

# THE IMPLEMENTATION OF LEARNING ENGLISH VOCABULARY THROUGH ASYNCHRONOUS CLASS

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## Abstract

Online Learning certainly has challenges for students and teachers in carrying out English learning activities. This activity is carried out through asynchronous classes due to the limitations of students' devices on each cellphone. When conducting asynchronous classes for the students studying English, social media can make students motivated to learn because of the openness in learning. This study aims to motivate the students to be more enthusiastic in learning English in appropriating Youtube and WhatsApp in the implementation of which does not promote social media. Employing the descriptive qualitative method, this activity can determine the percentage of their ability and experience in studying vocabulary in English as a Foreign method during a pandemic. It is found that this activity received a positive response but there were shortcomings due to having objections in downloading learning files on social media and experiencing signal difficulties. Moreover, they get waivers where the students can ask their problems from what they did to the teacher freely. It seems that the students who learn through social media can find new knowledge which should be extra and openly guided by the teacher during online learning.

**Keywords:** Asynchronous, Vocabulary, English, Youtube, WhatsApp

## INTRODUCTION

The students have various characters in realizing a character when learning activities take place where not all students are the same. There is an urgent need for teachers to develop creative emotional competencies in order to cope with an increasingly complex, changing, and diversified (Malm, 2017). The research is carried out by Abraham (2008) and Boers, Eyckmans, and Stengers (2004) has given the evidence of an overall advantageous role for computer-mediated (for example hyper messages like pictures, figures, charts, sounds, and many more) offering lexical to helping in grasping credible L2 readings and learning vocabulary. The issue of teaching during pandemics has been discussed. The way to analyze has a different way of analyzing the data. As presented by Joanna (2011), the teacher should be creative and reflective when delivering the material. Managing the class perfectly in learning activities is the important way to teachers' preparation before they present the material (Eagleton 1983: 27)

Online learning requires a lot of assets and cautious arranging. Suryani, et al (2018: 4) argue that learning media is media used in learning, which includes teacher aids in teaching as well as a means of carrying messages from learning sources to learning message recipients (students). E-Learning incorporates a scope of advancements, for example, the around the world wide web, email, chats, new groups and writings, sound and video conferencing conveyed over PC organizations to bestow training. Tomlinson (1998: 4) argued that learning is typically viewed as a cognizant interaction that comprises of focusing on the memory of data applicable to what exactly is being realized. In this research, the researcher will combine in doing the research by using youtube to explaining the material which focuses on English skills especially

English speaking skills to the students and using WhatsApp as communication in order not to get the miscommunication between the students and the researcher. Chriss Garret, (2010) Varinder Taprial and Priya Kanwar (2012) explained that social media is media that is used by individuals to be social or to be social online by sharing content, news, photos, and others with others. This media can have a role that is quite important where it is flexible enough so that it does not experience difficulties in carrying out learning activities even though there are still weaknesses. In modern times, we can find out about how to find out about someone's news or interact with many people through sophisticated applications. It should be noted that a user must know the advantages and disadvantages of interacting through social media either via SMS or through the rapidly growing social media application. Wu et al. (2002) analyzed the powerful utilization of videos on the internet or websites and suggested a few headings and approaches that focused on the adequacy of utilizing videos in education. Moreover, the examination investigated different methodologies and instruments to transfer recordings and their applications.

However, when it wants to do something related to the use of WhatsApp and Youtube as a combination in learning English as a foreign language, sometimes it needs to give good attention and awareness where not all devices get a good signal. In some fact, sometimes the experience of miscommunication in using WhatsApp will come at students' self. Build the effectiveness in communication should analyze how to reach the target which can reach the positive and it is a kind of standard in communication skills (Sarwar 2012, (Aslam, 2011; Cammarata, 2010; Government-of-Pakistan, 2009). The development of network technology is increasingly rapid, there is management in a significant way (Wei, 2018). This means that students can increase their sense of creativity, act actively, and train to care about something by providing a stimulus from the teacher to students related to English especially vocabulary. In this research, the gap of the research based on the references comes from the way how to reach the methodology in analyzing the data.

