'IT'S VIDEO ERA': UNIVERSITY STUDENTS' PERCEPTION OF ASYNCHRONOUS LEARNING DURING ONLINE SPEAKING COURSE

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Abstract: Studying in university is still using asynchronous during online speaking courses due to technology development and practical consideration. This research aims to analyze the students' perception and the effect of using videos in speaking courses using asynchronous mode. This research used the quantitative research method. The instruments are used questionnaires and tests. The finding shows that the university's students have a positive perception of asynchronous learning mode, and the use of videos, as learning material, have a large effect size on the students' ability to speak during asynchronous mode. It means the use of video can be recommended to teach speaking in the classroom.

Keywords – *Students Perception; Speaking Skill;Asynchronous Learning;Video*

INTRODUCTION

The development of technology leads to new ways of teaching speaking. Two modes are usually used to teach in online speaking courses—synchronous and asynchronous. The teacher usually uses asynchronous because of some consideration. In teaching speaking using the asynchronous mode, the teacher provides materials using video, PowerPoint materials, voice notes, and e-books. The teacher also instructs asynchronous mode. Asynchronous learning may be accomplished on a variety of

platforms. Among these are WhatsApp, Microsoft Teams, and Google Classroom. Learners and educators can benefit from using a platform for education in a learning model that provides information and learning resources that can be accessed online. One of the most innovative educational mediums was online learning, which most educators adopted because of the benefit of using technology. Information and technology platforms can benefit from online learning. Asynchronous learning models are available as an online learning alternative, depending on the needs and circumstances of the students. Asynchronous learning methods are dynamic methods of learning activity. Online learning has become a viable option in higher education for many students. In some studies, online learning was more effective and rewarding than face-to-face instruction.

Learning in a virtual online environment is known as "synchronous" learning, accessible over the internet. Synchronous learning is virtual learning where educators and learners communicate during the learning process in a learning platform; educators explain their material, and the learners listen to the material, give their feedback to the educators, and ask if they don't understand the material given by the educators. On the other hand, asynchronous learning is a learning process that may be done offline, in which the educators upload the information, and the learners can download it when the internet connection is steady. Instead of being constrained by a teacher's schedule or location, students may access the information whenever and wherever they want (Basri et al., 2021). Students' ability to comprehend the content taught by their teachers can be improved by using media, such as this instructional learning activity, through video. A student's inability to concentrate and the learning medium's inability to meet the student's needs are the other reasons behind this.

Utilizing speaking English in asynchronous learning mode by using a video recorder. A few studies explore the students' perception of online learning (Saeed & Ghazali, 2017; Shang, 2017; Shintani, 2016; Vonderwell et al., 2007). Using an asynchronous discussion board to structure and encourage successful learning was beneficial, which means that asynchronous discussion aids the educational process (Ajayi, 2010). They stated that learning English, particularly speaking English, could be helped by using a video.

Investigate how students think about learning to figure out how well they did in online discussion settings while they were supposed to be studying. The research questions are as follows

1. What is the students' perception of asynchronous learning during the online speaking course?

2. What is the effect of video as learning material on students' speaking ability during asynchronous learning?

Therefore, the investigation of the students' perception and the impact of using video on asynchronous learning on the students' speaking ability is needed

METHOD

This research is used a quantitative method design.Quantitative method used to explore the students' perception during asynchronous learning and the effect of video as learning material to speaking ability during asynchronous learning.The subject of this research is University in East Java. The subject of this research is 54 students to fill out the questionnaire and test. The sample is the students in one of East Java universities.

Questionnaires are used as a research instrument in this study. Using questionnaires to get data from participants is a common method of gathering data(Creswell, 2002). A Google Form questionnaire is used in this investigation. When it comes to asynchronous learning perception, the surveys use a Likert scale. In the questions, there are five response options: strongly agree, agree, neutral, disagree, and strongly disagree. Then, the researcher conducts a survey of students' perceptions based on their responses(Qiong, 2017). To acquire the data, this research relies on summaries and analytic descriptions. It is necessary to assess both information gathered from a survey and an interview after collecting it. Frequency and percentages were used to summarize the data from the survey. Google frame result was used to calculate the percentages and frequencies. There came a moment when the analyst had deciphered all of the data on display.

FINDINGS AND DISCUSSIONS

Findings

The characteristics of the students are summarized in table 1 below. The e-questionnaire using Google from was filled up by 54 students (M=1.5, SD= .35), comprised of 42.6% male students ($n = 23$) and 57.4% female students ($n = 31$). The students lived in different areas (M= 2.31, SD= .75) listed as big cities 38.9% ($n = 21$), suburb 35.2% ($n = 19$), and villages 25.9% ($n= 14$).

