Communication Strategies in Synchronous and Asynchronous Media

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Article Info	Abstract
	This study compares the communication strategies employed in synchronous and asynchronous media during the learning of English. E-learning has been employed more frequently. This condition enables English subjects to be taught and learned in a setting without face-to-face interaction. E-learning is available in both synchronous and asynchronous modes. Based on the communication methods that arose in both modes, this study was done to present the emergence of communication strategies in both media. The present study involved 36 university students who were enrolled in a teaching methodology course and one lecturer. Specifically, the data were gathered through WhatsApp Group observation and Zoom interviews. The discussion of the study was presented using an explanatory format because it was a qualitative study. From the study, there were 3 types of communication strategies found in synchronous (Zoom), namely codeswitching (87%), time-gaining (13%), and foreignizing (0,3%). While in asynchronous mode using WhatsApp Group, codeswitching (12,5%) and literal translation (87,5%) were found. and synchronous media (Zoom). It was found that the students' engagement in the WhatsApp group was higher (82%) than was found in Zoom (18%). However, the attitude and awareness of the students also played a significant role in the development of the communication strategies. This study contributes to the research on communication strategies found not only in oral form but also in written form and can be a consideration to promote the teaching of communication strategies.

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INTRODUCTION

E-learning has been introduced since more than two decades ago. It has been more used intensively and is mixed with the traditional way, thus it is called blended learning (Chaeruman, 2013).

In utilizing technology for learning, there are two modes of learning. They are synchronous and asynchronous mode. According to Chaeruman (2013), synchronous learning is a form of simultaneous learning that calls for all participants, students and teachers, to engage in the learning process at the same time, even though they need not be in the same location/room. He added that there are two sorts of synchronous learning: 1) synchronous physical formats, such as face-to-face classrooms, and 2) online synchronous formats, such as classrooms using video conferences. The next form is asynchronous, which allows participants to access learning materials even though they are not delivered at the same time or location (Smaldino, et al., 2008). Two forms of asynchronous learning are distinguished: 1) cooperative asynchronous learning, like participating in an online discussion board, and 2) independent asynchronous learning, such as looking up information online (Staley, 2007).

There are some concerning problems with English online learning. These issues are connected to the change from a face-to-face learning environment to a virtual in-classroom interaction. The modifications also force everyone involved in classroom engagement to plan their methods of communication with one another. English language learners may run across some communication issues. The difficulties arise from the learners' inability to convey the desired message in the target language. According to Selinker's (1972) interlanguage theory, conversational problems take place as a result of the learners' lack of psycholinguistic resources in the target language. This theory has been the basis of the development of the theory about communication strategies which discusses how learners cope with their conversational problems.

Other researchers who investigated the occurrence of communication strategies in the context of the users are Sato et al. (2019) who focused on the low proficient English users, Mujahadah et al. (2018) who took extrovert and introvert characteristics of the users as the variable, Karon (2012) who took Polish intermediate users of English, Spromberg (2011) who took high school English learners, Wei (2011) and Mei (2010) who chose Chinese English learners, and Kalisa (2019) who chose Indonesian students majoring in English literature as the subject. Other researchs contributed in exploring written communication strategies were conducted by Aliakbari and Allvar (2009) and Moattarian and Tahririan (2013)

The occurrence of communication strategies is also influenced by some factors, namely students' motivation, attitude, and awareness. There are some studies done under this concern like those done by Toomnan and Intaraprasert (2015) who found that students' attitudes toward their education and their efforts have an impact on how much progress they make in their learning. Other factors that need to be taken into account in the emergence of communication strategies are the engagement of the students and the lecturer, one study done investigating this topic is by Munawaroh et al. (2022). Unlike in the offline classroom, online classroom interactions happen through the maximization of the feature of the application used in the learning process, like the use of emojis. Crystal in Thakur (2021) and Arafah et al. (2019) considered emojis as one of the linguistic features that are inseparable and even support communication.

However, little research investigates the occurrence of communication strategies in an online learning setting, particularly in the written form of communication. Most of the studies investigated communication strategies in a spoken language context. Thus, the topic of this study was chosen with the intention of identifying the communication strategies used by English learners in online learning using synchronous and asynchronous media learning as well as the

utilization of the two modes in creating more effective learning opportunities. Hence, this study bases the investigation on (1) the use of communication strategy in Zoom as synchronous media in Language Teaching Method class, 2) the use of communication strategy in WhatsApp group as an asynchronous media in Language Teaching Method class. The findings of the study can contribute more to how communication strategies are used in an interaction not only in spoken form but also in written form. The setting of the learning environment which was in synchronous and asynchronous mode can also demonstrate how the students utilize the media in learning English.

