

EFL TEACHER TRAINERS' PERCEPTIONS AND PRACTICE IN USING SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING MODEL TO TEACH WRITING: A CASE STUDY AT A PRIVATE TEACHER TRAINING COLLEGE (QUALITATIVE STUDY)

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Abstract

This paper is aimed at investigating online learning using synchronous and asynchronous activities that aim at the teacher perceptions of teaching practice, and to determine which more effective synchronous and asynchronous online learning model. This study was used on a private university in West Java. The data were adapted from interviews and observation in an online learning classroom. The researcher used the data analysis by recording, analyzing transcribing, and identifying the content. The study results reveal that although there is probably a preference for perceptions and e-learning effectiveness, both synchronous and asynchronous e-learning methods, might support teachers and learners to get a successful course and results.

Keywords: *asynchronous: online learning; synchronous; teaching practice; perceptions.*

INTRODUCTION

Online learning is a learning model which is facilitated is reinforced by the technology of information and communication. E-learning is a form of information technology that can be useful in cyberspace education. E-learning is a more appropriate term to create a learning process transformation in school or college into the technology-connected digital form internet. According to Basilaia & Kvavadze (2020), online learning may be effective in digital-based advanced countries. During the transition from physical learning to online learning, in this situation teachers and students, have to move their learning activities into the online classroom. In this case, an online learning classroom has an important role in the learning appointment of student outcomes. Now, the preferred learning method is the most significant criteria to mark each individual difference in the learning process which has been measured for adaptability

Synchronous online learning is live or real-time (and usually scheduled), facilitated instruction, and learning-oriented interaction. Synchronous e-learning has been expanded due to proven demands in various eras such as education. In the online educational environment, there is no face-to-face meeting. According to Shahabadi et al., (2015)

synchronous online learning environment refers to actual-time online learning which bridges students and teachers to intermingle at the same time or live. An asynchronous class implies involving the initiation of a videoconference using a camera presented by all teachers and students. It is supposed to be a learner-centered class, with the teacher's initial instructions followed by the students. Being the spotlight, the asynchronous class should develop into a student-centered space where students respond.

Asynchronous online learning is similar to synchronous online learning. The center of Asynchronous online learning is a learner mechanism that embraces online learning tools to encourage knowledge input among a network of people regardless of time and location limits. Asynchronous learning means, such as negotiated discussions, direct messaging, and blogs, takes an important role in refining online courses by repeating the classroom involvement of information sharing and social concept, not only between learners and instructors but among the learners as well. According to Perveen (2016), "Asynchronous environments give students a ready to use available material in the form of audio/video lectures, handouts, articles, and PowerPoint performance. This material can be accessed anytime anywhere". However, one famous definition focusing on the mechanisms of asynchronous e-learning introduced it as "an interactive learning community that is not restricted by time, place or the limitations of a classroom.

Teaching practice is the combination of insights that connect people's thoughts with their actions in different circumstances. From a thoughtful standpoint, practice in relation to educational matters, both inside and outside the classroom, is so defined in education. In the classroom, in line with theories that they believe are legal and can point them on the right route to achieving defined goals and objectives. According to Fitzmaurice (2010, p. 18), this sort of practice emphasizes methods and techniques, constructed on the qualities and disposition of the practitioner's (teachers') practice as a considerate, informed, responsible, state-of-the-art teaching in practice.

Perception is a cognitive handle experienced by each person in selecting, organizing, translating, and translating data and sensation inputs gotten through locating, hearing, scent, touch, feeling, and appreciation to create a significant picture of the world. Kotler (2000) claimed that perception is the process of selecting, organizing, and interpreting the information inputs to develop a meaningful general conception.

According to previous studies and based on some journals that have been read by the author, most the researcher has only focused on the synchronous and asynchronous online learning model in general, and also only focused on the online learning method in general without discussing EFL teacher trainers' perceptions and practice in using synchronous and asynchronous online learning model to teach writing. To find out more effective between synchronous and asynchronous online learning based on teacher perceptions and teaching with practice several applications supporting online learning can be Zoom

Meet, Google Meet, Google Classroom, and WhatsApp.

This study was constructed to answer the research questions “What are the EFL teacher perceptions on the teaching practice by using synchronous and asynchronous online learning models?” and “What are the teacher challenges when they teach using synchronous and asynchronous online learning models?”. The goal of this research was to explore the teacher’s experience in teaching online based on synchronous and asynchronous online learning model platforms to compare which one is better and to find the teacher’s challenges so that the author obtains detailed data based on her experience and story.

