

# **THE COLLABORATIVE BICHRONOUS TO ENGLISH LEARNING FOR DISTANCE EDUCATION**

**By  
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**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
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**THE COLLABORATIVE BICHRONOUS TO ENGLISH  
LEARNING FOR DISTANCE EDUCATION**

**AN UNDERGRADUATE THESIS**

Presented to  
Faculty of Tarbiyah and Teacher Training  
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by  
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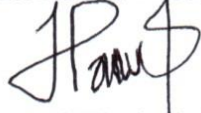
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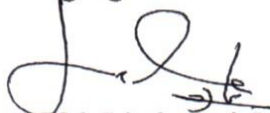
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## STATEMENT OF AUTHENTICITY

I, the undersigned, Nur Ifan Adha, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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## ABSTRACT

**Nur Ifan Adha.** 2022. The Collaborative Bichronous To English Learning For Distance Education. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Hj. Nani Hizriani, M.A, (II) Afifah Linda Sari, M.Pd.

**Keywords:** Synchronous, Asynchronous, Bichronous

The coronavirus pandemic certainly has an impact on the educational field in Indonesia. The educational process was transitioning from conventional to online learning. CMI Plus Middle School was one of the educational institutions that implemented hybrid online learning for facilitated synchronous and asynchronous communication to carry out the teaching-learning process. This collaboration of two online learning communication types was used to optimize blended online learning for continuing the educational process. With this consideration, problems were formulated to identify collaborative bichronous practice in English learning and its challenges.

This research used descriptive qualitative, where the data was collected by observation, interview, and documentation. The researcher also took several steps, such as reduction, display, and conclusion, to analyze the data.

The findings found that English online learning carried out by live synchronous, virtual synchronous, collaborative asynchronous, and self-paced asynchronous contained principles of the learning focused on outcome and objective, the learning engaged students actively, the learning used appropriate media varieties, and the learning supported the development of community interaction. The practice also contained exchanges of information, task, and social support. There were challenges encountered in the practice, such as insufficient interactions and inefficient internet connections.

## **ABSTRAK**

**Nur Ifan Adha.** 2022. Kolaborasi Bikronis Untuk Pembelajaran Bahasa Inggris Selama Pendidikan Jarak Jauh. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Hj. Nani Hizriani, M.A, (II) Afifah Linda Sari, M.Pd.

**Kata kunci:** Sinkronis, Asinkronis, Bikronis

Pandemi virus corona tentunya berdampak pada bidang pendidikan di Indonesia. Proses pendidikan mengalami transisi dari pembelajaran konvensional ke pembelajaran dalam jaringan. SMP Plus CMI merupakan salah satu lembaga pendidikan yang menerapkan pembelajaran campuran dalam jaringan yang memfasilitasi komunikasi sinkronis dan asinkronis untuk melakukan proses belajar-mengajar. Kolaborasi dua jenis komunikasi pembelajaran dalam jaringan ini digunakan untuk mengoptimalkan pembelajaran campuran dalam jaringan untuk melanjutkan proses pendidikan. Dengan pertimbangan tersebut, maka dirumuskan permasalahan untuk mengetahui praktik kolaborasi bikronis dalam pembelajaran bahasa Inggris dan tantangannya.

Penelitian ini menggunakan deskriptif kualitatif, dimana pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Peneliti juga melakukan beberapa langkah, seperti penyusutan, penyajian, dan penarikan kesimpulan untuk menganalisis data.

Hasil penelitian menemukan bahwa pembelajaran bahasa Inggris dalam jaringan yang dilakukan secara sinkronis langsung, sinkronis maya, asinkronis kolaboratif, dan asinkronis mandiri terdapat prinsip-prinsip pembelajaran yang berfokus pada hasil dan tujuan, pembelajaran melibatkan siswa secara aktif, pembelajaran menggunakan variasi media yang tepat, dan pembelajaran mendukung perkembangan interaksi komunitas. Praktik ini juga terdapat pertukaran-pertukaran informasi, dukungan tugas, dan sosial. Terdapat beberapa tantangan yang dihadapi selama praktiknya, seperti interaksi yang tidak memadai dan koneksi internet yang tidak efisien.

MOTTO

**“이소오라이소; 할수있어”**

*(can or cannot; certainly can do it)*

## **DEDICATION**

I dedicate this thesis for:

1. My family, Raudatul Jannah, Mansyah, and Naswa Habibah, thanks for everything.
2. Me, myself, and I, thanks for every efforts of doing this thesis.
3. My friends while I was in college, thanks for the memories.

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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May 17<sup>th</sup>, 2022 A.D

  
Writer

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