

STUDENTS' PERCEPTION IN ENGLISH DISTANCE LEARNING:
SYNCHRONOUS AND ASYNCHRONOUS DISTANCE LEARNING MODES
AT ENGLISH LANGUAGE TEACHING DEPARTEMNT (ELTD)

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A THESIS

(A Descriptive Research Design)

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Language Teaching Department of *Tarbiyah* and Teacher Training Faculty
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ABSTRACT

Mega Novitasari, 1415103080. *“Student’s Perception in English Distance Learning: Synchronous and Asynchronous Distance Learning Modes at English Language Teaching Department (ELTD) IAIN Syekh Nurjati Cirebon”.*

This study is concerning the students’ perception regarding distance learning by using synchronous and asynchronous distance learning modes. Since there were various responds from students during distance learning started in this pandemic era. Due to COVID-19 (Corona Virus Disease-19) also becomes one of the reason why learning process should be changed. Thus, synchronous and asynchronous distance learning modes which are expected to help both students and lecturer based on the platforms/application of each course they used during this distance learning. However, the aims of this research are to identify students perceptions of synchronous and asynchronous learning modes, and to investigate advantages and disadvantages of synchronous and asynchronous distance learning modes students get. This research is qualitative descriptive and it has conducted at English Language Teaching Department (ELTD) in IAIN Syekh Nurjati Cirebon. The respondents of this research were fifth semester students which the data were collected using two instruments; open-ended question and semi-structured interview. The results show some points, (1) students’ perception shows that the online learning they have by using synchronous and asynchronous distance learning modes are more challenging, the platforms/applications might not suitable for all course, bad internet connection becomes a factor they are bored, and students’ motivation can be seen from the course they like and dislike, (2) the advantages and disadvantages students get in asynchronous and synchronous distance learning modes are really variety. In which student who prefer asynchronous distance learning mode, they are enjoy to learn using any kinds of platforms in asynchronous mode, instead for whoever prefers synchronous might not take all its advantages, and it also happens in synchronous learning mode. Not all point of advantages and disadvantages they got for this distance learning period.

Keyword: *Perception, Distance Learning, Synchronous and Asynchronous*

Distance Learning Modes

APPROVAL

**STUDENTS' PERCEPTION IN ENGLISH DISTANCE LEARNING:
SYNCHRONOUS AND ASYNCHRONOUS
DISTANCE LEARNING MODES
AT ENGLISH LANGUAGE TEACHING DEPARTEMNT (ELTD)
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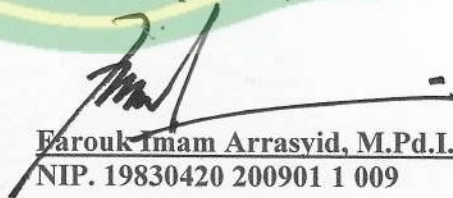
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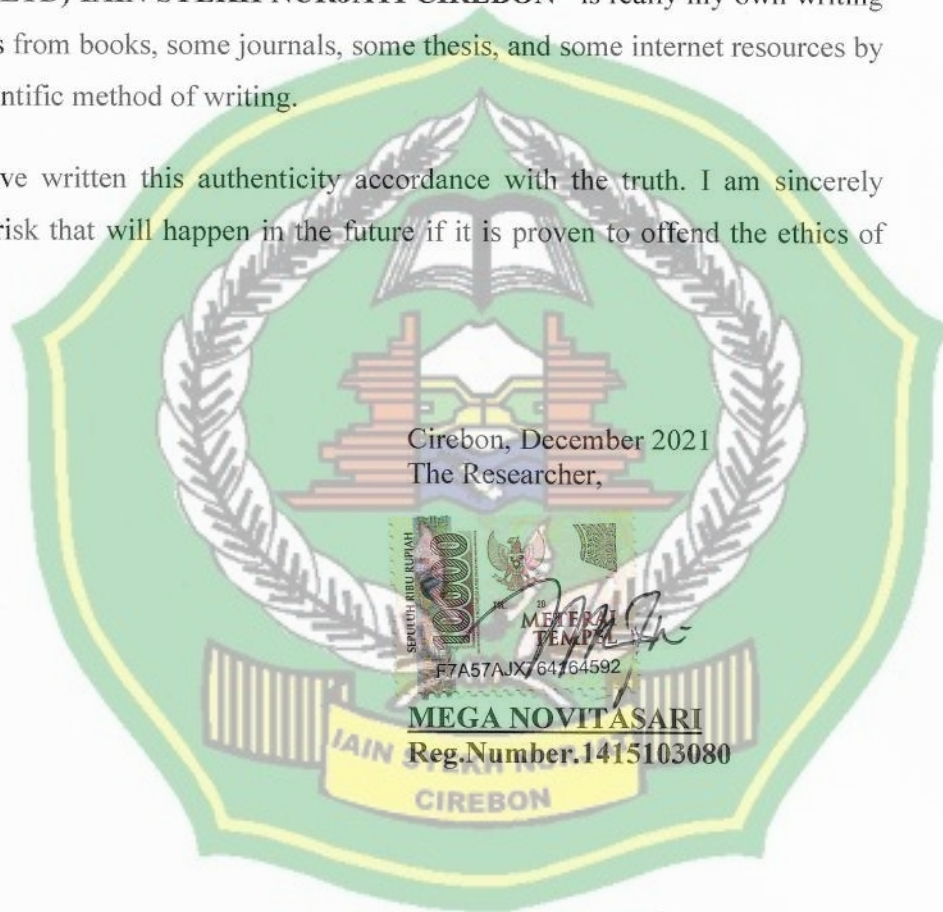

