

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. There are several points that is described in this chapter. In this research the background of the research is about the reason why the researcher is interested in this topic of the research. Furthermore, there are identification of the problems, delimitation of the problems, research questions which become the guideline for the research, objectives of the research that discuss the purpose of research, significance of the research include the benefit of the research, and the organization of the chapter.

### **Research Background**

The use of the Internet now is developed rapidly nowadays, all activities in life including education are needed to adapt from face-to-face learning into electronic learning (E-Learning) and effect the internet is frequently used. E-learning uses technologies offer students the flexibility to take courses at higher education without consideration the physical location of the institutions. This ability to take courses wherever and whenever one likes is, in part, responsible for the growing popularity of the courses (Stewart, Harlow & DeBacco, 2011, p. 357). According to Amiti, F (2020) two basic methodologies are used in e-learning, namely asynchronous and synchronous learning.

Synchronous facilitates the live time interaction and activities between student and the lecturer, it is important in E-learning to have a two-way interaction

learning. According to Hyder, K., Kwinn, A., Miazga, R., & Murray, M. (2007) synchronous is real-time, live, facilitated instruction, learning-oriented interaction, and usually scheduled. In order to differentiate synchronous learning from lecturer, product demonstrations, and other knowledge dissemination activities, Murray had emphasized the "learning-oriented interaction".

Synchronous is learning that help the student and lecturer to communicate, to provide learning material, to have interaction in E-learning process. The result of the research in Rahayu (2020) stated that student agreed that synchronous learning easy to communicate, easy to access lesson material, and easy to ask and answer questions during synchronous e-learning. According to Hyder, K., et al. (2007) the interaction is essential to learning. Synchronous learning is learning that access intermittently on demand. It is different from autonomous asynchronous learning, which students access intermittently not on demand.

Asynchronous in E-learning is not in a real time and flexible to be accessed. Some people choose E-learning to finish their studies and to be able to work from home. Supported by Murphy et al. (2011):

These forms are "self-paced, largely self-regulated and highly independent forms of learning" it means these aspects are suitable for students who school from home or have distance learning that is unbound schedule. The self-paced learning form causes the minimum Interaction between student and student. Also, interaction teacher with the student maybe limited to an email or phone

call especially when the student have a problem or question they want to ask  
(p. 588)

There are several studies discuss about synchronous and asynchronous learning with teacher as the participant. Murphy et al. (2011) explain that school in Canada find that the student has textbook readings, watching video assignment from the link that teacher provide to get some information, and online quizzes. The tools for Synchronous teaching research findings that using the desktop to teach with interactive television, teacher use whiteboard to teach and student can see directly from their desktop, they can send instant message, and also if the student has microphone and speaker they can communicate with the teacher. Meanwhile, Murphy and Rodriguez-Manzanares (2009) found that in the teacher perspective on student motivation, there are several categories that effect to the student motivation, example like encouragement, self-motivation, and other. On the other hand, Thi Hue Dung, D. (2020) found several disadvantages experienced by student about extensive time staring at digital screen, lack of body movement, fear of online assessment and other.

With these problems, the researcher conducted the study that indicates the implementation of synchronous and asynchronous e-learning. First, this research found English teachers' view about the implementation of teaching using synchronous and asynchronous learning. The view of teachers are important of integrating the implementation of synchronous and asynchronous e-learning in senior high school. Second, this research investigates how Teacher implement synchronous and asynchronous e-learning in teaching and learning process. Furthermore, there are

not many studies related to this topic that focuses on the implementation of synchronous and asynchronous learning, also specific on senior high school teacher view, because in Indonesia the implementation of synchronous and asynchronous learning have not maximized and different places of school could effect to the frequency use of e-learning.

### **Identification of the Problem**

E-Learning should have the connection of the internet and facilitated well for doing the E-learning. In the implementation on Synchronous learning could arise technical and human problems, especially in Indonesia. The implementation of learning with synchronous and asynchronous mode in Indonesia is something new because normally teaching and learning at school used traditional/regular learning method with face-to-face meeting in the school and rarely used e-learning that could be conducted at home. In addition, there are many teachers and students who are not familiar with this e-learning method. This existed problem bring out teachers to have their views about the implementation of synchronous and asynchronous learning.

Moreover, teachers' views in the implementation of synchronous and asynchronous learning influence how they teach using e-learning method. Differences in individual views also make the use of synchronous and asynchronous learning very diverse depending on the teacher.

