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**STUDENTS' PERCEPTIONS OF ASYNCHRONOUS COMMUNICATION METHODS IN ONLINE LEARNING DURING THE PANDEMIC ERA**

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This study aims to find out the views of students in implementing ASYNCHRONOUS online learning during the pandemic and what factors hinder the difficulties of teachers and students in using the ASYNCHRONOUS method in learning English during the covid-19 pandemic. The method used in this research is qualitative. The sample of this study consisted of 8th-grade students at SMPN 14 Bengkulu City. Data collection techniques were observation, interviews with class representatives via WhatsApp media, and giving questionnaires. This study shows that there are factors in technical difficulties when learning online using the ASYNCHRONOUS method, namely internal factors, and external factors. The solution to this problem requires an approach, motivation, support, and supervision from parents to students, so it is estimated that teachers and schools can increase creativity in presenting subject matter. Good interaction and communication between teachers, students, and parents are expected to increase students' motivation and interest in learning English during the current covid-19 pandemic. Keywords: ASYNCHRONOUS, students' views on online learning, difficulties.

**Keywords**: *Teacher Strategies, Teaching Reading Comprehension*

1. **INTRODUCTION**

Covid-19 is a coronavirus disease caused by a newly discovered type of coronavirus.& education is one of the most affected sectors. first detected in China. All walks of life felt the impact, including universities globally, before the Covid-19 pandemic, the teaching and learning process is carried out offline. Offline Teaching and Learning is the process of delivering knowledge, skills, and attitudes from teachers to students in the classroom, Offline learning can also be called traditional learning. Since the COVID-19 pandemic, all affected countries have tried to develop a new quality of education, too many schools in Indonesia trying to improve the quality of student learning to have good learning outcomes. The problem in education is that the learning process and the standard and quality of the desired learning outcomes are not uniform.

Pupils can also send emails to us students, post on discussion forums, use chat rooms, and use video conference links to communicate directly. Online learning is independent learning and high interactivity, able to increase memory levels, provide a more learning experience, with text, video, and animation all of which are used to convey information, and also facilitate delivery, content updates, and downloads. Learning has changed from direct interaction to indirect interaction owing to the online learning system. three components of online learning here : (a) learning models, (b) learning and learning strategies, and (c) online learning media. These three components form an interactive relationship, in which there is a structured learning model that allows for facilitating learning through the use of learning technology. In fact, from the results of the data obtained, almost some students gave responses to the online learning process. According to them, online learning is very less effective both in terms of materials, media, and learning methods, because many materials are not delivered properly, or the lack of material design so that the material provided is not good, as well as learning media. Students who rely heavily on the internet are often an obstacle because online learning is all through online applications such as using Whatsapp groups, Google Classroom, email, and others, As well as technological limitations as well as obstacles such as using mobile phones or computers. In online learning, learning methods are also often an obstacle, because some of the methods used are monotonous and often difficult for students to understand.

In the online learning system, there are two types of teaching and learning, namely synchronous and asynchronous. Synchronous is learning that occurs simultaneously between teachers and students, meaning that real-time interaction between the two can occur on-off or offline, while Asynchronous is learning that does not occur between teachers and students. Learners, with no real-time interaction. Asynchronous online learning is generally facilitated by media such as email and discussion boards to support working relationships between students and teachers, even when students cannot be online at the same time (Stefan Hrastinaki, 2018)

In the pre-observation activity on Tuesday, August 17, 2021, researchers found several problems that arose as a result of the pandemic at SMP 14 Bengkulu City, one of which was a change in the learning system that forced teachers and school institutions to make changes. ways for learning to be carried out even though they do not come to school, other problems are the difficulty of finding suitable learning models to use in the current pandemic conditions, student motivation in learning, teacher problems in designing teaching materials, anticipation and that's because the government has advised schools to carry out online learning to reduce the number of positive COVID-19 cases. To implement effective learning programs, schools use asynchronous methods that can be used by students to conduct more effective learning.

1. **LITERATURE RIVIEW**
	* + 1. **Online learning**

Training courses are done electronically. ' Language classes control how we learn in the classroom. Language classes are going to face a role in the way humans learn. There is indeed a transition toward more web teamwork to aid information. The Teacher's role is trying to shift from the mystic in the phase to a facilitator. Elearning, only e, originated (Waller & Wilson, 2001). Conditions are used to communicate emotions regarding teaching methods, among others. others are e-learning, web teaching, online classrooms, or web-based learning. In this respect, what is required is clear communication about active learning.

