TAMADDUN JURNAL BAHASA, SASTRA DAN BUDAYA **LIFE**

Bridging Synchronous and Asynchronous Learning: Enhancing English Speaking Skills in a Distance Education Context

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Abstract

This study investigates the perspectives of teachers and students on the effectiveness of synchronous and asynchronous learning approaches in enhancing English speaking skills, focusing on grammar, vocabulary, pronunciation, fluency, and comprehension. Conducted in a junior high school setting in Indonesia, the research employs a qualitative descriptive method, collecting data through semi-structured interviews with three teachers and three students. Thematic analysis was applied to explore patterns and themes in participants' responses. The findings reveal that synchronous learning fosters real-time interaction, enhancing vocabulary acquisition and comprehension through immediate feedback. However, challenges such as grammatical inaccuracies and low student confidence persist. Asynchronous learning provides students with the flexibility to refine their tasks, improving grammar, vocabulary, and pronunciation, but lacks the immediacy of feedback essential for addressing comprehension and pronunciation errors in real-time. The study underscores the complementary nature of these modalities, highlighting the potential of a blended or bichronous approach to optimize learning outcomes. The research contributes to the discourse on distance education by offering practical insights into integrating synchronous and asynchronous learning for language instruction. Recommendations include strategic lesson planning, teacher training in digital tools, and addressing infrastructural challenges to ensure equitable access. The study also suggests further exploration of bichronous learning models and their impact on long-term language proficiency. This research provides valuable guidance for educators and policymakers aiming to enhance English language education in digital and hybrid learning environments.

Keywords: synchronous learning, asynchronous learning, English speaking skills, distance education, qualitative research.

INTRODUCTION

Since the dangerous virus was first identified in Wuhan, South China, in November 2019, the Indonesian government has taken the necessary steps to closely monitor the World Health Organization's (WHO) situation report on the COVID-19 outbreak worldwide. After that, the virus quickly spread around the world. President Joko Widodo agreed to adopt policies to achieve social distancing in the society four days after WHO confirmed COVID-19 as the pandemic in March 15, 2020, four days after WHO confirmed COVID-19 as the pandemic. Thus, it has an impact on the education sector. Roxby (2020) stated that pandemic is a virus

that is occurring simultaneously in several countries around the world. ." Additionally, Krause, Franks, and Lynch (2017) expressed that In terms of the experiences of today's learners, who can be identified as Generation Z and digital natives & tech-savvy, it can be reported that, in compared to earlier generations, they have a greater willingness to use any electronic device they have access to them."

Many teachers and tutors, on the other hand, are on the lookout for new, flexible, and effective distance learning approaches. Distance learning is becoming increasingly difficult as a result of the quarantine, resulting in numerous difficulties. Many teachers and students are unprepared to engage in distance learning in order to address a variety of digital learning challenges. Situational, attitudinal, psychological, pedagogical, institutional, and sociocultural challenges have all been identified as challenges.

Moreover, speaking skill is a challenge for students in both classroom and distance learning. The majority of students lack confidence when it comes to practicing their speaking skills. Their weekly speaking class demonstrates that they are almost frightened to speak up, that they are shy to perform, and that they practice speaking with a low voice. Students would be unable to communicate with others inside and outside the classroom if they do not speak.

To address these issues, this study supposed into the teachers' and students' views on synchronous and asynchronous learning in English speaking skill. It also expected that synchronous learning and asynchronous learning can be a learning approach to connect the gap between teachers and students in English skill. As a result, this research aimed to provide a comprehensive understanding of teachers' and students' views on synchronous and asynchronous learning in the context of students' English-speaking skill (including students' grammar, vocabulary, pronunciation, fluency, and comprehension). As a result, this research is deemed necessary to determine "What are the teachers' and students' views on synchronous and asynchronous learning in terms of students' English-speaking skill (it includes students' grammar, vocabulary, pronunciation, fluency, and comprehension)."

Speaking was not the only issue that the students faced. Mantra (2016),"getting students to speak in class sometimes is not an easy task to do." Teachers have to create a good learning atmosphere for students to take part in learning speaking. The researcher explained how the situation has impacted the education sector in the background of this study. It implied that the learning process takes place at a distance between the teachers and the students. The educational sector has had an impact because of pandemic. The Indonesian Minister of Education and Culture, Nadiem Makarim, issued a Circular Note instructing schools and other educational institutions, including higher education, to temporarily halt traditional teaching and learning activities in schools and instead conduct lessons from home through online learning. He suggested that teachers use e-learning platforms like Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Zoom, and other similar media. Therefore, synchronous learning and asynchronous learning are expected to connect the distance between teacher and student in students' English skill.

Synchronous and asynchronous distance learning modes have arisen in response to these expectations, technical advancements, and students' speaking skill concerns. According to Mantra, Handayani, and Suwandi (2019), "in whatever situation teachers are expected to be able to work professionally, and they should be able to create a conducive learning atmosphere. Thus, it can be synchronous learning or asynchronous learning."

Furthermore, it is supported by some experts. Chugh et al. (2013) affirmed that Synchronous and asynchronous distance learning modes have evolved in response to these demands, technical advances, and students' problems with speaking efficiency. Scheider (2019) revealed lists three of them: Attending class from anywhere (there is no requirement to be physically present in the classroom), interacting with course instructors on a regular basis, and creating relationships with classmates. To mention the discrepancies, Pappas (2015) pointed

out that students in synchronous learning should actually attend class by connecting on to a network and participate in class discussions or speaking events. It is appropriate for them to be present in the room in a virtual environment. On the other hand, asynchronous approach does not require students to be in a specific place at a specific time. Therefore, to overcome those problems, this study examined teachers' and students' views on synchronous and asynchronous learning in the context of students' English-speaking skill.

