

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research.

A. Findings

In this section, the findings that are displayed based on the research question raised as follows :

1. The students perspective of the synchronous and asynchronous e-learning

The resulting data of participating student of 7th semester responses are displayed in the form of chart below to validate qualitative analysis (Miles & Huberman, 1994, p. 11) and are verified with the reduced data of interview. The findings are reported in sequence as follows :

a. Synchronous e-learning is convenient for English learning.

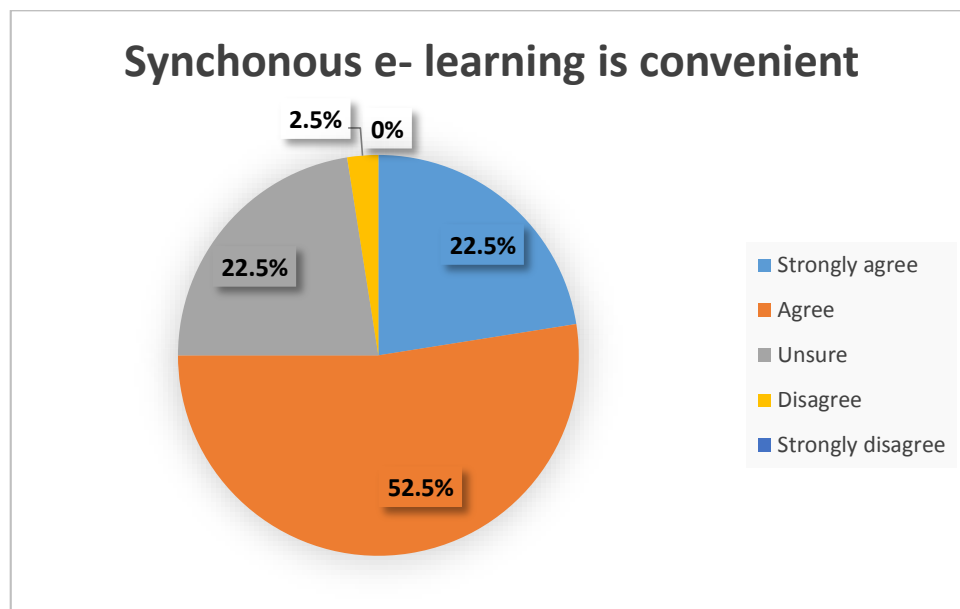


Figure 4.1 Synchronous e- learning is convenience

From figure 4.1, it can be inferred that most of the participants are satisfied that synchronous e-learning is convenient for English learning, with the fact that 52.5% of the participants agree and 22.5% of participants strongly agree. So, this finding shows that synchronous e-learning is convenient as online learning in a virtual classroom of English learning. After analyzing this finding, the researcher verified it by doing an interview with those tenth participants to get in-depth information about their own opinions so the research found out some specific aspects of this area.

Based on the interview data, there are six of ten participants who agree that synchronous e-learning is convenient because it is in real time with a lecturer at the helm of the room, students can ask questions and get feedback at that time, leading to a discussion, scheduled, encouraging

active participation in the learning material, make student more focuses on the material,. Two participant strongly agree that synchronous e-learning convenient because it immediate personal engagement between students and lecturer, which may create greater feeling of community and lessen feeling of isolation. But, one of them disagree and unsure because it not fleksible and some of students may difficulties if they do not have fast or powerful Wi-Fi networks accessible.

b. Synchronous e-learning demands a high speed internet connection

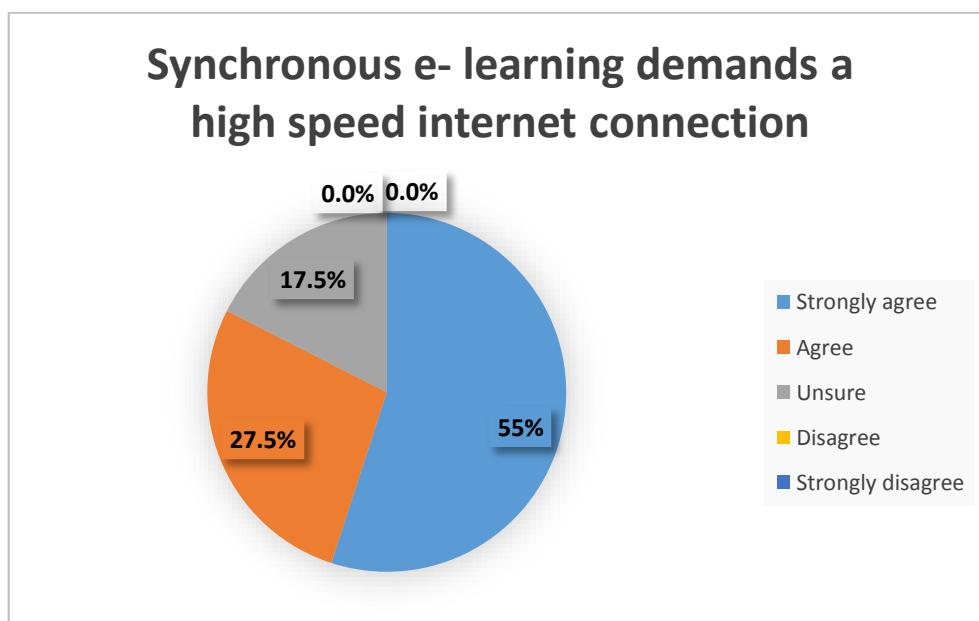


Figure 4.2 Synchronous e-learning demands a high speed internet connection

In figure 4.2, it can have inferred that there are most of the participants very satisfied that synchronous e-learning demand a high speed internet connection with the fact that 55 % of the participants strongly agree and 27,5% participants agree. So, this finding shows that

synchronous e-learning demand a high speed internet connection. After analyzing this finding, the researcher verified it by doing interview with those tenth participants to get in-depth information about their own opinions so the research found out some specific aspects of this area.

According to the interview data, seven out of ten participants strongly agree, and two strongly disagree, that synchronous e-learning necessitates a high-speed internet connection. It's because participating in online meetings consumes a lot of bandwidth and necessitates high-speed internet, which not all students have. Even if the majority of students have high-speed internet and can connect to meetings effectively, one or two coordination errors can result in a failure.

c. Strengths of synchronous e-learning

Question 3 asks for the greatest learning power of synchronous e-learning (Figure 4.3).

