STUDENTS' PERCEPTIONS TOWARDS COLLABORATION SYNCHRONOUS AND ASYNCHRONOUS INSTRUCTION FOR EFL LEARNERS' READING COURSE

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Abstract

Considering the pandemic COVID-19, the Indonesian' s government considered that distance learning was employed by using full online learning. The research explores the EFL students' perception toward distance education during Covid19 Pandemic with online collaborative synchronous and asynchronous which was employed in EFL Students of English Department of a private college in Indonesia. This research used a descriptive case research using purposive sampling techniques by taking 27 students from English Department at STKIP PGRI Jombang. The online questionnaire was used to collect data on the perception of students by toward collaborative synchronous and asynchronous instruction. The items of questionnaire are adapted from the technology acceptance model (TAM) constructed by Davis, 1989. TAM is probably the most widely used measurement technology acceptance framework, and many previous studies have shown its empirical validity (Basri & Paramma, 2019 and Wiyaka et.al., 2018). The quantitative data was collected using an online questionnaire posted on Google Forms. The method of descriptive case research in terms of percentage has been used for data processing. The result of this research indicated the positive perception of those EFL students of English Department at STKIP PGRI Jombang who took Critical Reading by implementing collaborative synchronous and asynchronous instruction held on the use of online platforms. Further research can refer to this Technology Acceptance Model in determining a suitable ICT integrated learning program between various platform and the user expectations of the online platforms used.

Keywords – Synchronous and Asynchronous collaboration, Students' Perception, Distance Education, Reading Course

Introduction

Today, the coronavirus pandemic has impacted negatively on education systems all across the world, forcing many schools and institutions to close. In more than 100 nations, efforts to prevent the development of COVID-19 through non-pharmaceutical therapies and preventive measures like as social detachment and self-isolation have resulted in the widespread termination of elementary, secondary, and secondary school. Early epidemics of infectious diseases resulted in widespread school closures.

While the pandemic is still ongoing, the government has decided that no learning should take place in the classroom (Syah 2020). It is implemented in Indonesia in areas such as the "black zone," "red zone," "orange zone," and "yellow zone." As a result, distant learning is highly recommended to be implemented at all levels of school, particularly in current epidemic (Wicaksana 2020).

E-mail, whatsapp, instagram, google classroom, google meet, zoom meetings, microsoft teams, youtube, telegram, and other applications can be used for either online teaching or online learning. The lecturer may provide materials in a variety of formats, including videos, articles in journals or proceedings.

There are two types of e-learning: synchronous and asynchronous. Synchronous learning environments allow for real-time engagement, which can be collaborative in nature activities (Salmon, 2013), such as an instructor's lecture with a question-and-answer session.

A synchronous session, on the other hand, necessitates the attendance of both students and teachers at the same time. Asynchronous environments, on the other hand, are not timed, and students can work on activities at their own leisure.

Asynchronous e-learning is the most used online learning method (Parsad & Lewis, 2008 cited in Perveen, 2016), as students are not time-consuming and can respond at their leisure. The chance to respond late allows them to make use of their skills in higher levels, because they can continue to think about a problem over a long period of time and develop divergent thoughts. The spontaneity of expression is substituted by a constructed response.

Using asynchronous make students have more time to have critical and creative thinking Asynchronous learning promotes self-paced, independent, and student-centered learning. Asynchronous e-learning can build on students' prior knowledge by introducing new concepts (Lin, Hong, & Lawrenz, 2012). Less reliance on memory and notes, as well as more opportunities for discussions with peer groups, support in the development of critical thinking and deep learning (Huang & Hsiao, 2012). Shyness is lessened of the distance mode, which eliminates the teacher's fear. Because there is less pressure than in real situations, the affective filter remains low, allowing learners to respond more innovatively and creatively.

Students in a synchronous engagement are both connected on to the same network at the same time, reading and responding to each other's messages in real time, and conversing in real time. Due to the presence of the teacher and classmates, synchronous sessions can result in high levels of motivation to stay engaged in e-activities (Yamagata-Lynch, 2014; Perveen, 2016 & Nikmah et al.,2020). Instant feedback and answers can assist students in resolving any problems they may encounter while learning. Facial expressions and voice tones can help them have a more human feel and lead to global interaction at a low cost.

