

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the main points of this research study. It contains the findings that cover the results of collaborative bichronous practice and the challenges in it. Furthermore, the researcher explains the discussion results of the findings as well.

A. Findings

The findings that are displayed in this section are based on the two research questions raised as follows:

1. The English Learning Process by Practicing Collaborative Bichronous at CMI Plus Middle School

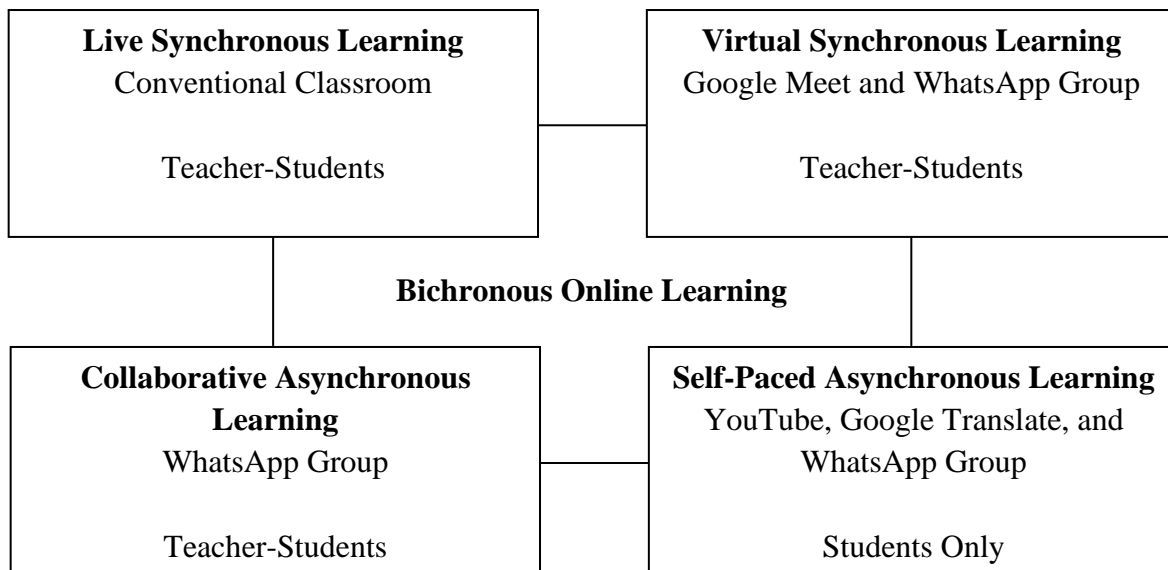


Figure 4.1. English Online Learning Setting For Collaborative Bichronous

Based on the data obtained by the researcher through observations and interviews, the figure above shows how the process of English online learning is enhanced by practicing collaborative bichronous. Then, the researcher displays the findings of collaborative bichronous practice consisting of synchronous (live and virtual) and asynchronous (collaborative and self-paced) elements, starting from pre-teaching, while-teaching, and post-teaching, specifically below:

During pre-teaching, the teacher starts her practice by entering the conventional classroom and preparing all the teaching materials. Starting from turning on laptops and LCD screens to give presentations.

Table 4.1. LSL in Conventional Class

No	Online Learning Types	Learning Setting	Teacher-Students Interaction
1.	Live Synchronous Learning	Conventional Class	The teacher asks students to open their books while she checks the students' presence lists. Then, students did what the teacher asked while taking turns reading the presence list called by the teacher.

Afterwards, the teacher creating virtual classroom by smartphones for students who cannot attend in person in the class. The virtual classroom facilitated by Google Meet is used to make it easier for students to take classes online.

Table 4.2. VSL in WhatsApp Group and Google Meet

No	Online Learning Types	Learning Setting	Teacher-Students Interaction
1.	Virtual Synchronous Learning	WhatsApp Group	The teacher asks online students to join the virtual classroom via Google Meet. Then, several students join immediately after the instruction is given by the teacher. After that, the teacher reminds the online students to fill out the list of absences that has been provided. Before joining the virtual classroom, the online students fill in the list.
2.	Virtual Synchronous Learning	Google Meet	The teacher accepted students' requests to join the virtual class and then checked the online students' presence list one by one. The student who was called upon by the teacher to turn on their microphone to answer.