METHOD

This study applied qualitative study approach. The data was analyzed and presented descriptively. The participants of the study were 36 of fourth semester students and one lecturer of English education major in Universitas Pekalongan who were having Language Teaching Method class using Zoom and WhatsApp group in a different separate time and day.

The unit that analyzed was the type of communication strategies emerged during the class interaction in form of utterances in Zoom class and chats or threaded messages in WhatsApp group.

The instrument of the study were observation sheet and interview guidelines. First, the observation sheet contained the checklist of communication strategies type based on the theory of Dörnyei (1995) for the spoken form interaction and the communication strategy in the written medium is postulated by Poullise in Aliakbari & Allvar (2009). While the interview was using a semi-structured one to elicit the interviewees' perceptions about the learning experiences. In this light, 12 students were chosen based on their active engagement during Zoom and WhatsApp class to elicit their perception about the learning process using synchronous and asynchronous modes.

By using the theory from Creswell (2009), there are six steps for analyzing the data. The first step was organizing and preparing, in which the authors recorded the learning process conducted using Zoom and WhatsApp group and transcribed and exported the chats in order to record the whole utterances produced during the interaction. The second stage was reading the data, in which the authors read the whole the data to see whether there are technical error that make the utterances incomprehensible and found the communication strategies emerged. The third stage was detailing, in which the authors analyzed and categorized and coded the communication strategies into certain types based on the theory chosen. The fourth stage was advancing, where the author conducted the interview to gain further information. The last stage was interpretation, in which the rationale behind the communication strategies to arise in each type of online learning are analyzed, along with the potential causes for such occurrences.

RESULTS AND DISCUSSIONS

This section presents the findings and discussion of the present study. It presents the use of communication stratgeis in synchronous and asynchronous learning media.

The Use of Communication Strategies in Synchronous Learning media

Based on the interactions that took place throughout the class while using the Zoom application as the synchronous communication medium, it was discovered that codeswitching was the communication strategy that most frequently surfaced. 207 times it was displayed. As stated in the table below, time-gaining and foreignizing were the additional communication techniques that were used.

Table 1. The Communication Strategies Appeared in Synchronous Communication Media

No.	Type of Communication Strategies	Frequency
1.	Code switching	233
2.	Time gaining	35
3.	Foreignizing	1

1. Codeswitching

According to Dörnyei (1995), codeswitching refers to the interlocutors' use of L1 with L1 pronunciation in the middle of TL usage. According to the data obtained, 233 utterances were code switched, including both those that utilised TL and those that were entirely in L1. The sample of codeswithing emerged in the data was shown below:

> L " Aaa, do you still have any classes next week?"
>
> ST-1 *"Ada yang sudah selesai di beberapa mata kuliah dan ada yang belum juga"*

ST-1 refers to one particular student within the class who responded to the question given by the lecturer asking whether they have all their class in that semester finished. The student asnwered the question using her L1 instead of English.

Not all of the students were conversing, though. Some students simply join the Zoom without turning on the camera or responding to the lecturer's questions. The lecturer produced the most utterances during class, which led to the most codeswitching being revealed. Of the 233 codeswitching exercises, 195 were completed by the professor and 38 by the students.

According to the data, all of the students' interactions took the form of codeswitching when they asked a question or provided a lengthy explanation, while brief responses like "yes," "no," "not yet," and "done" were made in the target language. This demonstrates that students often struggle when trying to communicate and deliver a message in a longer utterance. So, codeswitching was employed there.

2. Time-gaining

Lack or loss of vocabulary was one of the most often reported difficulties that students had during the online learning process. In contrast, synchronous learning required students to respond in real time. As a result, the students had less time to consider or plan what they were going to say or speak. The lecturer likewise had this difficulty. The use of the time-gaining technique helped people overcome these challenges. Time-gaining is an attempt to increase the amount of time the speaker has to compose his or her sentences before speaking (Dörnyei, 1995). However, the lecturer continued to dominate this type of communication strategies. This strategies was used by very few students because the majority of them were silent throughout the learning process. Only a small number of students participated in the Zoom learning process.

