


# Implementing Asynchronous Learning Activities in an EFL Speaking Classroom: Teachers' Strategies

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## ABSTRACT

Teaching speaking during the pandemic has been an essential experience for the future situation. The aim of this research was to determine the strategy of EFL teachers in implementing asynchronous learning in speaking classes. The researchers used a narrative inquiry as the research design. It aims to obtain complete data and a comprehensive picture of how the teachers implement the asynchronous learning in speaking classroom. Two English teachers whom implement asynchronous learning participate in research. Data collection techniques were interviews and researchers used semi-structured interview as instrumentation. This research found that English teachers used to implement various strategies such as providing a suitable asynchronous platform, practicing dialogue, giving ideas or opinions, providing English learning videos, and singing a song, participants also explained that the strategies they used really helped them in carrying out speaking lessons in asynchronous classes. This research is expected to help teachers in choosing the right strategy for teaching speaking especially in asynchronous learning.

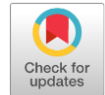
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## INTRODUCTION

Before the early 2020 pandemic began, students enrolled in speaking classrooms used to complete activities based on the textbooks recommended by the school to engage in a variety of real-life, face-to-face speaking activities in the classroom. These activities included role-playing, dramatization, inviting a guest speaker to the classroom, conducting interviews, debates, and oral presentations in front of classmates and others. Speaking is a language skill calling for a communicative competency process incorporating vocabulary, grammar, intonation, and pronunciation. Speaking English accurately and fluently has become a top priority since speaking a language well is judged on the same criteria as knowing it (Al-Mahrooqi, 2012). As a result, speaking English fluently has drawn much interest and turned into a top goal for most teachers and pupils.

Speaking is a skill which teachers and students considered as high importance one in language learning. This is possible because these abilities enable the learner to voice their perspective on a subject or issue being discussed. In order to prepare students for varied encounters in social interactions, speaking activities include group or individual face-to-face conversations, role-playing exercises, class debates, and public presentations. However, the pandemic dramatically altered Indonesia's educational system, altering teaching and learning activities. Teachers should conduct lessons in virtual classrooms using social media platforms like WhatsApp, Zoom, Google Classroom and Telegram. Online learning sessions can be synchronous or asynchronous in distance learning atmosphere. This indicates that the learning process may be applied both in an online setting and in face to face classroom

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setting. The use of electronic devices by teachers and students to aid language learning should not be limited to the classroom (Cakrawati, 2017). Online technology also gives language students learning a foreign language valuable asynchronous resources (Celikbas, 2018). Since speaking skills are crucial components of learning foreign languages (Li & Suwanthep, 2017), online technology plays a significant role in assisting teachers and students in creating a conducive environment for language learning in the classroom. Therefore, technology was also used to implement language learning. However, it might be challenging for EFL students to improve their speaking abilities, particularly in an EFL environment.

Additionally, when using technology, the EFL students struggle to gain speaking abilities. The use of technological devices does not automatically make students helpful. Students still struggle with various issues, such as language barriers that cause them to make repeated mistakes when practicing speaking (N. R. Buana & Miftachudin, 2021). This issue makes students get struggled to complete speaking assignments. In addition to the significance of teaching speaking to EFL students, we are aware of these students' many challenges. However, implementing asynchronous learning activities in a spoken classroom is also difficult for teachers.

Asynchronous online output tasks to improve student speaking time were the subject of one research conducted by Barbudo (2020) that looked at asynchronous learning activities in EFL classrooms. Aryanata et al. (2022) examined how teachers employed voice notes – asynchronous activities – to teach speaking skills to high school students. Wahyuningsih & Baidi (2021) conducted additional research into the Discord application's possible usage as an online platform to support teaching and learning in emergency remote learning during the pandemic. Another research by Young & West (2018) examined the use of asynchronous oral communication in speaking classrooms as a teaching tool. Algethami and Albogami (2022). Through their research, Albogami & Algethami (2022) found that WhatsApp, a widely used and user-friendly APMC technology, can enhance the instruction of speaking to EFL students. . Eventhough there have been some research focused on the asynchronous issues in the context of speaking, there still need to confirm the strategies of its implementation in the online classroom. To fill the gap, this research investigate and examine the strategies of Indonesia' teachers in implementing asynchronous learning in speaking classroom. Therefore, this research takes the title "Implementing Asynchronous Learning Activities in an EFL Speaking Classroom: Teachers' Strategies."