To ensure that virtual class using Google Meet make it easier for the online students to learn, the researcher interviewed the students who had taken online class, and S6 stated “*melalui online learning saya dengan mudah berkumpul sama teman sekelas untuk belajar*”. It can be inferred that English online learning through virtual synchronous learning provides an atmosphere like an offline class, so they can learn English together in the classroom, which makes

it easier for the students to learn supported by the teacher's explanations directly.

Then, the teacher explains the material that will be discussed. After giving the material, the teacher continued the class by holding a question and answer session.

Table 4.3. LSL and VSL in Conventional Class and Google Meet A

No	Online Learning Types	Learning Setting	Teacher-Students Interaction
1.	Live and Virtual Synchronous Learning	Conventional Class and Google Meet	The teacher explains to students what topic they will learn on that day and how it is used in everyday life before beginning to present the learning material to the students, accompanied by giving examples of material that occurs in real life. Then, the students were asked by the teacher to give an example, and the selected students were given an example as asked by the teacher. Later on, the teacher allows students to participate in question and answer sessions.

To ensure that students get and take advantage of the opportunities to ask questions for the teacher, the researcher interviewed the students, and S8 stated "*melalui synchronous saya bisa langsung bertanya dengan ustazah jika saya tidak paham*". It can be inferred that synchronous online learning makes students more able to ask questions directly to the teacher.

Furthermore, before the teacher closed the learning session, she asked the students to discuss their understanding of the material that had been delivered. The students who attend in person can discuss with their classmates, while those who take part in virtual classes are asked to explain individually to check their understanding and to check whether they are still present during the class session. This students' participation is accompanied by giving feedback by the teacher.

Table 4.4. LSL and VSL in Conventional Class and Google Meet B

No	Online Learning Types	Learning Setting	Teacher-Students Interaction
1.	Live and Virtual Synchronous Learning	Conventional Class and Google Meet	The teacher provides discussion sessions for students to check their material understanding. Then, the students begin to discuss the material and are accompanied by being given direct feedback by the teacher.

To ensure that students get direct feedback by the teacher during the session, the researcher interviewed the students, and S14 stated “*menurut saya feedbacknya diberinya secara langsung sama ustadzah*”. It can be inferred that they get the feedback during the learning process.

In addition, the teacher also uses the WhatsApp group as the discussion board to post material topics such as document files, power point slides, pictures, or learning links from YouTube to make it easier for students to access learning content that can be accessed anytime and anywhere in asynchronous sessions.

Table 4.5. CAL in WhatsApp Group

No	Online Learning Types	Learning Setting	Teacher-Students Interaction
1.	Collaborative Asynchronous Learning	WhatsApp Group	The teacher sends the material through various forms of media to carry out the teaching-learning process. Then, the teacher asked the students to understand and do the practices given due to instructions. The students who have finished the practices given by the teacher can send their work via private chat to the teacher individually.

To ensure that whether students could access the material repeatedly and flexibly during asynchronous session, the researcher interviewed the students, and S5 stated “*melalui asynchronous saya bisa mengulang materi pembelajaran kapanpun saya mau*”. It can be inferred that English online learning through asynchronous allows them to study on their own time whenever they want.

Hereinafter, there is a session where the students conducted additional learning sessions independently outside of class without the teacher’s instructions.

Table 4.6. SAL in YouTube, Google Translate, and WhatsApp Group

No	Online Learning Types	Learning Setting	Students Interaction
1.	Self-Paced Asynchronous Learning	YouTube, Google Translate, and WhatsApp Group	The students conducted the sessions to deepen the learning material provided by the teacher before at school. The students can access various platforms to access additional learning resources.

To ensure that students conducted asynchronous session independently, the researcher interviewed the students, S2 stated *“saya biasanya pakai YouTube kalo belajar sendiri dari lirik lagu”*. It can be inferred that YouTube helped them improve their English skills by listening to English songs and reading the lyrics. Furthermore, several students stated that they used Google Translate when English online learning, S7 stated *“saya pakai Google Translate kalo saya tidak paham apa artinya”*. It can be inferred that they easily translated words and sentences that they did not know the meaning of.