The Benefit of Online Learning

Online learning is a type of distance learning or distance schooling, which has for quite some time been a piece of the American schooling framework, and it has become the biggest area of distance learning lately. According to Singh (2019), online learning means learning experiences in synchronous or asynchronous environments using different tools such as mobile phones, laptops, etc with internet facilities. In these cases, students can be anywhere (independent) to learn and interact with teachers and other students.

Online learning has many challenges starting from learners’ issues, educators’ issues, and content issues. It is such a challenge for institutions to embrace students and make them join the teaching-learning process. It is also a challenge for teachers to move from offline mode to online mode, alter their teaching procedures, and manage their time. Now, the chosen learning style is one of the most significant criteria to mark each individual difference in the learning process which has been measured for adaptability.

Synchronous Online Learning Model

An Overview of Synchronous online learning, then again, alludes to getting the hang of/instructing that happens all the while through an electronic mode. Coordinated voice or text visit rooms give a chance for teacher-student and understudy association. Aside from talking, videoconferencing encourages eye-to-eye correspondence. Web gatherings through studies, surveys, and question-answer meetings can become more intelligent than video conferencing. According to Shahabadi et al., (2015) Synchronous, online learning is direct, real-time, and usually scheduled supported instruction, and learning-centered interaction. In this learning mode, learning experiences are direct and real-time. The basic of synchronous e-learning comes from three main influences: the classroom, the media, and the conference, the benefits of synchronous online learning are, that the learning environment embraces real-time sharing of knowledge and learning and quick access to ask questions to the instructors and receive answers.

Asynchronous Online Learning Model

Asynchronous online learning is comparable to synchronous e-learning which can be a learner-centered handle that applies online

learning assets to improve data sharing in any case of the limitations of time and put among a network of individuals. According to Perveen (2016), Asynchronous environments give students a ready to use available material in the form of audio/video lectures, handouts, articles, and PowerPoint performance. This material can be accessed anytime anywhere”. However, one famous definition focusing on the mechanisms of asynchronous e-learning introduced it as “an interactive learning community that is not restricted by time, place or the limitations of a classroom. In contrast, the benefit of asynchronous online is computer-supported communication (CMC) to access the promises of learning “anytime and anywhere” through asynchronous online discussions.

Perceptions in General

Perception is a cognitive handle experienced by each person in selecting, organizing, translating, and translating data and sensation inputs gotten through locating, hearing, scent, touch, feeling, and appreciation to create a significant picture of the world. Kotler (2000) claimed that perception is the process of selecting, organizing, and interpreting the information inputs to develop a meaningful general conception.

The Improvement of Teaching Practice

Teaching practice is a work to improve imminent instructors’ ability. Understudies’ improvement in the instructing practice is the way into its effective usage. This investigation focuses on portraying and acquiring a comprehension of the preparation of science schooling understudies in directing educating rehearses. This examination is a subjective exploration with a kind of phenomenology. Information was acquired from an open poll of understudies from Indonesia and Malaysia. The members of this study were 23 seventh-semester understudies who have executed showing rehearses for a very long time. Information was examined utilizing Bogdan and Biklen approach.

The outcome revealed that understudies’ capacity in directing the encouraging practice was acceptable, yet they need to improve dealing with the study hall. The requirements experienced by the instructors were identified with learning directions and time allotments, while for the understudies, the learning hardware offices, coordination, school strategy, and culture turned into their issues. Nonetheless, the two understudies and educators had their different techniques in conquering these snags. Information progress and innovation increasingly require preparation from the local area to participate in creating ability and compete on a broader level.

The progress of today’s society is inseparable from the instruction section. In another said, training assumes an important part in the progress of one’s competence in go with serious progress time. In this way, the execution of the instructions, especially in the exact instructions must be given extraordinary considerations, for example, the educator’s factor. Instructors are proficient teachers’ essential

obligation to instruct, educate, direct, coordinate, prepare, survey, and assess students from youth instruction to the optional level of instruction (President of the Republic Indonesia, 2005). Instructors have a great deal swaying at the achievement of instructions. According to Anthony et al., (2009, p. 150) refer to that the nature of the instructor is directly in line with the nature of the instructions it generates.