### **Asynchronous Speaking Learning Activities in an Online ELT Classroom**

Teachers have two options for teaching methods in this time and age where online learning is required: synchronous learning and asynchronous learning. According to Yusuf and Ahmad Jihan (2020), dynamic learning strategies are more common in pandemic-related e-learning courses. Dynamic learning strategies encompass both synchronous and asynchronous learning activities. Asynchronous learning environments, according to Perveen (2016), give students access to quickly available materials like audio/video lectures, handouts, publications, and PowerPoint presentations. This information is available wherever and whenever.

Asynchronous learning has several advantages. According to Suranto (2009), students prefer asynchronous learning since it is more convenient for them. With this approach, students study alone and are given time to consider and comprehend the material without interruption from the teacher. According to studies on asynchronous online learning, Pratt & Palloff (2011) said that students would experience meaningful learning in a participative learning environment. According to Bernard et al. (2004), a meta-study assessing the impact of delivery time in remote education indicated that asynchronous teaching was more effective at raising student achievement than classroom instruction. Furthermore, as

mentioned by Miller & Edward (2020) and Francisco & Barcelona (2020), the class is set up so that students can study there efficiently and are ready to work independently and collectively.

Asynchronous online learning is most frequently used in the context of EFL to encourage students participate through comments, suggestions, and conversations (Firat & Altay, 2019). Asynchronous online learning in the context of EFL primarily consists of comments, ideas, and conversations. Furthermore, asynchronous online learning is a community of engaged learners not constrained by space, time, or the classroom (Nikmah and 'Azimah, 2020). According to Karaaslan et al. (2018), asynchronous online learning is advantageous since it uses the relatively authentic learning activities present in the EFL context. Asynchronous online learning also plays a significant role in helping students develop critical thinking skills (Sapti, 2019).

Furthermore, according to Padmo, Idrus, and Ardiasih (2019), flexible times and locations have been demonstrated to increase motivation and social interdependence while dealing with cooperation, competition, individuality, and students' cognitive processes. To sum up, asynchronous online learning now combines discussion with self-directed exercises. Aside from those advantages, this way of learning also has several drawbacks, including a constant reliance on technology, the requirement for a fast internet connection, and the difficulty in communicating among some students. Asynchronous learning has a number of disadvantages, according to Chauhan (2017), including a lack of immediate feedback, a loss of personal engagement, a lack of live collaborative activities, a lack of motivation, and a requirement for self-discipline.

### **Asynchronous Speaking Learning Strategies**

There are several strategies that teachers can employ to execute asynchronous learning, particularly learning adapted from the idea stated by Barbudo (2020)

#### ***Selfie-videos for Language Learning***

Through his journal, Barbudo (2020) reports that this strategy involves having students record themselves speaking and presenting stories for selfie videos. Studies on digital learning tools, particularly selfie videos, largely concur that these tools have both direct and indirect effects on the academic environment. As language teachers, they can take advantage of the possibilities of digital tools to encourage pupils to communicate more.

#### ***Using Learning Application***

Barbudo (2020) argue that, one of the techniques teachers use to teach speaking so that kids do not become bored is to use learning applications like communication apps like WhatsApp and Telegram as well as more exciting apps like the Seesaw App, Voicethread, Discord, Trello App, and others. This technique requires teachers to employ learning applications that can assist speaking learning to give their speaking class plenty of chances to speak outside of class. Each person is given a topic to discuss, record his voice discussion, and then post on the blog.

#### ***Share Your Thinking***

Students are encouraged to use the terminology they have just acquired in class in this method (Barbudo, 2020). The teacher can make this activity more challenging by requesting that they use voice messages or voice notes to express their thoughts without memorizing or reading the script.

#### ***Reading Fluency Video***

According to Barbudo (2020), a selfie-video summary of what students have read with the opportunity for discussion would offer a quick assessment of their reading comprehension and metalinguistic expertise. Because of this, in this strategy activity, students offer a selfie video summary of what they have read, whether it be specific pages, scenes, chapters, or the entire book.

### ***Repeated Dialogic Practice***

By careful repetition and video-recorded speaking practice, students are taught to recognize and correct their mistakes. Student couples are encouraged to concentrate on the clarity of their words during this practice (Barbudo, 2020).

