

CHAPTER I

INTRODUCTION

A. Background of the Research

In the world of education using Technology is not a foreign thing, but it is very important because technology helps the learning process. The use of this technology, expands learning methods by making learning materials that can be studied and accessed independently by students via the internet, CD-ROM, and a learning management system (LMS).¹ In this case the teacher is required to look for learning methods or supporting media to help the learning process.

Online learning is education conducted through the Internet. The result of online learning using electronic media is synchronous (real-time meeting), asynchronous (never real-time meeting) or combined mode. The type of online learning usually used by the teacher, one of the methods is asynchronous learning. An example of asynchronous learning that is often encountered is using YouTube application as a learning medium. The YouTube application is often used in the learning process because it is easy to use and is often used by students to learn English.

¹ Beni Suranto, 'VIRTUAL Classroom: Strategi Pembelajaran Berbasis Synchronous e-Learning', *Seminar Nasional Aplikasi Teknologi Informasi (SNATI)*, 2009. Snati (2009), 9.

During pandemic COVID-19, it became a challenge for teachers and students because traditional or face-to-face learning and teaching processes were not allowed in schools, but distance learning between teachers and students to prevent transmission of the COVID-19 virus. Which appealed to teachers to carry out official duties by work from home and continue to carry out distance learning to students by choosing a learning media platform that is YouTube.

The previews statments, the researcher are interested to focus on students perception and challanges of asynchronous learning using YouTube. The study will be conducted at SMAN 4 Kota Serang. The reason of choosing SMAN 4 Kota Serang, especially for 10 grade, preliminary observation the teacher apply asynchrnous learning using YouTube in teaching and learning process especially in English language learning. The teacher stated that asynchronous learning using YouTube was good for students because easy to use and familiar to students. Asynchronous learning using YouTube as well as the functions and challenges of teachers and students, has changed and shaped the global learning environment. Therefore, because the learning system that usually uses the face-to-face method becomes the overall online learning, this perspective is generated.

Based on the explanation above, the researcher was interested in conduction research with the title “Asynchronous Learning Using YouTube in English Language Learning”.

B. Focus of the Study

This study focused on students perception and challanges of asynchronous learning using YouTube in English langauge learning.

C. Statements of the Problem

1. How is students perception of asynchronous learning using YouTube?
2. What are students perspective on the challenges of asynchronous learning using YouTube?

D. Limitation of the Study

Based on the problem identification above, the researcher limited the problem in the ways, perspective of Science class especially about Asynchronous Learning Using Youtube in English Language Learning.

E. The Objectives of the research

1. To know students perception of asynchronous learning using Youtube.
2. To find out students perspective on challenges of asynchronous learning using YouTube.

F. Significant of the Research

This research gave the students understanding and information about asynchronous learning. For the English teacher, this research can be

evaluation for English teacher and also makes teacher more effective in online learning. Besides that, for the readers knew method in teaching and learning process about asynchronous learning using YouTube at 10th Grade at SMAN 4 Kota Serang. The last for the researcher, the study will be one of the experiences of writing English when the researchers were studying in the English Education Department, and also can be used as a reference for teaching in the future.

G. Previous Study

1. Dewi et al. 2018. *Students' Perception On The Design Of Asynchronous Online Discussion Using Schoology In English Language Education Ganesha University Of Education*

This study is a case study. The data in this study was collected quantitatively and qualitatively through the use of observations, questionnaires and interview guides. The observation is designed for asynchronous online discussions conducted by 2 lecturers in ICT and poetry courses. The questionnaire was conducted for one hundred students of Ganesha University of Education who used Schoology to teach English in the 2017/2018 academic year. Interviews were conducted with six students. The results of this research show that: 1) The design of asynchronous online discussions in ICT and poetry courses is different in terms of flexibility in time, location, the

flexibility of instructions or guidance, and topics, and 2) students' positive views on the Internet are asynchronous Design for online discussion.²

2. Sedigheh Moghavvemi et al. 2017. *Social Media As A Complementary Learning Tool For Teaching And Learning: The Case Of Youtube*

This study analyzes students perceptions of using YouTube for learning, their corresponding usage patterns, and related factors that motivate them to use YouTube. Researchers interviewed 30 students. Data was collected from 321 students in the Faculty of Business and Accounting at the University of Malaya to test the structure developed. As a result, YouTube is an effective tool. If the video is indeed related to the topic at hand, it can enhance the learning experience. It is recommended that teachers integrate YouTube into their own courses in order to benefit from its inherent advantages in the context of learning or teaching.³

3. Isabella Hariadi et al. 2020. *Exploring The Experience Of EFL Students Engaged In Asynchronous E-Learning*

² Dewi G.P.R, Adnyani L.D.S., and Piscayanti K.S., 'Students' Perception on the Design of Asynchronous Online Discussion Using Schoology in English Language Education Ganesha University of Education', *International Journal of Language and Literature*, 3.1 (2019).

³ Moghavvemi, Sedigheh & Sulaiman, Ainin & Jaafar, Ismawati & Kasem, Nafisa. Social media as a complementary learning tool for teaching and learning: The case of youtube. *The International Journal of Management Education*. (2018). 16. 37–42

This research aims to describe the experience of high school students learning English through asynchronous e-learning. This is a qualitative and descriptive research in nature. The collected data is analyzed by using thematic analysis combined with an explanatory description method. The participants in the study were high school students from the Lemahwungkuk sub-district of Cirebon, Indonesia. The results show that when performing asynchronous e-learning, participants must implement self-access learning. In addition, they must adapt to the technical environment. This seems challenging due to the limited technical support they have. In addition, because they interact with each other throughout the learning process. English teachers have limited interaction, so they still need to discover knowledge on their own.⁴

The previous researches above talked about different kinds of purpose using online learning. Those are based on environment and learning style. The different of this research from the others research was this research would be focused on the students experience about students perception and challenges of asynchronous learning using YouTube in English language learning. From these aspects, the researcher hopes this

⁴ Isabella Gloria Hariadi and Debora Chaterin Simanjuntak, 'Exploring the Experience of Efl Students Engaged in Asynchronous E-Learning', *Academic Journal Perspective : Education, Language, and Literature*, 8.2 (2020), 72.

research gave contributions in education aspects and also good contribution for the university.