

## THE IMPLEMENTATION OF SYNCHRONOUS AND ASYNCHRONOUS LEARNING IN ENGLISH AS FOREIGN LANGUAGE SETTING

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### Article Info

#### Article history:

Received Juli 13, 2021

Revised Aug 20, 2021

Accepted Aug 26, 2021

#### Keywords:

Synchronous  
Asynchronous  
Implementation

### ABSTRACT

The aims of this paper are to provide an understanding to synchronous and asynchronous learning and its implementation in EFL setting. This can be seen from the definition of synchronous and asynchronous learning until the implementation of synchronous and asynchronous learning in EFL setting. This writing is made in the form of a study of documents and literatures whose understanding of knowledge is used as an analysis. The synchronous and asynchronous learning can help the students to enhance language skills. In view of this, the teachers, instructors, and administrators have to consider the students' need and background knowledge in implementing synchronous and asynchronous learning in teaching EFL.

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## 1. INTRODUCTION

Many new concerns expressed by educators during online distance learning remodel the educational movement into specific forms of creativity. It can be sluggish and difficult to offer effective learning that encourages autonomy while still maintaining student motivation. The optimistic outlook on the existing imposed reliance on education technology, on the other hand, may accelerate certain already underway improvements. It may cause educators to reflect more deeply on present educational paradigms and to discover more rapidly which technology applications are effective and which are not (Thomas & Rogers, 2020). And this is the reality that educational conditions must deal with.

The usage of digital communication technologies and networked online applications, as well as teacher and student characteristics, needs, and problems, have transformed and influenced the global learning environments of the twenty-first century (McLoughlin & Lee, 2010). Educators are grappling with how to cope with these difficult circumstances. This is a scenario in which e-learning accompanies accessibility, affordability, flexibility, and learning pedagogy (Dhawan, 2020). Indeed, utilizing digital technologies to manage learners at a distance necessitates instructors developing alternate teaching techniques to those employed in traditional classrooms.

Giving some thought to how to increase students' creative writing in an online learning environment brought a lot of attention to the different types of creative cooperation available through digital platforms. Integrating the writing process with the use of a computer platform is thought to be more entertaining and enjoyable for students (Kaleci & Korkmaz, 2016). Because other students can improve and even change the current product, this is the case. This path encourages students to think creatively and innovatively. Students who lack the confidence to apply their writing skills successfully can overcome this hurdle by using the writable technique, allowing them to overcome their lack of trust and progress as authors (Carolan & Kyppö, 2015). As a result, as they gain confidence, the students will be able to regulate themselves and be responsible with the process (Beck, 2004).

In terms of the elements that influence students' success in online creative writing, efficient use of the technological platform should be prioritized to aid in the development of writing skills. The efficiency of learning may be influenced by the relationship between the usage of synchronous and asynchronous technologies (Ene & Upton, 2018). The impact of synchronous and asynchronous technological use implies that, as a negotiation-based and dialogic process, writing acquisition will be supported.

In the previous study, the researcher explored current trends in blended online learning and online synchronous and asynchronous learning and presented findings and implications for future practice, research, and design of online synchronous learning (Muzaini et al., 2021). The researcher focused on how synchronous online learning can complement asynchronous learning in higher education (Yamagata-Lynch, 2014). Other researcher discussed the design and implementation of online synchronous conferencing as a pedagogical tool. This focused on how instructors can integrate e-learning technology with collaborative learning principles to deliver content and enrich traditional course design (Tabak & Rampal, 2014).

On the other hand, the researcher discusses the strength and weaknesses of synchronous and asynchronous in general with reference to English language learning or teaching in particular (Perveen, 2016). Other researcher investigated how language instructors can use synchronous and asynchronous ICT as a media to enrich their second language lessons in a meaningful and effective manner (Chen et al., 2007)

The writers' goal is to look at the efficacy of combining synchronous and asynchronous learning modalities in e-language learning for university students. While both types of learning approaches have their place in various situations, they are equally important. Therefore, the writers interest to discuss about the implementation of synchronous and asynchronous learning in EFL setting.