Existing research highlights the potential of synchronous and asynchronous learning to enhance language acquisition, yet limited studies explore their comparative impact on English speaking skills from both teacher and student perspectives particularly in the Eastern Indonesia context. Moreover, the specific challenges and benefits of these approaches in the Indonesian context remain underexplored. Addressing this gap, the present study examines the views of teachers and students on synchronous and asynchronous learning for developing English speaking skills in a junior high school setting in South Sulawesi, Indonesia.

This research aims to provide a comprehensive understanding of how these learning modalities influence students' speaking abilities, focusing on key components such as grammar, vocabulary, pronunciation, fluency, and comprehension. By investigating the perspectives of both teachers and students, the study seeks to identify effective practices, uncover challenges, and offer practical recommendations for optimizing online learning in similar educational contexts.

The study addresses the following research questions:

1. What are the teachers' views of synchronous and asynchronous learning in students' English speaking skill?
2. What are the students' views of synchronous and asynchronous learning in students' English speaking skill?

This exploration is particularly significant in light of the ongoing integration of digital tools in education, even beyond the pandemic. By shedding light on the strengths and limitations of synchronous and asynchronous learning approaches, this study contributes to the broader discourse on innovative pedagogical strategies for language education in digital contexts.

RESEARCH METHOD
Research Design
This research used a qualitative descriptive method. Luthfiyah (2017) revealed that qualitative research is a method of study that engages descriptive data in the form of written or spoken words from individuals or actors who can be established. According to Luthfiyah (2017) descriptive research purposes to explain current phenomena that occur in the present and past. The independent variables are not manipulated or changed in this study; rather, it depicts a situation based on facts."

Semi-structured interviews were used as part of the qualitative research design. The researcher got benefits from this type of interview in many ways. For qualitative interviews, the semi-structured interview (also known as the interview guide approach) is the most common format. The researcher formulated an interview guide ahead of time but does not exactly follow it, either in terms of the exact wording of questions or the order in which questions are asked. Braun & Clarke (2013) believed that the researcher had a list of questions formulated, but there was scope for the participants to raise anxieties that the researcher hadn't considered; this is the most common type of qualitative research interview. The interview was used to gather data to explore teachers' and students' views on synchronous and asynchronous

learning in terms of students' English speaking skill. To triangulate the data, intrinsic case studies, qualitative methods, and semi-structured interviews all provided the same aim.

Subject of the Research

The subjects of this research were the English teachers and the students in learning English. To select the participants, the researcher used convenience sampling. Braun and Clarke (2013) affirmed that convenience sampling indicates to a sample chosen because it is easily available to the researcher in participant-based research, both qualitative and quantitative. Further, Saunders, Lewis, and Thornhill (2012) revealed that convenience sampling (also known as availability sampling) is a non-probability sampling technique that gathers data from members of the population who are readily available to take part in the study. The researcher decided to choose 3 English teachers and 3 students in learning at one of public Islamic Yunior high schools in South Sulawesi.

Research Instrument

The researcher offered open-ended and closed-ended questions that participants could straight ask. In this research, the researcher adopted and modified Gazan (Gazan, 2020) and Mulyani (Mulyani, 2020) interview questions. In the interview guide, the questions related to the theories has been used to find the teachers' and students' views.

Procedure of Collecting Data

The data was gathered through an interview by the researcher. The following was the procedure used by the researcher:

1. Three English teachers and three English learners were chosen by the researcher;
2. The researcher conducted one-on-one interviews using the Zoom and WhatsApp application (the reason why it was chosen to collect data, firstly, it was free and appropriate for students. Secondly, this tool would record the videos of the chats and save them to a computer or disk, which is extremely useful for the research objectives);
3. The researcher informed the teachers and students about the interview (more than one interview);
4. The researcher provided each participant with short definitions of distance learning, synchronous, and asynchronous terms;
5. The data was gathered from the teachers and students by the researcher;
6. Recording of interview results;
7. The data was compiled by the researcher.

Technique of Data Analysis

The collected data has been analyzed by using thematic analysis. Braun and Clarke (2013) stated that thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. The phrases/steps of thematic analysis pinpointed in their article in the exact following order: identifying and familiarizing with data, identifying codes, finding themes, finalizing themes, reviewing each theme, and analyzing documents. It concentrates on the participants' words – what they said rather than how they said it. It can also be used to answer almost any type of research question (with the exception of language practice questions) and to analyze almost any type of data.

Forming ideas and taking appropriate notes to familiarize the data was the first phase of the analysis. Javadi and Zarea (2016) revealed that it is a very difficult and time-consuming process to conduct, but it is extremely valuable. Later, attractive and useful data elements were discovered and recorded in a table.

After that, themes have been searched in the data. Vaismoradi, Jones, Turunen, and Snelgrov (2016) expressed that themes are codes that have a common point of reference and has a high degree of generality that unifies ideas regarding the subject of inquiry. As a result of studying these "codes," common reference points/themes emerged as a pattern among the interviewees' responses.

These topics were then organized according to the study questions in order to discover the students' views on synchronous and asynchronous learning. Then each theme was examined for reliability as well as to ensure that all data had been sorted into a logical order.

Finally, made a report that includes tables, figures, and a few chosen extracts to document the data. thus, the results of the analysis were compared to the research questions and previous literature examined in this study.

Validity and Reliability of Research Data

Triangulation data was used to test the validity of the data. The reason employed two sources of information that will be gathered to persuade the data's veracity. In science, the word "cross-check" or "re-check" meant that the researcher double-checked or re-checked the data. Triangulation was another term for rechecking. Braun and Clarke (2013) revealed that Using two or more data sources, techniques, or researchers to achieve a more complete or multi-faceted understanding of a topic is known as triangulation." Further, Braun and Clarke (2013) stated that there are three forms of triangulation: via data (collecting from different sources); via methods (using different methods of data collection and, possibly, data analysis); via researchers (using a team of researchers to collect and analyze the data)."In this case, the research used the triangulation via data (collecting from different sources) because the researcher used more than one sources to gather data. The sources were teachers and students.

