doing voice recording (as opposed to video recording), they paid more attention to their voice and more to the quality of their oral recordings. Most of them would listen to the work of other students until they made their oral recordings and studied phrases that they considered helpful. This is proof of how the threaded conversations, one of the affordances of the voice platform, mediated the learning activities. For their recording, the students also wrote scripts in which they attempted to use what they had learned from the course before each voice recorded assignment, mainly grammar and vocabulary. The design of such individual recorded voice tasks can help the perceived gains in lexical and grammatical accuracy of students.

B. Perception

Perception is "the process of information extraction" (Forgus R H, 1976) Forgus and Melamed based their description of perception on cognitive structures and according to them, "perceptions are the processes that determine how humans interpret their surroundings".

"Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumptions about human behavior, knowledge

of the others circumstances, present moods / wants / desires and expectations"
(Tubbs & Sylvia, 1990).

Therefore, it can be concluded that perception is the interpretation of
stimuli as established by relating it to earlier perceptual sets which may be by
way of experience, exposure or any other interaction.

Perception has two kinds of theories, the theory of self-perception and
the theory of cognitive dissonance. First, the theory of self-perception is that
individuals come to "know" or better understand their own attitudes,
emotions, and other personal states, mostly by concluding that they are
observing their own behavior and/or situations in which that behavior occurs
(Bem, 1972). A individual having two thoughts that contradict each other is
the cognitive dissonance theory. The individual will try to avoid
circumstances that involve the topic that causes dissonance when the person
wants to become consistent (Festinger, 1957).

C. Speaking

Speaking is a productive skill that can be observed directly and
empirically, these observations are invariably colored by the accuracy and
effectiveness of the listening ability of a test taker, which necessarily
compromises the reliability of the test taker and the validity of a test for oral
production (Brown, 2004). Speaking in a classroom involves interaction
between teachers and students or between students, depending on the
organization of classroom activities. Speaking has some distinctive features

compared to writing and reading ability (commonly assumed as written language, receptive skills). Speakers typically do not speak full phrases when speaking; use less specific vocabulary than in written language.

Brown (2004) further states that there are some basic types of speaking as in the following taxonomy:

1. *Imitative*. The ability to simply parrot back (imitate) a word or phrase or a sentence is at one end of a continuum of kinds of speaking performance. While this is a purely phonetic level of oral production, the performance of the criterion may include a number of prosodic, lexical, and grammatical properties of language.

2. *Intensive*. Production of short oral language sections to demonstrate competence in a narrow range of grammatical, phrasal, lexical, or phonological relationships.

3. *Responsive*. Responsive involves contact and test comprehension, yet rather brief discussions, standard greetings and small talk, basic requests and feedback at a very restricted level. This is a type of short answers to questions or comments initiated by teachers or students, providing guidance and directions. Typically, such answers are adequate and substantive.

4. *Interactive*. The difference in the duration and scope of the interaction, which often requires multiple exchanges and/or multiple participants, is between responsive and interactive speech. Interaction may take the two types of transactional language, which is meant to share relevant

information or to exchange interpersonal information in order to preserve social relationships.

5. *Extensive (Monologue)*. Extensive, oral representations, and storytelling are comprehensive oral development activities, during which the capacity for oral contact from audiences is either extremely limited (perhaps to nonverbal responses) or omitted together.

D. Synchronous

Synchronous is an "Interact of participants with an instructor via the Web in real time" (Khan, 2006). The synchronous learning experience refers to online real-time learning that makes it easier for students and teachers to connect or live at the same time. Video conferencing, teleconferencing, live chatting, and live-streaming seminars provide some examples of synchronous learning environments.

Synchronous distance learning, two or more classrooms in different locations are linked in real time and run synchronously, usually from the originating site, in synchronous distance learning. To connect originating and remote classroom sites, many forms of audio and visual interactive teleconferencing technology are now used (Bernard, 2004). According to Mottet (1998) and Ostendorf (1997) this type of "emulated traditional classroom instruction," is the fastest expanding form of distance learning in U.S. colleges, so we need to understand how it affects learners who participate in it.

Synchronous is an online learning/ Live. Communication between students and educators takes place instantaneously in this form, and in the meantime the member can get to the information (Yulia, 2020). The benefits of synchronous online learning are related to increasing the dedication and encouragement of students, as teachers may directly track the responses of learners during the learning process. This is supported by a study that has shown that a synchronous learning environment will encourage and increase the level of involvement of students and the quality of the learning process. From face-to-face interaction to online interaction, the shifts in learning styles enable English lecturers to adapt to this situation. Any suitable teaching methods that suit the online learning mode must be found. (Rinekso & Muslim, 2020).

E. **Asynchronous**

Modern asynchronous remote learning is a descendant of correspondence education, in which the post office served as the "medium of instruction" and asynchronicity was caused by postal delays. Students in distant places study independently or in asynchronous groups, usually with the assistance of an instructor or tutor, in this manner. The Internet is commonly utilized for communication between the instructor and students, as well as among students, however other media (e.g., telephone) is also used (Bernard, 2004).

This is called asynchronous online learning. Store and forward online learning Where the interaction between the teacher and students does not

occur immediately. For example, it is a self-management course that presents messages on various email discussion gathering and trading. Accommodation, availability and self-directed learning are provided by this type (Yulia, 2020).

The asynchronous learning environment, on the other hand, offers more flexible time. To execute the learning process for students and teachers as it is not constrained by time, location and classroom. (Rinekso & Muslim, 2020). Examples of an asynchronous learning environment include email, online modules, virtual libraries, online notes from lecturers, blogs from lecturers, online discussion boards or social media platforms. The hybrid learning environment is the synthesis of a synchronous and asynchronous learning environment to create the most optimal learning environment (Perveen, 2016). Asynchronous is similar to synchronous e-learning, a learner-centered approach that uses online learning tools to promote the exchange of knowledge, regardless of the time and place constraints between a network of people.