Collaborative synchronous and asynchronous instruction is implemented in learning process. Based on the preliminary interview conducted by us in English language education department, at STKIP PGRI Jombang, some of lecturers have implemented both synchronous and asynchronous collaboratively. One of the classes that employed synchronous and asynchronous collaboratively was Critical Reading course.

Reading is no exception to e-learning. Technology facilitates access to information, particularly in digital formats. According to Ruzika et al. (2018), when students connect to the internet, they have many optional tools to access information, such as WhatsApp groups, online news, Wikipedia, journals, and so on. Digital texts offer readers a new text format to interact with in terms of view, font, and color. Digital texts have essentially provided readers with a new reading experience.

Based on the result of preliminary interview with the lecturer of the Critical Reading course, she said that she implemented both synchronous and asynchronous collaboratively to accommodate the weakness of each instruction, synchronous or asynchronous only. She said the students got the reading course by using some online platforms with synchronous and asynchronous instruction to comprehend the text better. Thus, the lecturer admitted that the benefit of collaboration synchronous and asynchronous instruction for students' engagement and task completion.

Before this study, there have been several studies regarding to teaching e-learning with synchronous or asynchronous. Perveen (2016) conducted a qualitative study to investigate how to assess e-language learning analytics using the constructivist approach of collaborative knowledge construction. The findings revealed that asynchronous e-language learning was quite beneficial for second language (L2) learners, but there were some limitations that could be addressed by synchronous sessions. Based on

the findings, the researcher proposed a hybrid of synchronous and asynchronous paradigms in order to create an ideal environment for e-language learning in Pakistan. Nikmah et al. (2020) investigated synchronous and asynchronous e-learning: Arabic distance learning during the covid-19 pandemic. Their findings indicate that synchronous e-learning is the most commonly used method in Arabic distance learning for two departments. Another department, on the other hand, prefers asynchronous learning. Nguyen and Pham (2021) used a control group (face-to-face oral role play) and an experimental group to investigate the effects of synchronous online discussions in foreign language classrooms (synchronous online discussion). According to their findings, there were no statistically significant differences in either speaking or writing proficiency between the two groups at the end of the semester. However, both groups demonstrated a significant improvement in speaking and writing skills between the beginning and end of the semester.

Some studies have also focused on students' perceptions of synchronous or asynchronous e-learning. Rustika et al. (2018) used Schoology to investigate students' perceptions of the design of an asynchronous online discussion. They discovered that students had a positive perception of the design of asynchronous online discussion. Ghazal et al. (2015) investigated how postgraduate students' perceptions of synchronous distance education classes changed using Skype-based video conferencing. The findings show that after participating in the online sessions, students' perceptions changed and they were able to clearly recognize the opportunities provided by synchronous education via the Internet. They discovered that the most significant issues in synchronous distance education were disconnection and audio issues.

Compared with the previous studies, this present study and those previous studies investigate teaching e-learning with synchronous or asynchronous and students' perception on teaching e-learning with synchronous or asynchronous learning. Meanwhile, the investigation of students' perception on the design of collaborative synchronous and asynchronous e learning is not the main concern that was investigated in the previous studies. Since the benefit of collaborative synchronous and asynchronous based on students' perception was highlighted, it is important to investigate through this descriptive case study.

This study was conducted at STKIP PGRI Jombang, Indonesia, especially in English Language Education Department. The study took place in a Critical Reading course of the English language education department. We used a descriptive case study methodology to describe the different perceptions students had toward collaborative synchronous and asynchronous instruction for EFL learners' reading comprehension.

This goal of this study to explore the students' perception toward collaboration synchronous and asynchronous instruction in EFL learners' reading comprehension. The overarching question leading this case study is: What are the students' perception toward collaboration synchronous and asynchronous instruction in EFL learners' reading comprehension?