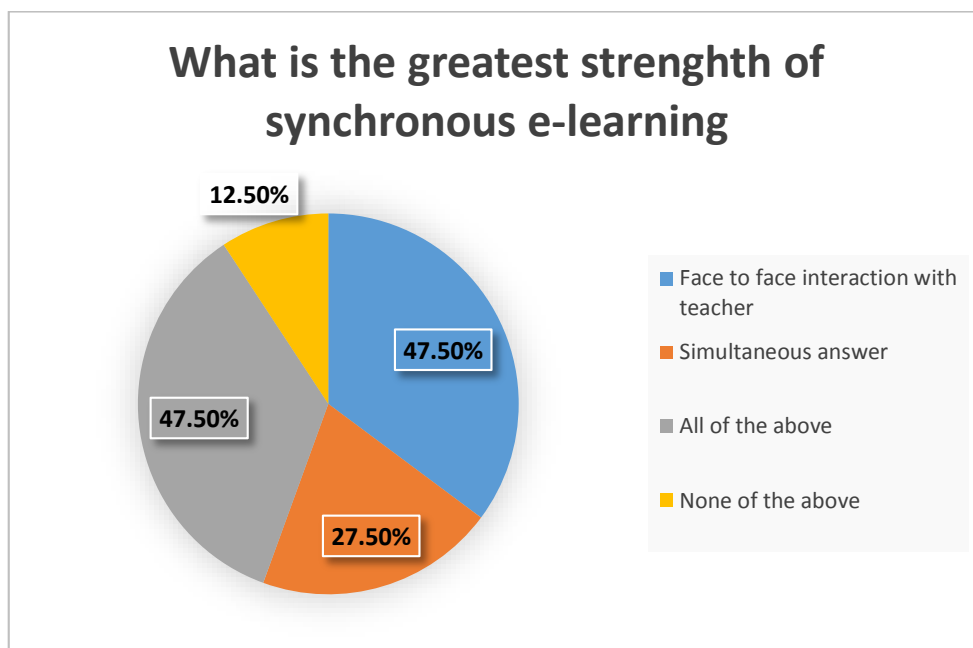


Figure 4.3 The greatest strength of synchronous e-learning

Figure 4.3 shows that a total of 47.5 percent of participants rated all parts of synchronous e-learning as strengths, with 47.5 citing face-to-face connections with teachers as the most valuable. As a result, these data show that all solutions suffer from asynchronous e-learning disadvantages. After studying these conclusions, the researcher re-examined by conducting interviews with all ten participants to learn more about their own perspectives, which resulted in the discovery of certain elements of the field.

According to the interview data, seven out of ten participants chose all of the alternatives because synchronous e-learning makes it easier for students to grasp what they are learning. Students are more comfortable and free to ask questions of the lecturer, especially with this type of

learning, allowing for reciprocity in the classroom. Another advantage of synchronous e-learning for learning English is that it allows students to develop their speaking and listening skills by requiring them to interact directly with the lecturer.

d. weaknesses of synchronous e-learning

The students were asked about the largest flaw in synchronous e-learning (Figure 4.4). 'Time bound', 'connectivity bound', 'high bandwidth', and 'instant reaction' were the alternatives.

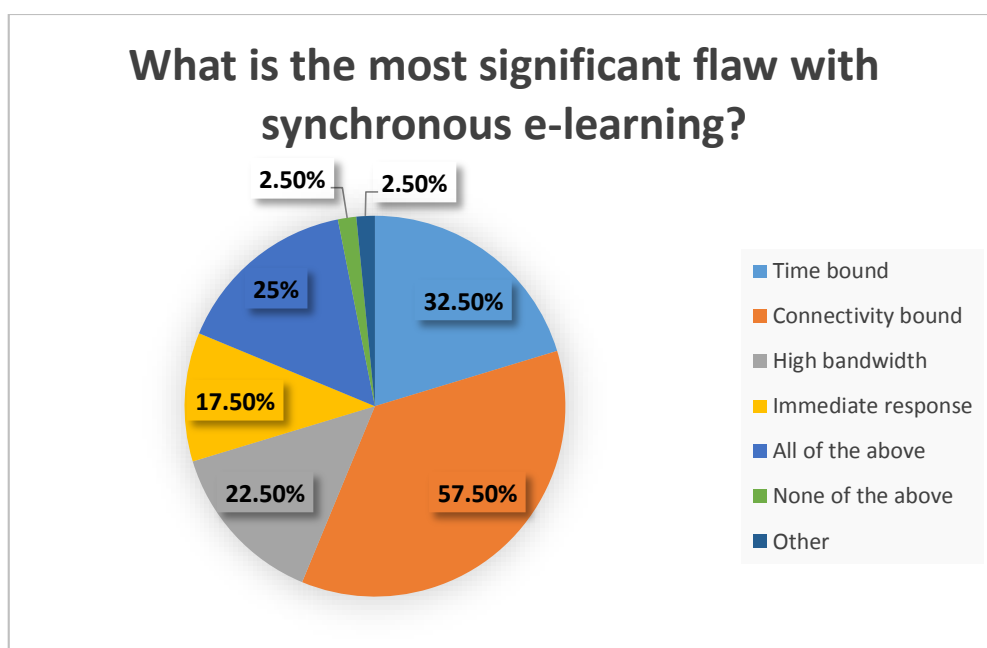


Figure 4.4 The weaknesses of synchronous e-learning

Figure 4.4 shows that 57.5% of participants considered 'connection limitation' as the main weakness of synchronous e-learning, while 32.5% believed 'time bound' to be the worst weakness of synchronous e-learning. As a result, these data reveal the 'bounded

connection' as one of the biggest drawbacks of synchronous e-learning. After studying these conclusions, the researcher re-examined by conducting interviews with all ten participants to learn more about their own perspectives, which resulted in the discovery of certain elements of the field.

Based on the interview data, six of ten participants chose connectivity bound as the greatest weakness of synchronous e-learning, and two chose time bound as the greatest weakness of synchronous e-learning, because these two students are unable to complete work, especially if the internet network is unstable. It makes synchronous, time-bound e-learning more difficult for students to study.

e. Desirable duration of a synchronous e-learning as English learning tools

Because one hour synchronous sessions had already been held during the semester, the students were questioned about the duration of the session in the next question. In this case, there were five options: 20, 30, 40, 50, and 1 hour.