2. The Challenges During English Learning Process by Practicing Collaborative Bichronous

During the research observation, the researcher found several challenges during the English online learning process by practising collaborative bichronous, such as insufficient interactions between student-student and teacher-students. Lack of social interaction leads to decreased learning outcomes and motivation levels. The ability to regulate how students learn and the amount of time spent studying online can also result in decreased

motivation, and the presence of their classmates can make students feel isolated, as they spend more time in front of the computer than interacting in person.

The teacher always motivates the students to actively participate during the learning session. The students who attend directly can be monitored by the teacher so the teacher can take control of the class session. The students who attend the online class cannot be monitored by the teacher because most students do not turn on their cameras during the learning session, so the teacher does not know whether the students are actually following or not throughout the entire online learning session.

To clarify these findings, the researcher conducted an interview with the teacher, and she said *“dikarenakan lamanya pembelajaran bahasa Inggris ini melalui online learning, sehingga membuat para siswa lupa akan kosakata dalam bahasa Inggris, sehingga membuat kelas tidak terlalu interaktif selama online learning. Selain itu, saya merasakan bahwa jika siswa tidak memahami materi yang saya ajarkan, mereka memilih diam daripada bertanya karena mereka malu saat bertanya sehingga respon selama kegiatan belajar mengajar pun menurun drastis”*. It can be inferred that several students avoid participating in learning because they feel shy or afraid if they have to use English while communicating, so the students' responses during English online learning become less interactive and less responsive.

Although online classes are the best option, several students are not able to access the internet. This is because online learning is highly dependent on the

availability of technology. The researcher also found that inefficient internet connection became one of the challenges faced by the students. This was related to poor network connectivity that led to disconnection on the slidelines of the class sessions. Those who have poor connectivity will feel less benefit from the online learning process.

During the learning sessions, the researcher found the students who took online classes often went in and out of virtual classes. To clarify these findings, the researcher conducted an interview with the students, S13 stated *“jaringan yang paling menghambat selama online learning ini”*. Furthermore, from the interview with the teacher, she said *“yang terutama kendala mengenai koneksi jaringan, karena disekolahan terkadang wifi mengalami putus koneksi atau lelet, dan jika menggunakan koneksi jaringan pribadi tanpa wifi, tidak semua provider bisa tersedia didalam kelas”*. It can be inferred that an unstable network during online English learning makes the teacher and student have difficulty delivering and taking the material clearly during the learning process.

B. Discussion

The discussions were also displayed based on the two research questions that related to the findings above as follows:

1. The English Learning Process by Practicing Collaborative Bichronous at CMI Plus Middle School

For the results of these discussions, the researcher relates several theories that have been explained in the previous chapter, which consist of distance teaching and learning principles by the American Distance Education Consortium (1999) and types of exchanges by Haythornthwaite (2002) and Hrastinski (2007), to find out how the English learning process by practising collaborative bichronous.

The American Distance Education Consortium (1999) guided the distance teaching and learning principles that consist of the following: the learning focused on outcomes and objectives; the learning engaged students actively; the learning using appropriate media varieties; and the learning supporting the development of community interaction.

The first is the learning focused on outcomes and objectives. The researcher found from the observations that the teacher explains to students what the topic they will learn on that day is and describes how it is used in everyday life before beginning to present the learning material for the students and is also accompanied by giving examples of material that occurs in real life. From this finding, the researcher infers this principle was applied to the English learning process by practising collaborative bichronous, in line with the theory by The

American Distance Education Consortium (1999), that the distance learning environment should be set up with clear learning objectives and focus on predetermined expected outcomes, taking into account the specific characteristics and needs of students.

The second is that the learning engaged students actively. The researcher found in the observations that the students were given examples of the topic they were to learn about on that day, the students discussed their understanding of the material they had learned, and the students did the practises given by the teacher in while-teaching. From this finding, the researcher infers this principle was applied to the English learning process by practising collaborative bichronous, in line with the theory by The American Distance Education Consortium (1999), that is, students should be encouraged to participate actively during the learning process while associating learning by doing.