## **METHOD**

This study aims to explore the experiences of English teachers regarding the strategies they use to teach speaking classes in asynchronous learning. To get answers to the research question, this research used narrative inquiry as a research design because this research explores participants' experiences as a story (Connelly and Clandinin, 2006). In addition, researchers explored stories from participants' experiences of teaching speaking in asynchronous learning.

### **Respondents**

The researchers conducted this research in a junior high school in Karawang, Indonesia. Two teachers took part in this study. The researchers chose the participants because they are English teachers who conducted asynchronous English learning.

### **Instruments**

The researchers employed instruments as a tool to help the research while carrying it out. The questions asked during the interview were included in the instrument the researchers used in this study was interview guidelines. The researchers also employed a digital tool, specifically a cell phone, to record the interview.

### **Data analysis**

Thematic analysis was then utilized to examine the data (Braun & Clarke, 2006). The first step in the six-step process of thematic analysis is familiarization with the data, which the researchers accomplished by frequently reviewing the interview transcript until she comprehended its contents. The second phase is creating initial codes; during this stage, the researchers decided which information from the data or interview transcripts would serve as the core thesis. Finding themes is the third phase when the researchers group the meaningful chunk that was open-coded into some appropriate categories. The researchers then put these categories together into themes. The researchers ensure that all the codes contain portions relating to the topics in the fourth stage, which involves examining the themes. The researchers must ensure a correlation between codes and themes in the fifth phase, defining themes. The final step was for the researchers to write down the findings.

## **FINDINGS**

The findings of this study are presented referring to the research objectives. In collecting data, the researchers raised issues that were informed by the participants about their experiences when teaching asynchronous learning in speaking classes, such as the English teachers' implementation strategies for asynchronous learning in the speaking class.

### **How do the teachers' implement asynchronous learning activities in speaking classroom?**

#### ***Providing Suitable Asynchronous Platform***



Teachers use a strategy in the spoken learning process to provide an appropriate platform since it works well throughout the asynchronous process. According to the researchers' interviews, youtube and telegram are used to carry out learning activities, including strategy learning applications. One of the English teachers adds the following statement:

*Memberikan pembelajaran lewat youtube yang paling gampang ke mereka. Aku upload ke youtube terus share link nya di grup kelas. Mereka aku suruh ya mereka saksikan gitu, setelah disimak lalu di evaluasi mereka refleksi lalu apa yang mereka tidak paham bisa ditanyakan ke guru nya.*

[Provide learning via youtube the easieat to them. I asked them to watch it, and after listening to it and then evaluating it, they reflected then what they didn't understand could be asked the teacher.]

Participant 1

Other English teachers that used the YouTube platform to offer asynchronous learning also said the following since it's a simple tool that both students and teachers may used:

*Habis itu siswa kita kasih deh nih materi lewat youtube kan karena platform asinkron yang paling mudah buat di akses pembelajaran ya youtube, anak juga sering pakai kan.*

[After that, our students will give the material via YouTube, right, because the asynchronous platform that is the easiest to access for learning is YouTube, and students also often use it.]

Participant 2

Based on the findings of the aforementioned interviews, the researchers have examined the strategies employed by teachers in the asynchronous learning process. Teachers used learning YouTube applications to provide material in the form of explanations in asynchronous learning so that students understand it and have easy access to it.

### ***Dialogue Practice***

The teachers frequently utilized dialogue as one of their teaching methods for the asynchronous speaking learning process. The researchers discovered discussion strategy that English teachers frequently employ based on the findings of interviews. To ensure that their friends pay attention and can understand them, the teacher decided the topics and themes that students would discuss later in a dialogue before asking them to have a dialogue by sending a video of the conversation or using voice notes via telegram. This was how the learning process through telegrams was supposed to work. One of the English teachers also expressed the following:

*Paling aku memberikan tugas seperti percakapan dengan teman sekelas baik itu mau sama perempuan atau mau laki-laki silahkan sok belajar.*

[At most, I give assignments such as conversations with classmates. Please keep practicing whether the students want to be with a girl or a boy.]