### **Delimitation Problem**

In this study, the focus of the research is to know teachers' view about Synchronous and Asynchronous in Learning. The view in this study focuses on teachers' argument or views about the implementation of Synchronous and Asynchronous in Learning at senior high school, whether there was any problems in the learning with synchronously and asynchronously. For the participants, the researcher chose High School teachers in the region of Yogyakarta that had teaching experience using synchronous and asynchronous learning. The reason why the participants were chosen is because the research of high school teachers is still limited and using synchronous and asynchronous is kind of new adaptation of pandemic situations. The selection of participant are based on those who are teaching in the two different schools in Yogyakarta, first is in the center of city, and the second school is suburban from the city. The reason why the researcher choose this topic is because there are a lot of Indonesian teachers who still had trouble on teaching synchronously and asynchronously in learning. Seeing the breadth of the discussion of this problem, it is necessary to focus the research to avoid the emergence of other perceptions about the problem to be discussed.

### **Research Questions**

This research questions is the main topic that the researcher want to know, in this research questions provided the question that are answered by the finding of the research.

1. What are the senior high school English teachers' view towards the implementation of synchronous and asynchronous learning?
2. What problems do the senior English teachers' face in doing synchronous and asynchronous learning?

### **Objective of the Research**

This objective of the research conducted what the researcher do to answer the research questions of the study.

1. To investigates the senior high school English teachers' views towards the implementation of synchronous and asynchronous learning
2. To find the problems that the senior high school English teachers' face in doing synchronous and asynchronous e-learning .

### **Significance of The Research**

This study is expected to have benefits to the teacher, student, and also other researchers.

**For the Teacher**, this study can help teachers to know more about teaching in Synchronous and Asynchronous Learning. Furthermore, this study gives a guideline for teachers to anticipate problems faced in using e-learning, they can also know about other teachers' views and challenges with E-learning synchronously and asynchronously.

**For the Student**, the researcher hopes this study can help students to pay attention in doing synchronous and asynchronous learning. The result of the research can also help students to learn in E-learning effectively.

**For the Institution**, this study can provide the institution a new literature, the institution can pay attention to the problems of synchronous and asynchronous learning that appears in teaching and learning activity,

**For the other researcher**, this study can be a theoretical overview in educational and methodology of learning topics. This study can also be taken to collect the data to get more various data and also can be compared for future research.

### **The Organization of The Chapter**

There are five chapters in this study that explain an overview of each thesis chapter. The first chapter presents the background of the research and it explains the general view and facts about the topic. This chapter also explains the reason why the researcher chose this topic. This research was conducted to investigate what are the senior high school teachers' view towards the implementation of synchronous and asynchronous learning, and to investigate what problems do the senior high school teachers face in doing synchronous and asynchronous learning.

The second chapter is a literature review that is conducted theory that is used as references of this study. It also contains the results of researchers from other journals to support the theories in this topic. Also, explain the definition, benefits,

implementations, and provides the result of other journal related to teachers' view about synchronous and asynchronous in Learning.

The third chapter of the research is methodology. In this part, the researcher explained the research design using qualitative approach and using descriptive qualitative design. There is a research setting that explains the research conducted at two senior high school in August until September 2022. The next part is this research consists of six participant of teacher in senior high school. Then, the researcher used an in-depth interview in the data collection, and after that, the researcher analyzed the data.

The fourth chapter presents findings and discussions that provide the result of the research question. The findings consist of two result, there are teachers' view of the implementation of synchronous and asynchronous e-learning and what problem teachers face. All participants' view shows that synchronous learning is real-time teaching and learning process, and asynchronous is not real time. Therefore the researcher found four categories of teachers' views about the implementation of synchronous learning, there are (1) Synchronous learning is a live or real time learning activities using gadget, (2) Synchronous learning can be done using video conferencing platform, (3) Synchronous learning support students' understanding more easily, (4) Synchronous learning enables teachers to monitor students' activity. Four categories from teachers' view about the implementation of asynchronous learning, there are (1) Asynchronous learning is a more flexible learning activities, (2) Asynchronous learning can be done using Learning Management System (LMS)



platform, (3) Asynchronous learning support students' learning more flexibly, (4) Asynchronous learning enables teachers to do other activities.. The answer from interviewees are supported by some literature and theories with similar topics.

The fifth chapter of the research are the conclusion, recommendation, and implementation presented by the researcher. The conclusion is to summarize the fourth chapter of findings and discussions. Therefore the recommendation are suggested for the teachers, students, institutions, and next researcher.