

Chapter One

Introduction

This chapter talks about the background of the study, identification of the problem, delimitation of the problem. The background of the study explains why the researcher is interested in researching an issue. The identification and delimitation of the problem are written clearly to identify and limit the problem. Afterward, research questions and objectives will also be presented, as well as the significance of the research. Finally, the organization of the following chapters will be outlined.

Background of the Study

Since the spread of the COVID-19 disease broke out in various countries, especially those that entered Indonesia in 2020, the Government finally decided to lay off all office activities, shopping activities, which impact on the teaching activities in school as well include that all schools utilize online learning. Therefore, teachers and educators carry out the teaching and learning process via the internet from home. However, the implementation of online learning itself raises several obstacles. For example, the readiness of several schools that were not ready to learn remotely, then the availability of internet quotas, as well as the limited speed of internet usage in some areas. Those cause some students do not understand the content offered by teachers, and misunderstandings often occur.

During the COVID-19 pandemic, there were many problems faced. Nurkolis and Muhdi (2020) mentioned several problems that usually occur during

a pandemic are divided into three categories, namely pedagogy, technology and economy. The first category of problems were concerns the pedagogy described by Suhairi and Santi (2021) “Lack of training, lack of experience, low mastery of ICT, limited time and lack of parental role in accompanying children when learning” (pp.1979-1980).

The second category of problems is about technology. As described by Agung and Surtikanti (2020), problems related to the technology are internet connection that was complained of being unstable and the lack of infrastructure the form of internet or Wi-Fi. Teachers sometimes intersperse activities by teaching synchronous systems, and the teacher makes an explanation video or material that is given to students and even students can access the video material in their spare time.

The third category of problems is the economy during the COVID-19 pandemic. Bappenas stated that there are 3.7 million workers getting layoffs (PHK) (as cited in Raharjo, 2020). The pandemic caused several problems regarding reduced parental income, increased poverty rates, unemployment, and increasingly high quota prices. Meanwhile, to keep students motivated while learning, the teacher accommodates activities that work on questions that are usually boring questions, with several applications that can be used during the pandemic to facilitate teaching, such as the use of Feed the Monster, Quizlet, Kahoot, Smart Class, and others (Reimers et al., 2020)

The teacher uses various systems, including the teaching and learning process in form of synchronous and asynchronous meetings. Khan argued that

synchronous learning is commonly facilitated education, having to learn interaction in real-time and usually on a timetable (as cited in Shahabadi and Uplane, 2015). Applications that are commonly used in synchronous in the form of ZOOM Meeting, Microsoft teams, Google Meet, etc. Besides, as stated by Hasibuan and Meitro (2014), asynchronous learning is a type of process that allows students to understand and learn without interacting with the teacher in real-time. As described by Fahmi (2020), various media that can be used during asynchronous discussion are Google Classroom, Edmodo, LMS (Learning Management System), and Schoology (p.148).

One of the activities usually done in asynchronous learning is group discussions. Having discussion activities among students will positively impact and make learning a lesson easier. According to Ramadani (2014), implementing group discussion has a significant impact on student learning skills in the class. In addition, as stated by Afrianti (2014), group discussion will increase self-confidence while sharing student perspectives.

The importance of discussion in the asynchronous learning process can make it easier for students to comprehend the subject. Also, teaching students about the process of asynchronous discussions in a group may help them learn be more responsive and courageous. Trianto argued that when the students can explore critical questions, exchange perspectives and experiences, peer review fellow students' work, and have debates that will include students in developing their mindsets by holding their discussion (as cited in Annisa, 2018).

The most common problems faced in the asynchronous discussion are the lack of student engagement in the discussion resulted in the discussion being less active than synchronous discussion, taking a long time to receive feedback, sharing reasons on a topic that is not as expected, discussing things that some students are out of topic, and only to the extent of being responsible for the task given. These problems are not only experienced by university students but also happen in other education levels. Syifa, (2019); Hidayat et al., (2020); Cheung and Hew, (2004) found that some students do online group discussion assignments just because they are afraid of their grade, not the sense of obligation to learn, which cause a delay of receiving feedback.

Based on Northey et al. (2015); Xie and Huang (2014); Ajayi (2009) there are some factor that might influence student engagement in using asynchronous discussion including social presence, cognitive presence, and teaching presence. According to Kilis and Yildirim (2019), social presence is the interaction effect between teaching presence and cognitive presence including personal responses, open communication, and cohesive responses. The cognitive presence represents the education and investigation phase and is implemented in the practical inquiry (PI) model including triggering event, exploration, integration, and resolution. In teaching presence refers to the planning and organization, mobilization of conversation, and guided practice.

Moreover the literature suggests that teacher facilitation and effective communication play a crucial role in ensuring the success of asynchronous discussion. the teacher planning for teaching when using asynchronous discussion.

Especially in the use of asynchronous itself still requires cooperative and responsive, so the role of the teacher becomes important in how to guide students engagement in creatively.