To answer this question above, the following illustration may be able to help clarify the notion of E-Learning (Newsletter of , 2001). There is someone who brought a laptop to a place far away in the cluster of remote islands. From a place very remote, the person started using his laptop and accessing various training program materials which are available. No help service learns from tutors and support services learn other forms. In this context, the person can be said yet doing E-Learning. because those involved in learning activities he does is not get service-learning assistance from tutors and services other study aids. If that concerned has a mobile phone and then successfully uses it to contact a tutor then in such a context it can it is said that those concerned in learning activities what he does is not getting service-learning assistance from tutors and services other study aids. If that concerned has a mobile phone and then successfully us to contact a tutor the in such a context it can be said that the person concerned had carried out E-Learning.

E-Learning seems to be more used in the business world. From research conducted (Lewis, 2002). It is known that about 42% of the 671 companies studied have implemented a learning program in electronics and about 12% are located at the preparation/planning stage. In addition, about 90% of college campuses national level also relies on various form of electronic learning, good forteach their students and for the sake of communication between each other lecturer information via the internet. Euch progress is very determined by the positive attitude of society towards In general, company leaders, participants as well as the number of organizing institutions electronic learning activities, namely there are around 150 organizing institutions electronic lectures for undergraduate programs youth and 200 institutions for undergraduate programs (Pethokis, 2001)In line with the Development Progress computer and internet technology, America The Union sets a national strategy which focuses on the use of technology students and teachers to the internet. Using broadband access is becoming the new standard. As a follow-up, concor implementation of Virtual High School on 1997.

Pros and cons of E-Learning Critics of E-Learning say that limited learning (according to infrastructure availability), frequency of direct contact between fellow students as well as between students and resource persons are very minimal, as well as limited student opportunities for socializing (Wildavsky, 2001). Against this criticism, the environment E-learning can help even if they are far from each other.

* + - 1. **Media to Support Asynchronous Learning**

E-mail, Asynchronous schools provide Videos, Blog posts, online discussion forums, & social networking sites. Perveen (2016) evaluates a combination environment for learning as the full set of educational contexts to the most he p ferred learning environment.

* + - * 1. E-mail

Email can be begun taking ways. Nonetheless, email ought to be, etc would be as a mode of communication. How it is suddenly realized is less key. Even though email is a task, that will form the undertone of human behavior. Each deflection of that actions must be observed thru the prism of commonly accepted social norms. while those norms represent ethnic, ethical, and moral images of certain (specific) shared groups, they must be respected. Ns is a specific medium of speech realized through the mixture of believable activities and colloquially given the name virtual activities. still, this virtual world can be only through sports exercise. none the less, the advance in technical details is not backed by the suitable evolution of

* + - * 1. Blog

The page (a compression of weblog/weblog) is a common form of books, interaction, and appearance which started in the late 1990s (Rosenberg, 2009). a certain level of clarity and ability to share is connected with blog posts on our blog posts with constraints including overall organizational webpages or where people wish one's blog to stay open. In the last decade, linked concepts such as internet (n.) & bloggy (adj.) also have joined the colloquialism, denoting blogs in of own (implicit) entirety and the (implied) criteria they exhibit, respectively. The writer is a worldwide issue that lasts texts, societies, and organizational contexts. (Russell & Echchaibi, 2009

* + - * 1. Vlog

A vlog or story arc of video content is a video series that is decided to post digitized frequently, or they can document what they've been or think. encounter or talk about just a subject with. As per Kim (2017), a vlog is composed of video as well as bla on, which also implies a blog in the form of videos instead of a photo or message which has been posted primarily over the internet

* + - * 1. Online Discussion Forum / Social Media platform

A web-based discussion forum is known as an online discussion forum (ODF).tool that connects people and perspectives. Online discussion forums (ODF) existed as a popular and effective method for engaging educators outside the classroom. ODF is an f o platform that provides educators with the privilege to post a message to the discussion forums, communicate and give feedback from other learners and lecturers, and j ergo create a deeper comprehension of the subject material being discussed.

* + - 1. **The benefits and advantages of online learning**

Tion could indeed enhance teaching and learning. So it is hoped that the use of U t as often as potential with the presence of Op as just a layer of distance education(Distance Teaching) will be an alternative to improve teaching and learning, not as an intervening variable & gaps in education. equal distribution of education quality. As we can see in developing countries that implement distance learning, it shows significant success, among others; Able to increase educational equity, improve learning achievement, and overcome the lack of educational energy.

Also, online learning has advantages over face-to-face learning, such as being easy to access with a smartphone or other devices connected to the internet, such as a laptop. You can also deny access to the fun you refuse to learn. You can do learning activities anywhere and at any time by implementing E-learning.