Adequacy of inside and outside learning measures for homeroom teachers is controlled by the ability of educators (Azhar, 2009). Educators must have any level four specific skills, academic ability, proficient fitness, individual abilities, and social skills (the President Republic of Indonesia, 2005). Educational skills are a capacity that must be controlled by educators in the face of learning interactions, like planning and implementation of learning, and all the more critical their understanding of students to become good facilitators at building students' latent capacities. The second ability is the skill to be proficient implies the capacity of educators to dominate learning material in certain subjects.

METHOD

This study used the qualitative research method under a case study approach according to Creswell, (2007 p.73) a case study is a qualitative research approach that functions to make sense of an issue or problem by using a case. Creswell also added that the case in question can be an event, process, activity, program, or one or several people. Moreover, to comprehend the issue or problem in detail, a researcher must conduct an investigation and exploration of one or several cases in a certain period of time and gather data from different sources (observations, documents, reports, or interviews). A qualitative method was selected because this study aims at giving EFL teacher trainers' perceptions and practice in using synchronous and asynchronous online learning models to teach writing. According to Fraenkel et al., (2012) qualitative research deals with both process and product, for example, telling how things happen, how students interact with their teacher and their friends in the classroom, how questions are replied to, and so on.

This research used purposive sampling; the researcher chooses two research participants. The writer chooses one EFL male teacher and one EFL female teacher who taught writing tasks in English department at a private college in Ciamis.

The interview is a data collection technique by interviewing designated individuals as a participant. Moreover, it is a direct face-to-face to obtain reliable and legal measures either verbally or by respondents. According to Sugiyono (2015, p.72), interviews are a meeting held by two people to exchange information or ideas by way of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic, the researcher used the semi-structured interview to gain rich participant.

Observation, according to Bungie (2011), is another data collection technique. Observation is the ability of someone to use his

observations through the work of the senses and assist with other senses. In practice, the observation was directed by investigating teacher challenges during teaching online.

The interviews take about 5 – 10 minutes and they are conducted on perceptions about synchronous and asynchronous online learning models. Then the interview data are recorded and after that interview data are transcribed and analyzed according to basic categories from the interview questions.

FINDINGS AND DISCUSSION

For the first research question, the researcher conducted interviews with the two writing teachers by using Whats App voice notes and Chat at a private college in the Ciamis area. for the first time, the teacher looked happy and enthusiastic when he became a resource person for research. This interview session assessed that their perceptions tend not to focus so much on one learning model, either synchronous or asynchronous, for they both have their own advantages and disadvantages. In their opinion, the synchronous learning model is certainly very helpful for teachers to teach face to face even at a distance, and can see each other's activities but the drawback is that it consumes too much power and internet data and also often there are students who do not open their cameras. For the asynchronous learning model, the teacher argues that they can freely explain the material to students because it is not time-bound and interactions occur textually, but the drawback is that the teacher cannot determine which students actually follow their lessons or who do not, because they cannot meet face to face. In addition, according to teachers, synchronous and asynchronous can be a very helpful learning models to carry out teaching and learning activities during this pandemic. Even so, the teacher still feels dissatisfied because he cannot see directly which students really have good learning motivation and which are not very enthusiastic about following the lesson and this is the challenge for the teacher who must really understand which students are competent. On the other hand, teachers have a big enough challenge to assess students who are categorized as capable in practice and theory due to the absence of direct teaching practices like traditional classes in general. Because the teacher's assessment is not only on students' understanding but also on students' skills and attitudes. Data was revealed from the observations to the teacher by using Google Meet and Zoom Meet for the synchronous online learning model and Google Classroom for the asynchronous online learning model. In so as the researcher observes the teachers, the researcher can examine what he or she finds while analysing the teaching and learning activities of teachers. The researcher observes the teacher teaching synchronously and the researcher can conclude that the teacher looks to prepare the class carefully before teaching. starting from taking attendance to students who are present, encouraging students to have motivation in learning as well as

introducing the material to be taught to students so that they are ready with new material. The teacher also does not forget to remind again about the material that was previously taught in the previous meeting so that students do not forget the previous material and are ready to accept new material. The researcher also saw the teacher's enthusiasm in teaching the material to students which was able to become a good support system for students, besides that the teacher also explained the material in a confident and fun way to make students more enthusiastic to take lessons. In addition, researchers saw teachers who also explained their material through presentations with an attractive and unique appearance. After that, the teacher started to open a question-and-answer session with the students which was greeted enthusiastically by the students. the teacher patiently listens to questions from some students and also patiently answers their questions clearly and confidently. Here the researcher can conclude that the teacher can be categorized as competent and there are no significant obstacles during the synchronous teaching process because the teacher has prepared their teaching activities carefully so that there are no problems related to human error. In this last session, the researcher observed teaching teachers to do an asynchronous online learning model with the Google Classroom application. Here the teacher still prepares their class well by sharing the attendance link, to find out which students are present. In the next stage, the teacher continues to provide something that can stimulate students' learning motivation by providing entertaining videos so that students can stay enthusiastic about learning. Then the teacher also reminds the previous material which has been explained in the previous meeting as a reminder to students, to be ready to accept the new material to be taught. Do not forget that the teacher also continues to explain the material through presentations even though they do not directly explain, but the teacher has provided their presentation files for students to watch. In this case, the researcher does not see any serious teaching challenges other than the difficulty of seeing students who are really serious about learning and those who are not.

