



Students' Perception on Synchronous and Asynchronous Learning at Indonesian English Translation of English Education Department at Universitas Negeri Padang

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Abstract

Synchronous and asynchronous learning are type of online learning mode that commonly used in online learning. The purpose of this research was to find out students' perception on synchronous and asynchronous learning during classroom discussion at Indonesian English Translation class of English Education Department at Universitas Negeri Padang. The sixth semester students taking Indonesian English Translation class of English Education Department at Universitas Negeri Padang in academic year of 2021/2022 was as the population of this research. There were 40 students who were selected as the sample using total sampling. This research used a descriptive research design. A closed-ended questionnaire was used to gain the data for this research. Based on the findings and discussion, it was indicated that almost all of the students had positive perception on the advantages of synchronous learning and asynchronous learning at Indonesian English Translation class during classroom discussion. It was also found that the students were more active to participate in a discussion forum on e-learning because they felt more confident about sharing ideas using text rather than speaking directly.

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INTRODUCTION

Online learning has gained popularity as a way to make educational opportunities available to a variety of audiences, and this kind of learning offers flexibility in participation, ease of access, and convenience (Yamagata-Lynch, 2014). Online learning in Indonesia has been around since the 90s, preceded by the development of information technology. Since the outbreak of the pandemic Covid-19, online learning is becoming popular in Indonesia. It forced the Indonesian government, through the Ministry of Education and Culture, to change the way

traditional classrooms are run and move them online. Sari (2020) stated that thousands of educational institutions, including those in Indonesia, agree that students and teachers can easily use online platforms to learn without having to meet in person.

Students typically take either synchronous or asynchronous online courses as part of distance learning, and these courses' interaction styles are frequently categorized as either synchronous or asynchronous (Shoepe, et al., 2020). synchronous learning mode allow for real-time interaction that are able to be collaborative and include e-activities (Salmon, 2013). Salmon (2020) mentioned that e-activities are frameworks that allow people and groups to engage in active and participatory online learning. The use of communication tools like chat, application sharing, audio conferencing, and video conferencing allows for more immediate interaction between the two parties during synchronous learning, which offers a more real-time online learning experience (Amiti, 2020). On the other hand, online learning that allows for independence and does not require simultaneous access is known as asynchronous learning (Francescucci & Rohani, 2019). While the instructional materials are published on the chosen platforms, such as blogs or learning management systems (LMS), the online discussion replaces in-person interactions between the teacher and students (Rasmitadila, et al., 2020).

Before this research, there are some relevant studies that had been conducted. Nurwahyuni (2020) conducted a descriptive research which explored students' perception on synchronous and asynchronous learning in speaking skill during covid-19 pandemic. Furthermore, Amelia, et al. (2021) had conducted a study about lecturer and students' perceptions toward synchronous and asynchronous in speaking leaning during covid-19 pandemic. In addition, Perveen (2016) found that for second language learners, asynchronous e-language learning proved beneficial, but it had several shortcomings that may be addressed by synchronous sessions.

Indonesian English Translation class is a compulsory program at English Education Major for the sixth semester students. This course aims to increase both practical translation skills and knowledge of translation concepts from Indonesian to English. English Education Department opens two Indonesian English Translation classes with 2 lecturers in this semester. Based on the result of interviewing both of the lecturers, there was only one class that uses both of those method for online classroom discussion. The class used Zoom application for synchronous learning and discussion forum on e-learning for asynchronous learning during classroom discussion. The class usually discussed one of the translation task of the students which have been submitted before. The students should active to participate in a discussion both in synchronous and asynchronous learning. However, based on the preliminary observation through an informal interview to the lecturer, there were more passive students in synchronous learning mode rather than asynchronous learning mode.asynchronous learning during classroom discussion

The results of this research are anticipated to be reflection for the lecturers in order to choose which mode of learning that is appropriate with their students' characters, especially in the class that is dominant in writing skill. Finding out the students' perception on the advantages of synchronous and asynchronous learning is also crucial in order to know what advantages that students get in Indonesian English

Translation Class and to know the reason why there were more passive students in synchronous rather than asynchronous learning mode during classroom discussion. This is crucial because quite a lot of students who take this course as a subject of choice. Therefore, the researcher needs to investigate the students' perception on the advantages of synchronous and asynchronous learning at Indonesian English Translation class of English Education Department at Universitas Negeri Padang.