Table 1. Characteristics of the study population (n=54)

Variables	n (%)
Male	23 (42.6%)
Female	31 (57.4%)
Live in urbans	21 (38.9%)
Live in suburbs	19 (35.2%)
Live in villages	14 (25.9%)

Students' Perception

The research focused on analysis the factors influenced in speaking course during asynchronous learning. Students' perception on online learning is measured by 3 items using 5-point. They stated the perception of their knowledge about asynchronous learning, theirunderstanding of the material, their feelings, the lecturer's response, and the material is given. More than half of the students agree that speaking lessons during asynchronous learning is effective in online speaking courses.

Table 2. The use of asynchronous learning in speaking lesson

No.	Statement	Alternative answer (%)				
		SA	A	N	D	SD
1.	Asynchronous learning is suitable for use in Speaking lessons	5,6	44,4	38,9	11,1	0
2.	Asynchronous learning is appropriate when used during online speaking course	11,1	44,4	38,9	5,6	0
3.	Asynchronous learning is one of the learning innovations during online speaking course	11,1	55,6	33,3	0	0

In the first statement, 5,6 % strongly agreed with the statement, 44,4% of participants expressed agree, then 38,9% expressed neutral, while 11,1% of participants expressed disagree and nobody expressed strongly disagree. The first result is that students typically use asynchronous learning during speaking courses.The second statement shows that 11,1% of participants strongly disagree, then 44,4% of participants agree with the statement. Then 38,9% stated neutral, while 5,6% of participants stated disagree and

nobody stated strongly disagree. Based on the questionnaire result, it can be concluded that more than half of the participants agree with the statement. Based on the questionnaire result, it can be concluded that half of the students agree that asynchronous learning is suitable for use in speaking lessons. it can be concluded that half of the students agree that asynchronous learning is appropriately used inthe online speaking course. Students can study anywhere and anytime. The result of the questionnaire concludes that asynchronous learning gives them new experiences in the learningprocess during online speaking courses. The table also showed that 11,1% stated strongly agree, while more than half of participants, 55.6%, stated agree, then 33,3% of the participants stated neutral with the statement, and nobody stated disagree and strongly disagree. The third statement is that asynchronous learning is one of the learning innovationsduring the online speaking course.

Table 3. Students feeling on asynchronous learning for speaking lesson

No.	Statement	Alternative answer (%)				
		SA	A	N	D	SD
1.	Learning to use asynchronous during an online speaking course is fun	0	22,2	55,6	16,7	0
2.	Asynchronous learning can be done anywhere and anytime	0	61,1	27,8	5,6	5,6
3.	Asynchronous learning gave me a new experience learning during an online speaking course	11,1	66,7	22,2	0	0

Regarding the questionnaire, the first statement shows that the result of students feeling on speaking course using asynchronous learning are nobody stated strongly disagree,(22,2%) student agrees, then half of the students gave a neutral answerfor that statement (55,6%). Meanwhile, (16,7%) disagree with that statement, and nobody stated strongly disagree.The second result is that nobody stated strongly agree, more than a half of the participants (61,1%) agree, then (27,8%) stated neutral, (5,6%) disagree and (5,6%) strongly disagree with the statement. The result is that asynchronous learning is fun, flexible, and students enjoy using asynchronous learning during the speaking lesson. The second statement aimed to know the flexibility of asynchronous learning that can be

studied anywhere and anytime. Based on the questionnaire result, it can be concluded that asynchronous learning gives a new experience for the student. It means that students just normal with speaking course using asynchronous learning. The result means that asynchronous learning can bestudied anywhere and anytime. The third questionnaire presents that (11,1%) strongly agree, then half of the participants agree (66,7%), (22,2%) participants expressed neutral, and nobody stated disagree and strongly disagree. It can conclude that asynchronous learning is enjoyable for speaking and flexible to use. The third statement asked to know students' experience using asynchronous learning during the online speaking course. The students feel new experiences in learning during online speaking course. The covid pandemic forced them to study in asynchronous mode to cover the limitation of internet connection and make the teaching-learning process can be conducted well anywhere and anytime. The use of asynchronous mode also makes the students feel enjoy and have fun because they have a new experience in teaching-learning process that use this mode that they do not use this teaching learning in their classroom previously. The students also feel that they can play the video many times in learning speaking by using asynchronous mode.