F. Learning

Learning has been defined functionally as behavior changes resulting from experience or mechanistically as changes resulting from experience in the organism. Learning is defined as ontogenetic adaptation, that is, as changes in an organism's behavior resulting from regularity in the organism's environment. Not only does this functional definition solve the problems of

other definitions, it also has important advantages for research into cognitive learning.

Learning is a way to gaining new understanding, skills, habits, talents, beliefs, attitudes, and desires is learning. People, animals, and certain machines possess the capacity to learn; there is also evidence in some plants for some kind of learning. Some learning is instantaneous, triggered by a single event, but repeated interactions accumulate a great deal of capacity and knowledge.

Learning is an "Acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities" (Brown et al., 2014).

G. Theoretical Framework

This study aims to describe the perceptions of lecturer and students in online learning using synchronous and asynchronous in speaking learning.Learning during the COVID-19 pandemic was very different from learning before COVID-19. Currently, learning cannot be done face-to-face, and is replaced by online learning. Synchronous and asynchronous are learning methods commonly used by teachers / lecturers in online learning.

Speaking is a skill that requires direct interaction. This is a challenge in itself for English teachers, especially in terms of speaking that must be done face-to-face such as using technology such as zoom, meet, or cloudX so that the ability to speak English continues to run fluency.Online learning

certainly has a positive side, but it is undeniable that this is often a problem for some students, ranging from networks, internet data, the availability of electronic devices such as laptops or cellphones, etc. Which of these speaking lessons is necessary for students to be able to interact directly with the teacher / lecturer, so that the teacher / lecturer can assess and correct mistakes, so that students' speaking skills can increase.

Then, it is undeniable that it is difficult for teachers to be able to know the real conditions of their students in the distance teaching and learning process, because there is no direct interaction. So, that is why the perceptions of lecturer and students are important for fluency in learning.

Based on the explanation above, the theoretical framework research structure is made as follows :

Figure 2.1 Theoretical Framework

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        |
  ┌─────────────┐
  │ Discussion  │
  └─────────────┘
        |
  ┌─────────────┐
  │ Conclusion  │
  └─────────────┘
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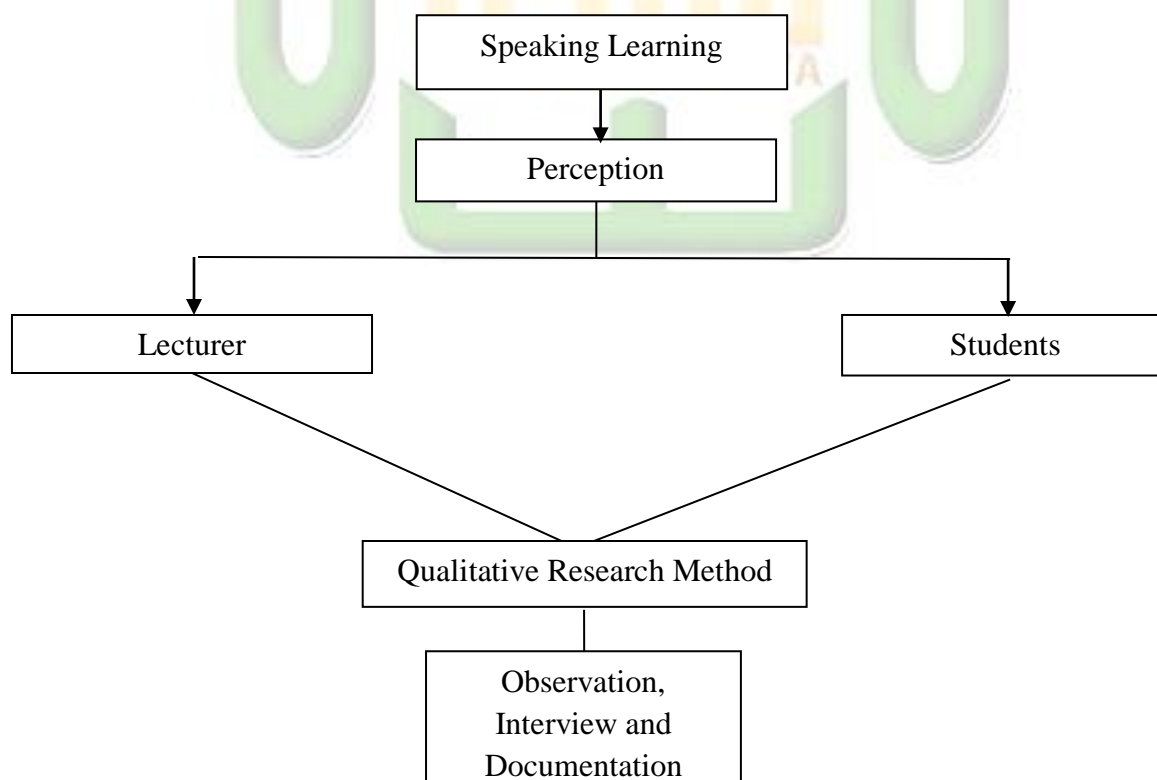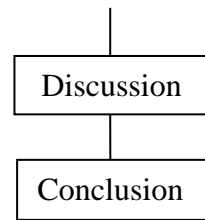
CHAPTER III

RESEARCH METHOD

This chapter covers a). Research Design, b). Subject of the Study, c). Source of Data, d). Research Instrument, e). Data Collection Procedure, f). Data Analysis Procedure, g). Data Endorsement.