METHOD

In this research, a descriptive research design was used in order to answer the research question. The sixth semester students taking Indonesian English Translation class of English Education Department at Universitas Negeri Padang in academic year of 2021/2022 was as the population of this research. There were 40 students who were selected as the sample using total sampling. A closed-ended questionnaire with Likert Scale was used as the research instrument to collect the data.

To verify the instrument used in this research, a content validity was used to measure the items of the questionnaire. The content validity of the questionnaire was verified by two lecturers of English Department. To measure the reliability of the items of the questionnaire, Cronbach's Alpha with SPSS version 26. was used. The result of the reliability was 0.938 that means very high reliability.

The questionnaire was distributed via online using Google Form to the students. A descriptive statistical analysis was used to analyze the data which was collected from the questionnaire first, looking for data averages (mean). Moreover, the frequency of the categories of students' perception on synchronous and asynchronous learning were discovered by the researcher.

RESULT AND DISCUSSION

Research Finding

In this research, data were gained through a questionnaire using Google Form from the students who had experienced synchronous and asynchronous learning mode. The students were in sixth semester who took Indonesian English Translation class taught by Havid Ardi, M. Hum in academic year of 2021/2022. The total number of students who followed the class normally was 40. Meanwhile, after further research was carried out according to the students criteria, the total number of the students who became the research sample of this research was 38. The questionnaire consisted of students' perception on synchronous learning during classroom discussion with 15 statements and asynchronous learning with 15 statements. The students had completed the questionnaire and the results had been double checked by the researcher. Finally, the percentage and the mean category of each items had been discovered by the researcher.

Finding 1

The first finding was the students' perception on the advantages of synchronous learning during classroom discussion. There were 15 statements that had been completed by the students.

Table 1. Students' perception on the advantages of synchronous learning during classroom discussion

No	Statements	N%				Mean	Category
		SD	D	A	SA		
1.	I can ask some questions to the classmates and lecturer about the Indonesian English Translation topics that I do not understand yet.	1 (2,6%)	2 (5,3%)	21 (55,3%)	14 (36,8%)	3.26	Very positive
2.	I can discuss about Indonesian English Translation's materials with the classmates and lecturer.	2 (5,3%)	1 (2,6%)	17 (44,7%)	18 (47,4%)	3.34	Very positive
3.	I enjoy communicating with the classmates and the lecturer using Zoom.	0 (0%)	8 (21,1%)	24 (63,2%)	6 (15,8%)	2.94	Positive
4.	I feel challenged to answer questions from the classmates and lecturer related to Indonesian English Translation topics through Zoom.	0 (0%)	5 (13,2%)	24 (63,2%)	9 (23,7%)	3.10	Positive
5.	I can get feedback immediately from the lecturer.	2 (5,3%)	2 (5,3%)	21 (55,3%)	13 (34,2%)	3.18	Positive
6.	I can share much information and idea about Indonesian English Translation topics in class to classmates and lecturer.	2 (5,3%)	1 (2,6%)	27 (71,1%)	8 (21,1%)	3.07	Positive
7.	I have more opportunities to share my idea to	3 (7,9%)	5 (13,2%)	18 (47,4%)	12 (31,6%)	3.02	Positive