Methodology

This was a descriptive case study with a holistic and interpretative approach as defined by Cresswel (2012) and Yin (2014) that the goal is to portray precisely a phenomenon which exploring the implementation of online collaborative platforms on a Critical Reading course in STKIP PGRI Jombang. Yin (2014) states that the goal of descriptive case study is to portray precisely phenomena. According to Cresswel (2012) a case study is investigating on a single unit to produce depth holistic description, To answer the research questions, the researcher employ descriptive quantitative which is defined by Cresswel (2012) and Yin (2014) as a procedure for

collecting, analyzing descriptive quantitative case study design.

It is a descriptive case study with a holistic and interpretative approach as defined by Creswell (2012) and Yin (2009 & 2014), which aimed at describing how the students' perceptions are using Google classroom, Zoom cloud in meeting and Telegram Apps as online collaborative platforms in Critical Reading course. The quantitative data was collected using an online questionnaire posted in Google form.

The students participated in this research are from critical reading class of English education department of STKIP PGRI Jombang. We decided to carry out this research with these students because they are taking critical reading class by using collaborating online platform as their distancing learning. There are 27 students, 7 male and 20 female registered in Critical reading class based on online class. Their ages ranged from 20 to 25. They ire enrolled in English education department.

This research was administered at the end of the Critical Reading class in academic year 2019/2020. Before conducting a research, I took permission first to the lecturer of English department who are teaching Critical Reading to conduct the research.

The data are collected through an online questionnaire. The questionnaire consisting 17 items was put on a questionnaire provided by online questionnaire. In this case, we chose a Critical Reading class. Then sharing the virtual questionnaire via Google doc to all students who are attending in Critical Reading class by using collaborating synchronous and asynchronous instruction

The research instrument consists of a questionnaire using 5-point Likert response scale where 5: Strongly agree (SA), 4: Agree (A), 3: Neutral (N), 2: Disagree (D), and 1: Strongly Disagree (SD). The items of questionnaire are adapted from the technology acceptance model (TAM) constructed by Davis, 1989 with little modification as it excludes the external

factors such as the availability of the internet access, and the support from the administration. TAM is probably the most frequently used framework for acceptance of measurement technology and many previous studies show its empirical validity. (Basri & Paramma, 2019 and Wiyaka et.al., 2018). The questionnaire consists of 17 close ended questions using a five –Likert Scale involving strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD).

The questionnaire was administrated to figure out the students' perception toward the implementing collaborative synchronous and asynchronous instruction in Critical Reading course by using Zoom, Google Classroom and Telegram. The questionnaire was shared to all students who are taking Critical Reading course in English Department of STKIP PGRI Jombang virtually via Google doc. The measured items include perceived ease of use (6 items), perceived usefulness (6 items), attitude toward usage (3 items), and behavioural intention to use (2 items).

The data from students' close ended questionnaire was presented in percentage of statement has been employed for data analyzing and then was interpreted data descriptively. The online questionnaire adapted the Technology Acceptance Model (TAM) constructed by Davis (1989) with some adjustment for classroom activities in English Language Teaching based on Wiyaka et.al, (2018). The questionnaire consists of 17 close ended questions using a five–Likert Scale involving strongly agree, agree, neutral, disagree, and strongly disagree. The indicator of questionnaire consisted of (1) Perceived ease of use, (2) perceive of Usefulness, (3) Attitude toward usage, (4) Behavioral intention to use. The questionnaire was administrated to figure out the students' perception toward the use collaborating synchronous and asynchronous instruction by using Zoom, Google Classroom and Telegram Apps. The questionnaire was shared to all students who are taking critical reading in English

Department of STKIP PGRI Jombang by virtually via Google Docs.

Finding and Discussion

This section presents and discusses the findings related to the research questions the students' perception toward collaboration synchronous and asynchronous instruction in EFL learners' reading course? The discussion is shown through the interpretation of the results shown in the tables elaborated with the findings from the interview. The finding of the research from questionnaire taken from 27 students of English department of STKIP PGRI Jombang who are taking Critical Reading course. In order to answer research questions, the findings from students' questionnaire is shown in Table 1, 2,3 & 4.

