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Exploring Pre-Service Teachers Experiences towards Synchronous Online Learning amidst the Covid-19 Pandemic

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Abstract

As a result of the COVID-19 pandemic, learning systems all around the world have shifted from traditional classrooms to online learning. Synchronous learning developed to promote online learning interactions via audio, video, text chat, interactive whiteboards, and app sharing through audio, video, and text chat. This study focused on how the English Language Education Department (ELED) pre-service teachers experience in participating in synchronous online learning during covid-19 pandemic. The participants involved in this research are six ELED pre-service teacher. This research was conducted at English Language Education Department at one Islamic Private University in Yogyakarta. As a research design, the researcher used descriptive qualitative. The information was obtained through an interview. The result showed that pre-service teachers participated in synchronous online learning activities such as listening to lectures, doing a group discussion, doing a presentation, and completing evaluations. There were also various tools that made learning easier for pre-service teachers, such as sharing screen, recording, camera, and microphone. Regarding the perceptions of the ELED pre-service teachers, this study found positive impact and the negative impact of synchronous learning. The positive impact was flexibility in learning, variety ways of learning, live interaction, and more autonomous learning. Otherwise, the negative impact of synchronous learning was missed learning activity, lack of interaction, undelivered message, and feeling isolation.

Keywords: Synchronous learning, online learning, COVID-19 Pandemic, pre-service English teachers

Introduction

In education, the use of information, communication, and technology (ICT) is very beneficial in facilitating the learning process, especially at the higher education level. Mobile computing, social networking, and open source software have opened up new opportunities for building a learning environment in which self-learning is characterized by personalized learning and time can be established (Rahmawati, 2019). ICT provides benefits and experiences such as convenience, flexibility, and the ability to collaborate and interact with professors and other students from different locations.

Because of the COVID-19 pandemic, students are unable to attend school, the only option is to switch from traditional education to online learning. According to Langford and Damşa (2020) academics, administrators, and ICT support staff are working across the country to quickly implement full online learning. Students can learn without needing to meet in person or have physical contact with friends or lecturers through online learning.

Synchronous online learning is a suitable alternative university classes. Synchronous learning seems as traditional face-to-face class but in a virtual form. According to Bower et al. (2017) Images, audio, and video captured in the real world are projected like a mirror, and the virtual participant's avatar is projected into the virtual world's monitor screen. As a result, students can express themselves, speak up, and share their ideas in the synchronous learning session, just as they would in a traditional classroom.

Several studies have been conducted to investigate the adoption of synchronous online learning. Wang et al. (2018); Shukri et al. (2020); Bower et al. (2015) found that students could get the benefit from the flexibility of blended synchronous learning environments, such as increased information accessibility, the convenience of attending lessons from remote locations via two-way video conferencing, and time savings. In a research done by Martin et al. (2012); Rahayu (2020); Zydney et al. (2019) found that many elements, such as text chat and webcam, that facilitated interaction between the students and the instructor, made online synchronous learning simple to use. Meanwhile, a study conducted by Rinekso and Muslim (2020); Bower et al. (2015); Romero-Hall & Vicentini (2017) found that poor internet access, auditory noise, and task confusion were shown to be difficulties in implementing online synchronous learning.

Those previous studies investigated on the implementation of synchronous online learning such as significances of synchronous online learning, feature and drawbacks of synchronous online learning. However, the purpose of this study is to explore into pre-service teachers' experiences with synchronous learning, particularly in terms of the memorable activity, positive impact, and negative impact that synchronous learning had on language acquisition during the COVID-19 epidemic. Then, two following research questions are formulated to make this research focused.

1. What are the pre-service teachers' experiences in participating synchronous learning at ELED of one of private Islamic university in Yogyakarta During pandemic Covid-19?
2. What are the perceptions of the positive impact of synchronous online learning as perceived by ELED pre-service teachers?
3. What are the perceptions of the negative impact of synchronous online learning as perceived by ELED pre-service teachers?

Method

In this section, the researcher discusses the research methodology used in this study, as well as the research design, research participant, research instrument, data collection method, and data analysis.

Research Design

As a research method, the researcher used a qualitative approach. The researcher chose qualitative study because he wanted to understand more about pre-service teachers' experiences participation in synchronous online learning during the covid-19 pandemic. According to Creswell (2012), qualitative research is a method for investigating and comprehending the meaning attributed to individuals or groups in the context of social or human problems. As a result, qualitative research is appropriate for this study since it allows researchers to collect data based on participants' experiences, allowing them to obtain in-depth information.