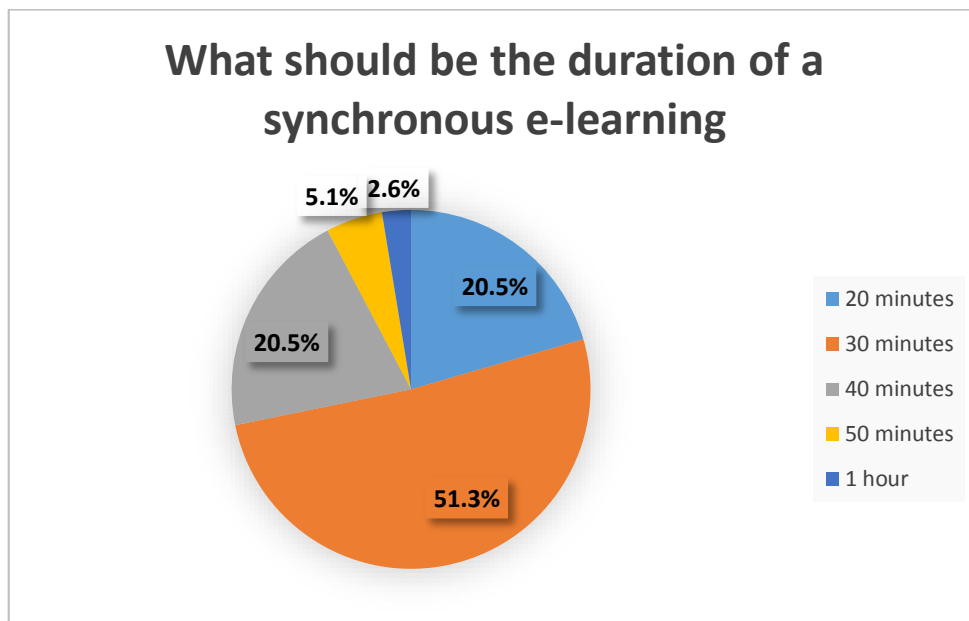


Figure 4.5 The duration of synchronous

In figure 4.5, it can be inferred that most of the participants are satisfied that 30 minutes should be the duration of synchronous e-learning, with the fact that 51.3% were in favor of a 30-minute synchronous session; 20.5% were in favor of a 40-minute session; 20.5% were in favor of a 20-minute session; 5.1% were in favor of a 50-minute session and 2.6% were in favor of a 1-hour session. As a result of this study, the majority of students favor the 30-minute session as a synchronous duration of e-learning. After studying these conclusions, the researcher reviewed by conducting interviews with ten participants to find out more about their respective perspectives, which led to the discovery of several specific aspects of this area.

Based on the interview data, there are five of ten participants who choose 30 minutes as the duration of synchronous e-learning because its

enough for learning process to stay focused on topic according to motivation, mood, relevance of the material, and other factor. Two of the participants prefer to choose 20 minutes because psychologists claim the typical students attention span is about 15 minutes that's way 20 minutes enoughfor learning process and for several problem like phone being excessively hot. Two of paticipants choose 40 minutes because duration of discussion.

f. Asynchronous e-learning is convenient for English learning

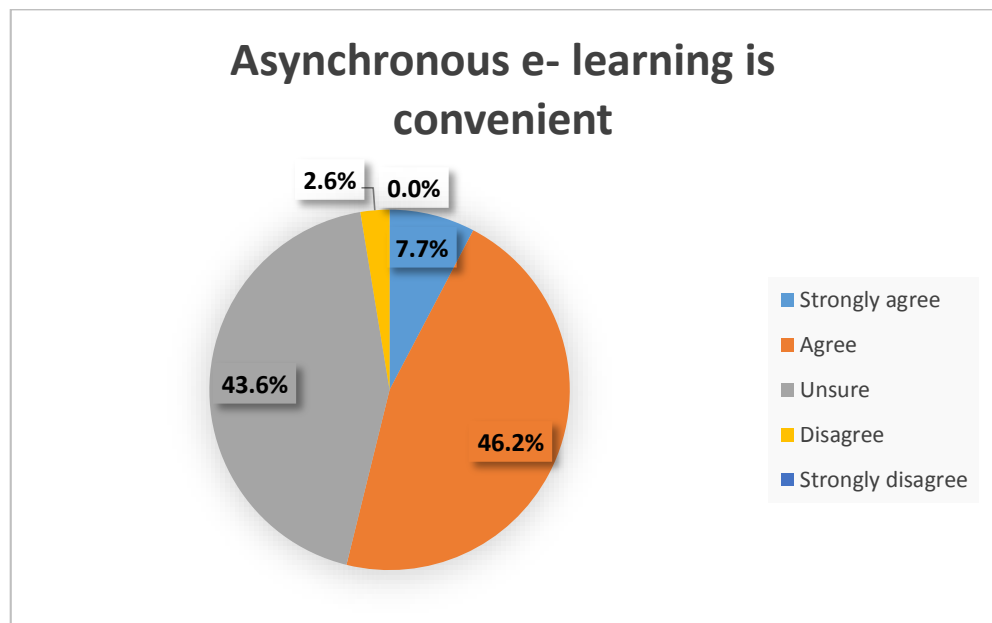


Figure 4.6 Asynchronous e –learning is convenience

In figure 4.6, it can infer that there are most of the participants satisfied that asynchronous e-learning is convenient for English learning with the fact that 46,2 % of the participants agree and 7,7% participants strongly agree. So, this finding shows that asynchronous e-learning is convenient. So, after the analysis was carried out on the findings, the next

step the researcher took was to verify it with the ten participants in order to obtain detailed information on their own opinions, and finally it was found that there were several specific aspects of this area.

