

Chapter One

Introduction

This chapter presents the introduction of this research. Here, the researcher discusses the background of the study, statement of the problem, delimitation of the study, research questions, purposes of the study, significance of the study, and research proposal. Each point in this chapter is augmented for the specific explanation related to the study.

Background of The Study

Blended online synchronous and asynchronous learning is well-known as a combination between online synchronous and online asynchronous learning. It is being popular to use since the massive transmission of the corona virus crisis exists worldwide. The UN Educational, Scientific, and Cultural Organization (UNESCO, 2020a; UNICEF, 2020) estimated more than 1.5 billion learners of all ages from around the globe are affected due to school and university closures owing to the corona virus. The corona virus makes the government give an order to close the schools, workplace, public place, and other activity that involves of mass as an attempt to reduce the transmission of the virus. According to Roses et al. (2020), in the corona virus crisis, people have lost the familiar, vibrant, social, and lively public places because the government prohibited people from being in public unless it is performing the essential service. Then, to continue the life, people and institutions decided to do their work virtually by using an application for a meeting. In this case, schools transform the learning method from face-to-face to remote learning in the teaching and learning processes. One example is the implementation of blended online synchronous and asynchronous for teaching and learning.

Due to the pandemic Covid, teaching and learning method shifted into remote learning. Remote learning as part of education is synonymous with online, virtual, and e-education and e-learning (Garbe, Ogurlu, Logan, & Cook, 2020). The remote learning is a solution that enables student and teacher to do the teaching and learning activities through virtual meeting by using some video conferencing tools such as Zoom, Google Meet, and Microsoft Teams. To support the remote learning, blended synchronous and asynchronous learning becomes popular to use in education. Most of school and college have their teaching and learning activities in blended learning which requires 100% online. The shifting of teaching and learning method gives big impact for students in schools and college who have never been experienced the blended o online synchronous and asynchronous learning or even for students that have been used the blended online learning before the pandemic Corona virus.

The implementation of blended online synchronous and asynchronous learning is commonly used in education field due to follow the growth of technology. It considerate the technology improvement that provides a flexibility, scalability, and meaningful way of teaching and learning (Senffner & Kepler, 2015). Indeed, the use of technology in teaching and learning have implemented long ago when teacher still uses blended learning which a combination between face-to-face and online learning method. It allows teachers provide more learning opportunities that motivates students to participate in and outside of the classroom without having boundaries of time and place (Albiladi & Alshareef, 2019). For instance, before the pandemic, students particularly in college used to have virtual meetings with a guest in seminar from abroad or collect their assignment on learning management system (LMS). Those activities show the familiarity of students toward technology by experiencing online

synchronous or online asynchronous learning. Yet, it changes while pandemic corona virus is spreading all over the world.

The various problem come up due to the implementation of blended online synchronous and asynchronous in remote learning. Technically challenges founded that unstable internet connection which relates to the high cost of data plan and bad infrastructure becomes the major challenge for students. Second, some students have not personal gadget to use for online learning (Adesina & Orija, 2020). Third, unexperienced teacher and students in operating some of online meeting application or learning management system (LMS) becomes a troublesome for the continuity of remot learning (Aji et.al., 2020). For untechnical challenges, teacher is difficult to control a class if it contains many students on online meeting application. For students, the blended online learning provides an opportunity to do plagiarism for assignment (Lim, 2017). Furthermore, students also felt hard in understanding the material when studying online because of the ability to get feedback directly (Aji et al., 2020).

The problem also revealed in one of Islamic Private University Yogyakarta, English Language Education Department. A student told that having blended online synchronous and online asynchronous learning affected her learning motivation. She stated learning in online environment not effective as offline class. Especially when she must do the teaching and learning activities virtually. She felt hard to put an attention in the learning process while a lot of things distracted them easily, such as open another window on laptop, handphone, noisy voice from outside, and other things. She also felt the real presence of teachers affected her motivation in learning. It supported by study from Nartiningrum and Nugroho (2020) who investigates students who learns English as Foreign Language in Private University in Malang. Besides poor internet connection, the study showed lack of communication between

teacher and students affected the student's success in communication and social interaction skill in English. Second, less feedback also affect student in understanding the material. Then it makes students lose their motivation to study.

