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TEACHING OF SPEAKING USING ASYNCHRONOUS E-LEARNING APPLICATIONS

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ABSTRACT

This research aimed to find out the use of asynchronous e-learning applications in teaching speaking and describe students' perceptions of asynchronous e-learning applications in online English-speaking courses. The data in this research was collected qualitatively by using observation and focus group discussion. The observation was conducted on the use of asynchronous e-learning applications in teaching speaking. The focus group discussions have been done with thirteen students of Tadris English Department, UIN Datokarama Palu, who were taught using asynchronous e-learning in 2020/2021. This research showed that 1) in this asynchronous teaching and learning, lecturer and students use FlipGrid, WhatsApp group, and Google classroom. 2) the students had a positive perception of the use of asynchronous e-learning in online speaking courses, such as independent learning, and becoming more active, whereas the students also have negative perceptions such as lack of interaction and technical support.

Keywords: *Speaking; Asynchronous; E-learning; online.*

INTRODUCTION

English as a foreign language involves four skills. They are speaking, listening, reading, and writing. Those skills in teaching English are integrated as much as possible. English has an important role in developing people's skills and knowledge, particularly in speaking. One of the language skills that influence language is speaking skills. Speaking as a productive skill supports human relationships. People share knowledge, ideas, or opinion orally in their daily life.

Speaking has two parts, an individual presentation, and a group discussion. The first one needs learners to convey facts, explain, express preferences, and make decisions. The second one examines the ability of the learners to interact and take turns, negotiate the meaning, manage the discussion, and close the discussion. According to this, the researcher felt that it's an important thing to find a new way to teach speaking. Moreover, speaking is one of the four important micro skills to be developed as a means of communication,

especially for English as a second language learners. Speaking skill is as important as other skills that need to be developed for the enhancement of communication among learners of the target language. Speaking in the language classroom is a process in which learners use dialogue that encourages them to negotiate the meaning and to apply their knowledge of the language learned. Through repeated practice, it is hoped that the learners would be able to harness their oral communication skills which they would need once they have left the university. It was found that one of the most important criteria to seek new employment is having communication skills. Thus, having the ability to communicate orally, especially in English which is considered a global language is crucial if these learners were to achieve success such as when attending job interviews, job training, or fulfilling other job-related tasks which require the use of the said language (Osborn et al, 2008).

The rapid growth in the application of digital technologies, especially the computerized mediated instruction devices such as the Internet and computers, has a significant impact on education, society, and many aspects of daily life (Jeff & Richardson, 2012:338-351). It seems that multimedia has the ability to change the ways that people learn and communicate; it can let them communicate with family and friends and, extend their social networks. It enables rapid synchronous and asynchronous communication (*Ibid*).

Online learning environments can be divided into a triad of synchronous, asynchronous, and hybrid learning environments. Synchronous learning environments provide real-time interaction, which can be collaborative in nature incorporating e-tivities such as an instructor's lecture with a facility for a question-answer session (Salmon, 2013). However, a synchronous session requires simultaneous student-teacher presence. On the other hand, asynchronous environments are not time-bound and students can work on e-tivities at their own pace. A hybrid online environment blends synchronous sessions with an asynchronous set of e-tivities. It can be called hybrid as it combines simultaneity with non-simultaneity as instructional design for both synchronous and asynchronous teaching may have altogether different patterns. A study by Karen Swan shows that maps learners' satisfaction and perceived learning in an asynchronous mode. She finds clarity of design, interaction with instructors, and active discussions among course participants as key factors of students' satisfaction and perceived learning (Swan, 2001:306-331).

The Covid-19 or Coronavirus Disease was declared a pandemic by the WHO (World Health Organization). It became a global public health threat. All of the education systems had moved into online learning. It was impossible to get a proper education process in the period of a pandemic. However, the demand for a good teaching and learning process is still high, especially in English learning reshaped many aspects of teaching and learning, and students faced difficulties to cope with the process. In online learning, teachers could not fully control the students. Virtual meeting using an application like Zoom, Google Classroom, Email or WhatsApp was indeed a good way to promote the teaching and learning process during the period of a pandemic, sometimes students just stay there in front of the camera without fully paying attention to what their teachers said.