The cost is more affordable, of sure, humans all like to gain more knowledge without budgetary restrictions As an internet kit user will connect teaching tools without complaining regarding lacking teachings if the user doesn't attend, Flexible study times very often these learning as much don't have work, each cause seems as if ones time has been around for job or tech teaching or tion is the solution and learning time can be done anytime without being tied to study hours.

1. **METHODOLOGY**

This research study will be using qualitative research to characterize Asynchronous Students' Perception in Online Language Classes During the Covid-19 Flu epidemic In the EFL Program Of study at SMPN 14 Kota Bengkulu The focus of the research is inter, interpretivism, positivism paradigm to the selected topic. As a consequence, qualitative studies of occurrences in one's wilderness areas, going to explore or analyze them by the definitions that people attribute to them. Use of and gathering of managed to learn evidence-based substances research papers, previous anecdotes, self-reflection, life experiences, discussions, Observation-based, cultural, helpful, as well as the spatial message that indicates the images and significance of everyday life define quantitative research. Denzin and Lincoln (Denzin and Lincoln, 2005, p.

The research will be conducted on class VIII SMP Negeri 14 Kota Bengkulu in the 2020/2021 academic year. SMP Negeri 14 Kota Bengkulu is a junior high school. which is located not far from where he lives in Bengkulu. The reason for choosing SMP Negeri 14 Kota Bengkulu is because the learning process uses asynchronous learning.

1. **RESULT AND DISCUSSION**

**Data analysis of the questionnaire results is as follows:**

|  |  |  |
| --- | --- | --- |
|  | Score | *Category* |
| Amount | *2190* |  |
| Average | *62,5* | *Good* |

then from the analysis of the questionnaire data is shown as follows To analyze the data, the researcher used the following steps. Researchers will use the percentage formula:

P = F x 100%

 N

 NOTE:

 P: Persentase

 F: Answer Frequency

 N: Total Students

100: Fixed Nomber

 Sumber: (Sugiyono : 2011)

P=2190×100

Total Students

= 62,5

then the results of the average value of 8.6 gradarestudents obtained during online learning are 62.5 with a good category

From the diagram data above, it can be seen that as many as 73% of educators use the assignment method in conducting online learning.As many as 27% of educators at SMPN 14 Bengkulu city in grade 8 use the discussion method to conduct online learning. Some educators admit that online learning is not as effective as face-to-face learning activities, because some materials must be explained directly and more fully. In addition, the material delivered online may not necessarily be understood by all students. Online teaching experience, in my personal opinion, is only effective for giving assignments, and the possible results of working on these assignments are given and it is possible that students do not understand what is assigned. To realize effective learning, educators as the main character in learning are required to be more creative in presenting effective online learning as well, namely educators who use teaching time to the maximum, deliver material with varied methods, give assignments in the form of videos that are easy to understand by students.

**Discusion**

The previous research below is one of the authors' references in researching so that the author can enrich the theory and as a reference in enriching the study materials used in reviewing the research conducted. Here are some previous studies regarding ASYNCHRONOUS online learning.

An example of a research conducted by Santana entitled: The Effect of Asynchronous Online Learning on Student Learning Outcomes in Ecosystem Materials for Class X SMA Muhammadiyah Makassar. on ASYNCHRONOUS learning. As for the differences between the research, the method used is Pre-Experimental Design. The design used in this study is the One-Group Pretest-Posttest Design. The design is an experiment carried out in one group. The second research conducted by Dewi Sri rahmatia entitled Indonesian language and literature education the effectiveness of online learning with ASYNCHRONOUS learning at SMP 53 Makassar. The similarity with my research is to determine the effectiveness of ASYNCHRONOUS learning for the difference. The research carried out is using quantitative descriptive methods.

The first reason why online learning is considered more effective is that students can save more time. In online learning, teachers can be available at any time considering that they record their activities delivering material that can be accessed at any time.Around 70% of students who are very enthusiastic when learning online and about 30% of students who are less enthusiastic about learning online lack online learning facilities and infrastructure. If you can't meet, the student's social skills will decline. Difficult to study as there is no blackout or internet. Our health is affected by inactivity, observing cell phones and other electronic devices As for the ups and downs of learning online, the ups and downs learning online, even during the Covid-19 pandemic. But even online you should be excited to learn at school. There are still many people with disabilities due to this pandemic, so if you can still go to school. So, that's the joys of learning online.

Internet connection has become an inseparable part of modern life because it can help people carry out their activities more easily in various fields of work, including in education. Thus, many practitioners and educational institutions create online learning to support their teaching and learning process. Online learning is also considered more practical for conducting teaching and learning activities because it does not require a classroom to carry out its activities. So, teachers and students can create classes from different places. However, online learning faces several obstacles in its implementation; student interaction and learning environment. Therefore, this study was intended to explore these problems based on students' perceptions.

