

Chapter One

Introduction

In this chapter, the researcher presents the introduction of the study. The descriptions are about the background of the research, statement of the problems, delimitation of the research, formulation of the problems, objectives of the research, and significance of the research. This chapter also presents the importance of the research. First, the background of the study explains why the researcher is interested in exploring the experience of pre-service teacher participating in synchronous online learning during covid-19 pandemic. The research questions that serve as the guidance for the analysis are also presented in this chapter. In addition, the aims of this study are also presented in this chapter. The significance of this research is also explained. Finally, the chapter organization showing the description of each chapter is shown.

Background of the Study

Technological change affects all aspects of many fields including education. In the education context, technology affects the teaching and learning method. The teaching and learning process involves three types of methodologies (Basilaia & Kvavadze, 2020). First, traditional classroom where the lecturer uses books, white board, projector as the teaching aids. Second, online learning classroom where the learning environment is created using information technologies and communications. Third, blended learning classroom where traditional classroom is combined with the technologies or learning management system. Of the three methods above, learning methods that are influenced by internet technology are online learning and blended learning. Online learning and

blended learning are learning methods whose application is very dependent on the internet. In online learning, the learning environment is created virtually via the internet. While blended learning, only part of the learning is carried out virtually online.

The use of Information, Communication and Technology (ICT) in education is very helpful in facilitating the learning process, particularly at a higher education. The influence of the advancement of student technology will make students more autonomous and have a wider learning scope. Innovations such as mobile computing, social networks, and open source software have opened up possibilities for creating a learning environment where self-learning characterizes personalized learning and time can be developed (Rahmawati, 2019). ICT offers experiences and advantages, such as ease, flexibility, and the ability to work together and collaboratively with lecturers and other students from different locations.

Due to the COVID-19 pandemic, where students are not permitted to go to school, the alternative is to switch from traditional education to online learning. Learning systems around the world changed from traditional classes to full online learning. According to Langford and Damşa (2020), across the country, academics, administrators and ICT support work to implement complete online learning very quickly. Online learning came to be a temporary alternative to traditional classrooms because the government banned all crowd-causing activities. Online learning is a solution where students can learn without having to meet in person or making physical contact with friends and lecturers.

Online learning can be done by asynchronous and synchronous learning using a technology. According to Bower et al. (2015), synchronous learning allows all students

to enroll in a course, regardless of their location, to participate in real-time, and to share experiences. In line with the statement, Dada et al. (2019) stated that synchronous e-learning is a learning method where one or more students and facilitators learn to communicate in real-time. The time to start the online education environment is predetermined, and participants can communicate directly with the lecturer and other group members. Students can discuss with the lecturer through mobile applications or web based applications. Meanwhile, asynchronous learning is where a lesson does not take place in real time, but content is provided periodically to students (Basilaia & Kvavadze, 2020). Contents are assigned via email, learning management system or other communication platforms. Asynchronous learning is a type of e-learning that offers great flexibility in terms of learning time for students.

Synchronous learning emerges as a means of facilitating online learning interaction through audio, video, text chat, interactive whiteboard, and application sharing. Synchronous learning allows interaction and collaboration in real time wherever students are. Synchronous communication involves real-time online communication, live instruction and feedback from lecturers, video conversations, chat rooms and virtual classrooms where everyone is online and works together at the same time (Ghirardini, 2011). At the same time, all participants enter and connect directly with each other on one monitor screen. The screen is projecting the face-to-face classroom, so students in attendance can see the visual material as well as the list of participants who are participating remotely (Bower et al., 2014). The lecturer retains control of the class in this synchronous classroom environment. The lecturer does not only deliver the material, but they also frequently initiates discussions to encourage students to express their opinions.

Synchronous learning is similar with traditional classroom teaching and learning. It helps students do the same activities as in the classroom but in virtual form. Synchronous allows interaction and collaboration in real time irrespective of where the students are. According to Bower et al. (2017), images, audio and video captured in the real world are projected like a mirror and the avatar of the virtual participant is projected into the monitor screen in the virtual world. Therefore, students can share their expression, voice, and idea in the synchronous learning activity same as in the traditional classroom.

Indonesian education has changed since corona virus was detected in March 2020. Indonesia finally acknowledged COVID-19 reaching Indonesian archipelago on March 2nd (Wardhana, 2020). Since then, the learning process in Indonesia has been suspended by the government policy. The temporary suspension in schools of teaching and learning practices does not necessarily stop the learning process for students. In online classes, students continue to learn, lectures continue to provide students with help in the learning process, and parents monitor the learning process.