Based on the interview data, there are four of ten participant agree and two of them strongly agree that asynchronous e-learning is convenient because the flexibility that it affords a student , allows the learner to access information at their own pace and at their own convenience, the student can follows their own schedule. But, four of them are dubious, though, because a lack of a classroom setting can sometimes result in a separation between the student, the content, and the other. Inability to log in, study the material, and complete the course on time due to a lack of motivation.

g. Asynchronous e-learning demands a high speed internet connection

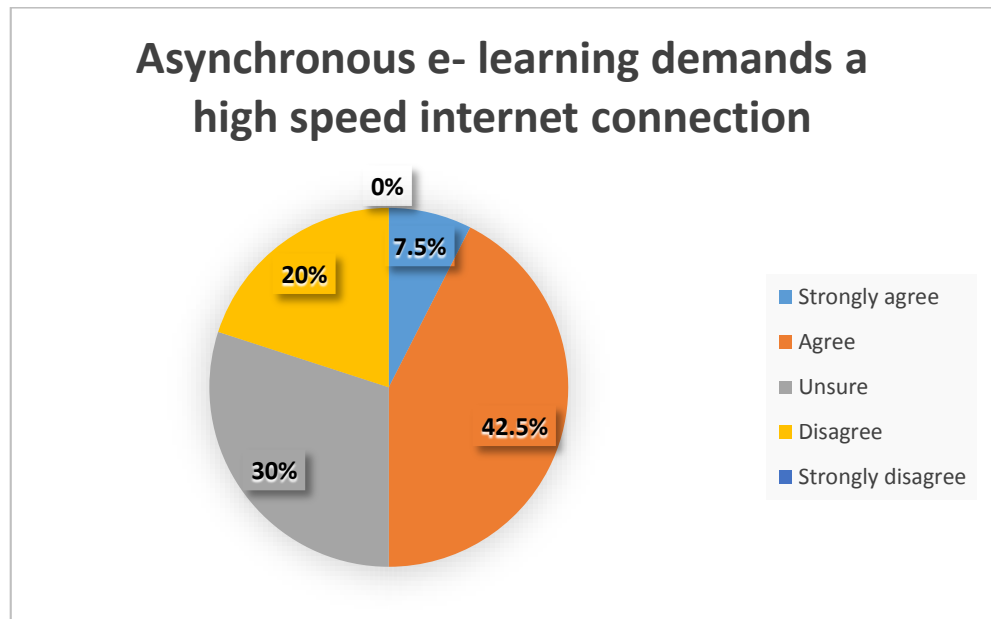


Figure 4.7 Asynchronous e-learning demands a high speed internet connection

In figure 4.7, it can infer that there are most of the participants satisfied that asynchronous e-learning demands a high speed internet connection with the fact that 42,5 % of the participants agree and 7,5% of the participants strongly agree. So, this finding shows that asynchronous e-learning demands a high speed internet connection. After studying this conclusion, the researcher double-checked it by conducting an interview with ten of participant to learn more about their own perspectives, resulting in the discovery of certain particular elements of this field.

Based on the interview data, there are five of ten participants agree because it's still online learning even not use a lot of mobile data but it easier if it has a high speed connection. But, three of them unsure and

two of them disagree because it's still can be access even the connection not high speed.

- h. Asynchronous e-learning offers student complete control over their English learning

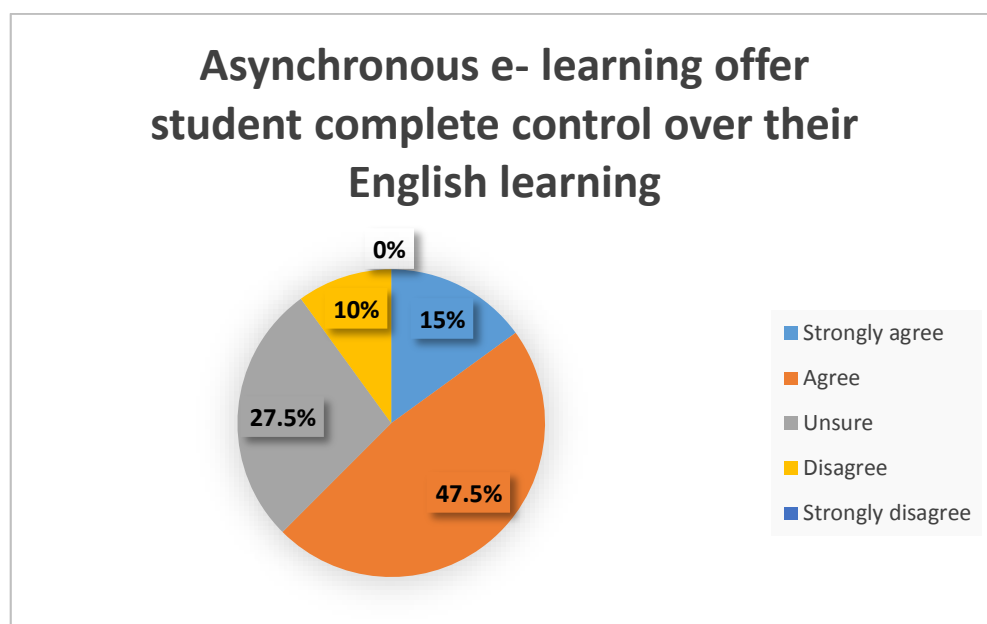


Figure 4.8 Asynchronous e-learning offers student complete control over their English learning

In figure 4.8, it can have inferred that there are most of the participants satisfied that asynchronous e-learning offers student complete control over their English learning with the fact that 47,5 % of the participants agree and 15 % of the participants strongly agree. So, this finding shows that asynchronous e-learning offers student complete control over their learning. After studying these conclusions, the researcher re-examined by conducting interviews with the ten of participant to learn more about their own perspectives, which resulted in the discovery of several specific aspects of this area.

According to the interview data, five out of ten participants agree, and one strongly agrees, that asynchronous e-learning gives students complete control over their learning because they are given complete independence to complete their learning activities. This additional control means that learners choose their own pace and when they will complete their course. They can schedule study time when others choose to learn in the evening. Because of the time and flexibility, four of the participants disagree, with some of them being negligent.