The second-semester students of Tadris English Department UIN Datokarama Palu lack confidence in practicing their speaking skills. It shows from their weekly speaking class that they are almost afraid to speak up, shy to perform, and practice their speaking skill with a low voice. Based on the early observation, it was known that they are afraid of making mistakes and not yet confident. Meanwhile, the other problem happens when they

only have one meeting in a week to learn and practice speaking skills. Besides, the change from the face-to-face classroom to an online learning classroom increases some challenges such as individual and technical challenges. It is inadequate time to practice their English-speaking skill and to review and check every student's speaking skills with the lecturer. From the early observation done by the researcher, it is concluded that the second-semester student at Tadris English Department UIN Datokarama Palu need an interactive learning model and more time to learn and practice their speaking skill.

Speaking as one important skill for EFL learners should be mastered well even in the period of a pandemic when the teacher and students could not meet face to face. Most students are good in theory, yet bad in practice. In this case, teachers had to find a more interesting method to keep students engaged with the online process of teaching and learning, so that the transfer of knowledge between teacher and students could run well. Here, the researcher offers one alternative way to teach speaking by using asynchronous e-learning applications.

This study is conducted to find out the answer to a problem concerning the discussion above as follows: 1) How is the teaching of speaking using asynchronous e-learning applications in online English-speaking courses? 2) What is the perception of the 2nd semester Tadris English students toward asynchronous e-learning in an online English-speaking course?

With the rapid technological advances in the 21st century, the current study aims to contribute to the research of teaching speaking using the asynchronous platform on online learning strategies.

It is expected that the findings of this study would add new information and knowledge to the literature on online language learning strategies frameworks and provide knowledge about online language learning strategies employed by successful and unsuccessful online students.

The findings can reveal the types of strategies these students employ to maximize their speaking opportunities in online language learning, the platform they prefer to use more and less, and challenges in the online learning environment that affect their online learning. Results could shed light on strategies and platforms that can help students achieve their study goals, and overcome the challenges they face in online language courses.

Moreover, it might provide a basis for other researchers to collect more empirical data to be able to help instructors, educational institutions, instructional designers, and educators prepare for an effective instructional online-based curriculum.

There have been several studies related to this research, but only one that would be mentioned here, the thesis done by Dewi, G.P.R., Andyani, L.D.S., & Piscayanti, K.S in their thesis entitled *Students' Perception on the Design of Asynchronous Online Discussion Using Schoology in English Language Education Ganesha University of Education* state that the design of asynchronous online discussions implemented in ICT and Poetry courses were different in terms of flexibility of time, the flexibility of place, instruction/guidance, and topic, the design of online discussion was perceived positively by the students of English Language Education.

LITERATURE REVIEW

Speaking

Speaking is an action to say something and deliver purpose, also a process that goes through exchanging information between speaker and listener. Of the four skills, speaking seems intuitively the most important because language learners are often referred to as speakers of that target language (Xiuqin, 2006:43-45). Learning speaking particularly English speaking from that target language speaker is mostly considered an accurate way because native speaker speaks naturally and learners can get many lessons besides good pronunciation. Thornbury (2005:75-88) states that speaking is so much part of daily life we take it for granted. Since in speaking both speaker and listener have their roles in interchanging the information activity, it is very important to speak clearly and delivered the message well because speaking means that the listener gets the message and responds to it as well.

In the classroom, interaction is also an essential part of the teaching and learning process, Shabani (2013) informs speaking plays several roles in language learning class. Interaction in a classroom could be done by the teacher to the students or students to students in teaching speaking; it will be very helpful if the students can interact well whether in from pair or group. Speaking primarily engaged in both social purposes and social context. It is also an essential tool for communicating, thinking, and learning. The process of speaking involves two or more than two people to interact, but they need to have the same interest in making long conversations in the speaking process. Louma (2004:111-120) expresses that in the process of speaking the speaker and listener need to have the same interest in one topic. Having the same interest in one conversation makes the process of saying and responding to something run as expected.

Speaker needs to comprehend and encourage quality of articulation to produce understandable sentences in speaking English. Thornbury (2005:87-88) states articulation involves the use of organs of speech to produce sounds. The unclear speech can impact significantly how well a speaker can interact with the listener which can affect the development of language and social skills.

Online Learning

Internet technology has been widely used in this age of globalization and has had a tremendous impact on people's ways of life, work, and education (Coox, 2013). In the educational context, the Internet platform has been used as an alternative teaching method. Teachers and students who participate in an online learning environment need to realize the unique features of online learning which are different from face-to-face settings, as pointed out by Miller and Miller (2000:232-235), and Tsai (2009:34-48).