## **2. METHOD**

This study is carried out literature study (Research Library) that uses journals and other literature as the primary means of generating the arguments in this paper. The first is about the definition of synchronous and asynchronous learning which will be analyzed through journal, and some articles. All articles can be accessed online that discuss about advantages and disadvantages of synchronous and asynchronous learning. In addition, an analysis of the implementation of synchronous and asynchronous in EFL setting. All relevant related documents can accessed through journals as well as articles.

### 3. DISCUSSION

#### 3.1. Definition of Synchronous and Asynchronous Learning

**Synchronous learning** refers to online or distance learning that takes place in real time. This means that students and teachers connect at precise times and in specific virtual locations through specialized online media. In other words, it isn't now, nor is it ever. In synchronized learning, students usually complete the learning path together, accompanied by a teacher who can provide support when the students complete tasks and activities. Methods of synchronized online learning include video conferences, teleconferences, real-time chats and live lectures. Synchronized learning means that although you will be studying remotely, you will attend a course with your teachers and classmates almost at the same time every week. This course is a fixed weekly time commitment and cannot be rescheduled. Just like on-campus courses, you will complete reading and homework outside of class time to help you prepare to participate in discussion.

Synchronous voice or text chat rooms provide opportunities for teachers and students and students to interact with students. Real-time direct interaction with teachers and students is very much like a traditional face-to-face classroom, or even better, because distance is no longer an obstacle, and through an Internet connection, travel will not waste time. and many more. "Students participate in debates while watching a live feed of the classroom," Wikipedia writes. The use of web conferencing tools to allow students and teachers to participate in the classroom can promote synchronized learning. These synchronized experiences can be utilized to establish and deepen interactions between teachers and students. Relationship, this can be a challenge in distance learning programs.

Synchronous learning and online learning are not a new coined term. In fact, the term has been used again and again for the past decade. Synchronous learning and online learning have been widely used not just in tertiary education but also secondary education. Since the world was affected with Covid19 pandemic, the educational field was also hit hard as classes cannot be conducted via face-to-face mode. Hence, educational institutions are forced to conduct classes and assessments online via Zoom Cloud Meeting, Google Meet, Virtual Learning environment, Microsoft Teams and some other tools. Synchronous learning using tools provides flexibility in this kind of situation where classes have to continue regardless of the situation.

Before the development and widespread adoption of interactive, Internet-based technologies, synchronous learning was often referred to as distance education or distance learning, and these terms are still in use today. While there were many distinct types of distance learning, educational interactions were frequently done by radio and, later, closed-circuit television systems. Because schools required classrooms equipped with a range of compatible systems, audiovisual technologies and instructional exchanges could only take place between properly equipped classrooms that utilized those technologies, televisual systems were relatively expensive. While distance learning was utilized in a number of educational contexts, it was most commonly used by smaller schools, rural schools, and other educational programs that lacked the budget or resources to recruit expert teachers or offer a diverse range of specialized courses. Schools may have used, and may currently use, remote and asynchronous learning technologies in certain situations to expand course offerings for students or share teachers with specialized expertise.

Blended synchronous learning can increase educational access for students and, in many ways, provide more inclusive and equitable learning opportunities for people who are geographically separated or unable to physically attend classes (Bower et al., 2015). It can, for example, allow students who are unable to attend in person due to a full-time job, childcare obligations, or illness to participate in campus-based classes (Pope, 2010). A

hybrid teaching style known as blended learning has grown popular in response to the need to incorporate web-based learning technology into the area of education. The concept of blended learning stems from the notion that learning is a never-ending process (Singh, 2021). It's a term that's becoming more often used to describe how e-learning is being blended with traditional classroom methods and individual study, and it's widely acknowledged as one of today's significant developments in higher education (Karaaslan et al., 2018).