Research Participants

Six pre-service teachers from the English Language Education Department of a private university in Yogyakarta took part in this study. Each batch of 2017, 2018, and 2019 had two pre-service teachers selected. The researchers needed diverse and in-depth information, so they chose participants from three separate groups.

Research instruments

Depending on the situation, the interview was performed face to face utilizing synchronous applications or over the phone. The interview was recorded by the researcher. The researcher was able to obtain responses from all of the participants that were otherwise difficult to remember, allowing the phrases, concepts, and facts to be fully transcribed. According to Creswell (2012) The researcher conducts interviews with the participants, which are unstructured and often open-ended, with a limited number of questions aimed at eliciting the participants' ideas and opinions.

Data Collection Method

The data for this study was gathered through interviews. An interview is a conversation in which questions and answers are used to collect information from willing participants who often recognize unconsciously that they already have the information they require. As a result, an interview was acceptable for this study since

the participants were allowed to share their experiences, and the researcher was able to collect data based on their perceptions.

The researcher chose open-ended questions because of the way the research plan was built. Researchers can ask follow-up questions to clarify the information provided by open-ended inquiries because they are adaptable (Cohen et al., 2009). Open-ended questions can help the researcher collect data by allowing participants to give their opinions or viewpoints in response to research inquiries. The researcher could collect in-depth information regarding the experience of pre-service teachers engaged in synchronous online learning during the covid-19 pandemic by using open-ended questions.

Data analysis

After obtaining the data, the final stage was to analyse it. Transcribing the data, member checking, and coding the data were the three processes taken by the researcher to analyse the data in this study. The following is an explanation:

Transcribing. Transcribing was the initial step in the data analysis process. The transcription process, according to Creswell (2012), is the method of converting audio recordings or field notes into text data. All of the information from the previous interview was transcribed by the researcher.

Member checking. Through member checking, the interview transcripts were clarified to determine the legitimacy of the interview. Member checking was a procedure that allowed respondents to rectify factual inaccuracies, add extra information, or record interview data information (Cohen et al., 2009). The participants were given the transcript by the researcher, who requested them to review it.

Coding. The following step was to begin coding. "Coding" is defined as "the process of arranging data by bracketing pieces (or text or image segments) and adding a word in the margins that represents a category" (Rossman & Rallis, 2012, as cited in Creswell, 2012, p. 219). There were three stages: open coding, axial coding, and selective coding. The explanation is presented below:

Open coding. The first step in coding was open coding. Information was developed using open coding based on categories (Creswell, 2012). Researchers generated conclusions from the responses of the participants to each question.

Axial coding. It was a stage of coding in which a detailed analysis was performed on a very short textual segment but in a larger extract of the entire text. Axial coding, according to Creswell (2012), picks one category and places it in a theoretical model. The researcher classified each statement item that had the same meaning for all participants.

Selective coding. The key types of text data that only answer study questions were discovered and classified by the researcher. The researcher used selective coding to tell stories about the connections between those categories (Creswell, 2012). It was a procedure in which just the "key" categories and those that needed additional clarification were chosen, with the rest of the categories being filled in with descriptive information and addressing the research questions.

Findings

This study looked into the experiences of ELED pre-service teachers who took part in synchronous online learning. The research findings are obtained through an interview with six people. Expert arguments were also employed to support the data. This section goes about the discovery in further depth. The first part discussed experiences of pre-service teachers in synchronous learning at ELED of a private Islamic university in Yogyakarta during the Covid-19 pandemic. Second part discussed ELED pre-service instructors' assessments of the positive and negative effects of synchronous online learning.

Pre-service teachers experiences towards synchronous online learning

The researcher discovered certain information connected to pre-service teachers' experiences participating in synchronous online learning, such as learning activity in synchronous learning and Synchronous learning features that help pre-service teachers, based on the collected data. The following are the explanations:

Learning activity in synchronous learning

Listening to the lecture presentation. The finding revealed that During the session, the instructor developed an interactive PowerPoint to be transmitted through videoconferencing. Not only were meeting papers provided, but also video and other media that could be used in video conferencing. During the interview, Jett and Reyna stated, In the learning processes, the lecture supplied content such as an explanation of the presenting material, and the students were only required to listen to it.

Pre-service teachers listened to the lecturer describe the learning material in this session. The lecturer would lead the session by offering some notes while describing the topic and highlighting the major point by underlining the issue (Pujasari, 2021). As a result, even though the students and the instructor are separated, the lecturer will assist in student learning by explaining the topic and providing direction, just as in a traditional classroom.