A. Research Design

In this study, the research design is case study. A case study is a type of ethnographic research study that focused on a single unit, such as one individual, one group, one or one program (Ary, 2010). The goals of this design is to arrive at a detailed description and understanding of the entity (the case). Using qualitative data to gain insight, meaning, and understanding of the lecturer and students' perceptions toward synchronous and asynchronous in speaking learning process.

B. Subject of the Study

Subject of the study are lecturer and students at IAIN Palangka Raya. Especially, for students who take the data are the students who took speaking course in fifth semester. The participants shared their perception toward synchronous and asynchronous in Speaking learning process, There was a lecturer who taught speaking subject in that semester who was asked for data by the researcher. Furthermore, there were eleven students who were asked by the researcher for the data about their perceptions of synchronous and asynchronous learning methods for speaking learning.

C. Source of Data

The primary source of data in this research are the lecturer and students at IAIN Palangka Raya. In this case the lecturer who was interviewed to obtain data was a lecturer who taught speaking course in fifth semester. The students selected are the students who took speaking course and the district where they live. Starting from the furthest, in the middle, and closest to the campus. There are several criteria for the selected area :

- The outmost area / farthest area

  An example of this area is the area furthest from the main area or areas farthest from campus. Such as Lamandau district and Sukamara district, etc.

- Middle Area

  An example of this area is an area that is not too far from the main area or the area in the middle Such as East Kotawaringin (Sampit), East Barito (Tamiang Layang) and North Barito (Muara Teweh) districts, etc.

- Main Area

  The main area means the area where the campus is located. Specifically in the area of Palangka Raya.

It has been ascertained that in a class there was a variety of where students came from. Then, in this class there was one student who became representative from each area whose data was asked for. Most importantly, for each district from the most upstream to the middle and downstream, the desired data has been obtained.

It was found that in one class there were eleven regions. Palangka Raya as the main area. Katingan, Pulang Pisau, Kapuas, South Barito, East Kotawaringin, East Barito and North Barito as the middle area. Murung Raya, West Kotawaringin and Seruyan as the outmost area / farthest area.

D. Research Instrument

To obtain and collect the necessary data, the researcher applied several appropriate research methods. There are several instruments to gather the data, namely, observation, interview and documentation.

For the interview, the researcher use open-ended question and the questions are made by the researcher herself.

Table 3.1 Interview Questions for Lecturer

No	Questions	Answer
1.	What do you think about speaking learning through synchronous and asynchronous methods?	
2.	How was the teaching and learning experience through synchronous and asynchronous?	
3.	What application did you use when you using the asynchronous technique?	
4.	What application did you use when you using the synchronous technique?	
5.	From these two methods, which one do you think is the best for speaking learning? Why?	

| 6. | Are there any difficulties in using synchronous and asynchronous for speaking learning? What are the difficulties ? Please explain it. | |
| 7. | What is the positive side of using synchronous and asynchronous techniques for speaking learning? | |

Table 3.2 Interview Question for Students

No	Questions	Answer
1.	What is your opinion about speaking learning through synchronous and asynchronous methods ?	
2.	Which one do you think is the best for learning speaking, and why?	
3.	What applications can you use when you are away from campus / at home to support learning activities?	
4.	What applications did you use in speaking learning ?	
5.	Are there any difficulties when learning takes place? What are the difficulties ? Please explain it.	
6.	What is the positive side of using synchronous and asynchronous techniques for speaking learning?	

E. **Data Collection Procedure**

In this research, the researcher applies observation, interview and documentation. Data collection was carried out through observation, then interviews with the lecturer and students as well as documentation during interviews. The data analysis use non-statistical data because its a qualitative research.

1. **Observation**

Gray (2009) stated that Observation is a type of qualitative research method which not only included participant's observation, but also covered ethnography and research work in the field. In the observational research design, multiple study sites are involved. Observational data can be integrated as auxiliary or confirmatory research.

Related to the observation, the researcher used observer as participant. It means the researcher as the observer of the activities in teaching online using synchronous and asynchronous approaches which done by the subject of the study. The purpose of this observation is that researcher want to see directly the teaching and learning process through synchronous and asynchronous methods before conducting interviews with informants. Such as what applications they use for teaching learning activity and is there any disturbance when teaching learning activity takes place.

2. **Interview**

According to Oakley (2003), qualitative interview is a type of framework in which the practices and standards be not only recorded, but also achieved, challenged and as well as reinforced. In this case interview was used as main data.

The interview use an open-ended question that encourage respondents to express an opinion without any influence from the researcher, purely from the opinions of respondents. The rationale for the case of the study using open-ended questions was that researcher needed to comprehend the lecturer and students' perception toward synchronous asynchronous in speaking learning process during COVID-19 pandemic.

Before conducting the interview, the researcher asked the students in the speaking class in 5th semester to fill in their personal data via Google Form. This helped researcher to find out which area the students came from. After the data has been received, researcher chose participants who represented their area, especially those who were in the Palangka Raya area. Because the researcher wants to conduct direct interviews with students.

Before starting the interview, the researcher explained in detail what synchronous and asynchronous learning methods are. Then the respondents can understand the meaning of the questions that researcher

gave. After explained and the respondents understood, the researcher started the interview as well as recording the voice during the interview.

Using an informal narrative interview to further collect lecturer and students data. Narrative interviews is a form of a discussion of the research issues within the context of this research. Every lecturer and students were asked to narrate the story of his or her experience and their perception about synchronous asynchronous in speaking learning. This interview style produces a conversational encounter that allowed the interviewee to tell a story in his or her own way and the interviewer to react openly to new material posed during the interview.

3. Documentation

Documentation indicates there is something written. Documentation by using, the technique should examine something written by the researcher, such as books, journals, records, laws, meeting notes, and so on. Voice recordings and images are the documents used in this report. The documents used to ensure that the data take-up process is actually completed ensures that this is reliable data.