No.	Statement	Alternative answer (%)				
		SA	A	N	D	SD
1.	Speaking lessons with Asynchronous learning are difficult to understand	5,6	22,2	50	22,2	0
2.	Asynchronous learning gives me time to practice the material during the speaking lesson	0	77,8	22,2	0	0
3.	Lecturers always post material that is relevant to the learning to be taught	22,2	61,1	16,7	0	0
4.	I understand and practice the material posted by the lecturer	11,1	38,9	50	0	0

Table 4. Students Understanding

In the first statement, 5,6% of participants expressed strongly agree, 22,2% of participants stated agree, while half of the participants, 50% expressed neutral, 22,2% expressed disagree, and anybody expressed strongly disagrees. Based on the questionnaire result, it can be concluded that speaking lesson during asynchronous learning is not difficult to understand.

The second statement concludes that students have time to practice the speaking material before the lesson begins during asynchronous learning. Half of them agreed about that. The third statement can be concluded that the lecturer gives relevant material during the lesson. The statement is to know that the lecturer gives relevant material during the lesson. It can be concluded that students have time to practice the speaking material before the lesson begins during asynchronous learning.

The third result is the student understanding, based on the questionnaire result. It concludes that more than half of students understand the material given by the teacher. The result also showed that the lecturer posted material relevant to the study, the lecturer gave feedback and responded to students' questions, students could practice the material during asynchronous learning, and students stated that they could discuss the material with their friends.

The result of the fourth statement is that 11,1% of participants expressed strongly agree, 38,9 expressed agree, half of the participants 50% expressed neutral, while nobody expressed disagree and strongly disagree. It can be concluded that half of the participants agree with the statement, and a half stated neutrally. So, the participants can understand and practice the material posted by the lecturer.

The Effect of Video as learning material to the Students' Speaking ability during Asynchronous Learning

To know the effect of video as learning material in speaking ability during asynchronous learning, paired sample t test is used to measure the effect size of using video to speaking ability. The students were given the video as learning material then their speaking ability was measured to know the differences scores.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	67.96	54	6.835	.930
	post-test	79.44	54	5.961	.811

There is a significant difference between pre-test and post-test on using video in asynchronous learning. The mean score of

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	pre-test - post-test	-11.481	3.586	.488	-12.460	-10.503	-23.529	53	.000

the pre-test is 67.96, and the post-test is 79.44

Eta squred can be obtained using the following formula

$$\text{Eta squared} = \frac{t^2}{t^2 + (N-1)}$$

$$= \frac{(23.5)^2}{(23.5)^2 + (54-1)} \quad = \frac{552.24}{605.25} = 0.9$$

The guidelines proposed by Cohen (2013) for interpreting this value are .01=small effect, .06=moderate effect,.14= large effect. The eta square from this study is 0.9. it considers there was large effect.

A paired-samples t-test was conducted to evaluate the impact of the video as learning material that is given in asynchronous class on students' speaking scores. There was a statistically significant improvement in speaking scores from pre-test ($M = 67.96$, $SD = 6.835$) to post-test ($M = 79.44$, $SD = 5.961$), t (53) = 23.529, $p<. 0005$ (two-tailed). The mean increase in speaking scores was 11.481, with a 95% confidence interval ranging from 12.460 to 10.503. The eta squared statistic (.91) indicated a large effect size

Discussions

The research focused on analyzing the students' perception of speaking courses during asynchronous learning. The result of the questionnaire showed a positive perception of the use of asynchronous learning in speaking lessons. They stated the perception of their knowledge about asynchronous learning, their understanding of the material. More than

half of the students agree that speaking lessons during asynchronous learning are effective. This is in line with the result of Lasisi Ajayi (2010) in*How Asynchronous Discussion Boards Mediate Learning Literacy Methods Courses to Enrich Alternative-Licensed Teachers' Learning Experiences*found that when it came to organizing and promoting specific successful learning, an asynchronous discussion board proved beneficial. According to the research findings, an asynchronous discussion board greatly impacts the learning process. According to the findings of this study, asynchronous learning for speaking lessons was beneficial based on the questionnaire results. Then, as a consequence of the pupils' emotions. The study was to know students' understanding and response. The use of asynchronous online learning is also suitable when it is used on speaking course in mobile device. When students utilize an asynchronous learning forum in a mobile learning environment, collaborative learning activities inspire them to learn more (Chang, 2010). The use of asynchronous online learning also shows the innovative learning that usually teaching-learning process done in the class (Wu & Hiltz, 2004).

