

CHAPTER I

INTRODUCTION

This chapter focuses on the general view of the research. It discusses the background of the study as well as explains the problems and the aim to solve them. Furthermore, it covers the definition of key terms to clarify the details.

A. Background of Study

At the end of December 2019, the world was shocked by a pandemic named Corona that was not expected and which was reportedly discovered in Wuhan, China. Coronavirus is a disease caused by infection with the SARS-CoV-2 virus. The infection primarily affects the respiratory tract and is transmitted by droplets by contact with infected people or objects (Stefan, 2020). According to the Directorate General of Disease Prevention and Control (2020), coronavirus is a novel virus that has never been identified in humans. This flu-like pandemic was declared on March 12, 2020. The coronavirus began as an epidemic in China before spreading to all parts of the country and world, including Indonesia. The Indonesian government has taken a quick step by imposing large-scale social restrictions to prevent clusters from spreading the coronavirus. This certainly has an impact on various fields, including the field of education, which then demands the Minister of Education and Culture to immediately issue a Circular Letter in March 2020 Number 4 regarding the implementation of education during the Coronavirus pandemic, namely by transitioning educational activities that initially use conventional learning methods to switch to online learning to continue the learning process (Mulyanti, Purnama, & Pawinanto, 2020).

This continuous process has been implied in the Qur'an Surah Ankabut verse 69 concerning education, which must be carried out diligently and continuously:

وَالَّذِينَ جَاهَدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا وَإِنَّ اللَّهَ لَمَعَ الْمُحْسِنِينَ ﴿٦٩﴾

Quoting from the verse above, it explains that with continuous diligence, we will find understanding or benefits that have not been known before if we study diligently (Alzarnuji, 2003). In addition, there is a Hadith from Ibn Majah number 224 which relates to the verse above:

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ (٢٢٤)

Based on this narration, there is an order that seeking knowledge is an order for every Muslim, and when an order has been issued regarding a matter, then we must listen to it and obey it (Abdullah, 2007).

At a time when distance education is being considered, online learning is the best option for education in Indonesia amidst the coronavirus pandemic. Despite this decision, educational institutions implement online learning to continue the process of teaching and learning. Online learning is a new format of learning delivery that allows technological devices such as computers and the internet to transfer the learning materials (Carliner, 2004). Online learning builds on correspondence studies and distance education's long history (Harasim, 2000). Online learning can be categorized into three types of computer-mediated communication: synchronous, asynchronous, and hybrid (Perveen, 2016). Synchronous and asynchronous collaborative learning could not be done previously, but with current technology, it is possible that synchronous and asynchronous collaborative learning can be carried out using appropriate physical tools (Säljö, 2000). Synchronous and asynchronous

communication have different discourse characteristics that can be used for different pedagogical purposes (Romiszowski & Mason, 2004).

The primary pedagogical benefit of real-time communication by synchronous is motivating students to participate in the learning process. Because direct feedback is useful in online learning, synchronous communication is more common than asynchronous communication (Leidner & Jarvenpaa, 1995). According to Kearsley (1995), class sessions during online learning that communicate synchronously have a spontaneity that is not present in delay interactions. This kind of communication may not be beneficial because students have to adhere to a predetermine date and time for learning activities like in a conventional class. The characteristics of asynchronous communication are very different from those of synchronous communication, which can provide more control and flexibility for students. This type of communication is the most common in online learning since the days of correspondence studies by mail post. Asynchronous communication allows students to take online classes at any time as well as provide answers to previously consider questions (Tuovinen, 2000). Thus, students have more time to reflect because discussions are usually scheduled for a longer period than synchronous communication (Hansen, Dirckinck, Lewis, & Rugelj, 1999). The features of any time and anywhere benefit from asynchronous communication to make it unavoidable in online learning. Factoring in the above, synchronous and asynchronous communication complement each other. The collaboration between these two communications supports students to get to know each other because the nature of media influences can affect the type of communication (Ligorio, 2001).

Citra Madinatul Ilmi Plus Middle School (SMP Plus CMI) is one of the educational institutions that implements online learning as a solution to continue the learning process. After more than a year of fully implementing online learning, CMI Plus Middle School has stepped into the next stage, namely hybrid learning that facilitates synchronous and asynchronous communication to be carried out during the learning process, especially in English learning. For this reason, the researcher took the background of the research place and the participants in this school.

Several related studies have been done on how synchronous and asynchronous run smoothly together. The first study came from Saliimah (2021). In her research entitled *The Effect of Synchronous and Asynchronous Learning Model on Students' English Achievement at SMAN 1 Sambit*, she explained that by increasing the use of the synchronous and asynchronous learning model, students' achievement in English language skills will also continue to increase during the learning process. The second study is from Sirait (2021). In her research entitled *Investigating Synchronous and Asynchronous E-Language Learning: A Study of English Online Learning During the pandemic at UMSU*, she explained that the application of the synchronous and asynchronous online learning models works well if supported by a good relationship between students and teachers too. Last but not least, in the study by Nisa (2021), in her research entitled *EFL Students' Perception of Synchronous and Asynchronous E-Learning During the COVID-19 Pandemic*, she explained that the use of synchronous and asynchronous online learning methods had a positive effect during language learning if the teacher maximized the direction.

By focusing on the results of the three studies and all the considerations described above, this research leads to how the practice of collaborative synchronous and asynchronous at the junior high school level will be evaluated. The results will be presented in this study, entitled "The Collaborative Bichronous To English Learning For Distance Education".

B. Research Questions

With those considerations above, the researcher formulated the problem statement of this study into:

1. How is the practice of Collaborative Bichronous in English learning at Citra Madinatul Ilmi Plus Middle School?
2. What are the challenges encountered in English learning during the practice of Collaborative Bichronous?

C. The Objectives of Study

Based on those problem statements above, this research is aimed at:

1. To find out the process of English learning by practicing Collaborative Bichronous at CMI Plus Middle School.
2. To find out the challenges during the process of English learning by practicing Collaborative Bichronous.

D. The Significances of Study

It can be expected that with the findings of this study, the researcher hopes:

1. By knowing the process of English learning by practicing Collaborative Bichronous at Citra Madinatul Ilmi Plus Middle School, it is hoped that the results of this study can be useful for further exploring English learning in distance education.
2. By knowing the challenges during the process of English learning by practicing Collaborative Bichronous, it is hoped that these findings can explore ways to overcome the challenges to enhance English learning in distance education.

E. Definitions of Key Terms

To clarify the details, the researcher recalls the general information about this research:

1. Distance Education

Distance education is an educational process in which students learn from home rather than in a conventional classroom and they do not have to attend the classroom directly.

2. Online Learning

Online learning is a form of distance education that allows students to receive instruction through online classes using technology, which are divided into synchronous, asynchronous, and bichronous.

3. English Lesson

English lesson is designed to facilitate students in improving their English learning skills and to impart information about the cultural components of English-speaking countries.

4. Collaborative Bichronous

Collaborative bichronous is the collaboration of synchronous and asynchronous computer-mediated communication to carry out the teaching and learning process by the teacher and students.