Discussions

The researcher presents the research findings obtained from all data in the previous section. This finding is based on research questions that have been raised by the researcher. These are two research results related to the question, what are the EFL teacher perceptions on the teaching practice by using synchronous and asynchronous online learning model, what are the EFL teacher challenges when they teach using synchronous and asynchronous online learning model on teaching writing.

In this study, the researcher managed interviews and observations to complete the data. There are many perceptions of the synchronous and asynchronous online learning model from the participants. From all the findings mentioned previously, it could be seen that the first research question has been answered by a semi-structured interview. In the finding, the researcher concluded that the EFL teacher's

perceptions of teaching practice by using synchronous and asynchronous online learning model could not improve students' understanding of the material theoretically and practically because according to the teacher's perception there must be face-to-face meetings to assess students' understanding of the material both in theory and practice because students tend to ignore learning a lot when learning through online. Similar to Siahaan (2018) in the thirteenth table above the researcher because the teacher has given the material well and there are no obstacles at all with good explanations and manners make learning activities more interesting.

The results of the study show that variations in the learning atmosphere have improved classroom practices and have affected the teaching approach to assessing and grading students' work. Internet and computer have provided new breakthroughs for teachers to expose students to the global world, and breakthroughs for learners to access information and develop their knowledge. Thus, Synchronous and asynchronous can be practiced effectively and efficiently in teaching activities because the teachers can get benefit from them. Then, the second research question has been answered by using observation. It has been answered the last research question "what are teacher challenges when they teach using synchronous and asynchronous online learning model?" the researcher collected the data by observation. From the data collected, the result showed that the teacher did not have difficulty teaching using synchronous and asynchronous teaching writing.

CONCLUSION

This study investigated the EFL teacher trainers' perceptions and practice in using synchronous and asynchronous online learning models to teach writing. This study was designed to answer two research questions. The first question is to find out the EFL teacher's perceptions of the teaching practice of using an asynchronous and asynchronous online learning model, and the second question is to find out the teacher's challenges when they teach using a synchronous and asynchronous online learning model. To answer those research questions the researcher designed this study as a case study. The researcher wants to obtain qualitative data. In responding to the first research question, based on quantitative data analysis by using hand computer data analysis the researcher found that the EFL teacher trainers' perceptions and practice in using synchronous and asynchronous online learning models to teach writing is clearly had a positive effect. It can be seen from the computation result of interview and observation that was given in the beginning and the last meeting. It could be seen from the teacher response during interview. The significant improvement showed in this research, it proved from their interview result and their readiness in observation by researcher while their teaching. In the result of the interview, they answer that synchronous and asynchronous online learning models was helpful lay on teaching practice they are choose asynchronous for inactive learning because they assumed that they can access learning anytime and

everywhere because the asynchronous is not limited by time, and they are chosen synchronous online learning to explain the material. The answer to the first research question regarding the EFL teacher perceptions of the teaching practice by using synchronous and asynchronous online learning models with hand computation from the test. Finally, the researcher can draw a conclusion that the perceptions of the teaching practice by using the asynchronous and asynchronous online learning models. Second, the second research question was about the teacher challenges when they teach using synchronous and asynchronous online learning models.

The T models analysis of qualitative data showed that the teachers did not have significant obstacles when conducting online learning by using synchronous and asynchronous online learning. it is based on the teachers' answers in each number of interviews. The teachers interested in using synchronous and asynchronous online learning model in teaching writing, especially in the English department, they through they difficulties with network errors, and platform errors but they solved it because it is not a big problem. Finally, the researcher concluded that most of the teachers agree to choose asynchronous as an effective online learning platform that could help the students access writing material. This study concluded that Synchronous and asynchronous is really helpful to teach online during a covid-19 situation.

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