Based on the finding also shows that asynchronous learning is fun to do in teaching-learning process.The primary focus is on asynchronous online talks rather than synchronous online. As a result of this research, the students should have a positive experience with asynchronous online dialogues controlled by students rather than instructors (Burdette et al., 2013). The finding also shows that more than half of students agree that asynchronous learning can be done anywhere and whenever. "anytime/anywhere" contact between students and teachers is supported. More collaborative learning than in traditional teams. As a result, asynchronous learning networks are seen as just as successful as synchronous learning for collaborative tasks (Malik et al., 2017). Then, the finding also shows that asynchronous learning also gives a new experience to the students' new teaching-learning process. As the Asynchronous text and audio-based communication have long been used in online learning. Using synchronous video-based communication, this is a new experience for the students. This experience may affect online teaching and learning (Lowenthal et al., 2021).

Luo et al.(2019) in *Using Twitter to Support Reflective Learning in an Asynchronous online course,* stated that students' reactions to learner content and their level of involvement were both boosted by the effective usage of Twitter. So, this research can be put to good use. Data analysis reveals that more than half of pupils can grasp and react to the content presented by the instructor. The instructor responds and material is provided. Also, the finding shows that the material posted is relevant to the learning. This is in line with synchronous and asynchronous learning, online learning, and a combination

of these are all forms of distant and remote learning. This is all. This will include distributing educational information through postal mail or digital media and doing it in a way that is visually appealing (Greener, 2021). The finding also shows that the lecturers always post material relevant to the learning to be taught and that the materials are easy to understand. To know more profoundly about the effect of the learning material on the students' speaking ability is answered by the second research question.

The second research question's finding is the large effect of video as learning material to speaking ability during asynchronous learning. This is also in line with the study of Choe et al., (2019) in*Students Satisfaction and Learning Outcomes in Asynchronous Online Learning Lecturer Video* stated that online lecturer videos affected to students' responses and comprehension**. Then,** In the study of Majeski et al. (2016) in *Making Asynchronous Online Learning more Learner-Oriented : An Integrated Conceptual Model with Application for Course Design and Instruction,*the learning process by using video can develop critical thinking and make satisfying experience in the learning process. The use of video also improves the students comprehension in certain subject because of the steps and explanation were clear found in video. Furthermore, Nurwahyuni(2020) study entitled "An Analysis of Students' Perception on Synchronous and Asynchronous Learning in Speaking Skill During online speaking class". The study aims to analyze students' perception of synchronous and asynchronous learning in speaking skills during online speaking class. The result of the study is asynchronous learning using a video recorder was more nerve-wracking for the students than synchronous learning with teleconference applications such as Zoom and Google meet. Many people said they had a hard time learning how to speak English, particularly in public. Initially, they had to think about it, and they did an excellent job of it later when they were discussing it. It was difficult for them to speak simultaneously while they were using a virtual conference stage that was coordinated.The study's findings show that asynchronous learning has the benefit of being open and accessible at any time. Using asynchronous learning for speaking courses has the benefit of accessing and studying the content at any time and from any location. And the internet connection itself might be a detriment to theexperience.This result is also in line with the study of Ilyas & Putri(2020) finding of the significant effect of using YouTube channel to students' speaking achievement. … Because this strategy requires users to concentrate their attention on the video's major point. Before showing the video, the instructor should put some essential questions on the board connected to the video to make it easier for the students to comprehend the material.

CONCLUSIONS AND SUGGESTION

Students shows positive perception of the speaking course during asynchronous learning. The first result stated that asynchronous learning is a suitable, appropriate and innovative way to be used for online speaking courses. The second results are students are normally fun using asynchronous learning during the online speaking course. Students can study anywhere and anytime; the result of the questionnaire concludes that asynchronous learning gives them new experiences in the learning process during online speaking course. The third results are the student understanding based on the questionnaire result. It concludes that more than half of the students understand the material given by the teacher. The result also showed that the lecturer posted material relevant to the study, the lecturer gave feedback, and responded to students' question, students could practice the material during asynchronous learning, and students stated that they could discuss the material with their friends.

In terms of the video used as learning material, there is a significant difference between the pre-test and post-test scores on using video in asynchronous learning. The score improves from pre-test to post-test. The eta squared statistic also indicated a large effect size. It means there is a large effect size of using video in teaching speaking during asynchronous mode to the students' speaking score.

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