It was found that 35 times the time-gaining strategies was used, 33 times by the lecturer, and two times by the students. The time-gaining took the form of meaningless remarks like "ee," "hm," and "what is it." It appeared that the "what is it" statement was a call for assistance. Although the lecturer was attempting to use the clearest language possible to communicate her ideas to the students, in the context observed in this study, the utterance was really made to buy more time to consider the words that would be used. The following is an example of time-gaining from the data:

> L *"So I think..ehm (coughing).. we need to start our class now while waiting for others for joining Zoom meeting"*

2. Foreignizing

The following strategy, different from the others that just once arose, was foreignizing. The interlocutor employed this technique by prefixing a word with a particular prefix to make it sound like a term from the L2/SL. The word "presentate" served as the example of foreignization in this study; the sample below shows how the suffix "-ate" was added to the word present:

> ST – 2 " *"For now is time for Shinta Aliya to presentate, for Shinta Aliya you can start right now."*

The students' participation in the exchanges was poor overall (18%). The lecturer had to ask questions repeatedly in order to get any response from the students. Even when the

students responded, the majority of their comments involved codeswitching. The students either opted to remain silent, which can be viewed as "message abandonment" techniques (Dörnyei, 1995), or they elected to respond while speaking in their first language, which is referred to as "codeswitching." By using interviews to learn more about the causes of this phenomenon, more information has been found. According to the interview, one student described the challenges she faced while learning:

> ST- 3 *"When I was to do an online learning, there are so much distractions I get from the family member who is calling me in the middle of the presentation. This distraction make me forget certain vocabularies I could have known, even the basic ones. When that happened, what I do is asking more time and trying so hard to remember it or I use Bahasa instead of English"*

ST-3 refers to particular student chosen as the interviewee to share about her thoughts on the learning process observed in this study. Her answer was originally in Bahasa but the author translated it into English.

According to Gardner, Lanlone, and Moorcroft in Toomnan & Intaraprasert (2015), students' attitudes toward their education and their efforts to further it have an impact on how much progress they make in their learning. That is considered the student's attitude toward the educational process. The study went on to say that pupils who had a positive mindset used more communication tactics. This is why there were only 3 variations found in this study, and they were all related to how the students felt about online learning in general, despite all the difficulties they faced.

Nine students were interviewed in total, five of whom were designated presenters during the class utilizing Zoom, and four of whom took part in the Q&A session. All of the participants stated that they prefer switching between languages. Additionally, it was discovered that none of them had ever been taught or exposed to communication strategies before. As a result, their default communication strategies were message abandonment and codeswitching. This is consistent with research by Mesgarshahr and Abdollahzadeh (2014), Kongsom (2009 and

2016), Sukirlan (2014), and others that demonstrates the impact of teaching communication strategies leads to increased speaking willingness and motivation. All of the participants in this study were not taught communication skills, therefore there was no variety in how they were used.

The Use of Communication Strategies in Asynchronous Learning media

There were 2 types of communication strategies occurred in this learning process using WhatsApp group, namely codeswitching and literal translation. The frequency of the strategies can be seen in the table below:

Table 2. The Communication Strategies Appeared in Asynchronous Communication Media

No.	Type of Communication Strategies	Frequency
1.	Code switching	2
2.	Literal translation	14

1. Code Switching

Two example of codeswitching emerged throughout the learning process in the Whatsapp group, which was conducted in written form. A student completed one after the instructor had already completed one. The student switched the short answer "yes" to "ya" as part of the coding. While the instance below illustrates the codeswitching the lecturer employed:

> L *"Very welcome class, thank you so much for your effort! Your class is awesome as always!! So proud to be your **'dosen wali'** and your LTM lecturer* 👏 👏 👏 "

The word that was codeswitched in this context was not done so because the lecturer did not know the English word for it; rather, it was done so to make it more accessible and understandable to the students. The goal of this text was to recognize the participation of the students in class. To stress that she was pleased with the students' effort, the lecturer added the applause emoticon to the text.

However, there was very little code-switching done by the students. This can be explained by the respondents' claims that having

access to an asynchronous WhatsApp group provided them more time to consider or plan their responses. They felt more at ease using their online dictionary, Google Translate, or another machine translation because they were not taking a face-to-face lesson. As one of the interviewees said:

> ST – 4 " *"for having class using WhatsApp group for a presentation, usually I already prepared before the class for example doing searching before the class. During the class, the problem that I usually have is lack of vocabulary. But I can use an online dictionary or Google translate before giving any response because I have more time when using WhatsApp group and other participants can not see what I am doing while being present in the class."*

Although it goes by a different term, using an online dictionary is likewise considered to be a communication strategy (Aliakbari & Allvar, 2009). In the study conducted by Aliakbari & Allvar (2009), it was indicated that we might apply another taxonomy proposed by Poullise. Codeswitching can be classified as a substitution type in terms of taxonomy because it involves students translating certain L2s into L1. However, the frequency of codeswitching was low. It shows that the gaps in the communication was less to fill by any strategy from the taxonomy mentioned above.

