

**SYNCHRONOUS LEARNING ON ENGLISH DEPARTEMENT  
DURING COVID-19 AT *HAMZANWADI UNIVERSITY*:  
VOICE OF EFL LEARNERS**

**ARTICLE**



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE, ART, AND HUMANITIES  
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# SYNCHRONOUS LEARNING ON ENGLISH DEPARTEMENT DURING COVID-19 AT *HAMZANWADI UNIVERSITY*: VOICE OF EFL LEARNERS

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## ABSTRACT

The aims of this study were to know the respectful attitude, obstacles and benefits of EFL learners toward synchronous learning process. The design used in this study was descriptive qualitative. The participants of this research were an English students of Hamzanwadi University. Questionnaire were used in collecting data, there are 50 students participated in filling out the questionnaire. The results of this study showed that the respectful attitude in synchronous learning process that there are 31 students (62%) was good attitude, but there are 9 students (18%) not good attitude. Then still many obstacles faced by EFL learners which there are 18 students (36%) agree that students obstacles, especially in signal, device and internet quota, while there are 11 students (22%) who do not have obstacles. The last is the benefits for EFL learners 15 students (30%) who agree to feel the benefits, they can be felt quite well from both students and lecturers, especially in this pandemic era, because through this synchronous learning they can do face-to-face even though it's only virtual, but still 10 students (20%) who do not agree. However, online learning can suppress the spread of Covid-19 in universities and be a solution at this time.

**Keywords:** E-Learning, Synchronous Learning

## 1. Introduction

According to Mutia (2013) says that “e-learning comes from two words, namely "e" and "learning"."E" stands for electronic and learning is learning. So e-learning is learning that utilizes technology using electronic media in the form of computers, laptops or cell phones during learning” (Wati et al., 2022). So, E-learning

is an electronic based learning process where, phones, & computer network used as a media. With the development of computer networks it is possible to develop it in a web-based form, so that it is then developed into a wider computer network, namely the internet (Wati et al., 2021). During this pandemic era, an online system is being an alternative ways of learning, therefore, all educational level started to apply a various kind of method one of which is E-Learning, and E-Learning is divided into 2 namely: synchronous and asynchronous (Sari & Aminatun, 2021).

Synchronous learning and asynchronous learning are the two main approaches to teaching available in distance education, This type of asynchronous e-learning goes on e-learning system where learning material is readily available and available accessed from anywhere and anytime (Prasetyaningrum & Asrobi, 2021). Meanwhile, e-learning Synchronous types are recorded on a "live" e-learning system requires lecturers and students at the same time to be at the front computers albeit in different places (Maysuroh et al., 2022).

In general learning, Synchronous learning is regular face-to-face learning online or in real-time (online) networks (Chen et al., 2005; Hrastinski, 2008; Ng, 2007) Synchronous e-learning, on the other hand, refers to learning/teaching that takes place simultaneously via an electronic mode. Synchronous voice or text chat rooms provide an opportunity of teacher student and student-student interaction. Apart from chat, video-conferencing facilitates face-to-face communication (Hampel, 2006; Martin et al., 2012) (Suherman, 2020). Web conferences through surveys, polls and question-answer sessions can turn out to be more interactive than video conferencing.

Then, asynchronous is a learning activity done by teachers with students in time which does not coincide, where is the study material what the teacher has done can be accessed by students at anytime and anywhere (Martin et al., 2012; Murphy et al., 2011; Rapanta et al., 202). Asynchronous too is a learning process that takes place indirectly between students with their learning resources, where students can do learning activities anytime and play they want without having to wait for the presence of learning resources directly (NIKITA, 2020).

Based on problem mentioned, the Researcher intends to learn more by conducting the research under the title “Synchronous Learning on English Department during Covid-19 At *Hamzanwadi University*: Voice of EFL Learners on Student Year 2022/2023”.

On the basis of the above reasoning, the following research questions were formulated:

- 1) Do the EFL learners have a respectful attitude toward the synchronous English learning process?
- 2) What are the obstacles for EFL learners during the synchronous English learning process?  
What are the benefits for EFL learners during the synchronous English learning process?

On the basis of the above reasoning, the following research questions were formulated:

- 3) Do the EFL learners have a respectful attitude toward the synchronous English learning process?
- 4) What are the obstacles for EFL learners during the synchronous English learning process?
- 5) What are the benefits for EFL learners during the synchronous English learning process?

## **2. Method**

This study used a descriptive qualitative research design to analyse Synchronous Learning on English Department during Covid-19 At *Hamzanwadi University* (Lambert & Lambert, 2012; Vaismoradi et al., 2013).