There have been numerous studies investigating the adoption of synchronous online learning. For example, Wang et al. (2018); Shukri et al. (2020); Bower et al. (2015) found that blended synchronous learning environments enabling students to enjoy the flexibility such as better information accessibility, comfort of attending lessons in remote locations through two-way video conferencing, and saving time. In a research done by Martin et al. (2012); Rahayu (2020); Zydney et al. (2019) online synchronous learning was simple to use and the different features, such as text chat and webcam that enabled interaction between the students and lecturer. The findings showed that students were

facilitated by direct contact through virtual classes. Meanwhile, a study conducted by Rinekso and Muslim (2020); Bower et al. (2015); Romero-Hall & Vicentini (2017) found that weak access to the internet, audio noise, and task confusion were drawbacks in implementing online synchronous learning.

Despite a number of studies concerned with online synchronous learning, the previous research focusses on the implementation of synchronous online learning such as significances of synchronous online learning, feature and drawbacks of synchronous online learning. However, this study wants to investigate the experience of pre-service teachers in synchronous learning, especially in terms of the memorable activity, positive impact, and negative impact related to synchronous learning perceived by pre-service teachers in language learning during the COVID-19 pandemic. The focus of research is on pre-service teachers. The researcher chose pre-service teachers as the focus of research because there were still few who chose to examine the perceptions of pre-service teachers about the application of online synchronous learning. This research is important for an educational institution to prepare pre-service teachers in the future. Knowing the needs and desires of students in the implementation of learning is also important for teachers and pre-service teachers, so that an effective learning system can be applied to students. Teachers in the future might consider how to make synchronous sessions active for students, rather than passive because synchronous learning technology in the future will continue to develop its use in education.

Furthermore, one of the implementations of online synchronous learning at a private university of Yogyakarta has been conducted in EFL classroom. Based on decree of Rector regarding lectures, practicum, data collection and practice in 2020, from 16

meetings 4 meetings were allocated for synchronous learning, and 12 meetings were allocated for asynchronous learning. English language Education Department (ELED) had already implemented it. Regarding the researcher's experiences, the lecturers at ELED of an Islamic private university in Yogyakarta there were students who enjoy synchronous learning, and there were also those who feel bored with this learning model. From the statement, it is considered a unique issue. Meanwhile, synchronous learning is an obligation for lecturers to implement it in the teaching and learning process, due to the covid-19 pandemic.

In addition, the researcher wanted to know students' experiences in synchronous learning as well as the positive and negative impacts of synchronous learning perceived by students of English Language Education Department (ELED) of a private university in Yogyakarta.

Identification of the Problem

Before the Covid-19 pandemic, the learning system that was commonly used was traditional face-to-face learning in the classroom. In traditional face-to-face learning the teacher and all students study in the same room or building. Books, white board, projector is used as the teaching aids. Since the emergence of an unexpected pandemic brought changes in learning and teaching, face-to-face traditional learning can no longer be done because everyone must do a social distancing to avoid the transmission of the COVID-19 virus. The teaching and learning process in all level changes from traditional learning to online learning. This becomes a challenge for lecturers and students because they must be able to adapt to the new learning system where the learning process should take place

in the distance. The COVID-19 outbreak was unexpected and forced the Government of Indonesia to launch live online programmes. In English Language Education Departement (ELED) at one private Islamic university in Yogyakarta, the online classes were organized on MyKlass, Microsoft Teams and Zoom. Each application has its own purposes. MyKlass is used for organizing task, quiz, and material. Microsoft Teams and Zoom are used for synchronous meeting or video teleconference when the lecturer wants to explain and discuss the material with students.

Synchronous online learning is an alternative substitute for face-to-face classes at universities. In other words, synchronous online learning enables students to receive information and communicate with others same as in face-to-face classes. Technological advances offer more opportunities for comfortable and encouraging experiences in learning. Students and lecturers can do some activities in synchronous online learning such as doing presentations and discussions in real time. Besides that, the advantages of synchronous online learning are that all activities carried out during class can be recorded and students can repeat the recording at any time.

Unfortunately, challenges during the implementation of technology also appear. The problem is not just the lack of resources and/or facilities, but also the lack of realistic ideas for using the resources available. Based on the researcher's experience, another learning challenge is how lecturers and students can build a learning atmosphere where students can actively engage in developing their communicative skills and provide learning media according to the needs of the students.