F. Data Analysis Procedure

Ary (2010) stated that "data analysis is a proses whereby researchers systematically search and arrange the data in order to increase their understanding of the data and to enable then to present what they learned to others". To analyze the data, the researcher use a descriptive method in this research. Suryana (2010) stated that "descriptive method begins from

collecting the data, analyze the data, and interpret the data". Therefore, the researcher collect the data through an observation of synchronous and asynchronous online learning activities, interview with the respondents. So, the researcher categorize and analyze the data in aim to obtain the answer of this research.

G. Data Endorsement

There are four techniques to determine the endorsement of data, namely credibility, transferability , dependability, and confirmability.

1. Credibility

In qualitative research, it admits and receives the truth through the study's information source form informant in order to believe and fulfill terms of credibility for the data. The techniques of credibility used by researcher as follows:

a) Triangulation

For credibility, the reseacher used Triangulation. Ary (2010) stated that "Triangulation in testing is defined as checking the credibility of the data from different sources way and time. So that's way, tringulation consist of tringulation source, tringulation of data techniques and time". In this study the reseacher used triangulation of technique of collecting data. the process was done with checking the data through some source with using different technique of collecting data. The data that gotten from observation was rechecked with the data that gotten from interview and then documentation.

Triangulation was used by the researcher to evaulate the whole data gained from the data collection that produce multiple kinds of data.

2. Transferability

Transferability refers to the issue of how far the study results can be. The other individuals submit in their background. It therefore produces a report that clearly outlines the content of the analysis in order to make it easy for readers to understand the outcome of the study. The author will give a detail explanation of the results of the research that was conducted, which is the product of the expectation that the study will help the next time.

3. Dependability

The test of dependability is carried out by auditing the testing process to show that the data is accurate. It then focuses on the issues, and goes to the fields. Determines the data source, analyzes data, discusses data endorsement and concludes data.

4. Confirmability

In order to test the confirmability of this research, it is achieved by examining the outcome of the study that is correlated with the process conducted.

CHAPTER VI

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data presentation, research findings and discussion. This research was conducted to investigate the lecturer and students' perception towards synchronous and asynchronous in speaking learning during the COVID-19 pandemic.

A. Data Presentation

The data of the research on the Lecturer and Students' Perception Toward Synchronous and Asynchronous in Speaking Learning During COVID-19 Pandemic by using observation, interview and documentation as the instrument for collecting the data. The were three problems of the statements that have to be answered on this research. The first problem was what is the lecturer and students' perception toward synchronous and asynchronous in speaking learning during COVID-19 pandemic. The second was to identify the application that categorize as synchronous and asynchronous in speaking learning. The third was to know the better method between synchronous and asynchronous in speaking learning.

Following below the researcher presents the data that has found in field in order to answer research problems. In the data collection process the researcher used three kinds of research instruments, they are Observation, Interview and Documentation.

1. Observation Data Presentation

The first observation was carried out on February 25, 2021. The researcher participated in synchronous learning through a Zoom meeting. The second observation was carried out on March 4, 2021, participated asynchronous learning via WhatsApp. The result of observation data for the perception of lecturer and students could not be found when doing observation. Because perception is related to a person's mind. A person's thinking cannot be done only through observation, there needs to be an interview to get the data. While observation is the activity of observing an object carefully and directly in the field. That's why interview become the main data that researcher used to get answer of the research problem.

The application they used for synchronous learning, Zoom is one of them. The researcher joined the learning activity through zoom. When teaching learning was in progress, there are some problems that occurred. Such as the lecturer's voice sometimes falters, there are also students who suddenly leave the zoom room due to network disturbances. Disturbances that generally occur when we do real-time online learning. While asynchronous, one of them is WhatsApp, lecturer usually used this application to give assignments to students and sometimes doing teaching and learning activities if it cannot be do in real-time.

The better method between synchronous and asynchronous in speaking learning, the researcher took the data through interviews. Because it is difficult to get data if through observation. The answer must be obtained from the opinion of the informants. Those who can assess and feel which method they feel is better for distance speaking learning.

2. **Interview Data Presentation**

The first interview with the lecturer was conducted on March 14, 2021. Then, the second interview with the students was conducted on March 21, 2021. There are seven questions for lecturer and six questions for students in the interview. One lecturer and eleven students gave responses to this interview. The lecturer interviewed were the lecturer who taught speaking course in the 5th semester. The students who interviewed were the students who took speaking course in the 5th semester as well.

a. **The Lecturer and Students' Perceptions Toward Synchronous and Asynchronous in Speaking Learning During COVID-19 Pandemic**

From this interview the researcher found some opinions about speaking learning through synchronous and asynchronous methods.

1) The lecturer felt that synchronous and asynchronous methods can help teacher to teach students in distance learning.

"*Synchronous learning and asynchronous learning are the two main approaches to teaching available in distance education,*

especially for teaching speaking. Then, I think learning speaking through synchronous and asynchronous are good method because of it can help teacher/ lecturer to teach students in learning process".

Synchronous and asynchronous methods are approaches that can be used by educators for distance learning to replace offline learning.

2) All students felt that these methods can help them to do online learning.

"These two learning methods can make it easier for me and my classmates and lecturers to interact online without a certain time limit, wherever we are and whenever it is. And these methods can improve student learning outcomes in the midst of a pandemic".

"The asynchronous synchronous learning method is quite effective for the current situation, where learning with this method is a substitute for offline or face-to-face learning alternatives".

These methods can facilitate them to do online learning, especially speaking learning. Lecturers and students can choose the method they want to use according to the circumstances.

b. The Application that Categorize as Synchronous and Asynchronous in Speaking Learning

From the interviews, it was found that they used several applications for the synchronous and asynchronous methods :

1) The applications they used for synchronous method, such as Zoom, Google Classroom and Jitsi Meet.

