

Asynchronous Online Discussion For Teaching Students' Efl Writing And Speaking (Indonesian Context)

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ABSTRACT

This investigation is designed to find out is there any significant effect of an Asynchronous Online Discussion Through Trello Application on Tenth Grade Students' Writing and Speaking Skills at Indonesian Senior High School in the 2019/2020 academic year. The population is the first-grade students of Senior High School. The sample of the research is two classes which consisted of experimental and controlled class, which all population is as the sample. It was attended by using experimental research design. The experimental group was taught by using Trello application, while the controlled class was taught by using conventional technique or no treatment. The instrument was applied to gather the data by asking students to write recount paragraph for writing test and retelling story as oral test in speaking. After analyzing the data, it was discovered that the value of t-count for writing was 8,4965 and t-count for speaking was 11.6175 with the degree of freedom (df)= 37. It means that t- observed was higher than t-table (1.9949). The product of this investigation showed the score of the result that teaching by using Trello application was higher than taught without treatment. It means there was a significant effect.

Keywords: Asynchronous discussion, Trello application, writing, speaking

1. INTRODUCTION

The process of teaching-learning English as foreign language is complex and the success depends on many factors, such as the quality of the teachers, books, teaching technique, and classroom interaction. In a class, students and teacher are not only collected, but they are linked in a group to achieve a goal together by doing interaction and communication to one another to transfer and express their ideas and knowledge. According to (Forsyth, 2010), "A group is two or more individuals who are connected by and within social relationship." It means, both teachers and students in a class are members or smaller subset of educational community. At school, the researcher found some various problems that are challenged by the students. First, in writing, students get troubles in expressing ideas into good writing. The second, students are still using incorrect tenses, incorrect punctuation, students are still difficult to recognize appropriate connectives and appropriate words of the content. The third, students have low interest in writing because writing takes longer time to create a good writing. Not only faced some difficulties in writing, students also challenge some difficulties in improving speaking skill. In the first year of school, the researcher found that most of students feel unconfident in speaking practice. First, students do not know how to pronounce and feel doubt to speak. The second, students who have good confidence, speak fluently but there are many incorrect

pronunciations. The third, some students who are fluently in speaking, are often use informal forms or speaking. In this case, students avoid grammar rule in speaking. The last, most of students are almost never using English outside of the class. To solve those problems that faced by the students, as stated by (Sundus, 2018), the use of technology can enhance students' motivation. The use of technology in an Asynchronous Online Discussion can be applied to produce the effective and interesting learning process. The researcher tends to use virtual platform that can be used in teaching writing and speaking. Teacher can assess and give feedback directly without timely matter because between students and teacher can still do interaction along the deadline that given not in real-time. Depend on the explanation above, the researcher intends to attend a research about, "The Effect of an Asynchronous Online Discussion Through Trello Application on Students' Writing and Speaking Skills at Indonesian Senior High School in Academic Year 2019/2020."

2. LITERATUREREVIEW

Asynchronous Learning is one of many terms that is used in virtual learning discussion. According to (Trach, 2018), The word "Asynchronous means not connect in the same time closely, which refers to students in accessing knowledge, demonstrating, and communicating what they have received with their friends and teacher on their own time zone. It means, both students and teachers are freely to participate in it whenever they want. Asynchronous learning offers flexibility and it is different with synchronous learning that insist all members of group discussion attends in the scheduled online discussion. Synchronous learning sets the becoming quizzes and tests with a chat room time for students to distribute ideas, becoming video conference or streamed lecturer demonstration. In other side, Asynchronous learning offers systems for students and teacher available interact on their own schedule with the certain time deadline such as recorded presentation or videos, email, social media groups, or collective documents in the cloud.

According to (Albright, 2019), Trello formed as online board that can be used to organize tasks, notes, projects, shared files for a teamwork together. Trello is a project management that full of clarity over all compatible tasks and adaptability to reorganize them as the preference change. (Cannon-Brookes, 2017) as the founder states, "Trello offering a fun new way for teams to organize the often-messy range of information that feeds into great teamwork." People use Trello for every kind of project imaginable such as vacation, project management, editorial calendar, and project-based learning. (Cervino, 2015) states, "Students are encouraged to create their own work flows and make autonomous decisions as to how their results will be presented." It means, through Trello students are able to manage and discuss their tasks that has been given by their teacher.