Table 1. The Use of Collaborating Synchronous and Asynchronous Instruction in Perceived Ease of Use

No	Questions	SA	A	N	D	SD
1	I feel that using an eLearning would be easy for me	11.1%	63%	15.%	14.8%	0
2	I feel that it would be easy to become skillful at learning with collaborative synchronous and synchronous instruction with e-platforms	11.1%	51.8%	29.6%	3.7%	3.7%
3	I would find collaborative synchronos and asynchronous instruction with e platforms to be flexible to interact with	7.4%	70.4%	22.2%	0	0
4	Learning with collaborative synchronous and synchronous instruction with e platforms would be easy for me	7.4%	70.4%	22.2%	0	0
5	It would be easy for me to get e Learning to do what I want to do	14.8%	51.8%	26%	7.4%	0
6	I feel that my ability to determine e Learning with synchronous and asynchronous with e platforms ease of use is limited by my lack of experience	3.7%	59.3%	26%	7.4%	3.7%

Percentage of Perceived Ease of Use (PEU) involves 6 questions as the following:

The question one is that I feel that using online platforms based learning would be easy for me. The finding showed that Strong agree gained 3 persons (11'1%), Agree gained 17 persons (63%), Neutral gained 5 persons (15.5%) Disagree gained 4 persons (14.8%) Strong Disagree gained 0 persons (0%).

The question two is that I feel that it would be easy to become skillful at using online collaborative platforms based learning. The finding showed that Strong Agree gained 3 persons (11.1%), Agree gained 14 persons (51.8%), Neutral gained 8 persons (29.6%), Disagree gained 1 person

(3.7%), and Strong Disagree gained 1 person (3.7%).

The question three is that I would find online platforms based learning to be flexible to interact with. The finding showed that Strong Agree gained 2 persons (7.4%), Agree gained 19 persons (70.4 %), Neutral gained 6persons (22.2%), Disagree gained 0 persons (0%), and Strong Disagree gained 0 persons (0%).

The question four is that learning to operate online platforms based learning would be easy for me. The finding should that Strong Agree gained 2 persons (7.4%), Agree gained 16 persons (59.3 %), Neutral gained 6persons (22.2%), Disagree gained 3 persons (11.1 %), Strong Disagree gained 0 persons (0%)

The question five is that it would be easy for me to get online platforms based learning to do what I want to do. The finding should that Strong Agree gained 4 persons (14.8%), Agree gained 14 persons (51.8%), Neutral gained 7 persons (26 %), Disagree gained 2persons (7.4%), Strong Disagree gained 0 persons (0%).

The question six is that I feel that my ability to determine online platforms based learning ease of use is limited by my lack of experience. The finding showed that Strong Agree gained 1 persons (3.7%), Agree gained 16 persons (59.3 %), Neutral gained 7persons (26%), Disagree gained 2 persons (7.4 %), Strong Disagree gained 1 persons (3.7%).

From questionnaire number 1 to 6, an average of 27 students responded "agree," with a mean score of 73.9. It means that students had a positive experience with the synchronous and asynchronous online collaborative platforms and found them to be simple to use. In questions 1,2,3,4,5, and 6, the table also revealed large gaps between agreeing and neutral or disagreeing. These gaps revealed students' positive attitudes toward the ease of use of collaborative the synchronous and asynchronous online platforms in critical reading courses.

Table 2 The Use of Collaborating Synchronous and Asynchronous Instruction in E-Platform in Perceived Usefulness

No	Questions	SA	A	N	D	SD
7	Using collaborative synchronous and synchronous instruction in Critical Reading course would enable me to accomplish tasks more quickly	0	62.9 %	22%	14.9 %	0
8	Using collaborative synchronous and synchronous instruction with e platforms would improve my Critical Reading course performance	7.4%	44.5 %	37.1 %	11.1 %	0
9	Using collaborative synchronous and synchronous instruction with e platforms would increase my reading comprehension	0	52.3 %	22.2 %	14.8 %	3.7 %
10	Using collaborative synchronous and synchronous instruction	3.7%	55.5 %	25.9 %	14.9 %	0

	with e platforms would enhance my effectiveness on Critical Reading course				
11	Using collaborative synchronous and synchronous instruction with e platforms would make it easier to do my Critical Reading course	3.7%	66.7%	33.3%	0	0
12	I would find Using collaborative synchronous and synchronous instruction with e platforms useful in my Critical Reading course	0	66.7%	33.3%	0	0