Based on the background above, students and teachers particularly from English Language Education Department in one Islamic Private University in Yogyakarta still got problem while having blended online synchronous and asynchronous learning during pandemic Corona virus. Even though, students have been experienced it before. Therefore, this research will present student's perception about their experience in having blended online synchronous and asynchronous learning in EFL context during the pandemic corona virus.

Statement of The Problem

Based on the problems above, a preliminary interview has been done by the researcher with one student who experienced the remote learning in English Language Education Department. She explained blended online learning during pandemic virus corona was not effective as offline class. She felt hard to put an attention in the learning process while a lot of things distracted them easily, such as open another window on laptop, handphone, noisy voice from outside, and other things. Hasan and Khan (2020) added students faced some challenges such as highlighted difficulty to get good internet connection, and speed for online classes, distraction from noise, poor management, and advertisement etc that pop up on the app, and students found a call their phone between class. Next, she also felt the real presence of teachers affected her motivation in learning. It is because she is familiar with a face-to-face set for such a long time when the teacher physically is there than blended online synchronous and asynchronous learning which utilizes a full set of technology for teaching and learning process.

Furthermore, in response to various problems above, the researcher decided to investigate the learning experience of students who enrolled in English Language Education Department in having blended online synchronous and asynchronous learning. Then, it collects the student's perception about their opinion and thought related to the problem along study.

Delimitation of The Study

Here, the researcher wants to specify the problem. It is necessary to do the delimitation of the problem from the research. Based on the background and the statement of problems already mentioned, the researcher wants to investigate the student learning experience and student perception about blended online synchronous and asynchronous learning method in EFL context. To get the valid data, the researcher will focus on finding the challenges of having blended online synchronous and asynchronous learning in EFL context and the way of EFL students solve the challenges that they face during the implementation of blended online synchronous and asynchronous learning in EFL context. Then, the participants are three students batch 2018 from English Language Education Department major in one of Islamic Private University, Yogyakarta.

Research Questions

The research questions of this study are:

1. What are the challenges of having blended online synchronous and asynchronous learning in EFL context?
2. How do the EFL students solve the challenges they faced during the implementation of blended online synchronous and asynchronous learning?

Purposes of The Study

The specific purposes of this research:

1. To investigate the challenges of having blended online synchronous and asynchronous learning in EFL context.
2. To find out the solution of challenges during the implementation of blended online synchronous and asynchronous learning in EFL context.

Significance of the Study

This research is expected to give a benefit for the researcher, the students, and the teacher.

For Students

This study helps the student to explore the challenges and problem solving of blended online synchronous and asynchronous learning in EFL context. So, they could observe an opinion about the perception and self-reliance in learning from their friends. Since it might not all students experience the same problems and doing the same problem solving, hopefully by finding the challenges and the strategies to solve the challenges in the implementation of blended online synchronous and asynchronous learning, student could know how to prepare themselves for facing their problems in EFL context and able to improve it.

For Lecturers

This research contains information on student's perception of the implementation of blended online synchronous and asynchronous learning in EFL context. Which means, it relates with the subjects that EFL teacher teach in the classroom. Then, after reading this research, the teacher will be able to understand

what their students' needs are and turn it into an appropriate and fun teaching and learning method.

For Future Researchers

Since blended online synchronous and asynchronous learning will get along with the growth of technology, it would be beneficial for the further researcher who wants to investigate the same topic. The future researcher can use the results of this research as a guide to conduct their research on blended online synchronous and asynchronous learning.

Organization of the Chapters

This research is divided into five chapters. The first chapter is an introduction which consists of background, statement of the problem, delimitation of the study, research questions, purposes of the study, significance of the study, and outline of the study. The second chapter is literature review. This chapter provide some theories that supports the overview of challenges and problem solving of implementing blended online synchronous and asynchronous learning in EFL context. The chapter three is about methodology. The chapter will explain the method, participants, setting, an instrument used, technique of gathering the data, and data analysis. The fourth chapter is about findings and discussion. The fifth chapter is a conclusion and recommendations.