	the classmates and lecturer in online classroom discussion.						
8.	I am more active to participate in a discussion on video conferencing such as Zoom.	2 (5,3%)	13 (34,2%)	18 (47,4%)	5 (13,2%)	2.68	Positive
9.	The lecturer still can supervise my learning synchronously.	1 (2,6%)	1 (2,6%)	29 (76,3%)	7 (18,4%)	3.10	Positive
10.	I can join the discussion at everywhere that time.	3 (7,9%)	6 (15,8%)	15 (39,5%)	14 (36,8%)	3.05	Positive
11.	I use internet for searching additional resources about Indonesian English Translation topics while listening to the class.	1 (2,6%)	2 (5,3%)	21 (55,3%)	14 (36,8%)	3.26	Very positive
12.	I can get direct instruction from the lecturer.	1 (2,6%)	2 (5,3%)	22 (57,9%)	13 (34,2%)	3.23	Positive
13.	I can see the slide given by the lecturer clearly.	1 (2,6%)	0 (0%)	15 (39,5%)	22 (57,9%)	3.52	Very positive
14.	I can hear the lecturer's voice clearly while giving the lesson.	1 (2,6%)	2 (5,3%)	17 (44,7%)	18 (47,4%)	3.36	Very positive
15.	I can access to various learning resources about Indonesian English Translation topics.	1 (2,6%)	1 (2,6%)	22 (57,9%)	14 (36,8%)	3.28	Very positive
Total Mean						3.16	Positive

Table 1 showed that almost all of the students gave positive responses to the interaction in synchronous learning. This research indicated that students in synchronous learning were able ask some questions to the classmates and the lecturer

about Indonesian English Translation topics that they did not understand yet and also get immediate feedback from the lecturer. They also could discuss about Indonesian English Translation’s materials with the classmates and the lecturer. Some students also reported that they felt challenged to answer question from the classmates and the lecturer related to Indonesian English Translation Through zoom. It was also found that almost all of the students had positive perception to the classroom environment of synchronous learning during classroom discussion. This research indicated that the lecturer in synchronous learning supervised the learning synchronously and gave direct interaction to the students. The students also could join discussion at everywhere that time and use internet for searching additional resources about Indonesian English Translation topics while listening to the class. Finally, synchronous learning provided a high course quality. For instance, students reported that they were able to see the slides clearly and hear the lecturer’ voice clearly while giving the lesson. They also were able to access various learning resources on Indonesian English Translation topics.

Finding 2

The first finding was the students’ perception on the advamtages of asynchronous learning during classroom discussion. There were 15 statements that had been completed by the students.

Table 2. Students’ perception on the advantages of asynchronous learning during classroom discussion

No	Statements	N%				Mean	Category
		SD	D	A	SA		
16.	I am more active to participate in a discussion forum on e-learning.	1 (2,6%)	6 (15,8%)	19 (50%)	12 (31,6%)	3.10	Positive
17.	I feel easier to manage my study time asynchronously.	1 (2,6%)	7 (18,4%)	21 (55,3%)	9 (23,7%)	3.00	Positive
18.	I feel more confident about sharing my idea using text rather than speaking directly.	1 (2,6%)	5 (13,2%)	15 (39,5%)	17 (44,7%)	3.26	Very positive
19.	I can download the Indonesian English Translation’s modules and watch the learning video	1 (2,6%)	3 (7,9%)	22 (57,9%)	12 (31,6%)	3.18	Positive

	repeatedly anytime.						
20.	I can join the discussion at my leisure time.	1 (2,6%)	4 (10,5%)	25 (65,8%)	8 (21,1%)	3.05	Positive
21.	I feel more efficient and effective discussing on E-learning without time limit.	4 (10,5%)	3 (7,9%)	18 (47,4%)	13 (34,2%)	3.05	Positive
22.	I feel more concentrate on the discussion through E-learning without time limit.	6 (15,8%)	5 (13,2%)	17 (44,7%)	10 (26,3%)	3.48 2.81	Positive
23.	I can do deeper learning by watching videos on Indonesian English Translation topics and reading the Translation's materials repeatedly anytime.	2 (5,3%)	1 (2,6%)	26 (68,4%)	9 (23,7%)	3.07	Positive
24.	I have more time to think about the Indonesian English translation topic being studied and research any information before join the discussion anytime.	1 (2,6%)	3 (7,9%)	28 (73,7%)	6 (15,8%)	3.02	Positive
25.	It is easy for me to turn to outside resources to get more information about the Translation topics being discussed.	1 (2,6%)	1 (2,6%)	28 (73,7%)	8 (21,1%)	3.13	Positive