i. Asynchronous lacks instant feedback

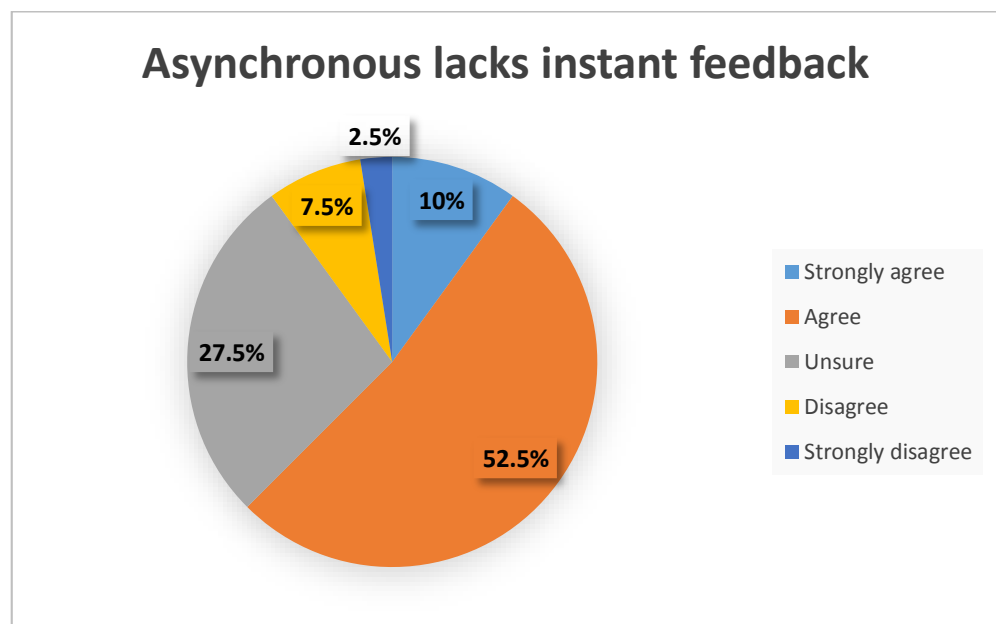


Figure 4.9 Asynchronous lacks instant feedback

In figure 4.9, it can be inferred that most of the participants are satisfied that asynchronous e-learning lacks instant feedback, with the fact that 52.5% of the participants agree and 10% of the participants strongly agree. So, this finding shows that asynchronous e-learning lacks instant

feedback. After studying this conclusion, the researcher double-checked it by conducting an interview with all ten participants to learn more about their own perspectives, resulting in the discovery of certain particular elements of this field.

Based on the interview data, there are six of ten participants agree that asynchronous e-learning lacks instant feedback because the scheduling conflict, delayed time and the lag time between assignment and submitting the feedback given in uncertain time waiting the student finish to submit the answer. One of the participants disagree because difficulties to given the feedback at the same time if the student asking in different time.

Question 10 inquired on the most beneficial asynchronous e-learning activity. There were options for 'Email, Google Classroom, Quiz, Discussion/Messege Board, 'Blogs,' as well as 'All of the above' and 'None of the above.' They were also given the opportunity to provide any further remarks. Figure 10 depicts the results:

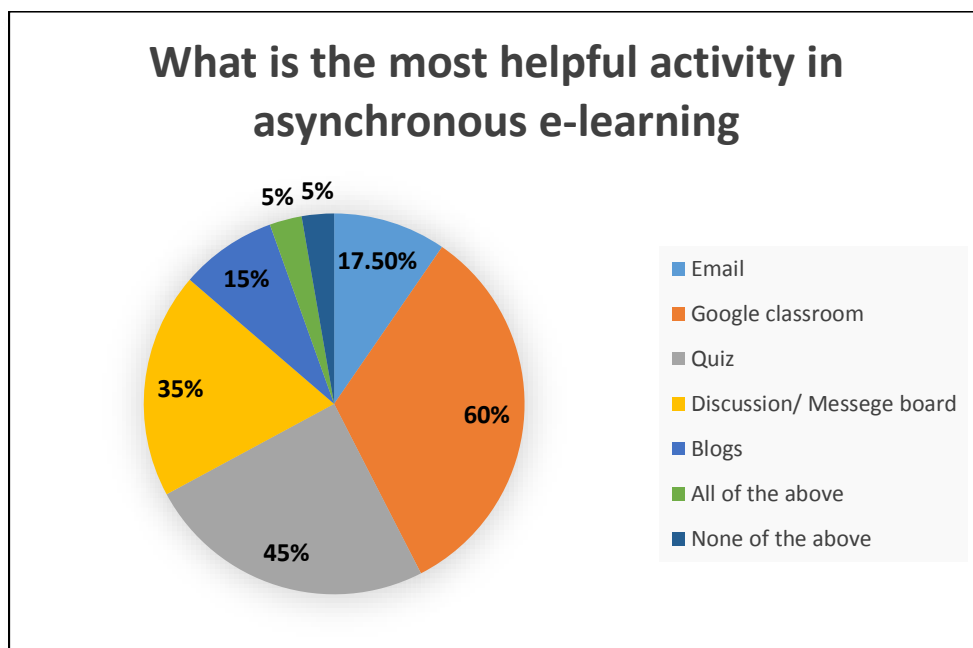


Figure 4.10 Asynchronous learning is the most helpful activity

In figure 4.10, it can be inferred that there are a total of 60% participants who found that Google Classroom is the most helpful in asynchronous e-learning, whereas 45% found Quiz as the most helpful activity in asynchronous e-learning. 35% of participants chose discussion/message board. So, this finding shows that Google Classroom is the most helpful in asynchronous e-learning. After studying these findings, the researcher re-examined by conducting interviews with all ten participants to learn more about their own perspectives, which resulted in the discovery of certain elements from the field.

Based on the interview data, there are five of ten participants who chose Google Classroom as the most helpful activity because it's easy to access, and students can access Google Classroom anytime, anywhere. Three participants prefer to choose discussion/message board because students

can ask open –ended question, student feel more confident to discuss the material, better engagement. 3 of them choose quiz because students tend to actually read the material, quiz also make them improve their skill whether in vocabulary or reading etc.

j. Strengths and Weaknesses of asynchronous e-learning

Question 11 asked students what they thought was the strongest feature of asynchronous e-learning. They were given the “time-free”, “place-free” and “allowed time to reflect” alternatives, and they were able to select all or none of the options, as well as make further comments.