**Asynchronous learning** is online education that does not happen directly and it is not interactive. It means that the students have no interaction with teachers, classmates, and can not talk to each other through an online medium. Asynchronous learning does not occur in the same place or at the same time. The school can provide content online and the students can access it anytime. Therefore, the students can learn whenever and wherever they want.

In other words, (Pullen & Snow, 2007) the asynchronous learning makes the content available on demand, regardless of teacher availability. They allow students to progress at their chosen pace, independently of one another, and are perfect for motivated and discipline students. However, the students miss the community and interaction aspects with peers and/or instructor that a classroom settings offer. Much education provided is based on the asynchronous use of World Wide Web technology where the material is accessed on the internet via a web browser, primarily in the text and graphic format. However, creating an effective asynchronous learning is very time consuming for the instructor. This requires combining electronic documents with learning management systems that support interactive tutorials, thereby achieving a qualitative improvement over the original from asynchronous distance education, paper-based correspondence courses.

There are many ways to provide asynchronous learning, for example, online video courses, self-guided lesson modules, and posted articles or papers. The school can provide students with readily available material in the form of audio/video teacher, handouts, and powerpoint presentation. (Swan, 2002) identified three main factors that contribute significantly to the success of online courses on; a clear and consistent course structure, an instructor who interacts frequently and constructively with students, and a valued and dynamic discussion, and suggested that three factors are associated with the student perceptions of satisfaction and learning in online courses-interaction with course content, interaction with course instructors, and interaction among course participants. By using asynchronous learning, the students have the opportunity to use their critical thinking for responding to the learning. The students can construct the response rather than spontaneity because the students are not time bound and can respond at their leisure. Therefore, asynchronous space lead to a self-paced, independent, students-centered learning (Perveen, 2016).

Synchronous and asynchronous learning tools, such as threaded discussions, instant messaging, and blogs, play an important role in humanizing the online course to replicate the experience of the exchange of information in the classroom and social construction, not only between learners and instructors but also among learners. One may only know this by referring to a particular vendor, tool, or software program that enables the creation and delivery of synchronous e-Learning. Synchronous e-learning is hands-on, real-time (and usually scheduled), facilitated instruction, and learning-oriented interaction. In this type of learning, the learning experience is direct and real-time. The roots of synchronous e-learning are derived from three main influences: classroom, media, and conferencing (Hyder et al., 2007). Some researchers provide a comprehensive definition of synchronous e-learning which is unanimous and should include two components. They are interaction and time (Shahabadi & Uplane, 2015)

### 3.2. The Advantages and Disadvantages of Synchronous and Asynchronous Learning

Synchronous learning has many advantages and disadvantages. Synchronous online conferences can be highly useful and even advantageous for students in carrying out teamwork for courses including community contacts provided they overcome their space constraints, time limits, and scope (Tabak & Rampal, 2014). Furthermore, (Hyder et al., 2007) list the following advantages of employing synchronous online learning:

1. *Connecting dispersed learners.* Synchronous techniques are very beneficial for businesses with widely dispersed learner populations.
2. *Real-time interaction and collaboration.* Synchronous technologies allow users to communicate with one another in real time, allowing for a more spontaneous and fluid learning experience. Synchronous tools are also well-suited to structured collaborative projects.
3. *Sense of immediacy and co-presence.* Synchronous devices are ideal for transmitting breaking news and other time-sensitive information. Because the human presence is so “front and center” while using these tools, the ensuing learner experience allays concerns about technology-enabled learning being mechanistic or depersonalized.
4. *Fostering a learning community.* A major benefit of synchronous online learning platforms is the creation of a sense of link between learners and groups. Long-term effects could include improved teamwork and organizational abilities, increased employee retention, increased morale, and the formation of a collective identity.
5. so on) gives you a lot of possibilities for engaging with people who have different learning styles.
6. *Unique functionality.* Many synchronous e-Learning solutions have features and functionality that provide unrivaled potential for quick and efficient learning. Class exercises can be readily recorded and recalled using whiteboarding and marking tools. The ability to share applications enables for quick and easy collaborative collaboration.

