A Systematic Review of Asynchronous Online Learning in English Language Classrooms in Indonesia: Teachers' and Students' Perspectives

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Abstract. Quite recently, the online learning transformation technology has affected the education sector, especially since the industrial revolution 4.0 and the COVID-19 pandemic. This study examines the use of technological applications as well as the advantages and disadvantages of asynchronous online English language learning in Indonesia from teachers' and students' perspectives. Using a Systematic Literature Review (SLR) approach, this study selected and analyzed 25 papers from Scopus and Google Scholar databases published between 2020–2022. The results show that both teachers and students used *Google Classroom*, *Facebook*, *Instagram*, *YouTube*, *WhatsApp*, *Kahoot*, *Quizzes*, and *Screencast-O-Matic* as well as the learning management system (LSM) called *SPADA* and *Moodle* provided by the Ministry of Education for asynchronous online English language learning. Asynchronous online learning technological applications helped facilitate English language learning during the pandemic and improved students' reading, writing, and listening skills. However, factors such as the time consumption for lesson preparation, work overloads, lack of technology literacy, difficulties in understanding the materials, and delayed feedback and correction became the drawback of asynchronous online learning. This study suggests that teachers, students, and relevant stakeholders attend regular training for asynchronous online learning and anticipate technology that will shape future English language classrooms, especially in Indonesia.

Keywords: asynchronous online learning · English language classroom in Indonesia · technological application · advantage and disadvantage

1 Introduction

The transformation of technology in education, especially in the 21st century, has led many innovations in learning. The COVID-19 pandemic outbreak, for one, has caused changes to the ecosystem of learning, from face-to-face to online mode. It has arguably

brought about a 'new culture' of learning [1–6]. Nowadays, all subjects integrate various technological applications, including in the English language classroom.

English is always associated with globalization, especially for countries whose economy is partly shaped by the citizens' use of the English language [7]. As the largest population and economy in South East Asia, Indonesia regards English language skills as an added value for their human capital [7]. In Indonesia, English plays a significant role, especially for school students who are planning to enter university [8] and university graduates who are seeking to pursue their professional career in government and private sectors or for those looking for scholarships overseas [7–9].

However, learning the English language is not an easy task for Indonesian teachers and students as doing so requires a lot of effort [7, 9, 10]. The COVID-19 pandemic created a more challenging situation particularly when the Ministry of Education required physical distance learning, resulting in teacher-student and student-student interactions that could only be mediated by technology. This entailed having lectures and learning materials facilitated and sent using the Internet. Teachers and students were forced to work from home, not in regular classrooms [11, 12], among other things.

Although studies indicate that learning the English language using technology for asynchronous English language learning during the COVID-19 pandemic helped teachers in providing learning materials for students and giving students more space to study flexibly [13–17], this new way of learning within the pandemic context has created some problems. Issues include limited interaction, lack of participation, poor time management, and Internet connection problems [12, 17–20], to name a few.

This study is conducted in response to the above-mentioned concerns. However, extensive studies looking at the implementation of varieties of asynchronous technological applications for online English learning, predominantly in the Indonesian context, is limited. Thus, this study is aimed at identifying technological applications as well as advantages and disadvantages of asynchronous online English language learning in Indonesia from teachers' and students' perspectives in the existing literature. The research questions of this study are as follows:

1. What kind of technological applications is used in asynchronous online language learning in English classrooms in Indonesia from teachers' and students' perspectives?
2. What are the advantages and disadvantages of asynchronous online language learning in English classrooms in Indonesia from teachers' and students' perspectives?

2   Literature Review

Online learning is principally a model of learning where teaching and learning is conducted autonomously and mediated by digital technology [21]. Online learning can be conducted synchronously and asynchronously [22]. Synchronous online learning refers to a type of real-time learning mode. This is usually accommodated using a video-conference application where teachers and students as well as students and their fellow learners can directly interact with each other both orally and in written forms [23, 24].

Meanwhile, asynchronous online learning is not time-bound, which means that teachers and students can do their work from a remote location based on their availability. In asynchronous mode, learning is done through a system or technology, such as a website or a learning portal. These websites and portals are normally established and provided by the Ministry of Education, universities, and schools based on the needs of the students. Here, students interact with learning materials, access books, slides, and videos of learning, submit assignments and give comments on their friends' works in a discussion forum, and take quizzes and examinations [25].