Students/teachers have to deal with communication opportunities, namely, synchronous and asynchronous. Synchronous communication, for instance, online chat rooms, internet conference, audio call, and video calls, offers real-time interaction between teachers and students, students and students, and possibly other unknown knowledgeable persons. In addition, asynchronous communication, occurring through e-mail, blogs, and web- boards, provide no real-time opportunities. They are platforms that teachers and learners, and learners and other learners can indirectly interact in online learning. Both

synchronous and asynchronous communication could replace direct interaction and at the same time reduce anxiety in the face-to-face environment. Students should acquaint themselves with these features. However, according to Petrides (2002:69-77) without face-to-face interaction in online learning, some learners might be frustrated as they may need immediate responses from teachers when problems arise.

Asynchronous E-Learning

An asynchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of its flexible *modus operandi* (Hrastinski, 2008). Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles, and PowerPoint presentations.

Asynchronous e-learning is the most adopted method for online education because learners are not time-bound and can respond at their leisure (Parsad & Lewis, 2008). The opportunity of delayed response allows them to use their higher-order learning skills as they can keep thinking about a problem for an extended period and may develop divergent thinking. The spontaneity of expression is replaced by a constructed response. Therefore, asynchronous space leads to self-paced, independent, student-centered learning (Murphy et al, 2011). Hence, asynchronous e-learning can scaffold students' previous knowledge with new concepts (Lin et al, 2012). Less reliance on memory and notes and more opportunities of discussions with peer groups help build critical thinking and deep learning (Huang & Hsiao, 2012).

METHOD

To find out students' perception of asynchronous e-learning applications to teach speaking used in a virtual learning environment and how the use of asynchronous tools in teaching speaking, the research will include in the descriptive qualitative method.

The research conducted at UIN Datokarama Palu. The participants of this research mostly from the second semester students of Tadris English Department that numbered about 60 people. The researcher determines the object of this research randomly and only took one class of the second semester students to be participated because one class of three classes are considered representative enough as the sample of this research.

The data was collected via focus group of that numbered about 20 people of one class from the second semester of Tadris English Department. Furthermore, a focus group is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes towards a product, service, concept, advertisement, idea, or packaging (Morgan, 1997:13). To reinforce the observations of the researcher about students' response to asynchronous E-tivities, there are several questions that answered by 13 students from one class of the second semester. The question items developed based on the researcher's observation of Virtual Learning Environment (VLE).

The major focus of the FGD is to collect students' opinion about the usefulness of asynchronous modes for English language learning based on their experiences in the research. The data for this research were collected from focus group discussion using a semi-structured interview as the interview guide. The researchers did not strictly follow a formalized list of questions. To maximize the effectiveness of the evaluation, the discussion guide is divided into 2 discussion questions. The first part, the researcher asked about

common questions. In the second part, discussion materials are made to further explore the problems that have started to emerge in the first part, such as the advantages and disadvantages obtained in connection with the use of asynchronous applications in teaching speaking, suggestions and ideas from participants that may arise, etc. The discussion protocol included open-ended questions, allowing for engagement between the interviewer and the participants as well as giving the freedom to the participants to express their opinions related to the topic. All interview questions and prompts were added based on the pilot interview. This interview was conducted in two languages English and Indonesian to help the participants understand the questions and they would be able to give complete, accurate and strong answers toward every given question.

The researcher used the focus group video when the second-semester students do the activities. To find out how the use of asynchronous tools in teaching speaking, three methods were used to triangulate data: first, the researcher try to get the video. Second, the researcher watches and listens to the video to observe the students when presenting the material using English; and third, the collection of students' opinions.

FINDINGS AND DISCUSSION

Perception of the 2nd Semester English Tadris Department Students Toward Asynchronous E-learning in Online English-Speaking Course

In this section, the researcher presents the findings from the focus group discussions taking into consideration two key themes, results, and discussions on students' perception of asynchronous e-learning. The table below is the demographics of the participants. Thirteen participants were involved in the focus group discussion.