   "*The example of synchronous communication I have used in my public speaking classes is virtual meetings, like Zoom, Google Classroom, and Jitsi, where there were two-way communications in which participants (students) can converse with each other, and also the teacher in real-time*".
   "*Zoom, Jitsi, and Google Meet*".
   "*Jitsi, Zoom*".

   All students also said the same thing, they use these applications for synchronous learning. They will use these applications when they will do speaking practice, presentation of material that requires explanation, and speaking exams.

2) The applications they used for asynchronous method, such as WhatsApp, Email.

   "*Since asynchronous learning will enables the students to complete courses without the constraints of having to be in a certain place at a certain time, I used email and WhatsApp communication for teaching Public Speaking classes*".
   "*Asynchronous learning usually used email or WhatsApp media to support the teaching and learning process between students and teachers, even when students cannot be online at the same time*".

   These applications are used by lecturer to give assignments to students and also to collect assignments from students. Also they

used Youtube to upload speaking video assignment that students have made.

c. **The Better Method Between Synchronous and Asynchronous in Speaking Learning**

From the interview, researcher found several opinions about a better method for learning speaking between synchronous and asynchronous.

1) The lecturer chose synchronous method as a better method for speaking learning.

"Since speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary improving, so I choose synchronous communication because with it, the students can receive immediate feedback from the teacher and also the other students".

The lecturer stated that students become more engaged in their learning because they can communication each other directly and the lecturer still can control them. And also speaking requires direct practice, Then the speaking ability can be increased.

2) There are some students who chose synchronous method as a better method for speaking learning.

"Synchronous learning media is more important. Because of this synchronous we use like a video call, face to face. So, we can find out how the mentality of students or students when they are in the application, such as zoom or google meet. And even there

they can directly face to face and speak directly with their speaking, so many people see their the presentation, for example the presentation in their class. Yes, basically, synchronous media learning is better than this asynchronous".

"If in learning speaking the best is "synchronous" why? because speaking needs to present itself directly, in order to facilitate assessment and to train skills directly so that they can develop".

Some students chose synchronous as a better method for learning speaking because with this method they can practice their speaking skills directly, get corrections and input from lecturer and classmates.

3) There is a student who chose asynchronous method as a better method for speaking learning.

"I prefer to use the asynchronous method, because using this method makes it easier for us. By using this method we can re-check the material, because we can re-check what has been explained by the lecturer. And for the speaking assessment, it can be assessed via voice messages that we send on whatsapp".

The student argued that they often had network problems when the lecturer explained the material via zoom. Which makes the explanation unclear and unable to understand the material. In addition, students also sometimes accidentally fall asleep when learning takes place which makes them miss the material. If learning uses the asynchronous method, they can re-review the material that has been delivered by the lecturer. If the explanation

is in sentence form, they can reread it, and if it is in the form of a voice message, they can re-listen.

B. Research Findings

1. Finding of the Lecturer and Students' Perceptions Toward Synchronous and Asynchronous in Speaking Learning During COVID-19 Pandemic

Based on the finding, there are several opinions that researcher get when collecting the data with informants. For example statement from the lecturer HW. She stated that "synchronous learning and asynchronous learning are the two main approaches to teaching available in distance education, especially for teaching speaking. Then, I think learning speaking through synchronous and asynchronous are good method because of it can help teacher/ lecturer to teach students in learning process". Then, some statements from students, for example the statement from DFH. He stated that "the asynchronous synchronous learning method is quite effective for the current situation, where learning with this method is a substitute for offline or face-to-face learning alternatives". The same statement was stated from NF. She stated that "these two learning methods can make it easier for me and my classmates and lecturers to interact online without a certain time limit, wherever we are and whenever it is".

The other statement was stated from WR. He stated that "synchronous is very suitable to be used for courses that usually do practice, for example public speaking or speaking for formal setting, because we can directly interact with other people or our lecturers. Then for asynchronous, suitable for use for courses that only provide material, not practice but only convey material, can be through the google classroom group". While WS also added the statement. She stated that "the flexibility of this type of asynchronous learning is that many students are more interested in taking this type of course/learning because they can adapt it to work, family and other activities. Lecturers and students who conduct synchronous online learning can conduct live question and answer and discussion, which makes participants feel fully involved".

Furthermore, based on the finding of the interview can be conclude that the lecturer and students' perceptions toward synchronous and asynchronous in speaking learning during COVID-19 pandemic as following:

a. Synchronous and asynchronous methods are two methods that can be used for distance learning.

b. Synchronous and asynchronous methods can help teacher/ lecturer to teach students in learning process.

c. Synchronous and asynchronous methods can be an alternative to replace offline learning to online learning.

d. Synchronous and asynchronous methods can make it easier for lecturers and students to continue learning activities. Wherever and whenever it is.

e. Synchronous is suitable for learning that requires material explanation, practice, presentation, discussion which requires face-to-face learning.

f. Asynchronous is suitable for use in gathering materials, e.g. assignments. In addition, asynchronous can be used when lecturers and students cannot be online at the same time.

2. **Finding of the Application that Categorize as Synchronous and Asynchronous in Speaking Learning**

From the observation, researcher found they were using zoom and whatsapp applications for teaching and learning activities. And after conducting interviews with informants, there are more than 2 applications that they used. There are several applications that categorize as synchronous and asynchronous in speaking learning that can be concluded by researcher.

Based on the research finding when conducting interview, the researcher found that there were several applications that they used for learning to speak.

a. For synchronous they usually use Zoom, Google Classroom, Jitsi. These applications are used when they will do real-time learning.