Percentage of Usefulness involves 6 questions as the following:

The question one is that using collaborating synchronous and asynchronous instruction in my Critical reading course would enable me to accomplish tasks more quickly. The finding should that Strong Agree gained 0 persons (0 %), Agree gained 17 persons (62.9%), Neutral gained 6 persons (22.2%), Disagree gained 4 persons (14.9%), Strong Disagree gained 0 persons (0%).

The question two is that using collaborating synchronous and asynchronous instruction would improve my Critical Reading course performance. The finding should that Strong Agree gained 2 persons (7.4%), Agree gained 12 persons (44.5%), Neutral gained 10 persons (37.1%), Disagree gained 3 persons (11.1 %), Strong Disagree gained 0 persons (0%).

The question three is that collaborating synchronous and asynchronous instruction in my Critical Reading course would increase my reading comprehension. The finding should that Strong Agree gained 0 person (0%), Agree gained 16 persons (52.3 %), Neutral gained 6 persons (22.2%), Disagree gained 4 persons (14.8%), Strong Disagree gained 1 person (3.7%).

The question four is that collaborating synchronous and asynchronous instruction would enhance my effectiveness on Critical Reading course. The finding showed that Strong Agree gained 1 person (3.7%), Agree gained 15 persons (55.5%), Neutral gained 7 persons (25.9%), Disagree gained 4 persons (14.9%), Strong Disagree gained 0 persons (0%).

The question five is that using collaborating synchronous and asynchronous instruction would make it easier to do my Critical Reading Course. The finding should that Strong Agree gained1 person (3.7%), Agree gained 18 persons (66.7%), Neutral gained 6 persons (22.2%), Disagree gained 1persons (3.7%), Strong Disagree gained 1 person (3.7%).

The question six is that I would find collaborating synchronous and asynchronous instruction useful in my Critical reading course. The finding showed that Strong Agree gained 0 person (0%), Agree gained 18 persons (66.7%), Neutral gained9 persons (33.3 %), Disagree gained 0 person (0 %), Strong Disagree gained 0 person (0%).

From questionnaire number 7 to 12, an average of 27 students responded "agree," with a mean score of 70.12. It means that students had a positive experience with online collaborative platforms in terms of perceived usefulness. In questions 7,8,9,10,11, and 12, the table also revealed large gaps between agreeing and neutral or disagreeing. These gaps revealed students'

favorable attitudes toward the synchronous and asynchronous with collaborative online platforms in critical reading courses.

Table 3. The Use of Collaborating Synchronous and Asynchronous Instruction in E-Platform in Attitude toward Usage

No.	Question	SA	A	N	D	SD
1	I believe it is a good idea to use collaborative synchronous and synchronous instruction with e platforms on Critical Reading course	7.4 %	66.7 %	33.3 %	0 0	0
	I like the idea of using collaborative synchronous and synchronous instruction on English Language Teaching course	11.1 %	55.5 %	26%	7.4 %	0
	Using collaborative synchronous and synchronous instruction with e platforms in critical Reading course is a positive idea	7.4 %	59.3 %	26%	7.4 %	0

Percentage of Attitude Toward Usage (ATU) involves three questions as the following:

The question one is that I believe it is a good idea to use collaborating synchronous and asynchronous instruction on Critical Reading course. The finding showed that Strong Agree gained 2 persons (7.4%), Agree gained 18persons (66.7%), Neutral gained 5 persons (18.5 %), Disagree gained 2 persons (7.4 %), Strong Disagree gained 0 persons (0%).

The question two is that I like the idea of using collaborating synchronous and asynchronous instruction on Critical Reading course. The finding showed that Strong Agree gained 3 persons (11.1%), Agree gained 15persons (55.5%), Neutral gained 7 persons (26%), Disagree gained 2 persons (7.4 %), Strong Disagree gained 0 person (0%).

