

# **AN ANALYSIS OF EFL LECTURERS' STRATEGIES IN USING ONLINE LEARNING AT UNIVERSITAS MUHAMMADIYAH JEMBER**

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## **Abstract**

Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. In online learning, the lecturers must have reliable competence to adapt and be innovative in organizing distance learning (online). It is important because lecturers have a crucial factor to determine the quality of the education system. The goal of the study was to know the lecturers' strategies in performing synchronous and asynchronous for their material in English Education Program at Universitas Muhammadiyah Jember. This type of the research is qualitative analysis, uses descriptive. How to capture data through 2 types: (1) interviews with English lecturer's (2) questionnaires with English lecturer's. This research is dealing with five female lecturers at Universitas Muhammadiyah Jember. The data were analyzed using interactive model analysis: data reduction, data presentation, and drawing conclusions. Based on the result of an analysis of EFL Lecturers' Strategies in Using Online Learning at Universitas Muhammadiyah Jember, it shows the respondents said that they using synchronous and asynchronous because they think the both of this strategy can be easily for them and easy to understand for the students. Therefore, it can be concluded that the lecturers used synchronous and asynchronous by combining the two strategies. It Started the meeting by giving explanations and reviewing the questions to see their responses, to see if they understand or not related to the material explained in Gmeet.

**Key Word :** EFL Lecturers Strategies, Online Learning

The pandemic that has an impact on all aspects. The pandemic is not only in Indonesia but almost all over the world. The Indonesian government has imposed lockdown and social distancing to prevent the spread of the pandemic. After that, the government also implemented various health protocols. With lockdown, teaching and learning activities are held in their homes. Therefore, making of EFL students and educators had to change the learning system.

However, Strategy is important in learning as a way or method that makes students easier to learn. In line with the opinion from David (2011) strategy is a means together with the long-term goals that want to be achieved. All strategies used by the lecturers' are effective, because with that strategy students can understand the material easily. In addition, The teaching strategy is a method used by teachers in learning to help students learn the content of the desired subjects so that learning objectives can be achieved. Learning strategy can be interpreted as planning which contains a series of activities designed to a chieve certain educational goals.

In the beginning, In the current pandemic era, many educational

institutions use online learning strategies. To support this implementation, learning media is needed, one of which is technology or platform (application). Learning technology/media aims to support the teaching and learning process, lecturers/teachers provide tools so that students are actively involved in the online learning process. Some media or platforms that are often used by lecturers/teachers in online learning such as Zoom, Google Meet, e-study, Google Classroom, Canvas Instructure, Whatsapp, Telegram, etc. Moreover, most of lecturers in Indonesia with government advice implement online learning classes. According to Abbad (2009), online learning refers to the use of information and communication technology to allow access to online learning or teaching sources. From several applications that are often used by teachers, it can be concluded that these activities can be grouped into synchronous and asynchronous.

There are previous research, Rozita et al (2022) explained in their research findings on the data for this study was gathered through interviews and documentation. EFL students from the English education department at University San Pedro in the first Semester were the focus of this study. The findings of this study revealed that students faced a variety of challenges while learning online, including internet data,

internet connection, difficulty completing assignments, intrusion, a lack of prior experience with technology, comprehension of EFL lessons, and interaction between students and lecturers. On the other hand, students have reported feelings of dissatisfaction and unhappiness as a result of their online learning. However Widarini, et.al (2021) in their research findings on the research design used in this study was qualitative case study. The research subjects were three English teachers who were teaching at public junior high schools in Tabanan District. The data were collected by using observations and interviews. The data analysis technique used was descriptive qualitative. It was found that teachers implement various strategies, which include the use of Google form, Google Meet, quizzes, and video.

The problem is What are the lecturers' strategies in performing synchronous and asynchronous for their material in English Education Program at Universitas Muhammadiyah Jember?

This research aims to for the lecturers can use the result of study

as reference in strategy in online learning. And The students can see lecturers strategy in online learning from the result of study, it can motivate and make them interested in online learning. Then, for others researcher the finding of this study can be used as a reference to conduct further different research design methodology.

## METHOD

This research used descriptive qualitative research design. According to Ary, et.al (2010) Qualitative research is research that understands a phenomenon that focuses on the image rather than breaking it down into variables. While descriptive research is data that is collected in the form of words, sentences or pictures that have meaning (Nugrahani, 2014). The reason of using a qualitative descriptive design is data that will be obtained from the results of interviews and questionnaires with English lecturer's. Researcher will obtain information about the lacter's strategies in online learning.

Data obtained from questionnaire and interviews of the 5 EFL lecturer's of English Education Program at Universitas Muhammadiyah Jember.