Widiyoko (2012) stated that when a test instrument is tested several times, it yields consistent results. In the study, reliability was defined as the degree to which a test's measurements stayed consistent after the subject was repeated under the same circumstances. When research made consistent findings for similar measurements, it was thought credible. It was unreliable, however, if repeated measurements yielded different results.

RESULTS AND DISCUSSION
Findings

The analysis of the data presentations based on the research questions which were put in the first chapter are discussed in this part. The researcher aimed to give the answer toward the four research questions which had been affirmed in the problem statements. Those answered such as; teachers' and student's views of synchronous and asynchronous learning in students' English speaking skill (it is including students' grammar, vocabulary, pronunciation, fluency, and comprehension). The researcher aimed to investigate the teachers' and student's views of synchronous and asynchronous learning in students' English speaking skill at MTs Negeri Soppeng. In order to get those matters, the teachers and the students were asked to be the interviewee.

1. Teachers' Views of Synchronous Learning in Students' English-Speaking Skill

Based on the findings of this study, it can be argued that students in synchronous online courses were more actively engaged in class and participating in the discussion. They asked the instructor questions and receive feedback in real-time. These findings echo the previous conclusions that synchronous distance learning helps students develop a stronger feeling of connection to their peers and instructor, as well as staying engaged with course activities. The researcher also finds the conclusion about teachers' views of synchronous learning in students' English-speaking skill.

a. Students' Grammar

Teachers' views on students' grammar were students did not use grammar correctly through synchronous learning in English speaking skill. There was a difference between teachers' views and students' views in grammar through synchronous learning in English speaking skill. the teachers said that they teach how to speak English with correct grammar by giving examples to the students. For instance, how to make a good sentence.

> "*Yes, I teach them. For instance, how to make a "simple past tense" sentence. Thus, the curriculum in D4 is writing skill*" (Interview, Teacher 1).

However, the students did not pay attention to their grammar. As long as they do and understand their assignment.

> "*Yes, they do not pay attention to their grammar. Thus, they do not have much vocabulary to say*" (Interview, Teacher 1)

It can be seen in teachers' interview sessions one of the teachers revealed that the students did not use grammar correctly through synchronous learning because they speak too fast. Thus, they were difficult to change verbs in simple past tense. For instance, word "read still read in past form" but word "write change to wrote in past form".

> "*However, it is different with asynchronous learning. They do their assignment by using WhatsApp. For instance video or writing. It is better than learning by using zoom or in synchronous learning*" (Interview, teacher 1).

> "*They do not use grammar, understanding the sentence is matter*" (Interview, teacher 1).

Based on the result of interview sessions, the students' grammar is "decrease" in synchronous learning in students' English-speaking skill. It was related to the previous research from Kato et al. (2016) stated that learners in the offline-only situations improved their speaking rates after one hour of videoconference practice every week for 15 weeks, while learners in the online-only situations declined their speaking rates. Thus, it also refers to the theory from Mazouzi (2013) that learners should pay close attention to the accuracy and completeness of language form, such as grammatical structures, vocabulary, and pronunciation.

b. Students' Vocabulary

Teachers' views on students' vocabulary were the students got a new vocabulary through synchronous learning in English speaking skill. It can be seen in the interview session. One of the teachers expressed that if she speaks to the students in synchronous learning, the students sometimes had difficulties in understanding the teachers' vocabularies. Hence, the students were difficult to change the words. For instance, they were difficult how to differentiate "I wash the bike yesterday" or "I washed the bike yesterday".

> "*For example, when I was teaching simple past tense, I give the example how to use present form and past form. I give the list of the words. Thus, I ask the students to write on their book*" (Interview, Teacher 1).

It is shown that the students had difficulties in understanding the vocabularies. Specifically, if there was a new vocabulary. they still need to ask the teacher about the meaning of the words or what they found in a dictionary. Another problem is the students were less of awareness to learn. They did not repeat their lesson. As the result, they forgot the vocabularies.

"The students did not repeat their lesson after doing synchronous learning. Hence, they are easily to forget the new vocabularies. However, I always give the easy one to to remember" (Interview, Teacher 1).

The teachers also said that the students need to remember some kind of expressing. For examples, expressing for asking attention and expressing of understanding.

"Sometimes, for example, the students need to remember "expressing for asking attention and expressing of understanding. It is the material for 8th grade" (Interview, teacher 1).

Furthermore, the teachers also did the students' evaluation of vocabulary by asking question like "what is the meaning of" or " what is the English of". Nevertheless, most of them used "verb" in speaking or in asking to the teachers.

"when I was teaching, I always ask the students to answer the meaning of words" (Interview, Teacher 1)

Based on the result of interview sessions, the students' get new vocabularies in synchronous learning in students' English speaking skill. It was related to the theory from Watts (2016) believed that the immediate reaction and communication with peers and teachers increases students' engagement in synchronous online learning.

c. Students' Pronunciation

Teachers' views on students' pronunciation were concerning the students' mistakes in pronouncing the words through synchronous learning in English speaking skill. it can be seen in interview session. The teachers revealed that they taught the students how to pronounce the words correctly. For example, how to pronounce "expressing for asking opinion, expressing for asking attention, or expressing for asking help" by doing conversation in pairing.

"We teach the students how to pronounce the words correctly" (Interview, Teacher 1).

One of the teachers (Interview, Teacher 2) expressed that the students were difficult to pronounce "walk" and world. Furthermore, the students also were difficult to pronounce "laugh" and "love". However, the students did not always make mistakes. It can be seen in the interview session. One of the teachers assumed that not always mistakes because they used an online dictionary to write how to pronounce the words. They made mistakes but not that much. Sometimes they did not know how to differentiate "love" and "laugh". Additionally, other difficulty is the students' self-confidence. They felt shy to perform because they were less of confidence and less of vocabulary. one of the teacher said (T1), actually, it depends on students. They were active students to speak. Hence, there also students who did not want to speak at all.