Synchronous learning, while its advantage, has significant disadvantage. Disadvantages of synchronous learning listed in various studies include:

1. *It is strictly technology-based.* Of course, this is true of online learning in general; yet, the truth is that some major firms' personnel may still lack the necessary computer skills to complete their training online. As a result, these individuals may find it difficult to participate in a synchronous online training program.
2. *Demands a high-speed internet connection.* True, synchronous learning necessitates a lot of bandwidth, which can be a problem when it comes to online training for a distributed workforce. Using collaborative learning technology to synchronize multiple locations around the world might be difficult, but varying bandwidth capacities can cause major issues.
3. *Local time barriers.* Distance barriers are gone with synchronous learning, but what about time constraints? Because a synchronous learning course requires both employees and trainers to be online at the same time, different time zones can cause communication issues.
4. *Requires careful planning.* When it comes to scheduling conflicts, the aforesaid disadvantage leads to the difficult planning process that synchronous learning necessitates. To ensure full participation in an asynchronous learning course you need to carefully plan your online meetings; however, different time zones can lead

to very limited time frames, as a result, both the training group's identity and the virtual community's interpersonal relationships are weakened.

5. *It is challenging for employees with poor social skills.* Some members of your workforce may not be as social, open, or communicative as others, yet synchronous learning requires active engagement and collaboration. The "quieter" employees may find it difficult to participate in online conversations or online group activities in a synchronous learning environment, and learner frustration is never appreciated in a successful online training program.

Asynchronous learning has a number of major advantages and disadvantages. There are some advantages of asynchronous learning.

1. *Flexibility.* Asynchronous learning can access the content whenever and wherever. It does not need to be in a quiet room with perfect conditions. It can easily watch this with earphones on the train or in the house. Its freedom from schedules can be a significant benefit, especially for working students who have to travel for their work. The Internet allows "anytime, anywhere" access to learning resources.
2. *Study at your Own Pace.* If the students can take in the material on their own, the students are not competing with other students. The students can review certain subjects 10 times before moving on if they like. For students who have the self-discipline to maintain independent learning, instructors or peers are not required. These students are natural subscribers to asynchronous distributed education. For them, pure "distance learning" is possible without the guidance of an instructor.
3. *An Abundance of Choice.* There are countless content options out there. When the students want to discover more about a certain topic, just browse the web for answers. In some cases, it is advantageous to offer additional material for students to read or listen to, for example, more detailed background content on a topic. instructors record these content modules and offer them to students for asynchronous consumption, according to student needs.

In spite of the advantages it has, asynchronous learning also has some disadvantages. Disadvantages of synchronous learning listed in various studies include:

1. *Impersonal.* Although asynchronous learning has many advantages, it lacks the interactions that many students need. It is less collaborative, encouraging, and the students cannot receive immediate feedback. Many students are not capable of fully independent study; they want and need access to human information resources. In asynchronous mode, this is most often provided via email. The higher level of interaction available through online chat rooms often proves beneficial, but with the impact of a schedule of "synchronization" for online sessions. This may not be practical when students and instructors or colleagues are in different time zones.
2. *Requires Discipline.* If the students want to learn as much as they do in the classroom, they will need a lot of discipline to pull them through the material. It is a lot easier to give up on studying when no one is guiding them. Peer interaction is hard to impossible in an asynchronous environment. While online chat rooms may be available for discussion, the fact that each student tends to study a different section of the material greatly reduces the potential for focused discussion.
3. *Time Consuming.* Interactive tutorial material available through a learning management system such as Web, Blackboard, or the non-commercial Moodle system can be a very effective resource for students. However, preparing such



material takes time and producing interactive material can be very time consuming. Many faculty members, already shouldering the full teaching burden, are not in the mood to spend hundreds of extra hours creating interactive tutorials. As a result, institutions wishing to offer the most effective asynchronous courses found it necessary to offer an exemption from teaching one or more courses for this purpose, which would cost a considerable amount of money.