The first data is the result of questionnaire, This questionnaire method was used to find

answers lecturer's strategies in online learning. The second data is interview. This data interview would be analyzed more deeply by selecting the data. The researcher chooses the data collecting technique that can be used. The researcher will use two techniques to gather the data. The techniques are questionnaire and interview. the questionnaire is the number or composed inquiry that ought to be replied to or finished by the respondent (AnasSujiono, 2003). This questionnaire consist of ten question of how the lecturers' using synchronuos and asynchronous in online learning in Google Form. Then, the researcher conduct the data interview of this research. Interview is one of the most widely used and basic methods for obtaining qualitative data (Ary, 2010). This interview consist of 12 list question of interview to know the lecturers' using synchronuos and asynchronous in online learning analyzed more deeply via Google Meet.

### **Result and Discussion**

The data collection activities were carried out on February 11th, 2022 – February 20th, 2022. There were 2 steps to collect data, namely

questionnaire and interview. There were 5 lecturers who fill the quistionnaire and who were interviewed. Friday was chosen as the day for starting contacted the respondents in WhatsApp, a day after get permission to take the data questionnaire in Google form. The researcher give the link Google form to the respondents in WhatsApp. The researcher waiting the respondent to answer the questionnaire in Google form almost 10 days to collect the data. For the interview, before take the data interview, the researcher ask permission to the respondent in WhatsApp to take data interview in Google Meet. After have permission, the researcher ask the schedule to take the data interview in Google Meet. Before doing the interview in Google Meet, the researcher give the list of question interview in via WhatsApp. Researcher take the data interview almost 4 days. Firth day with 1 respondent, second day with 1 respondent and the third day with 2 respondents, the last day with 1 respondent. Based on the findings, the question in the questionnaire, 4 EFL lecturers' or 80% participant said that they using synchronous and asynchronous in online learning or they combined it to makes students more understand and be more effective. The use of asynchronous and synchronous classes in today's class is very easy to find (Serdyukov, 2020). Learning methods that are flexible and can be applied easily are in great demand as well as a way out of the pandemi

situation or distance learning.

Beside that, for the interview of the question number 2 "how do the participants implement the synchronous and asynchronous in online learning"?

*R1 : "sometimes using synchronous and sometime using asynchronous to give assignment". R2 : "Implement them together for example for each class I have a whatsapp group, before I have a class with Google Meet, I share the link in WA group and will have the class in Gmeet. After that, I will use WA group for submitting the assignment and for the attendance". R3 : "Usually I use mixing both of them in every meeting, sometimes I start with the synchronous one, so I start meeting some discussion with the students and also maybe I give explanation I need to see their respons, I want to see they understand or not. For synchronous, I use Gmeet. After that, I give exercise to do". R4 : "The respondents using synchronous and asynchronous for synchronous using WA group for give a tast". R5 : "We start with synchronous after that asynchronos and we back with synchronous again. Than, in asynchronous what i did, i give question for the student to discussion together".*

Based on the data above, 5 lecturers or

all of the respondents said that they combined both in implementing synchronous and asynchronous in online learning.

And for question number 4" what are the competencies that lecturers need to update in online learning?" *R1 : "The teaching competences". R2 : "The competence to make the students more active". R3 : "I think it is we have to update or knowledge of activity we have to follow the development the technology, we know how to use like a virtual converence, so that is one interenting act for having online learning, we haven't known virtual meeting, but after the online learning we can be expert of that".*

*R4 : "Digital competences, there are many ways to upgrading the competence digital instruments and how to what is acompetences in using many kind of digital facilities to be our tools in online learning".*

*R5 : "Digital competences".*

Based on the data above, 3 respondents said that what needed to be improved was digital competence. While 2 respondents said that teaching competence was needed to be upgraded. so it can be concluded that, the most answer is the need to improve digital competence.

### **Conclusion**

Based on the results of the research, It can be concluded that the lecturers used Gmeet and WA group to combining the two strategies in

online learning. in synchronous almost the lecturers used Gmeet to explain the material in online learning. Lecturers choose Gmeet to provide material when they teach. and for the asynchronous the lecturers choose the WA group to share schedule and share the assignment

For educators or lecturers

In conducting classroom learning, it is necessary to upgrade knowledge about digital and strategies in teaching, so that the students being taught remain enthusiastic in participating in learning.

For other researcher

Other researchers can do the same research, namely the strategy of lecturers in performing synchronously and asynchronously for their material. This study only had 5 participants, it would be nice if other researchers conducted similar studies with larger participants to prove this phenomenon.

In addition, other researchers can complete this research so that readers can obtain more complete information.

For students

Students are expected to study harder and be active in learning activities. Educators have tried to convey the material to the maximum, so that good feedback is expected to be obtained.

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