Participant 1

This statement was also conveyed by other English teachers who also use the dialogue strategy because it can be considered to create interaction between students:



*Contoh ambil ke dialog singkat, ya dialog singkat empat aja cukup "hello" "hi" "how are you" "good morning" nah itu kan it's really apa ya namanya, singkat yah gitu, tapi yang ditujukan bukan untuk dialog singkat nya yang penting si anaknya mau.*

[For example, take a short dialogue. A short dialogue of four is enough, "hello," "hi," "how are you," "good morning," that is really what it is called, it is short, but it is not meant for the short dialogue that's important the students wants.]

Participant 2

The statement conveyed by the first teacher and the second teacher that the dialogue strategies are often used in the asynchronous learning process because they feel that the dialogue strategy can be effective during the online learning process because, in the learning process, it asks students to speak through video and voice recorders. This strategy can improve vocabulary, correct students' pronunciation, and be a class atmosphere that is not boring for students.

### ***Ideas/Opinion***

One of the most successful methods for learning asynchronous speaking is using ideas/opinions. The teachers used visuals to describe students' perspectives via voice messages in this ideas/opinions technique. When using the Telegram app for instruction, the instructor first displays a picture, then explains how to describe it, and provides examples of excellent and bad opinions and ideas. After that, the teacher displays the following photo and invites the pupils to share their thoughts on it. The English teacher also discussed the idea/opinion method during the learning process.

*Aku kasih gambar abis itu anak kasih opini mereka masing-masing, jadi dari gambar tersebut apa yang mereka tangkap dari gambar itu mereka buat narasi.*

[I gave the picture, and after that, the children gave their own opinion, so from what they caught from the picture, they made a narration.]

Participant 1

Other English teachers also conveyed another statement who used ideas/opinion strategies because this strategy, in addition to improved students' speaking skills, could also encourage students' imagination so that students could convey their ideas as creatively as possible.

*Entah itu dengan mengirimkan pesan suara yang menjawab greetings dari guru atau menjawab pertanyaan, contohnya sebelum mulainya pembelajaran paling saya nanya dulu "what do you think about" materi yang mau dipelajari nanti atau dikasih suatu situasi habis itu siswa diminta untuk explain apa yang mereka pikirkan terhadap situasi tersebut.*

[Whether it is by sending a voice message that answers greetings from the teacher or answering questions, for example, before the start of learning, at least I first ask "what do you think about" the material to be studied later or given a situation after that student are asked to explain what they think about the situation]

Participant 2

This ideas/opinion delivery strategy can also be helpful in the asynchronous learning process since it can stimulate students' creativity in expressing their views, according to the first and second English teachers' statements from the results of the researchers' analysis.

### ***Providing English Learning Video***

Because it works better when utilized during asynchronous learning processes like telling their experiences so that students can share their experiences or stories, teachers employ video selfie assignments with their students as one of their spoken learning tactics. The teacher uses the Telegram group to share materials, first providing instances of the theme to be told, then having pupils practice. This is based on the findings of interviews and observations made during the learning process. Students were asked one at a time to share their experiences if they understand the teacher's explanation.

*Sama penugasan biasanya yaa, misalnya materi recount gitu ya, kan kalo recount mereka menceritakan kembali kejadian atau pengalaman mereka ya, nah dari situ mereka membuat video yang menceritakan pengalaman mereka using English.*

[It's the same as usual assignments, for example, for recount materials, right, in recounts they retell their events or experiences, so from there they make videos that tell their experiences using English.]

Participant 2

The teacher used selfie videos in asynchronous learning to expand vocabulary and foster students' imagination so that students can convey their thoughts by telling experiences, according to research based on the interviews above.

### *Sing a Song*

One of the speaking strategies employed during an asynchronous learning process is singing a song. Teachers frequently employ this tactic since it can lead to an enjoyable learning environment for the kids. Students can select one song to perform from the findings of the data gathering conducted through interviews. Previously Students recorded the songs they sang and sent them over to the telegram group after the teacher asked them to listen to and memorize English songs. Regarding singing techniques, one of the English professors reaffirmed the following statement:

*Nyanyi pun bisa. Anak tuh melatih speaking juga kan, pronouncation yang ia gunakan. Nah aku tuh ada tuh jadi anak suruh membuat video nyanyi, itukan kita melatih pronouncation anak juga selain pelafalan pertama dalam speaking itu dalam bernyanyi itu anak selain pronouncation yang keluar juga kosakata semakin nambah berarti kan mereka juga mencari arti kata ini apa ya.. itu apa ya, tanpa mereka sadari kan mereka pun juga jadi ikut ini ya, hmm melatih kelancaran berbicara bahasa inggris nya gitu.*

[Can sing too. The student also trains to speak right, the pronunciation he uses. Well, I was there, so the children told me to make a singing video, that's why we train children's pronunciation, besides the first pronunciation in speaking, it's in singing, besides the pronunciation that comes out, the vocabulary also increases, meaning they are also looking for the meaning of this word, what is it? Yes, without them realizing it, they also follow this, hmm, practice fluency in speaking English.]