### 3.3. The Implementation of Synchronous and Asynchronous in EFL setting

#### Perception about a/synchronous E-learning

The open-ended and closed-ended questions concerning students' understanding of asynchronous modes revealed that all participants were unfamiliar with the word. Despite the fact that students took online classes using Zoom and other platforms during their distance learning, the words asynchronous and synchronous were not consistently communicated. Nevertheless, they believed that this type of learning was appropriate for the contemporary situation, in which technology plays an increasingly essential part in daily life. They also found the information to be engaging and simple to obtain. When asked whether e-language learning might be better learned asynchronously or not, the majority of the participants responded positively and in support of the language learning methods. In regards to the technology problem, students believe that technology aids and improves their learning efficiency via the usage of simple technologies. Because of the ease of use of the technologies, students are more engaged in the classroom. As a result, students were aware of the digital learning tools that provided opportunities for experiences and learning material. The majority of students thought that integrating education and technology improved personalization and enhanced student participation in speeding learning. According to (Stroud, 2013), if technology is applied properly, it will significantly interest students in their classwork. Encourage the use of accessible technology in the classroom for effective learning.

The usage of higher education video conferencing in synchronized teaching would influence the sense of contact between learners and their teacher, according to (Han, 2013). In comparison to classes that do not employ videos, Han discovered that students in courses using instructor videos can overcome the sense of being far away from the teacher. (Moore, 1993) discussed transaction distance, and Han believes that transaction distance may be addressed through the use of video-assisted instruction. He feels that working closely with instructors and peers can help to reduce transaction distance. Transactional distance is a teaching phenomena, according to (Moore, 1993). Learners will have the opportunity to learn while living apart from their mentors and classmates, collaborating with one another and forming relationships. In online courses, participants may experience varying levels of transaction distance, which are primarily determined by the level of shared conversations, the content selected by the teacher for them, and the course's level of autonomy (Park, 2011).

Asynchronous learning, unlike Synchronous e-learning, is self-paced, allowing individuals to exchange ideas or knowledge without relying on other participants' simultaneous participation (Pattnayak & Pattnaik, 2016). Some applications, including as e-mails, Wikis, discussion forums, network-supported textbooks, and hypertext texts, can be utilized in asynchronous learning. Learners can work on assignments, conversations, and questions at their leisure (Buelow et al., 2018). Individual participant interactions in asynchronous courses, however, are incapable of instilling a feeling of shared social life or involvement in online education (Garrison & Cleveland-Innes, 2005)

Participants in asynchronous online learning are seeking for information posted by their teacher or attempting to engage in relevant learning tasks, according to the researchers. Fortunately, today's online learning resource designers have been able to comprehend and incorporate the underlying nature of social interaction, as well as various factors such as physical, social, emotional, and psychological aspects, and their relationship to learners' participation in online courses (Yamagata-Lynch, 2014)

Some students' perceptions of synchronous and asynchronous e-learning, according to (Friska, 2021), are as follows;

1. The majority of students believed that using e-learning to aid learning is a good idea, and they had a positive attitude toward e-learning in general, whether synchronous or asynchronous.
2. The majority of students have a favorable attitude and are extremely comfortable with asynchronous e-learning lectures since they may modify the time and place in which they attend lectures.
3. In terms of quota, half of students believe asynchronous lecture is more efficient than synchronous learning.
4. Students have little trouble accessing learning materials, ensuring that the teaching and learning process runs smoothly, but some students are skeptical that the materials provided would help them learn more simply and efficiently.
5. More than half of students agreed with that they find it difficult to express their opinions and ask questions directly to the professor, and vice versa.
6. Most students believe that lecturing synchronously through video-conference is more comfortable and engaging since they can immediately ask questions about confused explanations, just like in a real class.
7. Students are highly motivated and enthusiastic to attend synchronous lectures, and the majority of them agree to be punctual when teaching.
8. The majority of students said that information delivered in real time helped them grasp more readily; this is a good and beneficial thing.
9. The students believe that simultaneous teaching helps them comprehend the topic better. In other words, the lecturer's direct delivery of content improves student understanding.