Many researchers investigated online English language classrooms during COVID-19, which give educational benefits, including listening comprehension [26]; English teaching [13]; debriefing in online English classroom [27], and oral presentation [28]. Jiang et al. [26] claimed that the use of online and offline teaching mode in English language classrooms enhanced students' listening comprehension. Al-khresheh [13] reported that using blackboard learning management system promoted students' self-directed learning skills and improved their learning performance. Kandasamy, Hua, and Sultan [27] explored the impact of debriefing in English online classrooms and revealed that debriefing could help the students with collaboration, reflective thinking, critical, and easy of understanding. Meanwhile, Atifnigar et al. [28] found that class-size was still the most influential factor in affecting students' participation, especially during online presentation.

3   Method

This study used a Systematic Literature Review (SLR) approach which provides insights and allows gathering of information from various sources [29]. First, the search process was done manually by going through specific journal papers in Google Scholar and Scopus databases and inserting keywords 'asynchronous online learning' and 'English language classroom'. At this stage, 112 papers were found. Second, the process was continued by setting the time parameter, such that only research papers published between 2020–2022 in the Indonesian context were included. It eventually resulted in gathering, 81 papers. Third, the next step was finding open-access research articles only that were written in the English language and in the Indonesian context. Eventually, 25 articles on asynchronous online learning in English language classrooms in Indonesia were found. They focused on the use of technological applications as well as the advantages and the disadvantages of online learning from the teachers' and students' perspectives. Articles indexed by Scopus and Google Scholar databases were selected. After that, the data were extracted, synthesized, processed through tabulation, and discussed.

4   Findings

The results of this study indicate that both teachers and students use various technological applications in their asynchronous online English language learning, mainly during Covid-19 pandemic. They also explain advantages and disadvantages of those technological applications while attending asynchronous online English language learning.

In general, for online English language classrooms at schools, asynchronous techno-logical applications like *Google Classroom*, *Facebook*, *Instagram*, *YouTube*, *WhatsApp* are the most popular, followed by *Kahoot*, *Quizzes*, and *Screencast-O-Matic*. Meanwhile, *SPADA* and *Moodle* are mostly used in university online English language classrooms, followed by *Google Classroom*, *Facebook*, *Instagram*, *YouTube*, and *WhatsApp*. These applications are mainly used to facilitate self-directed learning where students can access reading materials, learning videos, forum discussion, and relevant information necessary to help them to learn from home or anywhere they want so that they can be autonomous learners. However, teachers and students express mixed feelings toward advantages and disadvantages of each technological application, especially during Covid-19 pandemic. It can be seen in Table 1.

Table 1. Technological Applications: The Advantages and Disadvantages of Asynchronous English Online Learning.

Asynchronous Technological Applications	Advantages	Disadvantages
Google Classroom	• Teachers easily provide and discuss materials as well as conduct tests. • Students share their thoughts on a particular topic and improve their reading and writing skills.	• Students do not get direct feedback from their teachers.
Facebook, Instagram, YouTube	• Teachers share learning materials and create teaching videos or share relevant videos from others. • Students express themselves through posting with English captions, giving comments on their classmates' posts, and watching learning videos which promote their listening and writing skills.	• Students use a lot of data and experience unstable Internet connection.
WhatsApp	• Teachers check attendance and share information with students. • Students get the most current information.	• Teachers get difficulties in monitoring students' engagement • Students need to scroll to find the correct shared information from their teachers and do not get detailed explanations.

(continued)

Table 1. (*continued*)

Asynchronous Technological Applications	Advantages	Disadvantages
Kahoot & Quizzes	• Students take the test and get the score directly on screen. • Teachers create interactive and fun based-game assessments in many forms.	• Teachers spend a lot of time preparing for assessment and experience difficulty checking the originality of students' answers and works.
SPADA and Moodle	• Teachers check attendance, share learning materials, provide discussion forums, and give online assignment examinations. • Students access materials, give comments on their friends' works, and submit assignment as well as sit for online examinations which promote their reading and writing skills.	• Teachers spend a lot of time preparing for lessons and need to train themselves using technology. • Students experience poor Internet connection, deal with many assignments, and lack of participation.
Screencast-O-Matic	• It is easy to use. • Teachers create their own videos of learning. • Students access videos anytime which develops their listening skill.	• Students become passive recipient of knowledge since it is only one way interaction.