Participant 1

Based on the findings of one English teacher's interview, the researchers has determined that the teacher employs the technique of singing songs to expand students' vocabulary and enhance their pronunciation.

## DISCUSSION

As has been mentioned in the preceding chapter, the primary goals of this study are to describe the strategies taken by English teachers to implement asynchronous learning in English-speaking classes.

The most effective strategy is to offer an appropriate asynchronous platform. In student-centered classrooms, curriculum-integrated digital tools can enhance students' cognitive and creative abilities (Budi Hermanto & Srimulyani, 2021). This demonstrates the need for teachers to use more innovation when implementing asynchronous learning. They must research the platforms that would best assist their teaching and learning endeavors. Because they are simple to use and understand, online platforms like YouTube, WhatsApp, and Telegram are frequently used by the teachers. Teachers can publish assignments, notes, instructions, and homework for pupils to complete from home using the free mobile messenger applications WhatsApp and Telegram. Due to its distinct features, including the ability to transmit each other movies, voice messages, text messages, and photographs, this program is advantageous (Walker, 2020).

Exercises that involve dialogue are the second strategy. Teachers frequently employ this tactic to encourage pupils to collaborate creatively with one another. Utilizing dialogue techniques might help children talk more actively and expand their vocabulary. In a prior study, Anjaniputra (2013) used a dialogue method where students took on the roles and characters of other students to engage in conversation and convey their thoughts in novel ways.

Idea or opinion is the third strategy. Ideas and opinions are one of the ways teachers help their pupils practice speaking English so they may convey their opinions based on their beliefs. This is done to help students think more broadly and express their thoughts. These opinions or remarks concerning the thoughts or attitudes on a contentious issue were also made by Olii and Erlita (2011: 39). Using the idea/opinion technique can promote students' ideas by sharing their viewpoints with others students can gain new perspectives from one another.

The fourth strategy is to offer videos that teach English. Teachers play an essential part in learning. The teacher captures the tutorial video. When used effectively, videos can lessen the monotony of reading through many online course pages (Anderson, 2008). The explanation of Hartman et al. that teachers must adjust to quick technological changes, feel at ease with multitasking students, and be open to technologically advanced teaching and learning environments to effectively meet the new generation's learning styles also supports this (Hartman et al., 2019). Based on the research, the teacher presents information in the movie and lets the students take something away from it.

The last strategy is to sing a song. Singing a song is one of the strategies English teachers use in the speaking learning process, where students are asked to memorize a song. This strategy can also create a more pleasant classroom atmosphere because students are used to it in their daily lives so that later students can learn quickly. The theory also reinforces this statement. As Kumari (2014) conveyed, the application of singing songs can create an enjoyable learning process that can be used to develop EFL speaking skills. Singing songs can also be used in the asynchronous learning process because this strategy is easy to implement. Students can practice it by recording themselves while singing and sending it via telegram class groups.

These results align with the theory explained by Barbudo (2020). Several strategies can be used by teachers in implementing asynchronous learning, especially learning. They are: Selfie-videos for language learning, using learning applications, sharing your thinking, reading fluency videos, and repeated dialogic practice



## CONCLUSIONS

Based on the discussion, several conclusions can be drawn in this research. The findings of this study revealed that the participants had shared their experiences of teaching asynchronous learning in speaking classes. It was found that the English teacher used several strategies in its implementation. To carrying out asynchronous learning in the speaking class, the English teacher performs several strategies, namely 1) Providing suitable asynchronous platform, 2) dialogue practice, 3) ideas or opinions, 4) providing English learning videos, 5) sing a song. However, during implementating asynchronous learning in speaking classes English teachers encountered several obstacles, including 1) availability of technological devices and internet connectivity, 2) difficulty in controlling students' engagement, and 3) students' mother tongue interference.

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