The question three is that using collaborating synchronous and asynchronous instruction on Critical Reading Course is a positive idea. Strong Agree gained2 persons (7.4%), Agree gained 16 persons (59.3%), Neutral gained 7 persons (26%), Disagree gained 2 persons (7.4%), Strong Disagree gained 0 persons (0 %).

From questionnaire number 13 to 15, an average of 27 students responded "agree," with a mean score of 74.56. It means that students had a positive attitude toward using online collaborative platforms (ATU). In questions 13, 14, and 15, the table also revealed large gaps between agreeing and neutral or disagreeing. These gaps indicated that students were enthusiastic about using collaborative synchronous and asynchronous e- platforms in a critical reading course.

Table 4. The Use of collaborating synchronous and asynchronous instruction in Behavioral Intention to Use

No.	Questions	SA	A	N	D	SD
16	I plan to use collaborative synchronous and synchronous instruction in the future	7.4 %	63 %	22 %	7.4 %	0 %

17	Assuming that I have access to collaborative synchronous and synchronous instruction, I intend to use it	18.5 %	59.3 %	11.1 %	11.1 %	0 %

Percentage of Behavioral Intention to Use (BIU) involves 2 questions as the following:

The question sixteen is that I plan to use collaborating synchronous and asynchronous instruction in the future. The finding showed that Strong Agree gained 2 persons (7.4%), Agree gained 17 persons (63%), Neutral gained 6 persons (22.2%), Disagree gained 2 persons (7.4 %), Strong Disagree gained 0 persons (0%).

The question seventeen is that assuming that I have access to collaborating synchronous and asynchronous instruction, I intend to use it. Strong Agree gained 5 persons (18.5%), Agree gained 16 persons (59.3%), Neutral gained 3 persons (11.1%), Disagree gained 3 persons (11.1%), Strong Disagree gained 0 persons (0%).

It is apparent from questionnaires 16 and 17 that an average of 27 students "agreed" for their mean score of 75.55. It means that students had positive perceptions of behavioral intention to use (BIU) when using collaborative synchronous and asynchronous instruction with e-platforms. In questions 16 and 17, the table also revealed large gaps between agreeing and neutral or disagreeing. These gaps indicated students' positive perceptions of collaborative synchronous and asynchronous instruction with e-platforms behavioral intentions in Critical Reading.

The findings showed that the overall most students' percentage of questionnaire on the perception toward collaborating synchronous and asynchronous instruction was Agree or positive perception. Such overall the totally most percentage in the table demonstrate that participants in this research represent a positive perception towards collaborating synchronous and asynchronous instruction in Critical Reading course. Furthermore, the overall data displayed in Table 1,2,3 and 4 showed that most participant[1] gave a very positive response to the ease of use of usefulness, attitude toward usage and behavioral intention to use.

The data showed that students gave various responses toward collaborating synchronous and asynchronous instruction by using such as Zoom, Google Classroom and Telegram. However, most of the students' perceived the use of Zoom, Google Classroom and Telegram in positive way. The students participated in the research agree that by using Zoom, Google Classroom and Telegram. They can learn particular lesson outside the classroom.

The students mentioned that collaboration synchronous and asynchronous instruction by using Zoom, Google Classroom and Telegram allow them to do the assignments given by their lecturer at home or anywhere, anytime. The online learning platforms allow the students to do the assignment during their spare time, anywhere, as long as they have sufficient internet connection. They also mentioned that the online materials provided by their teacher through Zoom, Google Classroom and Telegram are easily accessible as asynchronous instruction. Asynchronous instruction is not timed and students can work on activities at their own leisure (Nikmah et al.,2020; Salmon, 2013; Perveen, 2016 & Nguyen,2021)

The online learning platforms allow teachers to create and share materials to support students' learning to provide learning tasks to help them in practicing the language. The accessible platforms encourage students to learn in any location and at any time via computer, tablets, or smart phones (Wallace, 2014; Hammonds et al., 2013 in Manowong, 2016).