Therefore, there is a gap in previous research with this study, namely that there are still limited discussions on the topic in Indonesia and moreover there are still students who are still less enthusiastic about joining the discussion asynchronously and teachers who do not know much about the various strategies that can be applied to keep asynchronous running efficiently. However, most of these studies have been conducted in the Western context, and their findings may not be applicable to the Indonesian context. Therefore, this study aims to contribute to the existing literature by investigating the factors that influence students' engagement in ELED during asynchronous discussions in the Indonesian context. Furthermore, the study will identify strategies that can be applied by ELED teachers in private universities in Yogyakarta to ensure the effective use of asynchronous discussion during the pandemic

Therefore, the importance of this topic is raised into research in order to provide valuable insights into the use of asynchronous discussion in ELED during the pandemic. The findings of this study will be useful for ELED teachers in private universities in Yogyakarta and other educational institutions in Indonesia, as they seek to develop effective strategies for online learning.

Identification of the Problem

Based on the researcher's experience while participating in learning English activities, students of ELED university in Yogyakarta face issues with

asynchronous discussion when they must study autonomously or share their beliefs with classmates to analyse the material given by teacher. Students take a longer time to receive the feedback from the teacher during asynchronous discussions. Even though some teachers sometimes do not give feedback related to material related to asynchronous discussion. Some students only work on the discussion to the extent of fulfilling their responsibilities in doing assignments, students discussing with their friends can be distracting and there are still lack of the student engagement in asynchronously than synchronous.

These factors are also important influences in students taking part in discussions because the emotional expression of students is useful in keeping the discussion going and active, then the real actions taken by students in exploring a topic, and the role of a teacher who is needed in guiding student discussions to run efficiently.

Therefore, the teacher might use many applications in the classroom for asynchronous meetings. The teacher mainly uses user-friendly applications that students can use easily. Sometimes this method is less effective because of students skip the material provided, ignore it, and do not have good quality for internet quality. While in asynchronous learning, students are required to study independently but can still discuss with other friends.

Based on these problems, the researcher aims to find the factors that influence students when they do asynchronous discussion based on students' point of view. Then how the teacher will teach asynchronous discussion effectively when applying it to students, so that students understand about the material given.

It will describe the factors students during the asynchronous discussion in learning English; what teachers and students usually use, and what strategies teachers should implement during asynchronous meeting learning to remain effective during the pandemic based on the results of interviews with respondents in depth.

Delimitation of the Problems

Asynchronous is a system implemented by teachers to help students' understanding by discussing things in the Learning Management System (LMS), especially in the context of the English language education department. In reality, there are still few people who know about the factors that affect student engagement in using asynchronous or the strategies used by teachers to achieve effective discussions. As a result, the purpose of this study were focused on to fill a need for additional research by investigating the experiences of ELED students and teachers from a private university in Yogyakarta.

Therefore, to collect this data, researchers conducted a qualitative method by implementing interviews with six participants in order to find out in depth about the experiences felt by students in dealing with asynchronous, then the teacher's experience in trying various strategies in implementing asynchronous discussion.

Research Question

According to the issues mentioned above, the researcher compiled several questions to gather information from respondents. The following questions are below:

1. What factors influence students' engagement of ELED from private universities in Yogyakarta during asynchronous discussions?
2. What strategies should teachers of ELED from private universities in Yogyakarta apply to ensure the effective use of Asynchronous discussion during the pandemic?

Research Objective

Based on the research questions, there are several objectives for this research:

1. To explore the factor that encourages students' engagement in learning English using asynchronous discussion in ELED from private university in Yogyakarta.
2. To explore the strategies commonly used by teachers to create an effective asynchronous discussion in ELED from private university in Yogyakarta.

Significance of the Research

This study has expectations in presenting several benefits for many groups such as students, teachers, and further research.

Students. For students, this research can be used to anticipate the factors that may arise when conducting asynchronous discussion. Moreover, having read the article it can be applied in daily life so that students' enthusiasm for learning does not decrease even though learning is carried out asynchronously.

Teachers. For the teachers, this research can be used as a reference for some strategies used during teaching asynchronous discussions. Also, to gain

information about applications can be used to decrease the students' boredom with online or e-learning processes.

Future Researchers. This research can be used as a reference in preparing a written paper and increasing knowledge regarding some of the teachers strategies during teaching asynchronous discussions from several different points of view.

Outline of the Research

In this study, there are five chapters will be discussed. It consists of an introduction, literature review, methodology, finding and discussion, and conclusion. In the first chapter, the researcher will discuss the background of the study, identification of the problem, delimitation of the problem, research question, research objective, the significance of the research and organization of the chapters.

Then in the second chapter, the researcher will discuss the theoretical discussion that has previously been carried out regarding the application of asynchronous in learning English during the pandemic and the implementation of asynchronous discussion.

In the third chapter, the researcher will discuss how the researcher will collect data. In this section, the researcher will discuss the method applied, research design, research setting, research participants, data collection technique, the instrument that the researcher will use to gather data, the procedure for collecting data, and data analysis.

In the fourth chapter, the researcher will discuss the results of taking interview data from related participants from the students' point of view in conducting asynchronous discussions, and the strategies carried out by the teacher during asynchronous discussions.

In the fifth chapter, it will discuss the conclusions from the participants answers of the research questions. From participants who will answer questions from researchers. Then the researcher will discuss the recommendations for readers such as students, teachers, and other researchers.