

## CHAPTER I

### INTRODUCTION

This chapter contains of background of the research problem, identification of the problem, the main problem, limitation of the problem, question of research, aim of the research, significance of the research, previous research, framework of thinking, theoretical foundation, and methodology of research as the outline and an opening of research which also consists of things related this research before the result.

#### 1.1 Background of The Research Problem

Language is an instrument for human life to communicate each other. It is very important, due to people used it to interact to the others. Even there are many languages in this world, minimally there will be a language that people use and it usually will be used by almost people based on the country they live for daily communication. For instance, Indonesian used to communicate to others in bahasa Indonesia. Therefore, all people in Indonesia will understand what other people try to express either in oral or written. They learn it consciously and unconsciously. In other words, people need language to transform what they think and say. They also need it for keeping up with science and technology. It is also mentioned by Abdullah and Chaundhary (2012) that language is a part of globalization. In which language and technology should be learned to face the globalization itself (M.Faisal, 2017).

Then, English becomes a universal language and lingua franca which is English is a language that people mostly use in this world. For that reason, many countries render it as their second language (SL) or foreign language (FL). In Indonesia, for instance, because of English is our foreign language (FL), it should be taught since the students are in primary school and it is regulated in curriculum as one of main school subject. Additionally, Kuo, et al., (2014) stated that English Foreign Learners (EFL)' future dependents on the huge number of non-native speaker of English through them using it as a

way of communication. For that reason, learn English also means that students/learners have to prosecute to learn English as much as they can.

Since the development of technology increases widely, and the use of internet is really productive. We cannot deny that those things are important and becoming our needs today. Then, for learning English is not always getting a course in a class by face-to-face learning, but it can also run outside the class (Febrionia Lasi and Hery Yanto The, 2018). It seems that by using technology and internet, students have many opportunities to explore and learn English whenever and wherever they are. Those are expected as media on instruments which can help them better for learning English. While it is known as internet based leaning or e-learning. It is also believed as one of learning strategy to make students more active in learning and exploring something. Due to by internet, they do not only depend on teachers, but also they have to give more attention for whatever they learn from many references and sources. They responsible for everything they got during learning, in particular English.

Even today, according to 2013 curriculum that has been considered a scientific approach as a suitable approach for learning (Atsnan & Gazali, 2013), but it still need technology to combine teaching – learning process. For that reason, many schools and universities have been started to blend it with technology, namely blended learning. In this case, many students are more active to operate internet from their gadget, laptop, computer, or any other technology devices but face-to-face meeting is also needed. It supported by Williams in 2002 who stated that a combination of face-to-face learning instructional in the class by delivering the topics using suitable technology which it can be accessed through internet based is expected to help students and teachers in learning. In order word, according to Krause et al, in 2017, as the modern-day students who can be classified as Generation Z and digital natives and tech-savvy, it can be stated that they are more familiar with any electronic device they have and use for a long time than the previous generations. Thus, teachers also should keep up with the recent development

in their fields to cater all students' needs as well as the expectations of their school or institution.

In case, for such situation and condition, teaching and learning process cannot be done at the school or university for some period because of pandemic COVID-19 (Corona Virus Disease-19) for instance, which has affected humanity regardless of nationality, level of education, revenue or gender (Callawy et al, 2020). Then it becomes a challenge not only for students, but also teacher who has been taught face-to-face. Due to, to cut off the spread of pandemic most of countries including Indonesia should close educational institutions for a while (Handoyo, 2020). In other word, learning and teaching process should be changed to distance learning environments. In which, the students and teachers are prosecuted to maximize the use of technology in particular internet, but learning objects should be achieved as expected. Yet, according to Ahmad and Sayed Mir in 2019, teaching does not have to be done in classroom environment with desk, chairs, blackboard, and any other things as usual in the class, but it can be done in people rooms, in which students and teacher can do learning and teaching behind their personal computers millions of miles away. Then distance learning becomes one of solution and as an urgent steps for continuity of education that government offered. Thus, since this pandemic began, distance learning class opportunities are opened. Even there should be a transition; face-to-face instruction to distance learning and it makes the students give variety respond during this period. Finally, students' attitudes toward distance learning and their skills of Information and Communication Technologies (ICT) should be upgraded.