Students see the use collaborating synchronous and asynchronous instruction in the classroom is environment friendly. They prefer using the instruction because there are

combination between students must engage the course and they can learn in unbound time. According to Oztok et al. (2012), synchronous and asynchronous communication tools should be evaluated together rather than separately. Pham (2021) and Oztok et al. (2012) stated that the learning value that these technologies provide students must be considered, therefore informed pedagogy is crucial in the development and usage of these technologies in online learning environments.

Perceived Ease of Use (PEOU)

Perceived Easy of Use (PEOU) means that the target system will be free of effort for future users (Davis, 1989 cited in Basri & Paramma, 2019). In this research, the grade that students believe is a relatively low labor burden and thought effort when using the ICT-based learning system. It means that the learning tool used in ICT-based learning should be easy. The figure below describes the answers of the students.
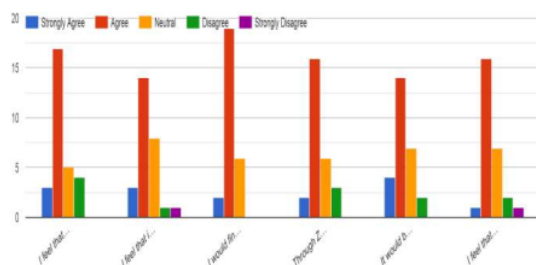

Figure 1. Perceived Ease of Use (PEU)

Regarding the figure 1 above, I can infer that online collaborative platforms seems easy for students to implement. When combined, almost all of the students perceived that the online collaborative platforms are easy to use. Practicality and The students are primarily concerned with the simplification of the tool or software used in the learning experience.

It is understandable as students usually avoid hard-to-operate programs. If it is effortless, any particular program is preferable. The synchronous and asynchronous instructions should be without difficulty or effort. The goal is to allocate limited resources for various activities The synchronous and asynchronous instruction must be free from difficulty or great effort. The aim is limited resources that a person can allocate to various activities for which students are responsible to fulfil their tasks. almost all students plan to use ICT based on synchronous and asynchronous instruction.

Perceived Usefulness (PU)

Perceived Usefulness (PU) is the subjective likelihood of prospective users using a specific application system to improve their work performance in an organizational context (Davis, 1989). PU refers to the degree to which ELT students believe that using the synchronous and asynchronous instructions with ICT-based learning will improve their critical reading course performance in this study. The figure below depicts the students' perceptions of usefulness
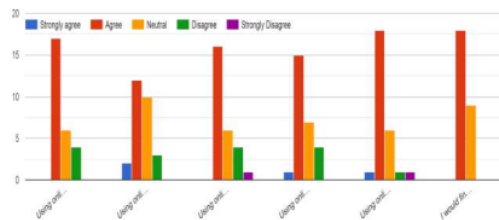

Figure 2. Perceived Usefullness

Based on the data in the figure 2 above, we can conclude that the synchronous and asynchronous instructions using online collaborative platforms in the Critical Reading course can help students improve their English Language Teaching performance. Almost all of the students agreed that using online collaborative

platforms in Critical Reading course becomes useful for their performance based on the total items of students' perceived usefulness.

Perceived usefulness is concerned with students' beliefs that collaborative synchronous and asynchronous with e-platforms will improve their learning performance. According to the graph, almost all of the students believed that online collaborative platforms were helpful in completing their Critical Reading course. Only a small percentage of students thought that the use of online collaborative synchronous and asynchronous instruction is not useful to support the learning process in the Critical Reading course, out of six items to be displayed in measuring students' recognized usefulness.

Only a small percentage of students thought that the use of online collaborative synchronous and asynchronous instruction is not useful to support the learning process in the Critical Reading course, out of six items to be displayed in measuring students' recognized usefulness. It must serve as an important warning to the lecturer to investigate the causes of such a perception. Synchronous and asynchronous instruction are complementary.