"I teach 30 students. 15 students are active to speak. Thus, the rest are not active. Unfortunately, there student who do not want to speak at all" (Interview, Teacher 1).

Furthermore, in teachers' views, the students sometimes had difficulties in understanding the teachers' pronunciation through synchronous learning in English speaking skill. It was related to the previous research. Wang et al. (2018) mentioned that certain aspects of synchronous learning mode were disliked by students. However, one of the teachers said that it depends on students (Interview, Teacher 1). Therefore, Mazouzi (2013) affirmed that teachers should highlight accuracy in their instruction.

d. Students' Fluency

Teachers' views on students' fluency where the students did not speak fluently through synchronous learning in English speaking skill. The teacher (Interview, Teacher 1) said it depends on students. There were those whose abilities are good, some are not)" (Interview, Teacher 1). As stated below:

"*fluency, it depends on the students. There some fluent, there are some repeatedly words and sometimes pauses quiet long, and the rest are not fluent.*" (Interview, Teacher 1).

"*there is a repeating lesson before start a new material. Hence, there are some question to recall the students' memories of the lesson*" (Interview, teacher 1).

Hence, the students were difficult to make a correct sentence. They sometimes forget in arranging the sentence. For instance, they forget "is it the verb after subject?" or "what is the correct one after subject?". In handling this situation, the teachers give chance to the students to ask. The students have same occasion to ask the teachers.

"*the students often ask how to make a good sentence*" (Interview, Teacher 1).

Hence, it made the students spoke repeatedly the words and sometimes pauses quite long through synchronous learning in English speaking skill. It was related to the previous research about the important of technology. Wang et al. (2018) also emphasized the importance of technological issues. Further, it was related also to the previous theory from Francescucci and Rohani (2019) stated that students in synchronous online classes will directly communicate with one another, reducing the perceived distance between their peers and teachers.

e. Students' Comprehension

Teachers' views on students' comprehension were the students understood the material through synchronous learning in English learning. The teacher expressed that the students understand because they did their task at home (Interview, Teacher 3).

"*synchronous learning is useful and flexible since the pandemic*" (Interview, teacher 1).

Hence, in the second question, the teachers and the students had their opinion about synchronous learning toward the students' comprehension in English learning. The teacher expessed that in synchronous learning, we can make the students understand the material directly. Thus, in synchronous learning, the students understood the material easily. Additionally, the teacher evaluates the students directly. They asked the teacher directly if they did not understand the material. Thus, "the teacher can explain the material easily" (Interview, Teacher 1). It was similar to the second teacher. The teacher revealed that the students were

easy to understand the material because they can ask the teachers directly (Interview, Teacher 2). It was added by the teacher (Interview, Teacher 3) revealed that he thinks synchronous learning is a good method in teaching by using mobile-based pandemic Covid -19 because they access the material at their home by using their mobile. They had material from the teacher by using WhatsApp group, google classroom. Then, they had the motivation to learn individually at their home. They had a good chance to practice their English. They communicated with the teacher by using the WhatsApp group and then they communicated more. They sent message personality to the teachers. "I think it can have eee a good motivation to students to learn English" (Interview, Teacher 3).

"*the difficulty, the students do not have a good network*" (Interview, Teacher 1).

Unfortunately, there was a problem. Sometimes, the students who lives at the mountain or village, they do not have a good network. They did not join the synchronous learning. However, the teacher gives a solution for the students. They still get the lesson from the teacher. The teacher sent the material to WhatsApp group. Then, the students can learn about the learning material and submit their assignments. It was related to the previous theory from Abdelmalak (2015). Abdelmalak (2015) thought that in synchronous learning, using real-time teachers and discussions increases student engagement and learning. It fosters a sense of community among students and teachers, allowing them to communicate and react in real-time.

2. Students' Views of Synchronous Learning for English-Speaking Skill
a. *Students' Grammar*
On the other hand, students' views on students' grammar were they used grammar through synchronous learning in English speaking skill. It made the grammar doesn't matter, as long as they understand each other.

Furthermore, the students' grammar was "decrease" because they did not use it through synchronous learning in English speaking skill. However, the teachers taught the students about grammar. For instance, how to make simple past tense sentences, how to use "correctly", "early", how to use "verb" with s/es, how to use singular and plural verb in sentences, and also how to use irregular and regular verbs. One of the students said," "Could you give me your pen?" (Interview, Student 2), the student sometimes uses this sentence. Hence, the students directly ask the teachers. "We can ask the teacher directly in synchronous learning, but sometimes the teacher did not see us. So, we cannot ask", (Interview, Student 3).

The teachers' views were different from the students' views about students' grammar through synchronous learning in students' English-speaking skill. However, the teachers have checked the students' grammar in English Speaking Skill. The students' grammar was "decrease" in English speaking skill. The result of the interview session was correlated to the previous theory and previous research. Which has been stated by Fauzi (2017) that grammar refers to the form of a sentence. Thus, Yeh et al. (2011) stated that in synchronous learning, learners were requested to make articles, outlines, and team agendas in collaborative writing settings. However, it was different from the interview session. The students did not use their grammar correctly in synchronous learning.

b. *Students' Vocabulary*
Students' views on students' vocabulary were with the teachers' views. They got a new vocabulary. In synchronous learning, the students heard many vocabularies from the teachers and also from their friends. Specifically, in the learning process, if the students do not know their teachers' or their friends' vocabulary, the students directly asked the teachers. Furthermore, the students found the meaning of the words in their online dictionary. Exercise,

workout, dangerous, and kind, are the example of new vocabularies for the students (Interview, Student 1 and 2). Thus, "repeat after me" is the words that the teacher always used in synchronous learning.

Therefore, the students said that they did not have difficulties in understanding the teachers' vocabulary. Although it is different from the teachers' views. "What, Who, when, and where", these words are difficult for students to make a sentence. Therefore, after synchronous learning, the student asks the teacher directly (Interview, Student 1). Thus, "*We think before we speak because we are afraid to make a mistake*" (Interview, Student 3).