Table 1 Demographics of Participants

Participant's ID	Gender	Class
P1	Female	TBIG-1
P2	Female	TBIG-1
P3	Male	TBIG-1
P4	Female	TBIG-1
P5	Female	TBIG-1
P6	Female	TBIG-1
P7	Female	TBIG-1
P8	Female	TBIG-1
P9	Female	TBIG-1
10	Male	TBIG-1
P11	Female	TBIG-1
P12	Female	TBIG-1
P13	Male	TBIG-1

Theme one presents findings from interview common questions, and two related materials are made to further explore the problems that have started to emerge in the first part, such as the advantages and disadvantages obtained in connection with the use of asynchronous applications in teaching speaking, suggestions and ideas from participants that may arise, etc. The students of English Tadris Department had a positive perception of asynchronous e-learning in English-speaking courses. It was obtained from the focus group

discussion which covered 2 items in the asynchronous e-learning in English speaking course. The results of the research are provided under the two FGD questions and it was segmented into four themes which were seen through a critical incident lens.

a. Positive Perception

Based on the data gained from the FGD, the researchers found out that each participant had a similar perception of experiencing the process of learning English speaking through asynchronous e-learning. The researchers then composed participants' perceptions into two emerging themes:

Independent Learning

In English-speaking asynchronous e-learning, the students are given the freedom to discover knowledge for themselves. This opportunity is, of course, used by the students to search and find the knowledge that they did not have before. The participants made the initiative to search for word meanings through an online dictionary application to help them learn the given materials, as stated in the following excerpts:

"Every time I get new vocabulary and I don't know the meaning and how to pronounce, I just open online dictionary and it helps me gain some new English words." P7

"I've got time to reflect before I submit the assignment." P1

"Asynchronous E-learning requires me to do everything by myself. I also learned to understand the material provided by my English teacher, more precisely, I had to study on my own or self-taught and I learn to search for additional material from the internet so that I can be better to understand the lesson." P13

It is implied that the way students learn in face-to-face and English asynchronous e-learning lead to different learning behavior. The students' learning behavior is engaged with the learning environment. Indirectly, the participants conducted self-access learning in asynchronous e-learning. The participants also revealed that they often seek additional learning materials to help them obtain more understanding as stated by the following respondents:

"I try to understand the material by myself, then if I still don't understand it, then I can look for additional material." P10

"If there is a topic that I still don't understand, then I look for additional material." P12

Become More Active

The researcher assumed that this habit definitely leads the participants to be independent learners, as asynchronous e-learning orients participants to be the center of the learning process. Certainly, this has to do with their readiness for e-learning. In line with that, the student's readiness in the e-learning process produced creative and independent students. Aside from that, English asynchronous e-learning has also given some benefits to the students. It can be seen from the excerpts below:

"I think that my vocabulary has improved a little bit because if I don't understand the word, then I just open Google translate and find the meaning." P2

"For me, e-learning has made me to be more active in learning in order to understand the English lesson. I also think that e-learning makes me to be more flexible in learning" P8

From the excerpts above, it is shown that through the implementation of English asynchronous e-learning, the participants experienced some positive impacts in their learning process such as flexibility in learning, slightly improved vocabulary, and activity in learning. In line with that, some advantages of asynchronous e-learning in which it is practical to be applied, as the learning material can be easily downloaded or saved on gadgets, moreover it provides flexibility for both teachers and students.

The participants are privileged to be able to explore various resources available for self-access learning. Thus, they chose their own way of learning as this learning approach centered on the students' autonomy. All learning processes in self-access learning focused on the responsibility of each student to be able to actively participate. Self-access learning embrace students to develop their learning strategies which assist students to select and execute appropriate learning content. Nevertheless, self-access learning cannot be implemented properly if the students have low motivation to learn. The success and failure of students in an e-learning do not depend on their own learning strategies but depend on their respective motivations.

Sharing Media

In English asynchronous e-learning, learners are required to employ certain applications to support the learning process. Basically, these applications have been discussed previously and chosen for a specific reason. The applications used by the participants are certainly based on the implementation of a learning management system as the medium of online communication. In the excerpts below, the participants shared their experiences about what web-based platforms they used in learning English:

"Our English teacher for interactional speaking course requires us to use FlipGrid to practise speaking skills and Google Classroom to share materials and submit assignment. It really helps us to improve speaking skills." P4

"Flipgrid helped my learning in this class." P13

"We use FlipGrid, Google classroom and WhatsApp. Google classroom is usually used to submit assignment given by the teacher." P2

"I enjoyed listening to / watching my classmates' Flipgrid." P9

"In interactional speaking class we use FlipGrid to improve speaking skills. Besides that, we also use other applications such as Google Classroom and WhatsApp." P10