Delimitation of the Research

Online learning activities can be synchronous or asynchronous. Synchronous learning allows all pre-service teachers to enroll in a course, to participate in real-time communication, and to share experiences. It is possible to conduct synchronous activities through chat conversations and audio/video conferencing. Meanwhile, asynchronous learning are time-independent. It can be carried out via e-mail, discussion forums or a learning management system. In this research, the researcher focused on the application of synchronous online learning in the teaching and learning process. This research wants to explore pre-service teachers experience and perspectives in the synchronous online learning. The experience contains the memorable activities that take place during synchronous learning, as well as the features that make synchronous learning easier for pre-service teachers. The researcher only focused on the pre-service teachers of English Language Education Departement of private university in Yogyakarta having experience in joining synchronous online learning in the 2020/2021 academic year.

Research Questions

Based on the background above, the researcher formulates the problems of this research. The research questions are presented as follows:

1. What are the pre-service teachers' experiences in participating synchronous learning at ELED of one of private Islamic university in Yogyakarta During pandemic Covid-19?
2. What are the perceptions of the positive impact of synchronous online learning as perceived by ELED pre-service teachers?

3. What are the perceptions of the negative impact of synchronous online learning as perceived by ELED pre-service teachers?

Objectives of the Research

Based on the research questions above, the objectives of this research are:

1. To investigate ELED pre-service teachers' experiences while participating in online synchronous classes. The experience includes the memorable activities which are carried out during synchronous learning, and the features that ease pre-service teachers when synchronous learning takes place.
2. To find out ELED pre-service teacher's perceptions about the positive impact of synchronous learning.
3. To find out ELED pre-service teacher's perceptions about the negative impact of synchronous learning.

Significance of the Research

This research provides the information for the researcher, lecturers, pre-service teachers, institutions, and other researchers. The explanation is presented below:

For the Lecturers

This research can be useful for lectures since this study provides information about synchronous learning in English teaching and learning. Moreover, by reading this study, the lecturer can get inspiration to create effective online learning for students. The lectures can obtain information about the positive and negative impacts of the

implementation of synchronous learning based on the result of this research. The lectures are able to implement synchronous learning suitably for the students.

For the Pre-Service Teachers

This research provides information on common things pre-service teachers are doing and getting into synchronous learning, particularly in learning English. Using the e-learning system, pre-service teachers can use that information as a reflection. pre-service teachers may be more conscious of the impacts and benefits that could affect them. The information becomes a reference for pre-service teachers to be more creative

For the Institutions

This research can help institutions develop e-learning, especially synchronous learning in the teaching and learning process. Through this research, institutions can develop and explore further about synchronous online learning so that the learning system is implemented better so that an educational institution can also prepare great pre-service teachers.

For Future Researchers

Other researchers may also use the results of this study to practice when they plan on becoming teachers. This research can serve as a reference point for other researchers who are interested in conducting research on the same topic.

Organization of the Chapters

This research contains five chapters. Chapter one consists of the background of the research, identification of the research, delimitation of the problem, research questions, objective of the research, and the significance of the research.

Chapter two is the literature review. This chapter provides all the information and basic theory which cover education during COVID-19 pandemic, online learning, video conferencing in higher education, feature of synchronous online learning, activities in synchronous learning, positive and negative impact of synchronous online learning. In this chapter, the researcher also provides review of related studies and conceptual framework.

Chapter three is the methodology. This chapter gives a clear illustration of how this research is conducted and how the data are collected. This chapter discusses the methods, the instruments, the participants, settings, and data gathering techniques. In this research qualitative methods were used, the participants were six students, and the research was conducted on the ELED of private university in Yogyakarta. In this chapter, the researcher also explains how to analyse the data.

In chapter four, it discusses the research finding and discussion. This chapter provides detailed information about the data collection from the conducted research and analysis of the data. This chapter presents the results of the data which are about the pre-service teachers' experiences in participating synchronous learning, and perceptions of positive and negative impact of synchronous online learning as perceived by ELED pre-

service teachers. Besides, the researcher also relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five consists of the conclusion and recommendations. This chapter explains the general answers to the research questions and the recommendations from the researcher. In the conclusion, the researcher presents the summary of this study. The second part is the recommendations which are given to teachers, students, and other researchers