In Indonesia, the use of internet for learning has been increasing rapidly in the last decade, and Indonesia was ranked 39 out of 139 countries on the component of digital skill among population by The World Economic Forum Global Competitiveness Index in 2018, it is still as an integral part of whole learning process and methods in higher education. In line, according to Gokhan Orhan and Omer Beyhan in 2020, the most important problems of



this process are the readiness of students and teachers, and also the technological possibilities of countries. Thus, in this research, the researcher will investigate the students of university, especially in IAIN Syekh Nurjati Cirebon at 5<sup>th</sup> semester during distance learning. Due to among teachers and students of university are more capable to do distance learning and teaching as well as expected. They have more experience and knowledge in use technology, internet and the extent to which students and teachers benefit from technology and the use of ICT in this process.

Due to with these expectations and technology developments, synchronous and asynchronous distance learning modes have emerged. Although these terms look different, but they have any similarities as well. According to Scheider in 2019, at least there are three similarities of them; (1) attending class from anywhere (no requirement of being physically in the classroom), communicating regularly with course instructors, and the ability to form networks with the classmates. To make them clearer, in synchronous students physically presence in virtual setting is required, which means students need to attend the virtual class by logging on to a platform and participate in such class discussion (Pappas, 2015). This can happen in live webinar, Google Meeting, Zoom Cloud Meeting, Microsoft Team and any other tools on CMC (Computer-Mediated Communication) platforms that offer instant messaging. On the other hand, in asynchronous learning, students do not need to present in certain place at a specific time. They can get a course as long as they have internet connection (Lawless, 2018). It is not always be a pre-recorded video lesson, e-mails and blogs also work for the similar purposes.

In this issue, both of synchronous and asynchronous are implemented by many universities in Indonesia, including in IAIN Syekh Nurjati Cirebon for any kinds of courses during pandemic. Specifically, different preferences and responds of students in using any kinds of learning platform that have been categorized into synchronous and asynchronous learning mode and their interest in both learning mode become the reason why this research should be

conducted. Additionally, fifth semester students had more complicated course and have better knowledge about these learning modes, also they can be reach by the researcher to be respondent of this research. Then, IAIN Syekh Nurjati Cirebon is represented another university in this current research. Whilst both of synchronous and asynchronous offer pros and cons, then students and lecturers of English also have different perspectives according to their needs towards synchronous or asynchronous distance learning modes, no matter how many research discussed about lecturers' side, students' point of view about those things still need further investigation. Furthermore, in this recent research, the specific attention is given to the investigation students' perceptions toward using both modes which can shape further implementation of teaching and guide people who interested in education in order to it can be observed better.

Thus, in this research, the researcher investigates the students' perception in distance learning, which the use of synchronous and asynchronous distance learning modes as the parameter of the students' perception. This research is conducted by qualitative within open-ended questionnaire and interview semi-structured as the source of the data. Unfortunately, this research entitled by "Students' Perception in English Distance Learning: Synchronous and Asynchronous Distance Learning Modes at English Language Teaching Department (ELTD) IAIN Syekh Nurjati Cirebon".

## 1.2 Identification of The Problem

Based on background of this research, it can be seen there are some identified problem as follow:

- 1) There are many bad responds from students during distance learning
- 2) Synchronous and asynchronous do not run as much as students expected.
- 3) There are so many application/platforms they should use in distance learning period.

- 4) Learning objectives in English course cannot be achieved by many students during distance learning.
- 5) Many students usually underestimate and ignore learning process in distance learning period using any kinds of platform/application
- 6) Each platform/application in each distance learning modes still needs modification and development.

Furthermore, those problems influence learning process and students' perception in distance learning especially in using synchronous and asynchronous learning modes. Then, during the students have distance learning, the students might eliminate whether the use of both distance learning modes give them many advantages or disadvantages. For that reason, students' perception in using synchronous and asynchronous modes in distance learning period is an important point as a source to develop and modificate learning strategy on distance learning.

### 1.3 The Main Problem

The main problem of this research is students who have bad respons for this distance learning, because of using any kinds of platform and they should master to operate it all. Students who have difference understanding and preference during using such platform/application whether it is synchronous or asynchronous mode also becomes a problem researcher found before conducting this research.

In this case, students accepted that distance learning should be done due to pandemic. Even though it might be their first experience for distance learning using any kinds of learning platform/application. Additionally, almost their activities, including learning activities depend on technology and internet now. On the other word, they are prosecuted to operate it as well as it functions. Without enough preparation to have distance learning, and have limit experience in using learning platforms/applications, makes them realized that they should get used to this situation and environment. In other word, pandemic is pushing them harder than ever.