When a tool improves a student's learning performance, it will be used. In other words, people will utilize a technology if it helps them study more effectively. When a user thinks in the existence of a favorable use-performance relationship, a program has a high perceived usefulness (Ajzen & Fishbein, 2000 cited in Wiyaka et al., 2018).

Attitude towards Usage (ATU)

ATU represents the evaluative feelings of individuals (positive or negative) when performing a specific behavior (Basri & Paramma, 2019). Intention to use a particular program or tool is determined by ATU. This figure shows the attitude of the students towards online collaborative synchronous and asynchronous.
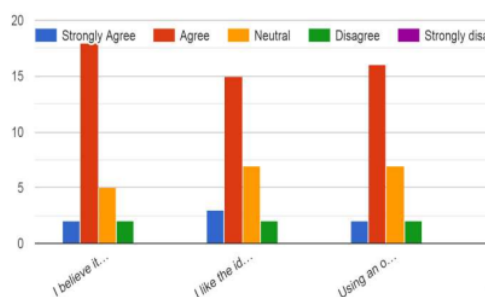
Statement III (Attitude Toward Usage (ATU))

Figure 3. Attitude Toward Usage

Based on data, I can be identified that using online collaborative learning platforms both synchronous and asynchronous is a good idea. From the comprehensive data on students' attitude towards the usage of online collaborative platforms in Critical Reading course, almost all students admitted that collaborative synchronous and asynchronous with e- platforms was a good idea.

Behavioral Intention to Use (BIU)

The BIU is defined as the actual use of the program and thus determines the acceptance of technology. The BIU is like a drive to use the collaborative online platforms as an alternative. The figure below shows the intention of students to use collaborative synchronous and asynchronous.

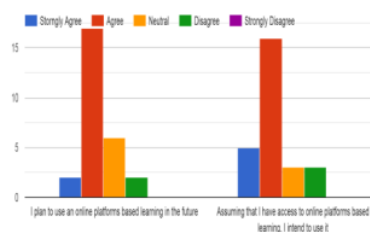Statement IV (Behavioral Intention to Use (BIU))

Figure 4. Behavioral Intention to Use

The figure 4 shows that ICT-based learning can be a practical application

recommended in the future to support the learning process. Nearly everyone wants to use e learning based on synchronous and asynchronous instruction agree to the use of synchronous and asynchronous collaborative with e- platforms in future, based on extensive data on user behavior.

Factors that guide future intentions have been identified. Ultimately, one's approach to the program will lead to a certain conduct. The model shows that the intentions of a user are influenced by the system attitude. The user's perceptions of utility and usability have had an impact on the user's intention of using the system (BIU) (Davis 1989, Basri & Paramma, 2019).

The students' responses on the subject of whether English is better learned in a synchronous and asynchronous mode are fascinating. Collaboration synchronous and asynchronous instruction should be implemented in learning course because it can accommodate the weakness each other both synchronous and asynchronous instruction. Perveen, (2016); Rustika et al. (2018); & Oztok et al. (2012).

Conclusion

According to the findings, a collaboration of synchronous and asynchronous instruction is preferable for English as a foreign language learners of Critical Reading course at STKIP PGRI Jombang. .The researcher can gain a better knowledge of the interaction between content, pedagogy, technology, and the context of the existing instructional design by assessing students' perceptions and majority of students remain positive towards the collaboration synchronous and asynchronous instruction with e . platforms as distance education during pandemic Covid 19.

To face the pandemic Covid 19 The students of English Department at STKIP PGRI Jombang who took Critical Reading course toward distance education by A positive perception is expressed through the synchronous and asynchronous instructions online collaborative platforms. Despite the

constraints associated with the implementation process, students also respond positively to Google's tasks, Zoom and Telegram, as they are prepared to complete. The EFL learners' Critical Reading course supported this ease, and considered that the use of ICT integration both synchronous and asynchronous is a good idea, and it intends to be used for the future.

Future research is required to address how the other variables of the Technology Acceptance Model relate to ease of use, usefulness, attitude, and behavior acceptance. For the future researcher we suggest to conduct the research for students' perception towards collaborative synchronous and asynchronous instruction with interview or open ended questionnaire, to have the qualitative data.

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