The teachers' and students' views of synchronous learning in students' English-speaking skill on students' vocabulary is the students got a new vocabulary in the learning process. It was similar to the teachers' views. However, the students sometimes had difficulties in understanding the teachers 'vocabularies. The teachers revealed that the students were difficult to understand the vocabularies in synchronous learning because they need to pay attention to the teachers carefully. The result of the interview session was related to the previous theory and previous research. It was similar to already mentioned by Karal et al. (2011) that the main problems in synchronous learning were eye contact, communication lacks, and feeling of being alone. The result of the interview session is the students prepared the tools to do the synchronous learning such as the internet connection, an earphone, etc. Hence, the students anticipated their listening to understand the teachers' vocabularies in synchronous learning. Also as has been stated by Tabak and Rampal (2014) that synchronous online conferences can be quite useful and even advantageous for students when they resolve their space constraints, time limits, and scope".

c. Students' Pronunciation

In the students' views, they agreed with their teacher. Hence, the teacher taught the students how to pronounce the words (Interview, Student 1). The students also were difficult to pronounce "although", "increase" (Interview, Student 2) and "express", "laugh", "although (Interview, Student 1), and "love". Further, the students were difficult to pronounce "bikes", "maybe", "verbs", "adjectives", and "adverbs" (Interview, Student 1). They also were difficult to pronounce "morning", "breakfast", "air conditioner", "dressing table", the words with "r".

On the other hand, in the students' views, they had no difficulties in understanding the teachers' pronunciation through synchronous learning in English speaking skill. It is proven by the students' assignments.

The teachers' and students' views of synchronous learning in students' English-speaking skill on students' pronunciation is that the students made mistakes in pronouncing the words. In synchronous learning, the students did not prepare well to pronounce the words. They did the learning process at the same time as the teachers. The result of the interview session was different to the previous theory.

As been affirmed by Yamagata (2014) that by using synchronous online classes, students improve a greater sense of connection with their peers and teachers. The teachers pronounced the words sometimes spontaneously. Therefore, in synchronous learning, the students had difficulties understanding the teachers' pronunciation. The students were difficult to answer or respond to the teachers' questions.

d. Students' Fluency

The teachers' views were different from the students' views. The students expressed that they speak fluently through synchronous learning in English speaking skill. The students always use "Good morning, good afternoon, long time no see" in synchronous learning (Interview, Student 2). However, synchronous learning made the students speak repeatedly the words and sometimes pauses quite long through synchronous learning in English speaking

skill. for instance, "*Kayak "on the table atau in the table" atau "beside of the table"* (for example "on the table", "in the table", or "beside of the table") (Interview, Student 2). Further, the students sometimes forget how to say the words in English (Interview, Student 2).

The teachers' and students' views of synchronous learning in students' English speaking skill on students' fluency is the students did not speak fluently. The result of the interview session was related to the previous theory. As mentioned earlier by Francescucci and Rohani (2019) that students in synchronous online classes will directly communicate with one another. Thus, the students spoke repeatedly the words and sometimes pauses quite long through synchronous learning in English speaking skill.

e. Students' Comprehension

The teachers' views were similar to the students' views on students' comprehension in synchronous learning. The students said that they understand easily (Interview, Student 1). Thus the student (Interview, Student 2) also said that synchronous learning can increase students' self-confidence because they used to talking and meet with many people. Further, the students directly understand about the material. They asked the teachers and teachers answered directly in synchronous learning. Synchronous learning has benefits in students' English-speaking skill (Grammar, vocabulary, pronunciation, fluency, and comprehension). Hence, the students' comprehension and grammar are increase through synchronous learning (Interview, Student 1 and 2).

The teachers' and students' views of synchronous learning in students' English-speaking skill on students' comprehension is the students understood easily. The result of the interview session was different from previous research. As already mentioned by Hrastinski, Keller, and Carlsson (2010) that within a larger class, synchronous learning can be efficiently used to support strong relationships and participation in group projects. Therefore, the teachers and the students expressed that synchronous learning gave the advantage to students in English speaking skill. The students got a new vocabulary. However, the students still had difficulties in grammar, pronunciation, fluency, and also comprehension. It is quite similar to Wang et al. (2018) mentioned that certain aspects of synchronous learning mode were disliked by students.

3. Teachers' Views of Asynchronous Learning in Students' English-Speaking Skill
a. Students' Grammar

The teachers' views of asynchronous learning in students' grammar were the students' used grammar through asynchronous learning in English speaking skill. the teacher said that yes, they used grammar because they had time to do their assignment. Thus, they tried to do their best on their assignment. Hence, the teacher taught how to make a good sentence with correct grammar. Specifically, the students have difficulty in simple past tense.

> "*I search videos about the lesson. After that, I send it to the students by using WhatsApp. I ask the students to watch until five times. After, the students watch the lesson, I give them question about it, for example about simple past. Then, I can check their comprehension about the videos*" (Interview, Teacher 1).

> "*in asynchronous learning, the students" grammar is "increase". Thus, they have much time to search and to do their assignment on Google. Absolutely, they did best on their task*" (Interview, Teacher 1).

If in synchronous learning, they spoke directly. It made the grammar doesn't matter, as long as they understand each other (Interview, Teacher 1). However, in asynchronous learning, grammar is necessary. The teachers pay attention on the students' grammar. The students did

their assignment by using correct grammar. They recheck their grammar on Google. Additionally, the teacher answered that the students' grammar is "increase" (Interview, Teacher 2).

Further, the students were lazy to do their assignment. In asynchronous learning, they do not need to be online at same time. It makes the students postpone to do their assignment. Nevertheless, the teacher gave the time limit. The students should submit their assignment as soon as possible. The limitation is a week. The students get a good score if they are on time to submit their assignment.