"Flipgrid served as a learning aid in this course." P11

"Flipgrid helped develop my English pronunciation." P12

"Listening to my own recording helped in my language learning." P5

"Listening to other students' Flipgrids helped in my language learning." P1

Based on the students' interviews from FGD, most of them claimed that they felt their speaking ability had improved. Of thirteen participants, twelve participants stated they were better in several speaking aspects. Their fluency had increased because before recording the video, they had to repeat themselves multiple times, and it helps them not to stutter while speaking. They also revealed that besides taking videos, they did a lot of practice and paid more attention to pronunciation, choice of words, etc. In terms of speaking the majority of the students found that Flipgrid helped them develop their

speaking. The overall students' perceptions of the effect of using Flipgrid on their speaking indicate a positive perception. In terms of the appeal, Flipgrid has an advantage. Students tend to prefer to hear each other speaking on a video rather than read the written text, which they think is time-consuming and tiresome. From the interview results, it can be concluded that most students feel that their speaking ability has been enhanced due to feedback from teachers and friends, it can make students improve their speaking aspects to be even better. Besides, doing the repetition many times before recording the video, also helped the students to enhance their fluency aspect. This research showed that students' speaking skills improved, but not entirely because of the use of Flipgrid's features, the main reason is that they had to record and upload their videos to Flipgrid. So, to avoid making errors while filming a video, they have to consider and practice what they want to express in the video. By selecting the words to convey, they may develop their vocabulary and grammar skills. And the fluency aspect can also increase because they do a lot of repetition before recording the video. As described in the Findings section, the participant checks the dictionary to see how those words can be pronounced for the pronunciation aspect. Besides, their facial expressions and gestures are also enhanced because they have learned what they want to express and make facial expressions and gestures appear more natural and suit the messages being expressed.

All the participants applied FlipGrid, Google Classroom, and WhatsApp in learning English speaking and they also used other learning platforms independently such as google translate to dive into word meanings, which some words may be difficult to comprehend. The use of WhatsApp and Google Classroom as supporting applications in e-learning is defined to be more efficient as the teacher guides the students to improve their learning ability and skills.

Furthermore, most students used FlipGrid to help them practice and develop their speaking skills. The usage of the gadget is presented in the following excerpts:

"I use my cell phone. The reason is because my English class uses WhatsApp, and I save existing documents on my cell phone. In the case of doing my assignment, sometimes I use my laptop because the screen is bigger and there is keyboard in it, so it makes me easier to type the read the question and type the answer." P4

"I only use my cell phone even though I have a laptop. For me cell phone is easier to be used." P9

From the data FGD, it can be seen that most of the participants used their cell phone for English asynchronous e-learning for some reason cell phone is easy to use and applications can be easily accessed through them. However, very few used laptops in this e-learning because not everyone seems to own a laptop to do their assignments.

"I was born from a low-income family where my parents could only afford a cell phone not a laptop." P5

"Actually I really want to use laptop for e-learning, if I have one." P11

Gadgets in e-learning played an important role as a supporting tool during the learning process. Gadget promoted students' learning quality as a result of innovative learning. The students who do not have an adequate gadgets could face difficulties in their e-learning process. Henceforth, the way the students do their e-learning assignment is stated in the excerpts below:

"Usually I look at the type of assignment given. For example; the type is multiple choice, then I read the question and do it on paper. For summarization, I read the reading

material first, then translate it in Google translate and then I summarize it on my notebook. After I have already finished my assignment, I photograph it and send it back to Google classroom.”P1

“If I get an assignment, for example; completing a paragraph, I usually do my assignment through Microsoft Word on my cell phone so that I don’t have to write the paragraph again in my notebook. After that, I submit it to Google classroom or if I’m lazy to type on my cell phone, I use the traditional way. Just like write the questions as well as the answers in my English note book, then I capture it and submit it to Google Classroom.”P5

“First, I write it down on my notebook, after that I translate it which means I translate words that I don’t know the meaning. Then, I do my assignment based on the type such as making dialogue about one topic, I usually think about what should I write first and then I look up some words from Google Translate. After I get the idea, I write it on my notebook. Last, I capture my notebook and send it to Google classroom” P9

Each student weaved their own way of doing their English e-learning assignments. Evidently from the excerpts above, students adopt the technology in a traditional process as they still carry the routine of face-to-face learning. By all means, the concept of e-learning which integrates entirely with the use of technology has not been completely adapted. Many students are still unfamiliar with e-learning assessments especially when the students do written assignments using technology as the impact of physical distance between the students and the teacher.