### **2.1. Participants**

There were 50 participants of Universitas Hamzanwadi from three different semester (second, fourth, and sixth) at English department students who voluntarily participated in this study. They were taken through the random sampling technique (Balcázar et al., 2001; Gonçalves et al., 2012; Tobita, 1996). The participating students were available at the time this study was conducted and fitted the criteria of the research (Surayya, 2020).

### **2.2. Data collection**

#### **2.2.1. The instrument of study**

Questionnaire used in collecting the data (Boynton & Greenhalgh, 2004; Parfitt, 2005; Patten, 2016; Tobita, 1996). Before collecting the data, the researchers prepared a questionnaire.

First, the researchers constructed a questionnaire related to (1) respectful attitude on synchronous learning, (2) the obstacles on using synchronous learning, (3) then the benefits of synchronous learning in this pandemic Covid-19. The questionnaire consisted of 30 items and had five scales which are divided into two parts, namely to see the attitude, the researcher uses a scale (never, seldom, sometime, often, always) while to see the obstacles and benefits faced, the researcher uses a scale (strongly agree, agree, moderate, disagree, strongly disagree).

### **2.2.2. The technique for collecting data**

Firstly, in collecting the data, the researchers distributed the prepared questionnaire to the participants. The researcher used the google form for the questionnaire, after that the google form that had been created was shared via whatsapp. Then the researcher concludes the results of the questionnaire. The questionnaire section to obtain valid data and to determine the synchronous learning on English department during covid-19 at *hamzanwadi university*.

### **2.3. Data analysis**

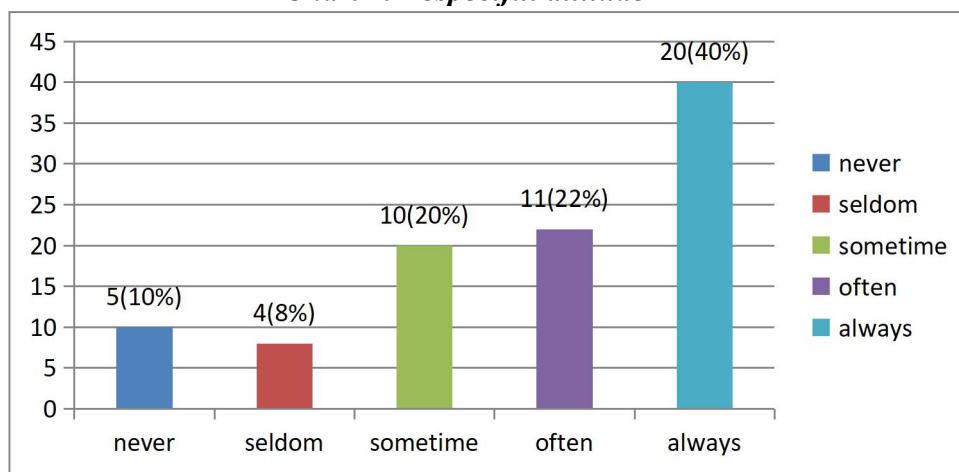
In analyzing the data, under a descriptive qualitative research design, the researchers followed the staged process of categorization, description, and synthesis (Hoepfl, 1997; Jansen, 2010; Spencer et al., 2003; Thomas & Harden, 2008; Vaismoradi et al., 2016; Walsh & Downe, 2005). Here, the researchers processed the collected data and placed it according to specific categories, patterns, and units. In this case, after the researchers collected the data, they clarified the data to find out the results of the study.