> *"the difficulty is the students' laziness. They postpone their task until three days or even a week"* (Interview, Teacher 1).

The conclusion, in asynchronous learning, the students' grammar is "increase". It was related to the previous research from Yeh et al. (2011). Yeh et al. (2011) said that the learners were interested to practice the system in future writing assignments. However, the laziness to learn becomes a main problem for the students. However, Lowenthal, Dunlap and Snelson (2017) affirmed that students have more occasions to improve deeper learning skills in an asynchronous online situation.

b. Students' Vocabulary

The teachers' views of asynchronous learning in students' vocabulary were the students got a new vocabulary through asynchronous learning in English speaking skill. the teacher expressed that they got a new vocabulary (Interview, 3 Teachers).

> *"The problem is their laziness. They directly ask me "what is the English of this mam" or " what is the meaning of..". However, in asynchronous learning, they are rarely to ask. The students find the answer on Google Translate"* (Interview, Teacher 1).

Hence, the students did not have difficulties in understanding the teachers' vocabularies. They had time to search for the meaning of the words. Unfortunately, they were lazy to learn and to find a new vocabulary. there were some of the students who diligent to learn. They find a similar words. For instance, the teacher taught them "speak", the students find the similarities. For example, "say" and "tell". Asynchronous learning has good impacts for the students. As the researcher mentioned before, it makes the students get new vocabularies and flexible for the teachers and the students. It was related to the theory from Fauzi (2017). Fauzi (2017), the essential when the students speak English is vocabulary. additionally similar with the theory from Mazouzi (2013) . Mazouzi (2013) affirmed that Teachers should highlight accuracy in their instruction. When speaking, learners should pay close attention to the accuracy and completeness of language form, such as grammatical structures, vocabulary, and pronunciation.

c. Students' Pronunciation

The teachers' views of asynchronous learning in students' pronunciation were the students made mistakes in pronouncing the words through asynchronous learning in English speaking skill. For example, the students were difficult to pronounce "fruit". Furthermore, the students also were difficult to pronounce "world" and "walk". Furthermore, the teacher expressed that they had difficulties pronouncing the word. For example, if the teacher asked the student to pronounce and give them time to speak. They had difficulties also pronouncing "read" and "red".

"I give videos to the student. Thus, the student can learn the pronunciation of words" (Interview, teacher 1).

"I evaluate the students' pronunciation by checking their videos. If the students did their best and correct pronounce, I give thumbs to group in WhatsApp. Then, sometimes to make students have a good score, I give a chance to students to change their task" (Interview, Teacher 1).

The teachers expressed that the students did not have difficulties in understanding the teachers' pronunciation in English speaking skill. The students found the meaning and the pronunciation of the teachers' words in a dictionary. It was related to the previous research from Fauzi (2017) who stated that the students' pronunciation is embedded in their accent. Hence, the students did their assignment well in the file, audio, or video form.

d. Students' Fluency

The teachers' views of asynchronous learning in students' fluency were the students spoke fluently through asynchronous learning in English speaking skill. It was because the students had much time to memorize. Thus, there was no audience to see them in their speaking skill. The students accessed Google to search how to pronounce the word.

"there are some of the students who pay attention to their task and the rest of them not at all" (Interview, teacher 1).

"It can be personal chat. I give the students an option. They can submit their task to their group or directly personal chat" (Interview, Teacher 1).

Therefore, the students did not speak repeatedly the words and sometimes pauses quite long in speaking skill. The students recorded their speaking assignments in audio or video form. Before they submit to their teacher, the student checked their assignment over many times. The students sent their task to group in WhatsApp or personal chat to their teacher. It was related to the theory from Pang and Jen (2018). Pang and Jen (2018) revealed that asynchronous distance learning proposes flexibility because students can work at their own pace and do not have to be online at the same time. Additionally, it also was related to the theory from Brierton, Wilson, Kistler, Flowers, and Jones (2016). Brierton, Wilson, Kistler, Flowers, and Jones (2016) thought that in an asynchronous online discussion board, students feel more at ease and flexible when discussing their points of view.

e. Students' Comprehension

The teachers' views of asynchronous learning in students' comprehension where the students understand the material rather than in synchronous learning. It was because the students had much time for the answer to their assignment. Thus, the students prepared their assignment and their skill well.

Before they submit their assignment via WhatsApp, google classroom, or email, they could recheck their assignment. The students pay attention to their grammar, vocabulary, pronunciation, fluency, and comprehension of their recording. It was audio or video recording. To reduce their mistake in grammar, vocabulary, and comprehension, the students checked google for the correct answer. It was similar to the students' pronunciation and fluency; they practiced many times to reduce the mistake and to make them fluent in their speaking skill. *"Yes, they understand the material"* (Interview, Teacher 3). Further, the teacher (T1) said that

the students understand well through synchronous learning or via zoom. The teachers and the students can communicate directly. Thus, the teacher (T1) also said that synchronous learning has a good impact on students' pronunciation. It was related to the theory from Cho, Kim, and Choi (2017). Cho, Kim, and Choi (2017) said that students regularly engage in meaningful learning, and self-directed learning is regularly recognized in this setting.

4. Students' Views of Asynchronous Learning in English Speaking Skill
a. Students' Grammar

The students' views of asynchronous learning in students' grammar were similar to the students' views. The students used grammar in asynchronous learning. They did their grammar assignment well. In synchronous learning, the students had time to do their assignments. Thus, the students checked their assignments carefully. The student said, "*I have checked the grammar in Google Translate before send it to teacher*" (Interview, Student 1). Hence, synchronous learning made the students' grammar was "increase" in English speaking skill. The students were not difficult to do their grammar task. "period" is one of the word that student found when they did their task (Interview, Student 1). The teachers corrected the students' task (Interview, Student 1). Thus, the teachers sent the task correction by using WhtasApp Group/personal chat.