2. Literal Translation

Literal translation is a translation from one language into another, word-for-word, without changing the syntax of the second language (Dornyei, 1995). Literal translation is characterized as a substitute type in Poullise's taxonomy. These kinds of strategies were used by the students in this study while learning in a WhatsApp group. Literal translation emerged 14 times all done by the students. The majority of the strategies were presented by the students as extended explanations, questions, and responses. The example below demonstrates how literal translation technique emerged:

> ST- 5 *"Sorry maam **I not be ready**. For presentation right now, because my WhatsApp file **is that all gone maam**, and I changed my new phone, I forget to backup my file"*

Without making any modifications to the L2 grammar, the student literally translates the word from L1 into L2 in the sample. The student made a grammatical error sentence by putting "I not be ready" in place of the phrase "I am not ready." However, the intended meaning that the student was attempting to convey is understandable in terms of meaning. While "is that all gone, Maam" was likewise a literal translation from L1 to L2 in the subsequent sentence.

Other features within the interaction that emphasized the meaning of each text, such as the use of emoticons, were present in addition to the kinds of communication tactics indicated by Dornyei (1995). 42 of the 241 texts that were generated contained emoticons. The table below shows the different sorts of emoticons used in the text that surfaced in the WhatsApp group:

No.	Emoji	Name of the emoji	User	Freq.
1.	⏰	Alarm clock	L	1
2	🙏	Folded hands	S	21
3	☑	Check Mark Button	L, S	4
4	🤭	Face with Hand Over Mouth	L	1
5.	😱	Face Screaming in Fear	L	1
6.	👌	OK Hand	L	2
7.	😁	Beaming Face with Smiling Eyes	L	1
8.	⭐	Star	L	1
9.	👏	Clapping Hands	L	1
11.	✦	Sparkles	L, S	5
12.	😊	Smiling Face with Smiling Eyes	L	2

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13.	🥰	Smiling Face with Hearts	S	2

Emojis are classified based on a taxonomy established by Li and Yang (2018) in order to gain a fuller understanding of their role in WhatsApp Group class chats. This study discovered that the emojis' functions include attitude/emotion signaling, enhancing attitude/emotion intensity, illocutionary force, turn-taking, and backchaneling.

a. **Attitude/emotion signal**

This fuction of emoji is to deliver the feeling of the sender behind the sent text. In this study, there are six emojis which the name of them are taken from www.emoji.org, which are used as the enotion signal. They are:

- 😱 ; Face Screaming in Fear

    This emoji was found in the chat below:
    "OMG 😱"

    as the respond to previous chat, which was:
    *"Sorry maam **I not be ready**. For presentation right now, because my WhatsApp file **is that all gone maam**, and I changed my new phone, I forget to backup my file"*

    In this context, the emoji used was to express the feeling of shock because the student was not ready for presentation because he lost the file.

    😁 ; Beaming Face with Smiling Eyes

    This emoji was found in the chat as follows:

    "Ohh I see.. thank you for the explanation diana😁"

    The context was to express the feeling of happy or satisfied with the given explanation.

    👏 ; Clapping hands

    This emoji was found in the chat below:
    *"Very welcome class, thank you so much for your effort! Your class is awesome as always!! So proud to be your **'dosen wali'** and your LTM lecturer 👏👏👏"*

    The context of the used emoji was to express the feeling of the lecturer being proud of the students' efforts.

- 😊 ; Smiling Face with Smiling Eyes
    See you next week, class! Stay sane, stay happy and healthy! 😊
    Great job Putrii! 😊 and obviously you all class!
- 🥰 ; Smiling Face with hearts

b. **Attitude/emotion enhancer signal**

😲 ; Face with Hand Over Mouth

This emoji found in the chat below:
"Ups sorry Ms Jihan for interrupting 😲 ".

In this context, the emoji was as the emotion enhancer as the lecturer might be doing something upleasant which was interupting.