## **3. Result and Discussion**

### **3.1. Result**

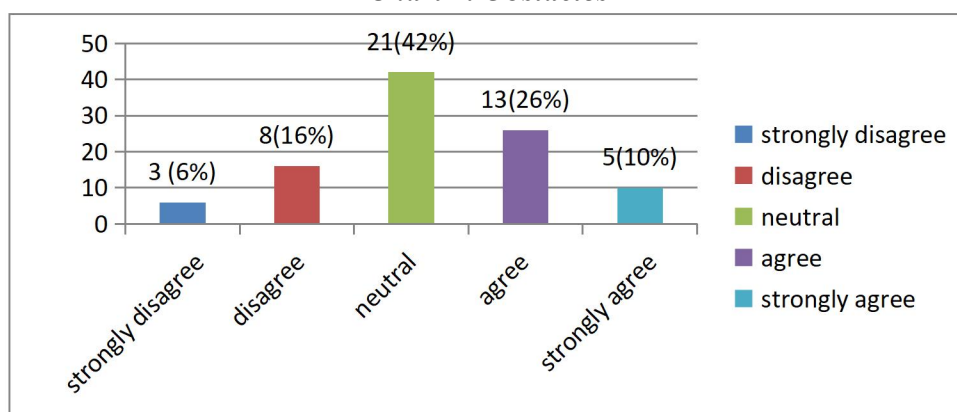
Based on the questionnaires that the researcher administered to the students, every student's had interesting opinion about the synchronous learning during Covid-19. The researcher classified into three forms of questionnaire, which is respectful attitude, obstacle, and benefit of synchronous learning during Covid-19 at *Hamzanwadi University*. In the three types of forms, the researcher had 10 questionnaires each related to these forms, and there were 50 respondents who answered the questionnaire, including students from semesters 2, 4, and 6 in the English department. The questionnaire outcome results are summarized in these charts.

**Chart 1. Respectful attitude**



Based on the chart above, 50 students answered in various ways. The researcher concludes that 9 students (18%) have a not good attitude when learning online, 10 people (20%) answered sometime, and there are still many who have a good attitude in participating in online learning, especially in synchronous learning that there are 31 students (62%). Based on the data above, it can be seen that most students still have a good attitude in online learning, both in learning, the material and also the lecturer.

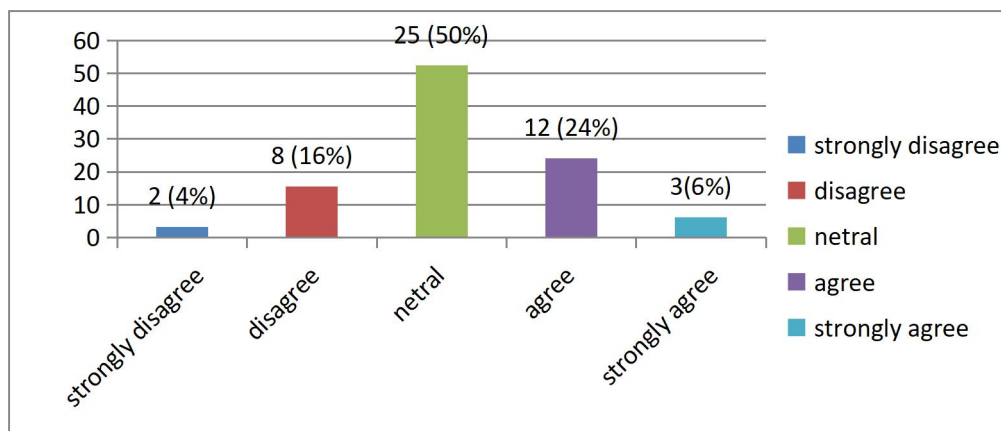
**Chart 2. Obstacles**



The second chart is obstacles, on the obstacles faced by EFL learners in synchronous learning shows that the highest graph is a neutral graph and the lowest is strongly disagree.

Based on the chart above, the researcher concludes that there are 18 students (36%) who agree that online learning especially in synchronous learning has obstacles, and there are 21 students (42%) who answer moderately, while there are 11 students (22%) who do not have obstacles on online learning. From the data above shows that it can be said that almost there are still many students who have obstacles when learning online, both in terms of learning models, materials, and tools used for online learning.

**Chart 3. Benefits**



The last chart is benefits, in this case EFL students are asked to give their opinion about what benefits they can get from synchronous learning. Based on the chart above, the researcher concludes that there are 15 students (30%) who agree to feel the benefits of online learning, especially in synchronous learning, and there are 25 students (50%) who answered moderately, while there are 10 students (20%) who do not feel the benefits of online learning. online learning, especially synchronous learning. The data above shows that the highest chart is the medium one. However, on the other hand, we can see that the charts that agree feel more benefits than those who disagree.

### **3.2. Discussion**

Based on the aforementioned results, the researcher used the details to be analyzed in order to ascertain how respectful the attitude of students, obstacles faced by students, and what benefits are faced by EFL Learners in synchronous learning.

1) The EFL learners' respectful attitude toward the synchronous English learning process.