Students' perception of ASYNCHRONOUS learning is to use interesting media and according to students' needs, so it can be concluded that with interactive learning media based on Online Learning, students are more enthusiastic in learning in class and not boring, especially in learning English using the ASYNCHRONOUS Learning method. Learning method using YouTube media and so on. Based on the research contained in the student response questionnaire with ASYNCHRONOUS Learning learning, it shows that the catherization agrees to allow the ASYNCHRONOUS Learning method at SMPN 14 Kota, Bengkulu .

The questionnaire is a research instrument that consists of a series of questions that aim to collect information from respondents. The questionnaire can be considered a written interview. This method can be done face-to-face, by telephone, by computer, or even by post. Questionnaires are a method of collecting large amounts of information that are relatively inexpensive, fast, and efficient. With a questionnaire, we can also get data from a large sample of people. Data collection is also relatively fast because researchers do not need to be present at the time of filling out the questionnaire.This is useful for researching large populations, where interviewing is not a practical option.

According to Sugiyono (2017:142) a questionnaire or questionnaire is a technique data collection is done by giving a set of questions or a written statement to the respondent to be answered. The types of questions in the questionnaire are divided into two, namely: open and closed.Open-ended questions are questions that expect the respondent to write the answer in the form of a description of something. On the contrary Closed questions are questions that expect a short answer or expect respondents to choose one alternative answer from each available questions. Every questionnaire question that expectsanswers in the form of nominal, ordinal, interval, and ratio data, are in the form of closed question Sugiyono (2017:143)

As for the understanding of quesiners according to experts as follows:

1. Dewa Ktut Sukardi (1983)Defines a questionnaire as a data collection technique that is carried out using research methods without the need to bring in or require a direct arrival from the data source.
2. Bimo Walgito (1987) The definition of a questionnaire is a collection of questions in a study that are required to be answered by the target or research respondent.
3. Kusumah (2011:78)Questionnaire or questionnaire is a set of written questions addressed to research subjects to collect various information needed in research.
4. Suharsimi Arikunto (2010: 194)Stated that the questionnaire is a set of written questions given to respondents to obtain information.
5. Azwar (2009:101)According to him, the questionnaire is a form of data collection instrument that is relatively easy to use and flexible.
6. **CONCLUSION**

Based on the results of research regarding the investigation of the ASYNCHRONOUS learning model at SMPN 14 Bengkulu City during the COVID-19 pandemic, it can be concluded that: the ASYNCHRONOUS learning model is considered the right solution for learning during the COVID-19 pandemic. Learning planning is arranged systematically by the teacher. Starting from the preparation of the syllabus, and lesson plans that are by ASYNCHRONOUS learning. The teacher also manages the learning schedule between online learning and how to manage the time during examination and collection of student assignments. Even the teacher also prepares special learning media for online learning such as learning videos from YouTube and the teacher also prepares videos that the teacher has adjusted to the materials The teacher also prepares assignments through quizzes and G Class. The teacher always checks the completeness of the student's health protocol during face-to-face learning. Face-to-face learning and online learning have fulfilled the syntax or hybrid learning stages, namely, information seeking, information acquisition, and knowledge synthesis. The teacher arranges the steps of learning activities systematically and regularly. Furthermore, in the online learning assessment, the teacher felt that the material presented was quite good, as well as the students even though they were studying at home also really participated in every English lesson.

Students' perceptions of online learning English during the Covid-19 pandemic consisted of two main constructs, namely perceived usefulness or perceived usefulness and perceived ease of use or perceived ease of use. The results of the questionnaire data analysis showed that the average value of students' perceptions of the usefulness of online learning was 47.26 with a standard deviation of 8.68, and as many as 56.7% of respondents had a value greater than the average value (47.26). Regarding the perception of usefulness, the interview results show that online learning during the Covid-19 pandemic has various benefits that are felt by students and has been proven to help students improve English skills such as speaking, writing, reading, listening, and also mastery of vocabulary.

Thus, based on the questionnaire and interview scores, it can be concluded that students have a positive perception of the usefulness of online learning. Furthermore, the results of the questionnaire data analysis show that the average value of students' perceptions of the ease of using online learning is 17.75 with a standard deviation of 2.77 and as much as 60.82%. respondents have a value greater than the average value (17.75). Regarding the perception of ease of use, students stated that they can adapt and use technology in online learning applications easily so that it helps improve their learning outcomes.

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