They will use these applications when they will do speaking practice, presentation of material that requires explanation, and speaking exams. As supported statement from the lecturer HW. She stated that "the example of synchronous communication I have used in my public speaking classes is virtual meetings, like Zoom, Google Classroom, and Jitsi, where there were two-way communications in which participants (students) can converse with each other, and also the teacher in real-time". Then, another statement also from the student LA. She stated that "when explaining material or material presentation using zoom. The most frequently used are WA groups for task collection and zoom for practice". a statement also from NAD. She stated that "Zoom is usually used during exams".

b. For asynchronous they usually use WhatsApp, E-mail, and Youtube. This statement was supported by HW. She stated that "I used email and WhatsApp communication for teaching Public Speaking classes". The other statement also was stated from WS. She stated that "asynchronous learning usually uses email or WhatsApp media to support the teaching and learning process between students and teachers". These applications are used by lecturer to give assignments to students and also to collect assignments from students. Also youtube it is used to upload speaking videos that students have made. Video links from YouTube will be collected through the WA group. It related with ADJ statement. She stated that "can only via WhatsApp

and get the task of making videos that are uploaded on youtube". As the statement from NAD. She stated that "for assignments usually using WA or making videos that will later be uploaded on YouTube".

3. **Finding of the Better Method Between Synchronous and Asynchronous in Speaking Learning**

From the finding, there are several opinions from lecturer and students that can be concluded by researcher. From these twelve informants, they are have different opinions. Eleven informants said it was more effective to use the synchronous method for speaking learning. While there is one informant said it was more effective to use the asynchronous method for speaking learning.

Eleven informants who prefer to use synchronous for speaking learning because speaking requires a lot of practice. If there is an error in the practice of speaking, the lecturer can immediately correct the error and also can get feedback from lecturer or other students. Then, if there is material that is not understood, they can directly ask the lecturer. Speaking also requires direct interaction with each other. In this way, speaking skills can be improved. This idea was supported by HW. She stated that "since speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary improving, so I choose synchronous communication because with it, the students can receive immediate feedback from the teacher and also the other students". As the statement also supported from RWK.

He stated that "I think learning using the synchronous method is better, because learning must be studied and explained clearly, with this method students can be clearer or can directly ask question material/topics they don't understand. The importance of this method in learning English is to hone our understanding of fluency in learning English". The other statement also from MR. He stated that "synchronous learning media is more important, yes. Because of this synchronous we use like a video call, face to face. So, we can find out how the mentality of students or students when they are in the application, such as zoom or google meet. And even there they can directly face to face and speak directly with their speaking, so many people see from the presentation, for example the presentation in their class. Yes, basically, synchronous media learning is better than this asynchronous".

Meanwhile, 1 informant who chose asynchronous for speaking learning argued that they often had network problems when the lecturer explained the material via zoom. Which makes the explanation unclear and unable to understand the material. In addition, students also sometimes accidentally fall asleep when learning takes place which makes them miss the material. She argued that if learning uses the asynchronous method, they can re-review the material that has been delivered by the lecturer. If the explanation is in sentence form, they can reread it, and if it is in the form of a voice message, they can re-listen. This statement was supported by AN. She stated that "for the

asynchronous method, I think it's more effective and we use WhatsApp, and for WhatsApp, the lecturer explains through typing and voice notes, and it's more effective and I think it's easier for me to remember and repeat the material again. If we use this WhatsApp application and when we accidentally fall asleep, so I can review the material discussed by the lecturer. Because it is still in the form of notes or voice messages so we can see again what the lecturer has explained. And using this synchronous method and using applications such as zoom or google meet in my opinion is less effective. I prefer to use the asynchronous method, because using this method makes it easier for us. By using this method we can re-check the material, because we can re-check what has been explained by the lecturer. And for the speaking assessment, it can be assessed via voice messages that we send on whatsapp". This is also related to the results of observation. When learning takes place, things that are quite disruptive to learning such as internet network disturbances, where it happens depends on the strength of the existing network in each of our areas. And that's a hard thing to avoid in online distance learning.

From various opinions received by the researcher, the researcher can concluded that the synchronous method is more effective than the asynchronous method for speaking learning. Maybe the internet has always been a major problem when doing online learning. But it is undeniable that learning speaking really requires practice. Get feedback

from lecturer and classmates. Train your mental to speak in front of people and grow self-confidence. Then the speaking ability can be increased.

C. Discussion

1. Lecturer and Students' Perceptions Toward Synchronous and Asynchronous in Speaking Learning During COVID-19 Pandemic

Based on the findings above, synchronous and asynchronous methods have an important role in the sustainability of distance learning. Where these methods become the main approach in distance learning. As Shahabad & Uplane (2015) stated that synchronous and asynchronous learning platforms, such as threaded conversations, instant messaging and blogs, play a significant role in humanizing online classes by replicating the experience of knowledge sharing and social construction in the classroom, not just between learners and teachers, but also among learners.

An emergency situation due to the COVID-19 pandemic that makes learning converted into distance learning, synchronous and asynchronous methods can be a solution to continue the teaching and learning activities through online media. As Brady & Pradhan (2020), stated that distance learning (conducted in distinct physical areas), whether synchronous (conducted at the same time) or asynchronous (conducted at different times), offers a potential solution to these problems. Synchronous method can be a method that can be used if

lecturers and students want to do real-time learning. Lecturers and students can do face time in one platform, such as zoom. Practice speaking, have direct discussions with each other, and provide feedback. Lecturers can provide direct and detailed explanations to students. As Rigo & Mikuš (2021) stated that Participants in synchronous distance learning interact regularly and frequently with their teachers and these interactions provide regular opportunities for face-to-face discussions, accessible, in depth instruction, individual guidance, support and mentorship. Meanwhile, they can use the asynchronous method if lecturers and students cannot do real-time learning at the same time.