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LETTER OF AUTHENTICITY

Bismillahirrahmanirrahiim.







Hereby I acknowledge that this thesis entitled: “STUDENTS’ PERCEPTION IN ENGLISH DISTANCE LEARNING: SYNCHRONOUS AND ASYNCHRONOUS DISTANCE LEARNING MODES AT ENGLISH LANGUAGE TEACHING DEPARTMENT (ELTD) IAIN SYEKH NURJATI CIREBON” is really my own writing with some quotations from books, some journals, some thesis, and some internet resources by using acceptable scientific method of writing.

Honestly, I have written this authenticity accordance with the truth. I am sincerely responsible for any risk that will happen in the future if it is proven to offend the ethics of scientific writing.



RATIFICATION

This thesis entitled “STUDENTS’ PERCEPTION IN ENGLISH DISTANCE LEARNING: SYNCHRONOUS AND ASYNCHRONOUS DISTANCE LEARNING MODES AT ENGLISH LANGUAGE TEACHING DEPARTMENT (ELTD) IAIN SYEKH NURJATI CIREBON” written by Mega Novitasari, with registration number 1415103080, has been examined on 23Rd December 2021. It has been accepted by the examiner. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, State institute for Islamic Studies *Syekh Nurjati* Cirebon.

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3. EDSA (English Department Students Association) periode 2016 – 2018.

DEDICATION

Bismillahirrahmaanirrahiim..

I would like to give my special thanks and dedicated this precious thesis to :

- ALLAH SWT and His Prophet Muhammad SAW
- To My beloved Family, Mamah (Eni Ruhaeni) , Papah (Alm. Waluyo Suwardi), Mamas and his wife (Mugi Raharjo and Cita Suci)
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PREFACE

In the name of Allah SWT, the most gracious and merciful. All praises and thanks belong to Allah the Lord of this universe and with His permission that the researcher could finish the thesis entitled **“STUDENTS’ PERCEPTION IN ENGLISH DISTANCE LEARNING: SYNCHRONOUS AND ASYNCHRONOUS DISTANCE LEARNING MODE AT ENGLISH LANGUAGE TEACHING DEPARTMENT (ELTD) IAIN SYEKH NURJATI CIREBON”** which is submitted to the English Language Teaching Department *Tarbiyah* and Teacher Training Faculty *Syekh Nurjati* State Islamic Institute Cirebon in partial fulfilment of the requirement of Undergraduate Degree.

The researcher is sure that this paper still far from perfection, so all mistakes and error in this paper will be the researcher’s responsibility and every suggestion or idea of any kind to make it better will be gladly welcome.

Finally, the researcher hopes this paper could give some contributions to the English Language Teaching Department and all readers.



Cirebon, November 2021

The Researcher

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The researcher give the sincere and thanks to Allah, the most Gracious and the most merciful. All praises belong to Allah, the one has given me a wonderful chance to finish this thesis. May peace and salvation be given to the last and final messenger, the prophet Muhammad PBUH, his family, companion, and his followers here and here after.

The title of the thesis is **STUDENTS' PERCEPTION IN ENGLISH DISTANCE LEARNING: SYNCHRONOUS AND ASYNCHRONOUS DISTANCE LEARNING MODES AT ENGLISH LANGUAGE TEACHING DEPARTMENT (ELTD) IAIN SYEKH NURJATI CIREBON** is submitted to The Department of Teaching Training Faculty State Islamic Institute (IAIN) in partial fulfillment of the requirement for the degree in English Language Teaching Department.