Many research have looked at students' views regarding asynchronous and synchronous types of feedback in EFL writing, in addition to examining their efficacy. In the relevant literature, students' choices for these two approaches have shown varied findings. (Chang, 2009) discovered that students had conflicting feelings about asynchronous and synchronous modes, and that they saw distinct benefits from these two modes (Ho, 2015; Ho & Savignon 2007).

### **E-Writing classroom in a blended a/synchronous modes**

This section asked participants if they thought the writing skill might be best learned asynchronously or synchronously in online settings. Because of the distant learning circumstances, the blended learning modalities were chosen for the participants' academic achievement. The positive attitude of their learning style led to their preference for using mixed modes of an asynchronous platform. The use of a blended style of synchronous e-learning via Zoom and the Whatsapp group platform aided students in interacting and sharing work-related issues.



The additional board had a beneficial impact on online learning, allowing students to interact in new ways (Oztok et al., 2013). Furthermore, the synchronous online environment aided in the development of a better comprehension of the information provided in asynchronous learning, which would include deep learning (Perveen, 2016). While the edmodo platform's asynchronous mode was used to distribute learning materials, it also helped students develop self-learning skills. The media offered cognitive exercises, which were task-based and supported by an assessment procedure (Riwayatiningsih & Sulistyani, 2020). Students said that being a part of an online mixed synchronous and asynchronous course allowed them to engage in active learning in a flexible learning environment where they didn't have time to remain inactive. Students' responses show that they were able to continue participating in asynchronous activities because of the mixed format and witnessing how the asynchronous activities led to the synchronous meetings. This preference agrees with (Yamagata-Lynch, 2014) that students were able to participate in spontaneous discussions through synchronous communications, while asynchronous communications allowed them to prepare and reflect on responses to discussion topics that were designed for any given week. In agreement with students' perceptions of wattpad, the findings of the interview revealed that the tools aided them in establishing diverse vocabularies in composing in many genres in creative writing. On the other hand, they demonstrated that wattpad settings offer certain benefits in terms of time savings and rapid response. They noted that using technology, particularly wattpad, may help with issues like motivation and completing tasks without feeling rushed.

Furthermore, the description of the students' experiences with online distance learning resulted in the following points: (a) online evaluations are meant to be delivered solely based on subjective judgements of effort and proficiency. To avoid academic performance gaps, teachers must guarantee that students are assessed in their online classrooms in the same way they do in their face-to-face classes. (a) While working from home may appear to be a wonderful concept, teachers are responsible for facilitating online discussion boards in order to encourage participation and collaboration. (c) teachers can plan time ahead of time for live question and answer sessions during the scheduled live lecture, allowing students to respond to the topic immediately.

#### 4. CONCLUSION

This paper has discussed the definition of synchronous and asynchronous learning. This paper discussed both the advantages and disadvantages of applying the learning, both synchronous and asynchronous in teaching EFL. (Ene & Upton, 2018) indicated that efficiency of learning may be influenced by the relationship between the usage of synchronous and asynchronous technologies.

The writers get some result from the studies that the students were familiar with the words of synchronous and asynchronous. Moreover, they use zoom and other platforms during their distance learning. However, they believed that this type of learning was appropriate for the contemporary situation, in which technology plays an increasingly essential part in daily life. In addition, the students believed that technology aids and enhance their learning efficiency usage of simple technologies or platforms. The writers get some result from studies that the students revealed the implementation of synchronous and asynchronous allowed them to engage in active learning in a flexible learning environment where they did not have time to remain active.

The synchronous and asynchronous learning can help the students to enhance language skills such writing skill, for example, Edmodo and Wattpad. They noted that using technology, particularly, Wattpad may help them in establishing diverse vocabularies in

composing in many genres in creative writing and may help issues like motivation and completing task without feeling rushed. Finally, the teachers, instructors, and administrators have to consider the students' need and background knowledge in implementing synchronous and asynchronous learning in teaching EFL.

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