Asynchronous also facilitates students from various backgrounds, different skill level and confidence level. For example, when they are having a discussion they can have time to make the correct sentences before commenting on the discussion. The peer pressure of their questions/comments being openly available to be read by their fellow students and teachers helps them work on better formulations of statements. The nature of written communication allows for deeper reflection and expression of ideas more freely than face-to-face speech conversation (Perveen, 2016). On the other hand, asynchronous environments are not time bound and students can work on e-tivities on their own pace. As Hrastinski (2008) stated that an asynchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of the flexible operation.

If the researcher conclude more deeply, we can look from the other side that from the results of the interviews that they are actually quite burdened with learning through synchronous or asynchronous online learning. Especially for the students, they think that distance learning is less effective. Likewise, the opinion of the lecturer, that distance learning is not 100% effective. Inadequate network, requires a lot of internet data, network disturbances that often occur when learning takes place. But they have no other choice, they have to do learning through synchronous and asynchronous methods. Because synchronous and asynchronous methods are the two main approaches to teaching that available in distance education. In this way, teaching and learning activities continue to run properly. Overall that teaching and learning activities will be good if the network also runs well.

Although learning through the synchronous method, not all students give all their attention to learning. When using zoom, they can close the camera and they can accidentally fall asleep any time while learning is in progress. And it can also happen in asynchronous learning that does not require face-to-face, of course, students' attention is not fully focused on learning activities. Changes in teaching and learning activities that occur suddenly make this activity not run well. Many problems are encountered when going to do learning activities. Feelings of discomfort and dissatisfaction are felt by educators and students. Especially felt by students, not a few of them complained about this. So,

good planning and preparation are needed in implementing distance learning. As Nugroho (2020) stated that many problems emerge from the students, the teachers, and the students' parents. Planning and preparation should inevitably be done for better online learning in the future since online learning requires more time than face-to face class to be well-prepared and ready.

2. **The Application that Categorize as Synchronous and Asynchronous in Speaking Learning**

For synchronous there are some applications they used in speaking learning. The applications they use in synchronous method in speaking learning are Zoom, Jitsi Meet and Google Classroom. Rigo & Mikuš (2021) described that video conferencing, teleconferencing, live chatting, and live-streamed lectures that must be viewed in real time are frequent methods of synchronous distance learning. It's related with the research findings and it can be seen from the types of applications they used in synchronous method that must be in real-time. Based on the interview findings, they used the synchronous method when the topics they studied needed explanation, or when the lecturer made speaking practices and speaking exams.

Asynchronous as we know that this method is not real-time and can be anytime and anywhere, in contrast to synchronous which is in real-time, at the same time and place. For asynchronous there are some applications they used in speaking learning. The applications they use in

asynchronous method in speaking learning are E-mail, WhatsApp and Youtube. Hrastinski (2008) stated that even when participants cannot be online at the same time, asynchronous e-learning, which is commonly provided by media such as email and discussion boards, maintains work relations among learners and with teachers. It's related with the research findings and it can be seen from the types of applications they used in asynchronous method. Based on the observation and interview findings, these applications used by lecturer to give assignments, and where students collect assignments.

In addition to the above applications, researcher also found that some students also use other applications to help their speaking skills. Such as watching English videos or watching English films, listening to English songs, reading vocabulary through Google, and listening to podcasts. They use these applications outside of speaking lessons. They do this activity when they have free time.

3. **The Better Method Between Synchronous and Asynchronous in Speaking Learning**

Based on the research that have been done by the researcher from conducted the interviews, the researcher found the better practice between synchronous and asynchronous in speaking learning. In the interview findings, the researchers found differences of opinion from the informants. Some argue that the synchronous method is the best method to be practiced in speaking learning. But there is also someone who say

that the asynchronous method is a better method to be practiced in speaking learning. From the 12 informants, 11 said it was better to use the synchronous method and 1 other person said it was better to use the asynchronous method. From the interviews that the researcher got, the reason why they chose the synchronous method was because they felt speaking was a learning that required practice. Practice speaking skills, and if there are errors the lecturer can correct them directly. In speaking, feedback is also needed. Then if there is an explanation of the material from the lecturer that is not clear, students can ask it directly. At the same time, it trains students' mentality in speaking in front of many people so that they can grow confident when speaking. As Perveen (2016) described that synchronous language learning is closer to the communicative approach of language teaching/learning with whiteboards, video chat or voice chat offering instant feedback to assist students develop their language skills. In addition, the synchronous method can be an alternative to replace face-to-face offline learning. As Keegan et al. (2005) said that synchronous can duplicate the face-to-face real time classroom.

Meanwhile, AN is an informant who chose the asynchronous method which is better for speaking learning, she argued that they are often constrained by the internet network when face-time learning takes place. From the interviews that the researcher received, almost all of them said that the internet network was indeed a major problem when doing

face-time learning. This is in accordance with the observations that have been done, because network disturbances make learning not run completely smoothly when using synchronous method. Especially those who live in villages, far from the city center. Of course it can affect their internet network. Because it is undeniable that face-time learning requires a strong internet network and uses quite a lot of internet quota. Especially when it's raining and the power outage. When the internet network is constrained, learning activity is also constrained. Which makes them unable to hear the explanation clearly. For those who live in urban areas, the internet network is not an obstacle for them. Because the internet network is quite smooth and adequate in urban areas.

AN also argued that they often accidentally fell asleep when learning was taking place which made them miss an explanation from the lecturer. If learning activity through the asynchronous method, for example through the WA group, they can reread, review the topic, and relisten to the explanation from the lecturer. As Chen (2015) described that the affordances of the asynchronous voice forum, and the quality of the voice recorded speaking tasks, most students perceived speaking gains in these fields. Apart from that, they can also do other activities. In addition, the asynchronous method also does not require a strong network and does not use too much internet quota. As Rigo & Mikuš (2021) described that the main advantages of asynchronous learning are expressed by flexibility, pacing and affordability.