In accomplishing this research, the researcher fell intended to all of people for guidance, support, motivation, advices, suggestions, etc. Hence, sincerely thanks to:

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3. Dr. Tedi Rohadi, M.Pd., S.E., Dipl. TEFL. The Head of English Language Teaching Department.
4. Farouk Imam Arrasyid, M.Pd.I., M.Pd. As the Secretary of English Language Teaching Department.
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13. Lastly, all people who can't be mentioned one by one who help me to accomplish this thesis.

Finally, this thesis is still far from perfection and satisfactory. However, the researcher hopes that this research can be useful for those who conduct teaching English to provide method of vocabulary mastery. Furthermore, the researcher hopes this thesis would be beneficial for further research in the future.

Cirebon, December 2021



MOTTO

“BE THE ONE WHO IS HARD TO BE HURT, WHO HARD TO BE BROKEN, AND WHO HARD TO BE TEAR IN PIECES. YOU HAVE TO STILL COMPLETE. BEING A HIGH VALUE PERSON, YOU WILL FIND THE HIGH UNDER PRESSURE”



-MEGANOV

TABLE OF CONTENT

ABSTRACT	i
APPROVAL	ii
OFFICIAL NOTE	iii
THE LETTER OF AUTHENTICITY	iv
RATIFICATION	v
AUTOBIGRAPHY	vi
DEDICATION	vii
PREFACE	viii
ACKNOWLEDGEMENT	ix
MOTTO	xi
TABLE OF CONTENT	xii
LIST OF TABLES	xiv
CHAPTER I INTRODUCTION	
1.1 Background of the Research	1
1.2 Identification of the Problem	5
1.3 The Main Problem	6
1.4 Limitation of the Problem.....	8
1.5 Research Questions.....	8
1.6 Aim of the Research	8
1.7 Significances of the Research	9
1.8 Previous Research.....	10
1.9 Framework of Thinking.....	12
1.10 Theoretical Foundation.....	12
1.10.1 Distance Learning	13
1.10.2 Synchronous and Asynchronous Distance Learning Modes.....	14
1.10.3 Perception.....	17
1.10.4 Students' Perception	20
1.11 The Methodology of Research.....	22
1.11.1 Research Method.....	23
1.11.2 Source and Type of Data.....	24
1.11.3 Instruments of The Research.....	25
1.11.4 Techniques of data Collection.....	26
1.11.5 Technique of Data analysis	28
1.11.6 Research Timeline	30

CHAPTER II STUDENTS' PERCEPTIONS IN ENGLISH DISTANCE LEARNING: SYNCHRONOUS AND ASYNCHRONOUS DISTANCE LEARNING MODES

2.1	Research Finding.....	31
2.1.1	Cognitive Aspect	32
	1) Basic Knowledge about Distance Learning (Synchronous and Asynchronous Distance Learning Mode Modes).....	32
	2) The View Point of English Distance Learning Process and Activities.	35
	3) The Way Students Get the Information about The Platform/Application.	38
	4) Students' Experience in Distance Learning.	39
	5) Expectation of Learning Using Platform/Application.	41
2.1.2	Affection Aspect.....	44
	1) Students' Emotion and Evaluation.....	45
2.1.3	Psychomotor Aspect.....	46
	1) Motivation.....	46
	2) Activity.....	48
	3) Attitude.....	50
2.2	Research Discussion.....	50

CHAPTER III ADVANTAGES AND DISADVANTAGES STUDENTS GET IN ASYNCHRONOUS AND SYNCHRONOUS DISTANCE LEARNING MODES

3.1	Research Finding.....	53
3.1.1	Asynchronous Distance Learning Mode	54
	1) The Advantages of Asynchronous Distance Learning Mode.	54
	2) The Disadvantages of Asynchronous Distance Learning Mode.	57
3.1.2	Synchronous Distance Learning Mode.....	59
	1) The Advantages of Synchronous Distance Learning Mode.	60
	2) The Disadvantages of Synchronous Distance Learning Mode..	63
3.2	Research Discussion.....	66

CHAPTER IV CONCLUSION AND SUGGESTIONS

4.1	Conclusion.....	71
4.1.1	Students' Perception of Synchronous and Asynchronous Distance Learning Modes.	71
4.1.2	The Advantages and Disadvantages Students Get in Synchronous and Asynchronous Distance Learning Modes.....	72
4.2	Suggestion	73

BIBLIOGRAPHY

APPENDICES

LIST OF TABLE

Table 1.1 Research Timeline	30
Table 2.2 Table of Perception.....	52



LIST OF APPENDICES

APPENDIX

1. Research instrument
2. Transcript of Questionnaire
3. Interview Guide Synchronous
4. Interview Guide Asynchronous
5. Transcript of Students' Interview (Synchronous)
6. Transcript of Students' Interview (Asynchronous)