## **METHOD**

The method that used in this research was qualitative descriptive method by conducting classroom research. In this case, we examined the atmosphere when I gave material to students via social media during the COVID-19 pandemic. In this study, we planned to conduct research only 7 days in the morning from 10:00 to 11.30. Our reasons were this is the right time for students to use social media at that time where the participants that analyzed were always active at that hour. The WhatsApp application was only used as a Learning media facility such as discussions between fellow group members, namely the researcher and the students. According to Royani and Sadiah (2002) qualitative research is more all encompassing and frequently includes a rich assortment of the information from different sources to acquire a more profound comprehension of the individual participants, including their conclusions, points of view, and attitudes. In the research that will be carried out on a certain schedule, the researcher used the identity, then the implementation system, duration, and systematics in providing the material.

This research needed to be considered whereas a good speaker for students who would be studied in implementation, from delivery and even increasing the sense of caring for the character of the students. Then, the researcher did not only give and then release the students when the material is finished. The participants are 7<sup>th</sup> grade students in MTs Al Khairiyah

Rather, the role of the researcher sought to be a counseling teacher but aims to guide students by giving open opportunities to solve English problems. Implementation in counseling is to get

closer to oneself better so that it can be applied better by students. With counseling activities after the research activities are completed at the beginning of the day, students can take the opportunity to be confident in practicing English. It was important as a researcher where the role in conducting classroom research is to improve the atmosphere to be comfortable like exploring the consultation. In this case, I also observed the students how far in their English proficiency.

## **RESULTS AND DISCUSSION**

### **Results**

#### **The Preparation of Teaching English**

The lessons that we present are the vocabulary in the home and the simple present tense in Asynchronous Class. At this stage, we provide a lesson in the form of material they have just learned during learning in an asynchronous class. Then, we explain how to master a vocabulary that is difficult for them to apply either from how to pronounce or write vocabulary in English. Then, students understand what is explained through the WhatsApp application. Furthermore, Knight (1994) explained that the spaces of language instructing can profit with WhatsApp is the vocabulary which is the absolute most significant part of Second-Language in learning activities. It also can help enhance the students in vocabulary learning in comparison with the traditional method of vocabulary instruction during the pandemic.

#### **The role of learning English vocabulary Youtube**

From the discussion in this place, the role of the researcher is of course providing a direction by drawing conclusions and sending a message in informal language. According to Richards (2015), Learning the subjects informally outside study halls offers numerous advantages to students. Since out-of-study hall, informal language learning is adaptable and wonderful, students can choose the pace, mode, and spot as per their necessities and interests. Such a way of adapting additionally mirrors students' out-of-class exercises which are frequently innovation-interceded, exceptionally intuitive, and multimodal (Kuure 2011).

Then, YouTube can be uploaded in the form of a video that can attract viewers who watch the video from the YouTube video. To attract student empowerment, the role of researchers in providing vocabulary knowledge in learning English is not only explaining the meaning, how to write it, and its form by re-explaining based on the videos that have been watched. Then, after students watched videos from Youtube, students were trained to record their speaking skills by recording themselves on "self-introduction" material so that students were not nervous about speaking English during Asynchronous class was held. The Youtube videos that we provide to students are not in the form of subject matter in class, but videos that they have not received at school but can motivate students to be more enthusiastic and confident by giving support.

#### **WhatsApp as Consultation Tools & Learning Activities**

WhatsApp has become the most normally utilized informal communication applications on cell phones and PCs (Yeboah and Ewur, 2014). This cross-platform application can be introduced on various sorts of advanced mobile phones like iPhone, Android, Blackberry, and Nokia. It permits clients to send free messages to one another by means of Web. Clients can likewise

share pictures, sound documents, and recordings. WhatsApp offers the alternative to make a gathering of clients who can convey among each other. Many educators have decided on the utilization of WhatsApp as a stage through which understudies get and present their vocabulary learning tasks. WhatsApp assists educators with saving time (Lauricella and Kay, 2013) and better deal with the classroom just as staying updated latest with classroom activities (Awada, 2016).

From the research we have done, the majority of female students actively asked about the material that had been explained by us when we presented the materials in the WhatsApp group. Those who have asked want to intend to improve their soft skills in sending messages to fellow friends by using English well. We gave the attention to improve the English vocabulary by chat or speak up, they should confident in themselves. For students male, our role is always to invite and dare to try to face challenges where we are guided by explaining the materials and counseling the students' male. In Learning activities, we presented the materials by sending the audios or file which extension PDF so that they should pay their attention at 10.00 a.m until 11.30 a.m by reading, listening to the audios or videos. Then we evaluated them before the class ended by asking their question what they did not understand.