From the findings above, the researcher can conclude that the synchronous method is the right method to be used in speaking learning. As well as the choices of participants who almost all agreed that the synchronous method is the most appropriated method for learning speaking. Because speaking learning requires the practice of speaking directly, so there is a need for face-time learning, so that students can practice speaking skills and lecturers can control and provide corrections to students. Even so, students still feel that offline learning will be more effective to improve their speaking skills. Due to the current pandemic, the synchronous method is the right method that can facilitate them to improve their speaking skills. As Wah, Hashim & Yunus (2020) stated that that the current trend is the incorporation of technology in teaching and learning to improve speaking skills and the approach is efficient, they therefore have to accept that learners benefit from teaching and learning speaking skills by synchronous methodology. Therefore, in teaching and learning speaking lessons, it is worth using LiveSpeak.

Likewise, with the opinion of the lecturer, through the synchronous method students can be fully involved and get feedback from lecturer and classmates. And lecturer can control them. They can also communicate directly which can improve their speaking skills. As Wang & Chen (2009) stated that recurrent synchronous sessions are essential to develop listening and speaking abilities.

CHAPTER V

CONCLUSION, SUGGESTION AND RECOMMENDATION

This chapter presents conclusion, suggestions and recommendation on the basis of study results and discussions. the conclusion deal with the result of description of The Lecturer and Students' Perceptions Toward Synchronous and Asynchronous in Speaking Learning in Fifth Semester During COVID-19 Pandemic at IAIN Palangka Raya , the lecturer and students' opinions toward synchronous and asynchronous in speaking learning during COVID-19 pandemic , the application that categorize as synchronous and asynchronous in speaking learning, the best practice between synchronous and asynchronous in speaking learning. meanwhile, the suggestion addressed to the teachers/lecturers, the future researchers and those who are interested in researching the lecturer and students' perceptions toward synchronous and asynchronous in speaking learning to follow up the research finding of the study.

A. Conclusion

The existence of a sense of discomfort and dissatisfaction, especially felt by students in conducting online learning or through synchronous and asynchronous methods, becomes a problem in learning activities. Because of the disturbances that occur when doing teaching and learning activities or economic problems, the state of the place, the availability of adequate electronics, these things make students feel burdened in doing online learning. Each method has its negative and positive sides. Even so,

synchronous and asynchronous methods have an important role in distance learning. These methods can replace offline learning in the classroom. They can still interact directly, give each other feedback and suggestions, doing teaching and learning activities and manage time according to circumstances. Especially for speaking learning, teachers and students can use the synchronous method, a more appropriate method to improve speaking skills, even listening skills.

So, based on the research findings, there are several things that the researcher can concluded:

The Lecturer and Students' Perceptions Toward Synchronous and Asynchronous in Speaking Learning in Fifth Semester During COVID-19 Pandemic at IAIN Palangka Raya, they stated that the synchronous and asynchronous methods really helpful for them in the sustainability of teaching and learning activities.

The application that categorize as synchronous and asynchronous in speaking learning, applications that lecturer and students use for speaking learning are Zoom, Google Classroom, and Jitsi Meet for synchronous learning. While asynchronous learning uses E-mail and WhatsApp. Outside of learning, some students also use other applications to improve their speaking skills, such as Youtube, Podcasts, English films, or listening to English songs, opening the internet to increase vocabulary. This they do when they have free time.

The best practice between synchronous and asynchronous in speaking learning, the results of the study showed that the synchronous method was the best method to be practiced in speaking learning. Speaking is identical to the practice of speaking so that speaking skills can improve and increase self-confidence, and synchronous learning can facilitate this.

B. Suggestion

The suggestions are given to the teacher or lecturer, students and the future researcher.

1. The Teacher/Lecturer

a. Teachers/lecturers can apply synchronous and asynchronous learning methods for distance learning.

b. Teachers/lecturers must be able to adjust the learning methods that will be used after seeing the conditions and circumstances of the students, so that students will not miss learning activities.

c. Teachers/lecturers can prepare learning in an interesting way, so students can stay focused on participating in teaching and learning activities.

2. The Students

Students can further increase their enthusiasm for learning by some ways such as not delaying work because of delaying one task then there will be more other tasks, then ask if you have difficulty while studying, and the last one is to study hard even if there's no assignment.

3. The Future Researchers

Since the study was qualitative descriptive, it was advisable that the future researcher follow up the study by conducting research on lecturer and students' perceptions toward synchronous and asynchronous in speaking learning in COVID-19 pandemic with different framework, design and paradigm. So, more comprehensive data could enrich knowledge about this topic.

C. Recommendation

In line with the topic under discussion, there is recommendation for teacher/lecturer, and also further researchers to enhance the richness of aspects related to the lecturer and students' perceptions toward synchronous and asynchronous in speaking learning.

First, for teachers or lecturers, the researcher recommends using the synchronous method for learning speaking in distance learning. Because based on the research results, the synchronous method is considered more suitable for learning speaking. Where speaking learning requires direct practice and feedback, the synchronous method can facilitate this. Students can practice their speaking skills, then lecturers and classmates can provide direct correction and feedback as well as train students' confidence in speaking in English.

Second, further research is highly recommended to further develop about synchronous and asynchronous approaches in distance learning. Especially, in speaking learning. The weakness of this research is that it

only used one approach. It would be better to use two approaches / mix-methods. The data obtained will be more specific if using two methods, qualitative and quantitative. Thus, in order to examine all the details of the findings in this study, researcher recommends to further researchers could incorporate qualitative and quantitative or other ethnographic approaches. So, more comprehensive data could enrich knowledge about this topic.

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