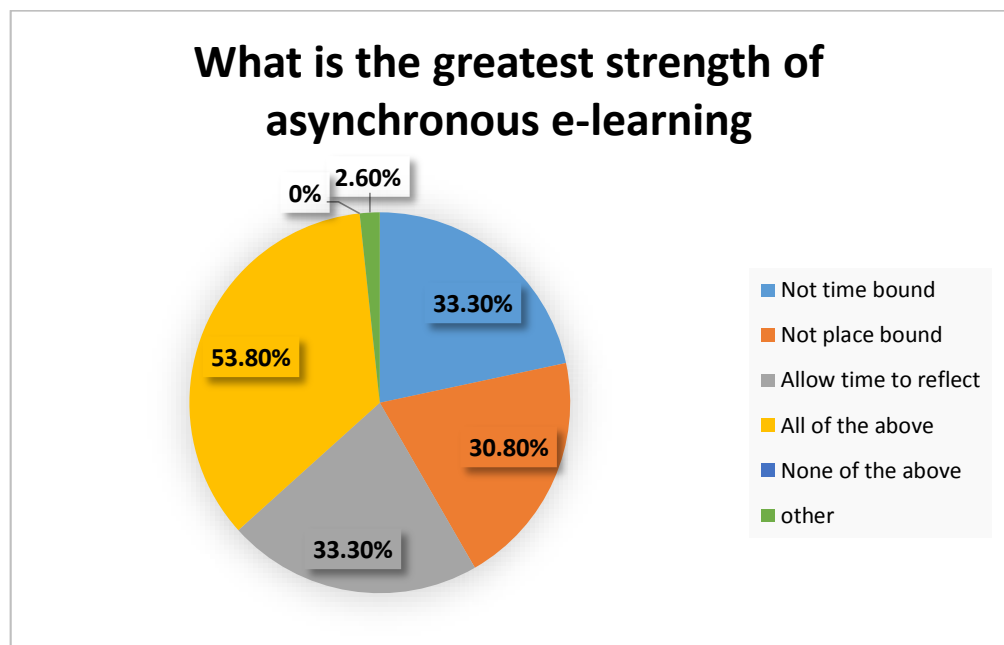


Figure 4.11 The greatest strength of asynchronous e-learning

According to figure 4.11, a total of 53,8 percent of participants viewed all alternatives as strong points of asynchronous e-learning, while 45 percent viewed provide time to reflect as a strong point of asynchronous

e-learning. As a result, this research demonstrates that all alternatives, in particular, give time for reflection as one of the advantages of asynchronous e-learning. After studying this conclusion, the researcher double-checked it by conducting an interview with the tenth participant to learn more about their own perspectives, resulting in the discovery of certain particular elements of this field.

According to the interview data, four out of ten participants chose all alternatives because asynchronous e-learning allows students to make the learning environment more accessible based on their own personal experiences. Because the lecturer does not expect an immediate response, four out of ten participants choose to take some time to consider.

Question 12 looked on the biggest flaw in asynchronous e-learning. Apart from all of the above, none of the above, and any other alternative, the choices were “no face to face” and “no simultaneous answer.” Figure 10 depicts the results.

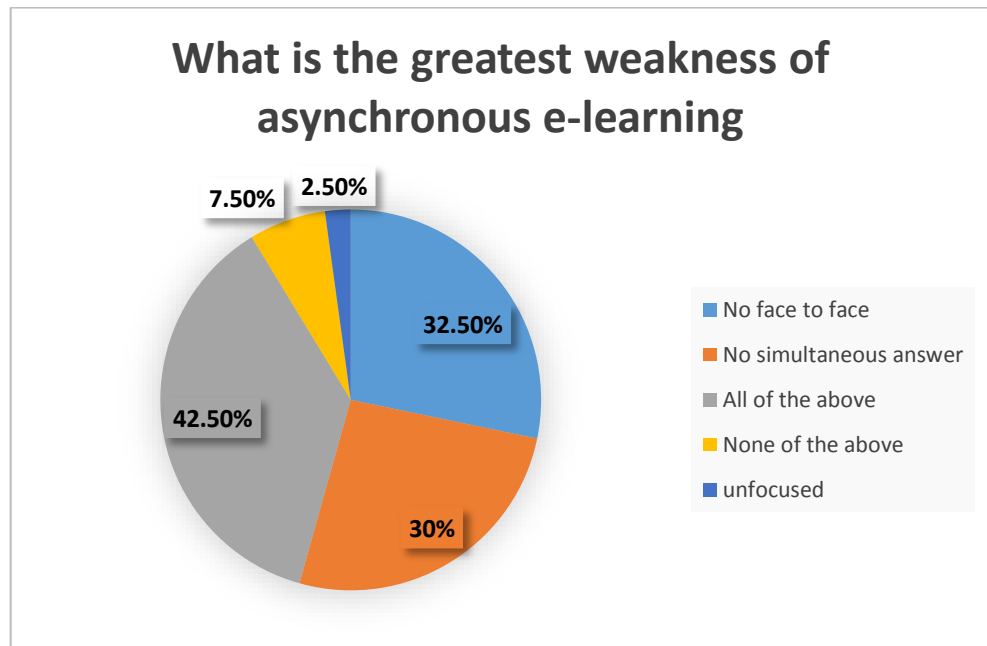


Figure 4.12 The weakness of asynchronous e-learning

In figure 4.12, it can be inferred that there are a total of 42.5% who chose 'all of the above' option, whereas 32.5% considered 'no face to face' as the greatest weakness, and 30% of participants chose 'no simultaneous answer' as the weakness of asynchronous e-learning. So, this finding shows that all options are weaknesses of asynchronous e-learning. After studying these conclusions, the researcher re-examined by conducting interviews with all ten participants to gain further clarity on their own perspectives, which resulted in the discovery of certain elements of the field.

Based on the interview data, there are six of ten participants who chose all options because, on average, students prefer direct face-to-face learning with a lecturer, and it makes it easier for students to understand existing learning,

especially with direct face to face interaction learning can ask question if you don't understand the lesson.

k. Ideal context for e-learning

Question 13 inquired about students' preferences for asynchronous/synchronous or blended e-learning (Figure 4.13).