🙏 ; Folded Hands

This most used emoji in this study was seen mostly in students' chat. As can be seen in the sample below:

"Okkay maam... 🙏 "

"Okkay class, this is the link of presentations by salsabila, we have 5 10 to watch this video, please kindly to watch it and pay attention , then we can move to the next presenters 🙏 "

"Thank you for your explain maam 🙏 "

This emoji was used in several context found in this study, they were to show polite respons of the lecturer's instruction and polite command to other presenters, and express gratitude to the lecturer's explanation, and. All of those situation were in a context of enhancing the emotion of the chat, be it gratitude or requests.

✨ ; Sparkles

The emoji can be seen in the samples below:

"With my pleasure maam ✨🥰"

*"Thanks for **explain** Jihan✨ it's clear enough"*

"Have a great day ✨"

The context of the emoji used was to enhance the message of the chat, such as in the phrase "it's clear enough", the sparkles emoji enhance the word "clear" there.

⭐ ; Star

The emoji can be seen in the chat below:
"Thanks a billion! Ms Putri @628532690xxxx you are so kind and very good in assisting this

presentations and discussions, I will give you plus points today!" ★ ★ ★

The context of the emoji used in the chat was to add the meaning of the phrase "plus point".

c. Illocutionary force

The emoji that functioned as illocutionary force found in this study emerged only one, which was 🙏 (folded hands), as found in the chat below:

"Hmmm i forget to tell you before the day maam sorry 🙏 *forgive me maam"*

This emoji used in a context of apologizing because one of the presenters lost his presentation file and he expected the lecturer to forgive him.

d. Turn-taking

⏰ ; Alarm clock

The emoji can be seen in the chat below:

"Morning wake up call!! ⏰ *"*

The context was for the lecturer to take the turn of the interaction and start the topic for the class.

Back-chanelling

☑ ; Check Mark Button

The emoji can be seen in the sample below:

"Done watching ☑ *"*

The context of the emoji was as the response of the previous chat of request/instructions (presenters asking the other students to open the link and watch the video presentation).

👌 ; OK Hand

The emoji can be seen in the chat below:

" 👌 *when there is a similar question raised by kost students, it means that they are all in the same page in having unclear issues, so the teacher will get efficiently noticed in which part he/she missed the issue."*

The context of the emoji was to give response to the previous chat where the moderator was telling that all the presentations were done.

We can see that there are clear trends emerging from the data shown above, including the use of emojis. As highlighted by Crystal in Thakur (2021), this feature can be seen as a linguistic tactic because text-speak, such as emoji, is widely used in communications. Emoji are just one type of textese. This study supports communication methods whenever an interlocutor has a communication challenge. Emojis can help participants in the learning process understand text that contains certain words that may be unfamiliar to them. Emojis are non-verbal texts that are used in conversations on social media to transmit emotions and the sender's meaning. Emojis have even evolved into the unbreakable structure of the discourse in digital communication, according to a study by Arafah et al. (2019), which validates this phenomenon. Giving students access to emoticons is one approach to recognize their social presence in the community of inquiry (CoI), according to Garrison et al. Chaeruman (2021).

The interview findings about the participants' issues showed that the participants' issues with vocabulary were their main issues. The asynchronous nature of the media, however, gives individuals more time to think before speaking. As mentioned in the preceding sub-chapter, they used Google Translate and an online dictionary to aid them in their learning. The students' use of an online dictionary in class was motivated by their knowledge of their vocabularies as the source of their problem. Metacognitive awareness is the term used to describe this awareness (Bohn & Myklevold, 2018). During the English Language Teaching Class, all of the participants were aware of their concerns, and they all decided to use an online dictionary and a Google search to solve the issues. Thus, literal translation and code switching were used as communication techniques. Because they had never received instruction in it, they did not investigate further the use of other communication tactics. As a result, they were not very knowledgeable of how to use it, which led to a lack of both quantity and quality in the communication tactics used in the learning process. This is consistent with the research done by Bohn & Myklevold (2018) about how the usage of communication methods is influenced by metacognitive awareness.

CONCLUSION

Based on the findings, very few type of communication strategies were used by the students both in Zoom and WhatsApp group. Although in both modes, codeswitching was used, but the other type were used exclusively in each mode. There were some factors as the basis of the less emergence of the communication strategies, they were students' attitude of English, technological challenge such as data package and signal, and the fact that they have never taught about the communication strategies. Therefore, the teaching of communication strategies is recommended along with the attempt to motivate students so theit attitude about English will be more positive and consequently the use of compensatory communication strategies will be more frequent.

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