From the results that we have discussed above, the researcher found that students showed mostly good attitudes. Although learning is done online, students still have a good attitude because on the Hamzanwadi University campus it has a

slogan that reads "*Competitive and Religious*", from this slogan students will feel responsible and the attitude of students will remain religious even though in online learning. Besides that, it can also be caused by the effort of the lecturer, even though in online learning the lecturer still provides motivation and shows a good attitude in the learning process same as offline learning is the same or not much different, so as to make students respect to the lecturer

However, there are still a low students attitudes, basically what does not respect the attitude is because this online learning can be done anytime and anywhere, so that when the learning process carried out by the lecturer is not scheduled properly, because there is no student readiness in participating in the learning process. Then the place where students study is not conducive so that they only follow the lesson to fill the absence. And also basically those who do not activate the video during the learning process will feel free and not seen or controlled by the lecturer, thus making students not respect their attitude.

## 2) The obstacles for EFL learners during the synchronous English learning process

The results above show that many students choose neutral, the reason is seen from the questionnaire statements that have been answered by students, in dealing with obstacles whose learning uses synchronous learning, students' answers are still neutral. On the other hand, there are still many percentages of students who indicate that they agree that online learning, especially synchronous learning has many obstacles in the learning process seen from several issues from the researcher's questionnaire, from these statements, the researcher points out some of the most prominent obstacles.

One of the obstacles is students feel the most is the device that use for online learning (synchronous learning) does not support it. Due to take part in online learning, especially synchronous learning, students must have devices such as computers, laptops, or Smartphone that have good specifications and have a rather large screen to be able to see the material clearly, and there are still many students who have devices that are less supportive, such as Smartphone screens so small, so that it makes students difficult or not optimal in seeing pictures or materials during the learning process.

Then students will feel disturbed by noise when studying at home. To be able to focus, offline and online learning are certainly very different, where offline learning only focuses on the classroom where all focus on the same topic, while online learning has many things that make students unfocused, such as the attitude of neighbors, the sound of the vehicle if the student's house being near the road

and others so, and also many students don't wear or have headphones. So that it makes students feel disturbed by the noise. One of the criteria for participating in good learning according to Saifuddin (2014) is a challenging and stimulating environment for learning as well as a sense of security and satisfaction so that it can achieve the expected learning goals.

Another obstacle is when online learning is Lecturers give more assignments so that students are asked to do assignments without being provided with adequate knowledge through lecturer explanations, so that students independently seek answers to answer questions given by the lecturer.

Also the problem faced when online learning is that students will feel bored. For students, boredom during online lectures can be felt because it is too monotonous, intonation is less varied, and cannot interact directly with friends and teachers. Loneliness affects learning saturation. Students experience learning boredom due to various factors. These factors include media or material that is less attractive so that the presentation of material during the online learning process is carried out in a monotonous manner. The number of assignments given accompanied by the provision of material without explanation deep. This causes students to misunderstand the material. As a result, Laziness arises, loses enthusiasm, stress, difficulty sleeping, tired and bored with the material lectures during online learning. This causes boredom of learning in students. In addition, the influence of the learning environment at home that is less supportive, such as crowded, noisy, and uncomfortable also cause boredom in learning.

3) The benefits for EFL Learners during synchronous learning in English learning process

The benefits of online learning include the following: Increase an active participation of students. Improve a student's self-study ability. Improving the quality of teaching materials as well as training.(Spencer et al., 2003; Thomas & Harden, 2008).

Results research shows online learning is effective for coping with learning that allows lecturers and students to interact in the classroom that can be accessed anywhere and anytime. Online learning can make students learn independently and increase their motivation. Weaknesses of student online learning are not properly supervised during online learning process.

Other benefits are practical and flexible. The first benefit of online learning is in terms of practicality. With online learning, interactions between teachers and students will be more practical because they do not have to travel to meet. In addition, there is no classroom as a place for formal learning. The teaching and learning process can take place anywhere as long as it is conducive and can help to

focus. In addition, there is no need for extras such as the need to "dress up neatly" or "appear formally" so that it is more flexible. But weak internet signal and high cost become a challenge for online learning. However, online learning can suppress the spread of Covid-19 in universities and be a solution at this time.

#### 4. Conclusion

Based on the data analysis and the discussion in the previous chapter, the present researcher finally comes forward to the conclusions. The conclusions are:

- 1) The respectful attitude of EFL learners in E-Learning, especially in synchronous learning process was good, but there are some whose attitude is still lacking because they feel less controlled by the lecturer.
- 2) There are still many obstacles faced by EFL learners, especially in the devices used for synchronous learning such as; signal, device, and internet quota.
- 3) The benefits of synchronous learning for EFL learners can be felt quite well from both students and lecturers, especially in this pandemic era, because through this synchronous learning they can do face-to-face even though it's only virtual.

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