Doing a group discussion. After the lecturer's explanation of the topic, a group discussion was held based on the data collected. Jett noted instructors use technologies like MS Team, Zoom, Google Meet, and others. During lectures, activities like as discussions are conducted out via the Zoom/Ms Team platform. Sky added It might be between friends, or it can be students with the lecturer. Raze also added that she

discussed the content presented by the lecturer with friends, we have a discussion in the breakout area to discuss the tasks that will be assigned, or the lecturer asks us to discuss the material learned today.

Doing a presentation. After the pre-service teachers finished their group discussion, they did a group presentation. After hearing the lecturer's perspective on the subject, the pre-service teachers were requested to share their thoughts on the subject. Reyna stated, "sometimes I get assignments to do a presentation". Then the first participant, Jett, also showed his agreement to this idea. He mentioned, "Through synchronous online learning tool, we can use sharing screens with each other with audiences, when there is a presentation task, we can immediately show our presentation". Raze also explained, "we make media presentations in the form of videos and, it explains the material that would be taught or would be studied at the next meeting".

According to the statement above, pre-service instructors were supposed to present their ideas in this activity. In line with that statement Fuadi (2021), found that the teacher asks each group to discuss significant questions, after which the replies from each student are gathered and organized, and lastly, each group must present the results of their discussion.

Doing an evaluation. Quizzes or questions and answers at the end of the course might be used to assess the students. Sky and Reyna stated that there would be an evaluation question and answer at the end of the lesson. During the interview, Sky explained, "There is a quiz every week". Furthermore, conducting quizzes might provide learning variety, ensuring that it was not monotonous. Sky said, "The rest of the activities are like quizzes using Kahoot! or Mentimeter or something like that. It's more like an assignment, so students don't get bored". And Omen added "The lecturer also gives questions and quizzes so that we don't fall asleep".

Doing a task through quizzes and question and answer will give variety to learning and keep it from becoming monotonous. It also, offering an assessment is an indicator of the learning performance. The use of ICT can improve the assessment process by providing immediate feedback, generating self, peer, and group assessments, and using learning analytics to notify teachers and students about the learning process (Rapanta et al., 2020).

Synchronous learning features that ease pre-service teachers

The findings revealed that various features that supported learning and made the process easier, such as sharing screen, recording, camera, and audio, were discovered to facilitate pre-service teachers learning and make the process easier for them. Each characteristic will be discussed in detail in the following paragraph.

Share screen. Omen, Raze and Reyna said that the most helpful tool, in my opinion, was share screen, which was similar to a whiteboard and served to clarify the

material we were learning in better detail. As a function, there was material in the sharing screen that would be explained by the lecture.

Based on the prior statements, it can be stated that the share screen performed the same function as a whiteboard for displaying all learning materials. The shared screen feature, according to Park and Bonk (2007) allows users to upload a range of electronic materials to share a visual display during the presentation, while the Breeze voice conference feature lets participants to converse audibly.

Recording. With recording feature, we can record any activity in synchronous learning. Raze said, “we can record any material in the course that day”. In addition, Jett also added, “The most useful feature is the video recorder, so all activities carried out in learning can be recorded so if we forget or miss a class, we can replay the material from its stored recording”.

It can be stated that recording can help pre-service teachers understand the subject by allowing them to replay it. Carrington et al. (2010) found that students can use recording to make up for missed classes or to study and strengthen their knowledge of the content.

Camera and microphone. Synchronous online learning includes built-in video and audio for real-time communication. Yoru explained, “With these features, I can interact in two directions, either by videocall or by voice”.

It can be stated that the camera and audio facilitate communication for asking and answering questions. According to Mougiakou et al. (2020), the student could use the microphone or even the camera to ask questions of the instructor or to answer exercises.

In general, some participants also mentioned features that make synchronous learning easier for them. Raze mentioned, “the features that are commonly used in the application are share screen, chat, breakout rooms, and cloud memory to save material”. Jett and Omen also said, they can use features such as screen sharing and recorder, power point, and microphone. In addition, Yoru said “The features used during the learning process are video, green screen or backdrop and recording video, webcam, and others”.

Even though they were far apart, the qualities of online synchronous learning made it easier for them to communicate and learn. According to Martin et al. (2012) students loved the direct response from instructors, as well as the public and private chat options for interaction, the screen sharing tool, videos, and the ability to examine archived material.