The teachers' and students' views of asynchronous learning in students' English-speaking skill on students' grammar was "increased". As already affirmed by Lowenthal, Dunlap and Snelson (2017) that students have more occasions to improve deeper learning skills in an asynchronous online situation. Furthermore, Pinto-Llorente et al (2017) also affirmed that asynchronous learning may be attributable to the mode's inherent simplicity. The students' grammar can be seen in students' assignments. They used grammar correctly to do their assignment.

b. Students' Vocabulary

The student also had similar views on students' vocabulary. They said that every time they learn English they find a new vocabulary (Interview, Student 3). The student found "period", "intense", "another", "other", and "else" in asynchronous learning. Thus, the students also found irregular verbs, regular verbs, cardinal numbers, and ordinal numbers (Interview, Student 2).

Furthermore, the students also said that they did not have difficulties in understanding the teachers' vocabulary. They found the meaning of the vocabularies in a dictionary or online dictionary.

The teachers' and the students' views of asynchronous learning on students' vocabulary are similar. They got a new vocabulary. In synchronous learning, the students had no difficulties in understanding the teachers' vocabularies through asynchronous learning in English speaking skill. It is because they have time to search on the internet. The result of the interview session was related to the previous theories. As already been said by Pinto-Llorente et al (2017) that students can synchronize their learning speed. Hence, also that has been said by Chaeruman and Maudiarti (2018) that students can also work at their own pace because they can learn from any location and at any time. The students' vocabulary can be seen in students' assignments (Appendix D.3.1).

c. Students' Pronunciation

On the other hand, the students had no difficulties in understanding the teachers' pronunciation through asynchronous learning in English speaking skill. It was proven with their assignments. However, the students sometimes did not understand about the teachers' pronunciation. For instance, how to pronounce "a book" and "the English" (Interview, Student

1). Additionally, the students also were difficult to pronounce "talkative" (Interview, Student 2). Thus, the students were difficult to pronounce "discipline". The students have done their assignments easily. They recorder their assignment first, then they checked whether the pronunciation is correct or wrong before submitting it to the teachers.

The teachers' and the students' views of asynchronous learning on students' pronunciation are similar. The teachers and the students agreed with the students made mistakes and had no difficulties in understanding the teachers' pronunciation. The result of the interview session was related to the previous theories. As previously stated by Pang and Jen (2018) that students can work at their own pace and do not have to be online at the same time. Therefore, the outcomes of asynchronous learning are audio and video form. It was similar to Chen (2019). Chen (2019) stated that the outcomes of asynchronous online English-speaking practices have been revealed (i.e., publications and video recording inventions). The students' assignment (Students' audio and video transcript) can be seen in appendix D.3.4 and appendix D.3.5.

d. Students' Fluency

In asynchronous learning, the students were seldom to repeat the words in speaking rather than in synchronous learning. Thus, the students spoke fluently in asynchronous learning. The students said that they were not shy to speak because they recorded themselves. They also said that they checked their assignment many times before they submit it to the teachers (Interview, Student 1). The students prepared their script in speaking. Thus, they read and memorize the script. The students sent their task in video/audio form by using WhatsApp. "I fluent to speak because no one see me", said the student (Interview, Student 3). The student did their recording by themselves and also with their classmates (dialogue).

The teachers and the students were fluent to speak in asynchronous learning. As already mentioned by Fauzi (2017) that fluency is effective at capturing meaning. Similar to Fauzi (2017), Cho, Kim, and Choi (2017) also said that students regularly engage in meaningful learning. Thus, students' assignment was similar to the teachers' and student' views of asynchronous learning on students' fluency. The students did not speak repeatedly the words and sometimes pauses quite long through asynchronous learning in English speaking skill. It was similar to the previous theories. It can be seen in appendix D.3.4 and appendix D.3.5.

e. Students' Comprehension

In asynchronous learning, the students' views were similar to the teachers' views. The students also said that they understood the material. The students said that it was easy to do their assignment in asynchronous learning. Similar to the teachers, the students said that they expressed their self in speaking skill and they were not shy to speak. It was because no one sees them speak English. However, the students were difficult to understand the material. Synchronous learning is easier than asynchronous learning. In synchronous learning, the students can ask the teachers directly (Interview, Student 1).

The teachers' and the students' views of asynchronous learning on students' comprehension are similar. The students understood the material through asynchronous learning. The students expressed that they were easy to do their speaking assignment and brave to speak English. Thus, in asynchronous learning, they also practiced their speaking skill many times before submitting it to their teachers. The result of the interview session was related to the previous theory. As mentioned previously by Brierton, Wilson, Kistler, Flowers, and Jones (2016) that students feel more at ease and flexible when discussing their points of view.

Discussion

This study investigated the perspectives of teachers and students on synchronous and asynchronous learning approaches for developing English speaking skills in a junior high school setting in Indonesia. The findings highlight the nuanced impacts of these modalities on critical speaking components—grammar, vocabulary, pronunciation, fluency, and comprehension. This section interprets these results in light of the study's objectives and existing literature, examines their implications, and discusses how they contribute to the broader discourse on distance learning in language education.

Synchronous learning offers real-time interaction, fostering immediacy and engagement in the virtual classroom. The study revealed that this mode positively influences vocabulary acquisition and comprehension, as students benefit from direct feedback and clarification from teachers. These findings align with Watts (2016), who emphasized that synchronous communication fosters immediate responsiveness and enhances learner engagement.

However, challenges such as low confidence and grammar inaccuracies persist. Teachers observed that students often prioritize fluency over grammatical accuracy during synchronous sessions, consistent with Kato et al. (2016), who noted similar trends in video-mediated language learning environments. Moreover, limited preparation time in synchronous settings may contribute to students' frequent pauses and repetitive errors, as supported by Wang et al. (2018), who highlighted the cognitive demands of real-time virtual interactions. Despite these limitations, synchronous learning effectively builds a sense of community and collaboration among participants. As Francescucci and Rohani (2019) suggested, synchronous platforms simulate face-to-face communication, reducing perceived social and physical distance. This characteristic is particularly beneficial in enhancing students' willingness to participate and engage in speaking tasks.