26.	I can develop my translation skills and discipline myself more by learning asynchronously.	2 (5,3%)	3 (7,9%)	28 (73,7%)	5 (13,2%)	2.94	Positive
27.	I prefer self-study for learning Indonesian English Translation translation topics.	4 (10,5%)	12 (31,6%)	13 (34,2%)	9 (23,7%)	2.71	Positive
28.	Asynchronous discussion allows me, my classmates, and my lecturer to communicate with one another without time limit, exchanging ideas and comments.	1 (2,6%)	3 (7,9%)	21 (55,3%)	13 (34,2%)	3.21	Positive
29.	I feel more motivated and challenged when I deliver my idea in online classroom discussion using text.	3 (7,9%)	5 (13,2%)	15 (39,5%)	15 (39,5%)	3.10	Positive
30.	I have the opportunity to research and present my opinion to a discussion board for the classmates and lecturer to review at some later time.	1 (2,6%)	3 (7,9%)	25 (65,8%)	9 (23,7%)	3.10	Positive
Total Mean						3.05	Positive

Table 2 showed that self-control learning had been identified as the advantages of synchronous learning. Students were more active to participate in a discussion forum on e-learning because they felt more confident about sharing their ideas using

text rather than speaking directly. Asynchronous learning also enabled students to download the Indonesian English Translation Modules and watch the learning video repeatedly anytime. Students also expressed that they felt more efficient and effective discussing on e-learning without time limit and joining discussion at their leisure time. Moreover, self directed learning emerged another benefit. The students agreed that by watching videos and reading Indonesian English Translation' materials repeatedly anytime, a in-depth learning was developed. The students also had more time to think about the Indonesian English Translation topics being studied and research any information before joining the discussion anytime. In asynchronous learning, it also was easy for them to turn to outside resources to get more information about the Indonesian English Translation topics being discussed. Additionally, asynchronous discussion allowed them, the classmates and the lecturer to communicate with one another without time limit, exchanging ideas and comments. Finally, delivering ideas in online classroom discussion using text was motivated their learning and they also felt challenged.

Discussion

Based on the results gained from 38 students through a questionnaire, it was found that the majority of the students had positive perception on the advantages of synchronous learning mode. It was because they could ask some questions to the classmates and the lecturer about Indonesian English Translation topics that they did not understand yet and get immediate feedback from the lecturer. They also could discuss with the classmates and the lecturer still could supervise their learning synchronously. Those findings of the statements mirrors the study that conducted by Yamagata-Lynch's (2014) and Watts' (2016). Synchronous online instruction can support students in maintaining engagement with course material and helping them feel more connected to their classmates and teacher (Yamagata-Lynch, 2014). Watts (2016) noted that students' interest in synchronous online courses is increased by the peer and instructor interaction and immediate feedback.

In asynchronous learning during classroom discussion at Indonesian English Translation Class, it was found that almost all of the students gave positive perception on the advantages of asynchronous learning. It was because they could download the Indonesian English Translation's modules and watch the learning video repeatedly anytime. They also had more time to think about the Indonesian English Translation topic being studied and research any information before join the discussion. Asynchronous learning gave them flexibility to join the discussion at their leisure time and allowed them, their classmates and the lecturer to communicate and exchange ideas without time limit. These findings are in line with previous studies that type of online teaching, students usually have more time to think so they can fully express their ideas, talk about topics in more depth, and respond to what others have said (Brierton et al., 2016; Sun et al., 2008). Studies (Hrastinski, 2008; Pang & Jen, 2018) also have found that asynchronous distance learning gives students the freedom to learn at their own pace. material before a final exam by watching recorded sessions again to reinforce their learning. Moreover, it was also found that the student were more active to participate in a discussion forum on e-learning because they felt more confident about sharing their ideas using text rather

than speaking directly. This finding is in line with the previous study that found students were more apprehensive about speaking English in synchronous learning mode with zoom and Google Meet than asynchronous learning mode with a video recorder (Nurwahyuni, 2020).

CONCLUSION

After collecting and analyzing the data, the researcher concludes that almost all of the students had positive perception on the the advantages of synchronous learning and asynchronous learning at Indonesian English Translation class which is dominant on writing during classroom discussion. It was also found that the students were more active to participate in a discussion forum on e-learning. It was because they felt more confident about sharing ideas using text rather than speaking directly.

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