Based on all the aforementioned excerpts about participants’ experience in adapting to the technology during e-learning, it is shown that actually, the participants have already used the technology for quite a long to support their learning process. Nevertheless, they still took pictures of the assignments which somehow may be considered a conventional way of doing a task. This is something that needs to be considered by educators; they have to guide their students to form all learning procedures through the use of technology. Students should fully implement technology in the process of learning.

b. Negative Perception

Difficult to Use

The participants acknowledged that in English asynchronous e-learning, they received elaboration from a learning media sent by the teachers, instead of listening directly to the teacher’s elaboration like the way they had it during face-to-face learning. Their English teachers provided the learning materials and expect the participants to learn at their own pace. It can be seen in the following excerpts:

“At the moment, the material elaboration from my English teacher is in the form of video recording. Usually, my English teacher sends a link of an English learning video from YouTube that he sends via Google Classroom or sometimes via Whatsapp.” P3

The learning media that teachers utilized to provide an explanation on a particular topic in English lessons is YouTube videos. Participants made efforts to comprehend the topic through the instructional videos provided by their English teachers.

In teaching and learning, the way English teachers transfer their knowledge becomes a crucial thing in the asynchronous learning process. Unfortunately, from the excerpts above, it can be concluded that their English teachers only provide material elaboration in asynchronous e-learning in form of video recording, instead of having zoom meetings.

Additionally, participants may have different background knowledge, ability, and skills, in which some need more repeated explanations than other students. However, this can be assumed as the biggest challenge during asynchronous e-learning.

Lack of Interaction

Furthermore, participants encountered another challenge in learning English. It was language interaction—between the teachers and also with peers. Without interaction with others, the process of discovering knowledge of the language will be affected. Whereas, interaction is vital in EFL learning. The shift in the learning process had also changed the way students interact with their friends. It can be seen from the following excerpts:

“During e-learning, I find it difficult to interact with my friends because our interaction can only be done via Google Classroom, FlipGrid, and WhatsApp.” P1

“During the e-learning, my friends and I don’t have much interaction just like we did in face-to-face learning.” P7

“For me, it is hard to interact with my friends during the e-learning. It is because we can only interact indirectly via WhatsApp chat or call. So, the interaction between me and my friends takes place without any physical contact as in face-to-face learning.” P9

From the previous excerpts, interaction during English asynchronous e-learning only takes place on WhatsApp. The absence of physical interaction carried out in asynchronous learning made it difficult for them to interact with each other. The participants could only maximize their interaction via WhatsApp chat or call. web-based learning promoted the interaction between students-student and student-teacher.

Even though participants had a hard time interacting with their teachers and students; they still had the enthusiasm for learning English with their peers through. They could still share information and discuss the topic together by utilizing the WhatsApp application. This is shown in the following excerpts:

“I interact with my friends through WhatsApp chat or call. Usually my friend and I interact a lot if there is a need, such as discussing assignments or material.” (P2)

“Usually, in our WhatsApp group, we discuss about many things but more often is about assignment.” (P8)

“Usually, we communicate to talk about assignments or to discuss learning material that we still don’t understand. Sometimes, we share information also, more precisely, share answers when my friend has completed the assignment first.” (P9)

Evidently, from the aforementioned excerpts, the participants mostly interact to discuss their e-learning assignments or e-learning materials. In other words, the students do collaborative e-learning to discover and share knowledge with peers. Students-student interactions enabled them to promote friendship, motivate them in their study and collaborate effectively with others. Henceforth, the researcher is concerned with the student responses in carrying out and performing a task during e-learning. The excerpt is given as follows:

“Deadline is the most challenging for me because I need to do it fast and it is much occupied.”

“Honestly I feel that since the implementation of e-learning, I feel that it is a little bit hard to understand the English lesson.” P3

The excerpts above can be implied that the participants had a hard time managing their time in catching up with deadlines. As they are compelled to do their e-learning tasks in a short time with predetermined deadlines from their English teachers. In addition, time management during e-learning is related to the students' performance. Managing time during e-learning to do an assessment or even self-learning helps students to be productive and also promotes learning achievement.