First, the most popular application used by teachers and students in their asynchronous online English language learning is *Google Classroom*. The existing literature shows that the advantage of this application is that it is easy to use for teachers as they upload and share learning materials and videos to their students as well as conduct quizzes and examinations. Meanwhile, students can access all learning materials and easily submit all their works in this platform which help promote their reading and writing skills, but it takes a while for them to receive feedback from their teachers on what they have done [30–34].

Second, social media like *Facebook*, *Instagram*, and *YouTube* are commonly used by teachers and students in their asynchronous online English language classrooms. For teachers, the advantage of using social media is that they share learning materials and create teaching videos or share relevant videos from others to students which help aid comprehension. Meanwhile, as for students, they admit that through these social media they express their feelings and thoughts using English while posting pictures with English captions or giving comments on their classmates' posts based on the instructions of their teachers which improve their writing skill. In addition, *YouTube* videos make students help train students' listening skill [30, 33, 35–37]. However, the drawback is that

students use a lot of data while accessing these social media and face unstable Internet connection which makes learning becomes slower [38–40].

Third, *WhatsApp* is an application which is utilized by teachers and students as well. The advantage of using this application is that it is user-friendly. Teachers check attendance and share information with students while students get the most current information in real time [32, 35]. But the disadvantage of this application is overlapping talk, which means that students need to carefully scroll to find the most relevant information as there are many postings, like comments or questions after the information is shared. Besides, teachers have difficulties in monitoring students' engagement [30, 34, 40].

Fourth, they use *Kahoot* and *Quizzes*, a game-based interactive technological application which is used to assess students' knowledge towards the materials at hand. After completing their quiz or exam, students directly get their results [33, 41]. However, the challenge is that teachers spend a lot of time preparing for assessment and find it difficult to check the originality of students' answers and works [35, 38, 39, 42, 43].

Fifth, there is a platform called *SPADA* or *Moodle*, an asynchronous learning management system (LMS), which is mostly used by students in university as this is an official platform provided by the Indonesian government. *SPADA* provides features which can be used by teachers and students. Here, teachers check attendance, share learning materials, provide discussion forums, and give online assignment and/or examination while students access materials and give comments on their friends' works, enhancing their reading and writing skills. Here, they also submit assignments and take online examinations [44–46]. However, this study has found that teachers spend a lot of time preparing for lessons and experience a lack of technology literacy. Students, on experience poor Internet connection, deal with overload of assignments and suffer from a lack of engagement as teachers do not immediately give feedback on what they have done [35, 47, 48].

Finally, *Screencast-O-Matic* is the last application used by teachers and students in their asynchronous online English language learning. The good thing about this application is that teachers can create their own videos of learning and students can access the videos anytime which trains their listening skill. The drawback is that students become passive recipient of knowledge since it is only one way interaction [39].

5 Conclusion

There are several technological applications used by Indonesian teachers and students in their asynchronous online English language learning during Covid-19 pandemic such as *Google Classroom*, *Facebook*, *Instagram*, *YouTube*, *WhatsApp*, *Kahoot*, *Quizzes*, learning management system (LSM) called *SPADA* and *Moodle* provided by the government, and *Screencast-O-Matic*. The advantages of these applications include facilitating students in their self-directed learning through learning materials and videos posted by the teachers. These applications also provide features which accommodate discussion forums between teachers and students and between students and students as well as provide platforms for quiz and examination. On the other hand, there are some disadvantages of utilizing these technological applications for asynchronous online English language learning like having troubles with Internet connection, spending more time to prepare for

lessons, lacking technology literacy for learning, experiencing difficulties in monitoring students' participation, and having the need to check the originality of students' works. Students also have problems in accessing stable Internet connection, getting immediate feedback on what they have submitted via the applications, dealing with overload of assignments, and participating in synchronous online interaction with teachers and classmates. Overall, these applications help facilitate English language learning during the pandemic and promote reading, writing, and listening skills of students.

This study offers the following suggestions. First, teachers and students should attend regular training, especially for asynchronous online learning in order to adapt with the rapid change of technological applications used in English language learning. Second, special curricula which include the use of technology and the Internet in learning, promoting all language skills, should be prepared in order to anticipate new approaches toward the future of English language learning, especially in Indonesia. Third, more effort should be made to classroom design such as infrastructure, to effectively support future online learning in this complex and uncertain world.

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