The Positive Impact of Synchronous Learning

The positive impact of synchronous learning is the subject of the second study question. Pre-service teachers benefit from the change from traditional face-to-face to

online synchronous teaching methods because they have more flexibility in their learning, a greater variety of learning methodologies, live interaction, and more autonomy. Each impact is explained in detail below.

Flexibility in learning

Synchronous online ¹⁴ learning can be implemented in a variety of ways and can promote the emergence of independent learning. During interview session Jett and Omen said that online synchronous learning makes it easy for me to learn because I can use a laptop and the internet from anyplace, so we don't have to come to campus. In line with Jett and Omen, Reyna said the convenience of online synchronous learning was that it might be done from anywhere. Sky also added, "for the positive impact so that we can complete all of our activities, so what is like college activities and my activities are also running well". Raze also mentioned, "with this synchronous learning, it can help me study with my lecturers and friends even though I don't meet in person".

As a result, we can see how online synchronous learning affects flexibility for pre-service teachers, allowing them to continue their learning activities even if the Covid-19 pandemic strikes. This was in line with Mustopa and Hidayat (2020) statement that students might communicate readily with synchronous learning applications regardless of distance, location, or time constraints.

Variety ways of learning

In a variety of ways, synchronous learning provides wider access to more inclusive learning. It is like what Jett and Reyna mentioned that Synchronous online learning applications make online learning easier. For example, if pre-service teachers miss the material, you can review it again from the recording and you can also make presentations and discuss with friends. Synchronous learning was also linked to the internet, allowing pre-service teachers to access additional resources during the learning process. Sky said, "If the teacher is explaining, we don't know we can search first through internet". In addition, Omen and Reyna said, "Then the material delivered is also usually sent, so it is easier for us to get the source".

This statement implies that synchronous online learning provides more learning opportunities than face-to-face learning. With more learning methods to choose from, such as live interaction, online learning resources, and sharing content, pre-service teachers can learn in the most convenient way for them. According to Irvine and Richards (2013) ¹⁷ broad access learning aims to empower students to customize how they interact with their instructor and peers in a course.

Live Interaction

The lecturer could provide a direct explanation of the material to pre-service teachers. Sky said, "Then there are those who think that the course is interesting, because it looks like the explanation is only ten and fifteen minutes long". It also included a camera so that everyone could see each other. Reyna also mentioned "Usually when studying online, the students are told to go on cam by the lecturer". Reyna and Raze also said that synchronous learning helps pre-service teachers in learning so that during a pandemic, they can ask direct questions to lecturers, making it easier for them to ask questions about the material to be studied.

Pre-service teachers could interact directly with teachers and their friends using cameras and audio connected to the internet. It enables them to stay connected and engage in learning activities similar to traditional face-to-face learning. Bondi et al. (2016) Synchronous learning allows for multifaceted collaboration, and it was simple to integrate into a learning management system.

More Autonomous Learning

Pre-service teachers can get the benefit from synchronous learning since it allows for more personalized learning and a flexible structure for involvement, which can make them feel more autonomous. Yoru said "online synchronous learning is more independent and more individual learning. The advantage is more self-study, this means that I am more able to explore knowledge independently".

This indicated that online synchronous learning allows pre-service teachers to be more autonomous in their learning and to explore learning knowledge on their own. When it came to synchronous learning, autonomous learning was crucial. Pre-service teachers were needed to plan, organize, and analyse their own learning while also maintaining their learning motivation. Learner autonomy was a less visible feature of all teaching and learning, but it was an important component of transactional distance theory and student engagement in distant education (Mcbrien et al., 2021)

The Negative Impacts of Synchronous Learning

The finding revealed that synchronous learning has negative impacts. All of the participants felt that synchronous learning was difficult for them. Every challenge that perceived by pre-service teachers will have a negative impact on their learning. Each effect was described in detail below.

Missed the learning activity

Pre-service teachers' major issue when participating in online synchronous learning is network connection issues. Omen and Raze claimed the signal was lost, and that when they use Wi-Fi, the power goes out, so sometimes

what was being explained didn't sound clear, and we couldn't get all of the information we needed, and we couldn't keep up with the teachings. The next participants, Reyna stated, "The impact on me was that sometimes I'm confused about how to take online classes. Because usually the Wi-Fi doesn't work, then the internet quota runs out again, so I have to take online lectures at a friend's place".