Technical Support

The implementation of an e-learning system in educational institutions has a number of obstacles. This problem does not only occur in the countryside but also occurs in the urban. One of the various obstacles that arise is a technical issue, such as network problems. As seen in the following excerpts:

"The obstacles that I usually face is internet data because I have to set aside my pocket money to buy Internet data, but fortunately I got internet data from my school and I heard that the government will give internet data also." P1

"Signal and Internet data are the challenge in e-learning. I should always have an internet data for e-learning... when my signal is error, chats from my English teacher or my friends can't be received to my WhatsApp and it makes me miss some information" P4

"The challenge is my cell phone because my cell phone is an old version, sometimes it's run out of memory, and then sometimes my cell phone immediately low battery." P13

Although e-learning has some benefits for both the teachers and the students, it does not guarantee that everything could go perfectly. One of the weaknesses of e-learning is a technical issue that may arise from various factors and it is related to the students learning process. Technical issues could impact students' e-learning process. The obstacles that occur during English asynchronous e-learning are not only from the technical support such as signal and internet data but also from a deadline of task submission.

From all the findings above, it is revealed the students' perception of learning English speaking through asynchronous e-learning. Regarding the first question about how the students experience their English asynchronous e-learning, the researchers found that the students are welcome to study and explore the English material through self-access learning as their English teachers only provided the e-materials through Google Classroom and WhatsApp, and FlipGrid as a media to practice and develop students' speaking skills. Of course, this experience naturally forms some new habits in students in learning English. First, the students were no longer completely dependent on their English teacher and this trained their self-discipline in learning. Second, the students build their critical and creative thinking in order to understand the material as they could access learning platforms on the internet. Last, the students improved their English skills as they can learn at their own pace. Throughout the asynchronous e-learning process, the students utilized every technology that was available to support their learning process, and this new set of learning from home was somehow convenient for them. Nevertheless, their learning behavior in face-to-face learning practice has not been changed. The students still carried out a conventional way of doing the assignment by taking pictures of their assignment in their notebooks, instead of typing them and forming them into soft copies that could be stored on web-based platforms. Obviously, the use of technology has not been fully adapted and this is related to the next finding which is discussed challenges that the students' encounter during the

implementation of asynchronous e-learning. The data interview revealed that the students do not have adequate electronic facilities to undergo the learning process. This happened due to some factors such as family economic factors. The students also experienced unstable internet signals or network issues during asynchronous e-learning; it will somehow inhibit them to download learning materials as well as submitting their assignments. In addition, as e-learning used the internet network to be done, the students are required to have sufficient internet data or quota and this requires them to spend more money to buy it. Furthermore, the students' interaction during e-learning is limited to exchanging messages and making calls from WhatsApp without physical contact. In spite of facing several challenges in asynchronous e-learning, the students still harnessed their interactions to carry out e-group discussions. Students are still struggling to get used to the learning transition from face-to-face learning to e-learning such as the availability, sustainability, accessibility, and compatibility of their own learning facilities.

CONCLUSION

The data from this study indicated that learners of English had a positive perception. Flipgrid helped them participate in speaking activities and that they were engaged learners who repeatedly practiced their speaking before sharing their videos. Findings from this study showed that Flipgrid is an effective tool in the language classroom. Because language instructors often find that learners are reluctant to talk, it is vital to provide a positive environment for interaction, and Flipgrid is one way to do that. However, the use of Flipgrid must be integrated into the language classroom curriculum and not be an end in itself. Flipgrid allows for asynchronous conversations between learners providing them with a user-friendly, enjoyable, and engaging platform that mirrors their experience with video-sharing on different social media platforms. This platform has many advantages for student learning and engagement. While it cannot replace significant face-to-face synchronous conversations in the language classroom, it may certainly complement and facilitate them. Flipgrid offers a platform for social-collective learning while still allowing each student to take center stage and shine. Because they get the chance to learn from each other, students become more active in their learning and take up the roles of teachers and learners in the same space as everyone contributes to the learning process. Flipgrid is a valuable tool for amplifying students' voices and may be used to enhance language skills and increase student engagement and participation. More research is needed to investigate its effective use in language learning as well as other disciplines.

In overall summary, the participants' experience in undergoing the process of asynchronous e-learning in their English learning encourages some changes to be made in the way English teachers teach as well as the way EFL students learn. Furthermore, the students also confront some challenges, such as difficult interaction, deadlines, and network connectivity.

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