

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, many learning activities are based on the technology to support the 21st century of learning styles. Students are encouraged to cooperate themselves in using technology in the digital area. The use of the internet, mobile, online videos, and others medium are demanded to gain better learning quality (Vendityaningtyas & Styati, 2018, p. 233). So, as a result of the use of digital communication technologies and networked online applications, as well as characteristics and demands, the global learning environment of the twenty-first century has evolved and formed, as well as the issues that students and teachers face. (McLoughlin & Lee, 2010, p. 29). Rapid technological developments have facilitated distance education in all disciplines. And it gets more popular among students with their various reasons. For example, for the sake of ease and fairness. As a result, many colleges and universities now offer online degree programs, allowing students to pursue higher education without having to leave their homes (Butner, Smith, & Murray, 1999, p. 2). Students and researchers, on the other hand, indicated that the lack of distant learning courses resulted in less interaction. So, more improved teaching and learning strategies are needed, where later the convenience of students in distance learning is

achieved. In addition, this type of access to real time interaction between instructor and class must also occur.

The word learning is to have the root word "learn". Learning is a process activity that has very fundamental elements in the implementation of every type of education level. In addition, there are also people who view learning as a mere exercise as seen in reading and writing exercises (Rosyidi, 2009, pp. 15-16).

The word technology comes from the Latin tekne (English art) and logos means science. In Greek, technology comes from the word technologia, which if interpreted in Webster's dictionary, it is systematic treatment or handling of something systematically, then tecne, it can be interpreted as the basis of technology, which means art, skill, science or expertise, skill, knowledge.

Verses related to learning media and technology are found in QS Al-Alaq/96: 3-4.

قَرَأْ ۙ وَرَبُّكَ الْأَكْرَمُ ۙ ۙ لَّذِي عَلَّمَ أَبَ لِقَلَمٍ

The fourth verse of Q.S. Al-'Alaq there is a word (القلم). According to Al-Asfahani, it means pieces of something rather hard, such as nails and wood, and are specifically used for writing (pens). Meanwhile, based on the interpretation of Al-Maraghi, it is explained that it is Allah who made kalam, where it functions as a means for humans to understand something, as through speech they understand it.

He went on to say that al-qalam is a hard tool that does not contain any aspects of life or inanimate objects, nor does it have any elements of comprehension. However, using al-qalam to comprehend anything for Allah is not a difficult task. And with the help of al-qalam, humans can understand difficult problems. Allah has the power to make a person a good reader. A liaison who has knowledge so that he becomes a perfect human being. In subsequent developments, al-qalam is not limited to sincere tools used in indigenous peoples in the Islamic boarding house environment. But substantially al-qalam can be interpreted as everything related to recording, filmmaking, filmmaking and various equipment, then also related to the field of educational technology.

Thus, learning media has three roles, namely the role of attracting attention (intentional role), the role of communication (communication role) and the role of memory / storage (retention role) (Rosyidah & et.al, 2008, p. 96). As a result, educators must be aware of and comprehend the importance of media use from an Islamic perspective. Because the learning objectives can be adequately attained by employing the appropriate media.

Regardless of location and time constraints, distance education and the typical application of E-Learning technology are very helpful for students as a means of accessing learning remotely. Some of these applications are Centra, WebCT, CampusCE, Blackboard, Cyberworks, eTrinsic, Vitalect and so on. Broadly speaking, some of these E-learning systems have been equipped with a series of common utilities such as

calendars, course slides, mailing lists, forums, homework drop boxes, and even downloadable video streaming, in addition to providing important assets of instructional content, such as , online lecture videos and real-time classroom interactions. However, in reality this has not been explored maximally (Liu & Kender, 2004). There are two formats of instructional technology applications that can be used in interaction, they are synchronous and asynchronous (Hines & Pearl, 2004).

Indeed, when managing students remotely, an instructor must prepare digital tools that will later be useful when developing alternative teaching strategies than those used in traditional classrooms. It's particularly helpful when thinking about how to improve students' creative writing skills, especially in online learning scenarios because it emphasizes the different types of creative cooperation that may be facilitated through digital platforms. Furthermore, including the writing process via a computer platform is thought to be more enjoyable and exciting for kids (Kaleci & Korkmaz, 2016, p. 176). The number of new problems that arise when educators carry out distance learning online, it will reshape education into a certain type of creativity. Furthermore, it is a challenge that providing effective learning to foster autonomy while maintaining student motivation can be slow and challenging. When forced dependency on technology happens in the realm of education, a positive perspective emerges that might aid in accelerating the improvements that have already been implemented. So, it could affect educators when they determine which educational model

is the fastest in technical use that will work or not (Thomas & Rogers, 2020). And this is a reality that must be faced by educators, the right choice must be made in this challenging situation. It is because they have to consider everything related to accessibility, affordability, flexibility and learning pedagogy with e-learning (Dhawan, 2020).

The internet has had an everlasting impact on the remarkable rise of online education, as seen by the development of this decade. As a result, many colleges around the country now offer both totally online (asynchronous) and blended (synchronous) courses (Gomory, 2001). Participants who are geographically distant and not involved at the same time, as they would in face-to-face or telephone interactions, are referred to as asynchronous interactivity (Otte & Benke, 2006). Synchronous, on the other hand, refers to a blend of face-to-face and online learning (Mayadas, 2006). This customized learning environment produced by web-based technology not only removes time, geography, and learning style constraints, but also challenges our traditional teaching and learning techniques, allowing more people to access higher education (Swan, 2006).

The student perspective of the online learning experience is one of the most significant parts of online education. The purpose of this study was to learn about student English learning perspectives on synchronous and asynchronous online learning experiences.

B. Research Questions

How the students' perspective on synchronous and asynchronous e-learning ?

C. Objectives of Study

In line with the research statement above, the goal of this study is to find out what students think about synchronous and asynchronous e-learning in the context of studying English.

D. Significance of Study

The research expects that the conclusions of this study will provide valuable information to students, teachers/lecturers, and the future researcher.

1. For teacher / lecturer

Because this study goes into great detail about students' perspectives on synchronous and asynchronous e-learning in the context of learning English.

2. For the student

For the student, this research may give information about the synchronous and asynchronous e-learning in learning English.

3. For the other researcher

It is intended that this study will serve as a resource for other scholars looking for data on synchronous and asynchronous e-learning in English learning.

E. Definition of Key Terms

There are a few essential phrases that are frequently used in this research. To minimize misunderstandings, the researcher would like to briefly explain the definition of each major term used in this study.

1. Synchronous E-Learning

Synchronous e-learning is the method of teaching and learning English face to face between teachers and students via online media.

2. Asynchronous E-Learning

The asynchronous E-Learning is the online learning process that provides instructional materials and indirect assignment in learning English.

3. Students' Perspective

Perspective is the way of outlook how you see things especially through one's personal point. Meanwhile in this research, perspective

means students' point of view of synchronous and asynchronous e-learning in learning English.