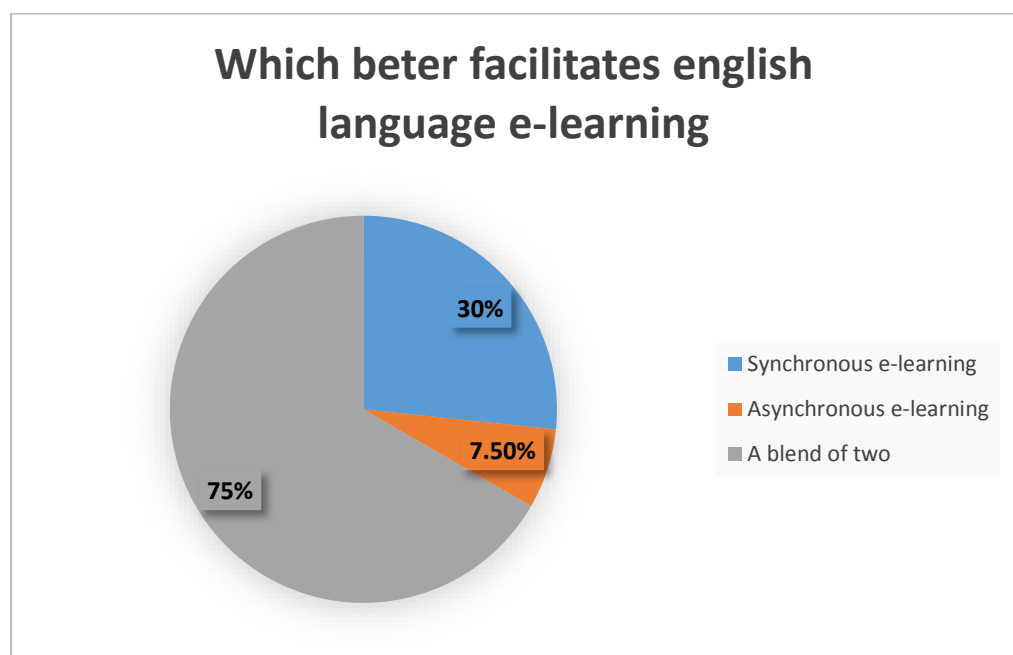


Figure 4.13 The better facilitates for English language e-learning

Figure 4.13 shows that 75 percent of participants preferred a mix of synchronous and asynchronous e-learning, whereas 30 percent preferred synchronous e-learning. As a result, this data indicates that a combination of synchronous and asynchronous e-learning is more effective for English e-learning. After studying this conclusion, the researcher double-checked it by conducting an interview with the tenth participant to learn more about

their own perspectives, resulting in the discovery of certain particular elements of this field.

Based on the interview data, there are eight of ten participants choose blend of two as a better facilitated for English e-learning because both of them balance the learning process. Especially for all skill even speaking, writing, reading and listening. Synchronous e-learning make us easier to build up our skill like speaking and writing and listening cause we use video conferences (zoom,Gmeet) when the video error we can use asynchronous e-learning for writing and reading.

B. Discussion

This part includes a discussion of the findings from the questionnaire and interview with the hypotheses obtained in chapter 2 after the data has been processed in the form of description.

1. Synchronous e- learning is convenient.

The responses of the student to the question whether synchronous e-learning convenient. 52,5% of student agree and 22,5% strongly agree that synchronous e-learning convenient. In contrast to this theory, For students who appreciate the freedom and anonymity that synchronous platforms provide, synchronous e-learning might be inconvenient and daunting (Sun, Finger, & Liu, 2014). However, other research suggests that synchronous e-learning participants have more constant communication, stronger task attention, more involvement, and more

frequent completion of work and courses than their asynchronous counterparts.

2. Synchronous e-learning demands a high speed internet connection.

The student's replies on the topic of whether synchronous e-learning necessitates a fast internet connection. A high-speed internet connection is required for synchronous e-learning, according to 55 percent of students who strongly agree and 27,5 percent who agree. With advancements in technology and increased capacity of internet connection, synchronous alternatives for training are becoming more popular. They not only save time and money, but they can also surpass both asynchronous online learning and traditional face-to-face education in many scenarios. Until date, however, the lack of a pedagogical foundation for synchronous instruction has limited the medium's effectiveness (Chen, Ko, & Kinshuk, 2005)

3. The greatest strength of synchronous e-learning

When asked what the biggest strength of synchronous e-learning is, 47.5 percent of students said that all alternatives are strong aspects of synchronous e-learning. Through synchronous mode, a conversational framework for direct communication based on question and answer mode and direct feedback from the teacher (Laurillard, 2013) may be encouraged. With whiteboards, video chats, or voice chats offering real feedback to assist students improve their language abilities, synchronous language learning is closer to a communicative manner of

language teaching/learning. As a result, real-time replication of face-to-face classes is conceivable (Keegan et al., 2005).

4. The weakness of synchronous e-learning.

The responses of the student to the question what the weakness of synchronous e-learning. 57,5% of student choose connectivity bound and 32,5% Time bound as the weakness of asynchronous e-learning. Due to time constraints and the availability of technology at a certain time, it might be a challenge for students. For language acquisition, both asynchronous and synchronous modalities might be advantageous (Pérez, 2013). Because most online students work and study at the same time, asynchronous mode is preferable (McLoughlin & Lee, 2010) to minimize the anxiety that comes with being timed in synchronous sessions (Guichon, 2010). Most research on asynchronous media have so far focused on students' performance and degree of engagement; nevertheless, the context of learning is sometimes overlooked, particularly when it comes to EFL/ ESL pupils (Yang, 2011). Students felt uneasy utilizing their cameras in synchronous contexts, according to Bedenlier et al. (2020). This, according to the authors, is due to the new context, in which they see themselves continuously and it is unknown who can see them. In addition, students in online learning contexts felt dispersed ties with their peers and were less likely to get social support than in traditional settings. Furthermore, several students stated that their workload had grown (Aristovnik et al., 2020). Overall, these

findings emphasize the significance of carefully considering students' prior learning experiences when attempting to engage them in online learning.

5. Desirable duration of a synchronous e-learning.

The responses of the student to the question the desirable duration of a synchronous e-learning. 51,3% of student choose 30 minutes as the duration of synchronous e-learning. The majority of students, on the other hand, prefer 30-minute synchronous sessions for face-to-face learning with one-hour sessions, which is standard across all English language resources. When it comes to the factors that affect students' performance in online creative writing, making use of the right technology platforms should be the top priority to help students improve their writing skills. Synchronous teaching sessions should last at least 30 minutes but not more than 2 hours (Tabak, 2014, p. 83). Then based on (Groen, 2008), 60-75 minute session with particular course information summarised, emphasized, clarified, and applied, plus an extra 10-20 minutes for further questions, would be sufficient.

6. Asynchronous e-learning is convenient.

The responses of the student to the question whether asynchronous e-learning convenient. 46,2% of student agree and 7,7% strongly agree that asynchronous e-learning convenient. Students complete the study materials on their own and only communicate with instructors via social media or email on rare occasions. Flexibility,

timing, and affordability are the key benefits of this type of learning. Learners get access to freely available materials and can complete them whenever they want (Rigo & Mikuš, 2021).

7. Asynchronous e-learning demands a high speed internet connection.

The student's replies on the topic of whether asynchronous e-learning necessitates a fast internet connection. Asynchronous e-learning need a high-speed internet connection, according to 42.5% of students and 7.5% strongly agree.