Furthermore, inadequate connections frequently result in application failures, which have an impact on pre-service teachers' learning. Jett stated, "The bad thing about virtual classes was too hard to understand the material, it makes me sleepy too then sometimes the signal was lost, and the internet quota was also wasteful, so sometimes I go in and out of the learning room, so I sometimes miss material". Raze also added "Sometimes when we take a synchronous class, we are standby at home and listening to the lecturer's explanation, but suddenly we are thrown out, whether it is before the signal or whatever, it became one of the problems so sometimes because of that we couldn't keep up with the lessons that day".

It may be concluded that pre-service teachers sometimes do not participate in learning because they must leave or are unable to enter due to internet interference. Mustopa and Hidayat (2020) stated students agree that they struggle to follow the lesson since not all regions where they live have a good cellular connection, as a result, they are less than optimum when doing online learning, acquiring lecture information, and collecting college tasks.

Lack of Interaction

The findings revealed that synchronous learning's lack of communication is a severe issue. Sky said, "From the communication aspect, the obstacle I experienced was more when the lecturer explained that there was less communication between the lecturer and the student, for example, there was interaction in the learning, it was like explaining, the lecturer asked whether the students had understood the material or not, but no one answered". According to Reyna and Yoru, synchronous online was less interesting, but that was alright because of the situation; usually, not all students engaged, so teaching and learning activities were a bit passive.

It revealed that pre-service teachers' learning experience can be affected by a lack of interaction. Less attractive learning materials may be one of the reasons for the lack of interaction between pre-service teachers and lecturers, but technological restrictions may also be a factor. There was limited student interaction, and some students expressed dissatisfaction with technology issues that affected their study (Mcbrien et al., 2021).

Undelivered message

The findings revealed that audio issues had a considerable detrimental influence on learning in online synchronous learning, where audio was one of the supporting elements for two-way communication. Raze said, "Sometimes the

lecturers can't listen to the questions we ask so that what we want to ask was not answered".

Because the message was not transmitted adequately, the phrase implies that low audio quality has a negative impact on communication. Noise happens as a result of sound leakage from devices that do not support it or from not using headphones or a microphone. Furthermore, Huang and Hsiao claimed that low audio quality can cause delays and interrupt conversation as well as the transmission of learning content (as cited in Chen et al., 2020).

Feelings Isolation

Pre-service instructors were negatively affected by feelings of isolation. In addition, a lack of enthusiasm and laziness in participating in learning activities may result in poor teaching and learning outcomes. Sky said, "Online synchronous learning was less effective, not all students seem to pay attention to their lecturers, sometimes there are also lecturers on camera themselves, I mean, the students are even off camera, some even lie down or do other activities". Omen declared, "It was more boring because you just listen to people talking without meeting them and then sometimes the material presented was not very clear". Sky stated, "Online classes seem to be less effective for classroom learning, if we go online, we only see the laptop screen and we have to be forced like we have to know and understand". Raze added, "Others even like to fall asleep". In addition, due to the long distance, the feeling of isolation also reduces the level of pre-service teachers participation in online synchronous learning. Yoru said that pre-service teacher were less able to apply and use their information directly, either in a practical way or through classroom teaching and learning activities.

According to the findings, pre-service teachers who feel isolated are less likely to pay attention in class. According to Romero-Hall and Vicentini (2017), pre-service teachers felt unable to network and form relationships with one another because of the distance.

Conclusion

The findings of this study revealed synchronous learning processes during the COVID-19 outbreak. During synchronous online learning, the pre-service instructors used videoconferencing to listen to their PowerPoint lecture presentation. Video and other assets that can be used in videoconferencing were included in the materials. After listening to the material, the pre-service teacher participates in a group discussion session using MS Teams, Zoom, or Google Meet. Pre-service teachers typically presented the results of group discussions either in a group or

individually after conducting them. The pre-service teacher then completed an evaluation from the lecture before the class ended.

During the COVID-19 epidemic, the research found that pre-service English teachers had positive impacts on synchronous learning. Participants believed that synchronous learning could be done from anywhere with an adequate internet connection. The participant stated that they still had live interaction with the professor and their peers during synchronous learning. Synchronous learning involves both autonomous learning.

On the other hand, the researcher discovered a detrimental influence on pre-service English teachers. Several unfavourable impacts were mentioned by the participants. A difficulty arose for several people who did not have stable internet connections. Because of their unreliable internet connection, the participants did not participate in the synchronous learning. The findings also indicated synchronous learning's lack of communication. Several students were unresponsive to what was going on in the classroom. Hardware support had an effect on synchronous learning as well. Not every participant has a device that can be used. Audio noise, for example, can disrupt ³³ the teaching and learning process by preventing the message from being heard clearly.

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