Trello provides a board as a theme of an object that want to be discussed. Inside the board, there are some empty lists of cards that user can add to the board as the steps that should be done. In every card, there are some tools we can use;

the details of activities that should be done, adding members to join group discussion, attachment file (document, audio, picture, or video), giving comment, and the most important is Trello provides the due date in each card. Based on the information above, the investigator considers to use Trello application as an on line platform in an asynchronous online discussion.

3. METHODS

The researcher used quantitative method by using experimental design. The reason of deciding true-experimental design was to get the sample. The investigator seizes two groups; one group was as experimental class and the other as controlled class. The research was aimed to examine and verify the effect of students' writing and speaking skills in recount text. The research places Writing Skill (Y1) and Speaking Skill (Y2) as criteria of bound variables. Learning media (X) was as an independent treatment variable which consists of Trello Application (X1) and no treatment (X2).

4. RESULTS and DISCUSSION

The investigator used Microsoft Word for essay test form try-out instrument for the validity test and Microsoft Excel to count the result. Based on the account result in the appendix I, the validity test for the students' writing skill (Y1) was vary. There was a question with live score criteria. The question and the scoring criteria were valid. So researcher used this question to get writing skill data. The result of validity test for students' speaking skill (Y2) was a question with five scoring criteria. The question and the calculation criteria were valid. Then, the investigator adopted the question to get data of students' speaking skill as explained in appendix 2. Reliability test was done by using Microsoft Excel for essay question. Based on the result account in appendix 4, the reliability of students' writing recount text and students' speaking skill were 0,769 and 0,703.

The data of this research were the students answer which was collected by giving the student a test consisting of essay for writing text and explain the scores of the writing test of the students. There were 69 students as sample involved in this research. The description could be seen in the following tables:

Table 4.1 Statistical Description of Writing test

	N	Min	Max	Mean	Std. Deviation
Writing Pretest Experiment	35	47	86	66,6	9,1
Writing Posttest Experiment	35	52	86	72	8,3
Writing Pretest Control	34	42	68	54,59	6,9
Writing Posttest Control	34	45	70	57,91	6,5

The data of this research were the students answer which was collected by giving the student a test consisting of recount text for speaking oral test and explain the scores or the speaking test of the students. There were 69 students as sample involved in this research.

Table 4.2 Statistical Description of Speaking test

	N	Min	Max	Mean	Std. Deviation
Speaking Pretest Experiment	35	48	72	60,3	6,4
Speaking Posttest Experiment	35	60	92	76	8,5
Speaking Pretest Control	34	28	60	45,8	8,2
Speaking Posttest Control	34	36	68	52,5	8,0

The third hypotheses states that there is a raising percentage between pretest and posttest in writing and speaking. From the two hypotheses above that state the distribution of data were normal and homogenous, there was also can be found the rise of percentage data from pretest to posttest. Based on the N Gain test result in appendix 15, it shows that the all data was homogenous but the rise of percentage effect from pretest to posttest in Writing and Speaking can be counted. The N Gain could be seen in the following table:

Table 4.4 Result of the N Gain of Writing and Speaking Pretest to Posttest

	Mean/ Percentage
Writing Experimental Class	19,02
Writing Controlled Class	7,30
Speaking Experimental Class	41,43
Speaking Controlled Class	12,70

This investigation was designed to discover the effect of an Asynchronous Learning Discussion Through Trello Application towards students' writing and speaking skills at tenth grade of Indonesian Senior High School. In teaching using Trello application is one of positive effect on the students' achievement in writing and speaking skills because through Trello application, students can get more information from the discussion in the group application and the internet. From the discussion, students can give feedback to one another and improve their writing and speaking skills. The product of this research showed that the average of the test of the students' achievement in writing and speaking by using Trello application is higher and shows rise of percentage of pretest to posttest. The first, there was an effect of Trello application towards students' writing skill. The first hypotheses showed that the result was accepted (H1) or there was an effect because $F_{count} < F_{table}$ but, the percentage of the rise from pretest and posttest $\leq 40\%$ means that it has low effect. The second, there was an effect of Trello application towards students' speaking skill. The second hypotheses showed that the result was accepted (H1) or there was an effect because $F_{count} < F_{table}$ but, the percentage of the rise from pretest and posttest $\leq 40\%$ means that it also has low effect.

5. CONCLUSION

In conclusion, the value of Trello application as a media in teaching and learning process in writing and speaking skills can make a significant effect on students' score. It could be tested that Trello application can be used to solve the students' writing and speaking problem.

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