Asynchronous learning, by contrast, provides students with the flexibility to learn at their own pace, resulting in improved performance in grammar, vocabulary, and pronunciation. The study findings indicate that the extended time available in asynchronous learning allows students to refine their speaking tasks, consult resources, and rehearse their pronunciation. These benefits are corroborated by Brierton et al. (2016), who observed that asynchronous modalities foster deeper learning and self-regulated practice. The ability to rewatch instructional videos and consult dictionaries enables students to develop a stronger command of vocabulary and grammar, as noted in Pinto-Llorente et al. (2017). However, the absence of immediate feedback in asynchronous settings poses challenges for addressing comprehension and pronunciation errors in real-time. This aligns with Lowenthal et al. (2017), who identified delayed communication as a limitation of asynchronous learning. Interestingly, asynchronous learning also appears to mitigate the anxiety associated with speaking in front of peers. Students reported feeling more confident recording their speaking tasks individually, a phenomenon supported by Cho et al. (2017), who highlighted the psychological comfort of asynchronous environments in reducing performance-related stress.

The complementary nature of synchronous and asynchronous learning modalities emerges as a key theme in this study. While synchronous learning facilitates dynamic interaction and immediate clarification, asynchronous learning provides the flexibility needed for reflection and detailed task completion. This duality underscores the potential of a blended or bichronous learning approach, as suggested by Yamagata-Lynch (2014), which combines the strengths of both modalities to optimize language learning outcomes. From a theoretical perspective, this study supports Vygotsky's sociocultural theory, emphasizing the role of social interaction in language development. Synchronous learning aligns with the concept of scaffolding, where real-time teacher feedback and peer interaction enhance learners' linguistic competencies. Conversely, asynchronous learning supports constructivist theories, which

highlight the importance of self-directed exploration and knowledge construction (Hrastinski, 2010).

The findings have several practical implications for language educators and policymakers. First, incorporating both synchronous and asynchronous learning activities into the curriculum can address diverse learner needs and preferences. For instance, synchronous sessions can focus on interactive speaking exercises, while asynchronous tasks can emphasize grammar refinement and vocabulary expansion.

Second, the integration of user-friendly digital tools and resources is crucial for facilitating effective asynchronous learning. Platforms that allow for seamless video recording, pronunciation practice, and vocabulary building should be prioritized to enhance student engagement and performance. Additionally, teachers must receive training to leverage these tools effectively, as highlighted by Chen (2019), who underscored the importance of technological literacy in modern language education.

Lastly, addressing infrastructural challenges such as internet connectivity and access to devices is essential for ensuring equitable participation in distance learning. As observed in this study, students in rural areas faced significant barriers to synchronous learning, necessitating targeted interventions to bridge the digital divide.

CONCLUSION

The COVID-19 pandemic has triggered a major paradigm change in Indonesia's education system, moving away from traditional classrooms and toward internet-based classrooms. Teachers and students are suggested to work and study from home as a result of this situation. This study explored the perspectives of teachers and students on synchronous and asynchronous learning approaches for enhancing English speaking skills, focusing on critical components such as grammar, vocabulary, pronunciation, fluency, and comprehension. By analyzing qualitative data from a junior high school in Indonesia, the findings provide insights into the effectiveness and limitations of these learning modalities in the context of distance education.

The study confirms that synchronous and asynchronous learning approaches play complementary roles in supporting students' English-speaking development. Synchronous learning facilitates real-time interaction, allowing for immediate feedback and collaborative engagement. This mode is particularly effective for vocabulary acquisition and comprehension, as students can directly clarify doubts and receive instant support. However, synchronous learning presents challenges, including limited time for preparation and persistent issues with students' confidence and grammatical accuracy.

Conversely, asynchronous learning offers greater flexibility, enabling students to review materials, rehearse tasks, and refine their speaking skills at their own pace. This modality enhances grammar, vocabulary, and pronunciation through extended time for reflection and task completion. Nonetheless, the lack of immediate feedback can hinder real-time comprehension and pronunciation accuracy.

The findings underscore the potential of integrating both synchronous and asynchronous learning in a blended or bichronous framework, which combines the strengths of both modalities. Such an approach can address diverse learner needs by leveraging synchronous activities for dynamic interaction and asynchronous tasks for in-depth skill development.

From a pedagogical perspective, this study supports the application of sociocultural and constructivist theories in distance language education. The findings highlight the importance of scaffolding in synchronous learning environments and self-regulated practice in asynchronous contexts, emphasizing the need for balanced instructional strategies.

To optimize the use of synchronous and asynchronous learning, educators should:

1. Design hybrid lesson plans that strategically allocate activities to synchronous or asynchronous sessions based on their learning objectives.
2. Provide clear guidance and accessible resources to students for effective asynchronous practice.
3. Invest in teacher training to enhance digital literacy and the ability to manage diverse online teaching tools.
4. Address infrastructural challenges, such as internet connectivity and access to devices, to ensure equitable participation for all students.

This study was conducted in a single school setting, which may limit the generalizability of the findings. Future research should expand the scope to include diverse educational contexts and levels, such as senior high schools and universities, to validate and extend the insights gained. Furthermore, longitudinal studies examining the long-term impact of synchronous and asynchronous learning on language proficiency could provide a deeper understanding of their efficacy. Exploring bichronous learning models and their application in different cultural and technological settings would also contribute valuable knowledge to the field.

The COVID-19 pandemic has accelerated the adoption of digital tools in education, highlighting the need for innovative approaches to language teaching. By shedding light on the interplay between synchronous and asynchronous learning, this study contributes to the evolving discourse on distance education and offers practical strategies for enhancing English speaking skills in similar contexts. The findings serve as a foundation for further research and development in the field of language education, particularly in adapting to the challenges and opportunities of the digital age.

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