The third is learning through appropriate media varieties, which the researcher discovered through observations that both the teacher and the students use to carry out the learning process, such as the teacher sharing the virtual classroom link for online students, the teacher sending the learning materials, the students filling out the presence list, and the students assigning their works via WhatsApp Group. Google Meet to conduct the virtual learning. Then, the students used YouTube and Google platforms as additional learning resources for better learning understanding. From this finding, the researcher infers this principle was applied to the English learning process by practising collaborative bichronous, in line with the theory by The American Distance

Education Consortium (1999) that the learning environment should incorporate the use of technological to achieve the set of learning objectives, taking into account the different learning styles of students.

The last one is that learning supports the development of community interaction. The researcher found in the observations that the students are given examples of the topic they will learn on that day, where the teacher-student interaction occurs. Then, the students discussed their understanding of the material they have learned, where the student-student interaction occurs. From this finding, the researcher infers this principle was applied to the English learning process by practicing collaborative bichronous, in line with the theory by The American Distance Education Consortium (1999), that the learning environment should encourage interaction among the human resources by ensuring appropriate conditions and actively supporting the development of community interaction with the aim of achieving collaborative learning.

Moreover, for completing online learning by bichronous, Haythornthwaite (2002) and Hrastinksi (2007) proposed that exchanges can be used to build and sustain collaborative learning in computer-mediated synchronous and asynchronous communication that consists of information exchange, task support, and social support.

The first is information exchange, which the researcher discovered through observations that the teacher enabled the class session to increase student participation by asking the students to give an example of the topic they will learn on that day, and the students did the practises in while-teaching. Then, the

teacher provides a question and answer session related to the task and course content by providing the opportunities for students to ask questions about learning that they still do not understand. Furthermore, the teacher enabled the class session to facilitate the students' sharing of information and expressing their ideas during the learning process by providing the students with the opportunity to discuss their understanding of the material they have learned. From this finding, the researcher infers this exchange was applied to the English learning process by practising collaborative bichronous, in line with the theory by Haythornthwaite (2002) and Hrastinski (2007) that is the exchange of information among computer-supported distributed students to increase the variety of information available to students possibly.

The second is task support. The researcher found from the observations that the teacher enabled the class session to include social interaction by requesting the students to give an example of the topic they will learn on that day, where the teacher-student interaction occurs. Then, the students discussed their understanding of the material they have learned, where the student-student interaction occurs. From this finding, the researcher infers this exchange was applied to the English learning process by practising collaborative bichronous, in line with the theory by Haythornthwaite (2002) and Hrastinski (2007), that is, the exchange of task support among computer-supported distributed students to complete individual assignments.

The last one is social support. The researcher found from the observations that the teacher enabled the class session to provide the discussion and instructions by requesting the students to check their material understanding with the help of discussion sessions. From this finding, the researcher infers this exchange was applied to the English learning process by practising collaborative bichronous, in line with the theory by Haythornthwaite (2002) and Hrastinski (2007), that is, the exchange of social support among computer-supported distributed students to foster knowledge on collaborative learning, such as creating an atmosphere where communication is encouraged.

2. The Challenges During English Learning Process by Practicing Collaborative Bichronous

For the results of this discussion, the researcher relates several theories that have been explained in the previous chapter to find out the challenges during the English learning process by practising collaborative bichronous.

From the findings above, the researcher found that during the learning session, the teacher took control of the class session only for the students who attended directly in the classroom, while for students who attended the online class, the class cannot be controlled by the teacher because most students do not turn on their cameras during the learning session, and the students avoid participating in online learning because they feel shy or afraid if they have to use English while communicating. This results in insufficient interaction during the learning process, so the students may have a tendency to be

disorganised in participating. This is in accordance with the challenges found by Lim (2017).

Then, the researcher also found the students who took online classes often went in and out, which was caused by network issues. The inefficient internet connection leads to disconnection on the sidelines of the class sessions. This is the side effect of technology involvement that can affect the quality of learning communication, which makes the teacher and student have difficulty giving and taking the material clearly during the learning process. This is also in accordance with the challenges found by Lim (2017).