8. Asynchronous e-learning offers student complete control over their learning.

The responses of the student to the question whether asynchronous e-learning offers student complete control over their learning. 47,5% of student agree and 15% strongly agree that asynchronous e-learning offers student complete control over their learning because they can do the assignment whenever they want as long as they still have the time and they can check again their answer and make sure that will be right. According to the survey, while students prefer asynchronous communication techniques (such as discussion boards or email), they still appreciate the chance to receive direct instructor input in synchronous scenarios. Furthermore, the quality of learner-content interaction (e.g., reading interactive texts, watching videos, and completing assignments) as well as learner-teacher interaction (e.g., providing feedback, providing summative and

formative assessments, and documenting students' progress) has a significant impact on satisfaction with learning and perceived learning, especially in asynchronous formats (Alqurashi, 2019) Asynchronous teaching can allow students to work at their own speed, regardless of time or location (Van Der Keylen, Lippert, Kunisch, Kuhlein, & Roos, 2020), And, while asynchronous education allows students to work at their own speed and regardless of time or location (Van Der Keylen, Lippert, Kunisch, Kuhlein, & Roos, 2020), not all students are prepared with the necessary methods to take advantage of this potential benefit: To stay on track while learning from home, especially in asynchronous settings, you'll need additional self-study abilities, including adequate drive and willpower to stick to your learning objectives (Hartnett, 2015). In order to accomplish academic work and successfully complete learning activities, students must also be prepared with excellent digital abilities (Kim, 2019) And, while asynchronous education allows students to work at their own speed and regardless of time or location (Van Der Keylen, Lippert, Kunisch, Kuhlein, & Roos, 2020), not all students are prepared with the necessary methods to take advantage of this potential benefit: To stay on track while learning from home, especially in asynchronous settings, you'll need additional self-study abilities, including adequate drive and willpower to stick to your learning objectives (Hartnett, 2015). In order to accomplish academic

work and successfully complete learning activities, students must also be prepared with excellent digital abilities (Kim, 2019)

9. Asynchronous e-learning lacks instant feedback.

The responses of the student to the question whether asynchronous e-learning lacks instant feedback. 52,5% of student agree and 10% strongly agree that asynchronous e-learning lacks instant feedback. In compared to video conferences, asynchronous technologies that promote social contact, such as online forum debates, necessitate more attention and planning to facilitate social participation. In both synchronous and asynchronous situations, all three types of feedback activities (peer feedback, instructor feedback to students, and student feedback to the teacher) can be carried out. Our data suggest, however, that students in predominantly synchronous situations receive more feedback than students in predominantly asynchronous environments. The teachers' perceptions of feedback activities in synchronous and asynchronous contexts were not validated by the students in our study. In synchronous scenarios, some feedback activities may occur unintentionally and without the teachers' understanding. In any case, given the vital role of appropriate feedback in (not just) higher education learning to assure motivation and learning outcomes (Biggs&Tang, 2011) (Hattie, 2011), students who are predominantly taught and learn in asynchronous environments may be at a disadvantage. Instructor and student preferences for interaction-

based and input-based settings previously shown similar differences in their perspectives (Struyven, 2008).

10. The most helpful activity in asynchronous e-learning.

Students' answers to the problem of which activities in asynchronous e-learning are most profitable. In asynchronous e-learning, 60 percent of students said Google Classroom was the most helpful activity, while 35 percent said discussion/message boards were the most helpful. Students can correct syntactically and semantically incorrect sentences using asynchronous electronic language learning by compiling and rewriting them for use in Google Classroom or submitting discussion comments. It allows them to double-check the accuracy of their sentences. They are motivated to improve their statement phrasing by the peer pressure of having their questions/comments publicly available for their fellow students and instructors to see. The responses help with conceptual knowledge growth (McLoughlin & Lee, 2010a). They also have plenty of time to finish activities, make changes to their writings, and even seek feedback on their works before they publish them. Asynchronous e-learning can encompass any L2 teaching approach that allows for delayed feedback and reaction, such as emails and discussion boards. Learners may find that asynchronous language learning encourages them to ask questions that demand lengthy responses (AbuSeileek & Qatawneh, 2012).

11. The greatest strength of asynchronous e-learning.

Student replies to the subject of what is the power of asynchronous e-learning. All alternatives were cited by 53.8% of students as good aspects of asynchronous e-learning. They prefer to deal with technical issues rather than social and interpersonal problems. Individual learning projects that allow practical application, online laboratories, listservs that provide information in various formats such as text, video, graphics, and sound, experimenting with new ideas, simulations, laboratories, and practical applications, and working on individual assignments are some of the methods preferred and appropriate learning among asynchronous e-learners (Shahabadi & Uplane, 2015, p. 137).

12. The weakness of asynchronous e-learning.

When asked what the problem with asynchronous e-learning is, 42.5 percent of students said that all alternatives are a weakness of asynchronous e-learning. Teachers reported using all three feedback activities (as well as group work and practical/laboratory work) equally in both asynchronous and synchronous settings, which contradicted students' perceptions of feedback activities in synchronous and asynchronous settings in our study. One possible reason for this gap is that teachers do not realize it in asynchronous situations, they allow less input than synchronous ones. Perhaps some feedback actions that occur in synchronous situations occur accidentally and without the knowledge of the teacher. However, given the importance of useful feedback in

(not just) higher education learning to ensure motivation and learning outcomes (Biggs and Tang, 2011; Hattie, 2011), these findings may indicate a disadvantage for students who are primarily taught and learned in asynchronous settings. Struyven et al. (2008) found similar variations in instructor and student views of preferences for interaction-based and input-based settings. The authors discovered that these preferences had an impact on students' overall views of learning settings, as well as their learning tactics and performance, despite the fact that learning success is believed to be dependent on students' attention and interest (Rapanta et al., 2020).

13. The better facilitates for English language e-learning.

The students' comments to the topic of whether synchronous or asynchronous e-learning is better for learning English are fascinating. Student replies in section 13 regarding best facilitated for English e-learning show that 75% of students prefer a combination of the two and 30% prefer synchronous e-learning. This expresses a feeling of mental dissatisfaction at not being able to speak or see the instructor, as well as a desire to interact openly, as they do in their regular classroom (Perveen, 2016). The link between the use of synchronous and asynchronous technology may have an impact on learning efficiency (Ene & Upton, 2018). The influence of synchronous and asynchronous technology use suggests that writing acquisition will be facilitated as a negotiation-based and dialogic process. Many studies have looked at

students' perceptions of asynchronous and synchronous methods of feedback in EFL writing, as well as their effectiveness. Students' selections for these two techniques have yielded a variety of results in the relevant research. (Chang, 2009) revealed that students had mixed opinions regarding asynchronous and synchronous modes, and that these two modes provided varied benefits (Ho & Savignon, 2007).