From the research that we have done through Asynchronous class, there were 20 students in 7th grade, who participated in filling out a questionnaire in our research. The data that showed were the pre-test, post-test score, and the questionnaire. From the results that have been captured:

Table 1 : Pre-Test and Post-Test scores

No	Sample	Pre-Test	Post-Test
1	Male Student 1	50	80
2	Male Student 2	40	70
3	Male Student 3	70	100
4	Male Student 4	80	90
5	Male Student 5	60	80
6	Male Student 6	50	70
7	Male Student 7	40	80
8	Male Student 8	70	90
9	Male Student 9	30	80
10	Male Student 10	40	80
11	Female Student 1	50	80
12	Female Student 2	50	70
13	Female Student 3	30	80
14	Female Student 4	60	80
15	Female Student 5	40	70
16	Female Student 6	60	80
17	Female Student 7	70	90
18	Female Student 8	40	90
19	Female Student 9	30	70
20	Female Student 10	70	80
Total	20 students	51,5	80,5

Table 2. The Result of Questionnaire

Statement	Very agree	Agree	Maybe	Disagree	Very disagree
Online learning through social media Youtube and WhatsApp in English is a simple and fun thing during COVID-19	(82%)	(18 %)			
The explanation of the material provided by the Teacher is easy to understand	(77 %)	(7,7 %)	(15,4 %)		
The English teacher provides a video or audio with a comfortable size for learning English	(59 %)	(25,6 %)		(15,4 %)	
The teacher provides the material in a friendly manner when learning takes place	(100 %)				
In the WhatsApp or Youtube application, the teacher always provides motivation to students in the wa group so that they are enthusiastic about learning English	(64,1 %)	(35,9 %)			
The teacher provides the quizzes with questions at WhatsApp to the students that are easy for students to understand	(77 %)	(23 %)			
I may be given the convenience of carrying out English learning activities through social media	(76,9 %)	(23,1 %)			
The teacher could provide clear communication both formal and non-formal through social media and can get knowledge in the form of video or audio lessons that have to do with English	(77 %)		(23 %)		

## Discussion

In the implementation of learning through Asynchronous class, there were 20 students who had participated consisting of 10 male students and 10 female student. Pre-Test results in learning English vocabulary, there is the highest score in Pre-test which the score is 80, the lowest score in Pre-Test is 30 and the mean score in Pre-Test is 51.5. For the Post-test on implementation, the highest score is 100. For the lowest score in Post-Test is 70. The mean score in Post-Test is 80.5

In explaining the material, researchers have prepared audio or video that has a relationship with English lessons, students can understand with a percentage of 77% of students can understand

it due to encouragement and support during the implementation of the study. From each media used in the study, there were several children who had offspring in some students who sometimes could capture what the speaker explained in the audio or video that was given during the learning process. This can be due to having a background that has a weakness in improving English in the use of social media as English learning during the pandemic at the 7<sup>th</sup> grade. Furthermore, researchers should not assume that if there are students who say they understand, the researcher is obliged to hold the appropriate quiz. with those taught in the asynchronous during pandemic class. However, 15.4% of students feel confused in explaining the material in English and 23% feel confused and sometimes find it difficult to provide the material clearly. There are pros and cons. Then, some students who strongly agree with the size of the audio and video from researchers or YouTube, which do not take up a lot of memory at students' phone devices with a percentage of 59%. This has been prepared by the researcher that in order to prepare the audio that will be listened to or downloaded by students, it is mandatory to assess a comfortable size and does not take up memory by reducing the video or audio files from the researcher.

## CONCLUSION

Based on the research that we have done, it can be concluded that learning English on WhatsApp and Youtube can be done well in learning activities that take place during a pandemic. In this case, it is just that they cannot know more about their face in detail where the activities are carried out so that educators who teach learning activities through Asynchronous class by using WhatsApp and visiting Youtube which should need to guide the students better where the teacher is obliged to monitor students in good terms. Moreover, efforts in preparing relevant teaching materials can adapt to the situations and conditions of children. When sending files, the teacher strives to invite students to study more actively without meeting face to face virtually. Then, it could know that there are pros and cons in file size related to learning English in the form of pictures, audios, and videos during Online learning in Covid-19. Efforts can be made to invite students to delete files that are not important in lessons. In the following points, it is necessary to pay attention to realizing positive characters such as inviting students to be disciplined in order to get good. In addition, the students will increase their sense of caring about their own situation, the importance of trying to do better even though they don't meet virtually.

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