Students are also expected to have good attitude and knowledge during using several platforms regarding synchronous and asynchronous learning mode based on their experience. Due to each course may use different modes, then each mode has its own advantages and disadvantages for the students, so it influenced students' perception, achievement, and also motivation in learning English not only for this time, but also for next period. Additionally, it based on students' experience about their obstacles in learning and their different preferences in accessing any kinds of learning platform made the researcher interested in conducting this research.

Students who prefer synchronous mode might be more understand the material their lecturers give because they need interaction even it is virtual. Then, students who prefer asynchronous mode might be more pay attention to the course who use this mode, it because they do not need to log in on any platforms/application. For that reason, students' perception about those modes becomes one of the important thing that can be discussed in this present research, in order lecturer can decide a better learning mode for certain course and students can analyze how far the activities in English online learning run as what they expect.

Furthermore, both synchronous and asynchronous modes also implemented in other schools and universities, but the researcher conducted the research in IAIN Syekh Nurjati Cirebon, due to the object and place of the research represent other universities.

#### 1.4 Limitation of Problem

Based on the background and the identification of the problems mentioned above, this research will focus on students' perception in online learning using synchronous and asynchronous learning modes and it will be conducted at IAIN Syekh Nurjati Cirebon for several courses that students have in fifth semester. Then, it will also investigate how far they aware about advantages and disadvantages that they may get during English online learning whether it is synchronous learning mode or asynchronous.

This present research entitled "*Students' Perception in English Distance Learning: Synchronous and Asynchronous Distance Learning Mode at English Language Teaching Department IAIN Syekh Nurjati Cirebon*" will not only focus on the use of synchronous and asynchronous distance learning mode which have been experienced by the students, but also their perception and disadvantages during English online learning process.

#### 1.5 Questions of Research

Based on the limitation of the problem, the researcher is formulated the research questions will be as follows:

- 1) What are students' perceptions of synchronous and asynchronous distance learning modes?
- 2) What are advantages and disadvantages of synchronous and asynchronous distance learning modes students get?

#### 1.6 Aim of The Research

The aims of this research are following below:

- 1) To identify students' perceptions of synchronous and asynchronous distance learning mode.
- 2) To investigate advantages and disadvantages of synchronous and asynchronous distance learning modes students get.



## 1.7 Significance of The Research

The significance of this research divided into two types. They are theoretically and practically. Here are the brief explanations:

### 1.7.1 Theoretically

Theoretically, the significant of this research is expected to give additional information and insight for the students and many readers about distance learning that can be classified into two modes; synchronous and asynchronous. Furthermore, this research can also be a support reference in English online learning by knowing the perceptions of students after using both synchronous and asynchronous learning mode.

### 1.7.2 Practically

Practically, this present research can help teachers/lecturers to choose a suitable distance learning mode and platform for a course they teach in this period in order to learning objectives in each course can be achieved as what it expected and it can cater all student needs. By knowing students' perception after using synchronous and asynchronous distance learning modes, teachers/lecturers supposed to make students are more active during distance learning. In other word, this research is as a helping-guidance for teachers/lecturers about the attitudes that they should have after knowing students' perceptions. In addition, for the next researcher, it is possible to conduct the next research that is more focus on another issue whether it is using synchronous or asynchronous mode only. Thus, everyone knows the advantages and disadvantages using these two modes for English distance learning based on their experiences. Lastly, the researcher hopes the result of this research will give beneficial learning for the students to solve their difficulties during distance learning.

## 1.8 Previous Research

There are some previous researches about students' perception in online learning using synchronous and asynchronous learning modes, they are:

- 1) Rika Riwayatiningih and Sulistiayani (2020). The researchers aimed to investigate the effectiveness use of the combined modes of synchronous and asynchronous in e – language learning for university students in second semester of English department for writing online class activity. From the data analysis, the researchers conclude that the application of blended modes in synchronous and asynchronous online platform preserve the students' engagement in their online creative writing, the results indicate that their attitudes were positive with the writing tools and they felt satisfied with e-learning, due to it is suitable with the current condition. They take advantage of the combined platform in order to participate in a new way.
- 2) Ratna Said (2020). This research investigated students' perception on virtual group e-learning in middle of pandemic Covid-19 which the data shown that the platform or media they usually use for discussion are WhatsApp and Zoom meeting. The result of this research described that by using online platforms as mentioned before, most of the members of virtual group can use these to help each other by sharing information, providing appropriate feedback on performance, demonstrating trust, and facilitating member's efforts to achieve goals. It can be concluded that there was a positive perception of virtual group members through confidence, collaboration accountable for responsibility each member in order to encounter any obstacle in virtual group.
- 3) Ahmad Reza and Syed Mir Hossein (2019). In their research investigated the effect of synchronous and asynchronous on learning and teaching vocabulary. This research was quantitative research that the data was taken from two different groups; a group that learned vocabulary synchronously and a group that learned vocabulary asynchronously. Each group consisted of 30 students. From the test and treatment that has given to the students, it

can be seen that their vocabulary acquisition improves, but the improvement of synchronous group was more significant in comparison to asynchronous group. It attaining better results the synchronous group outperformed the asynchronous group in learning vocabulary thus indicating that interaction and collaborating has a key role in the learning process and synchronous methods is the most convenient.

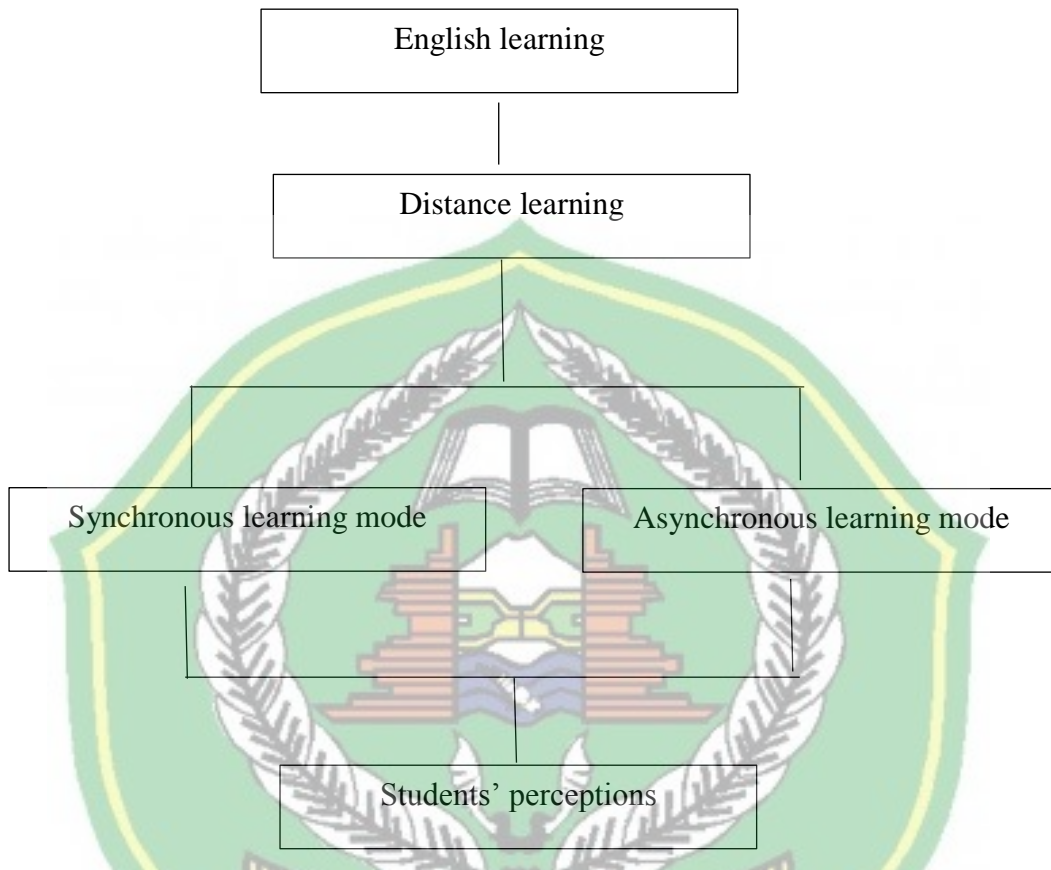
- 4) Ayesha Parveen (2016). In this research, it evaluated the impact of synchronous and asynchronous E-language learning activities (ELL-tivities) in an E-Language Learning Environment (ELLE) while the findings revealed that the students are more in favor of the ideal blend of two modes instruction; synchronous and asynchronous while learn English. The responses of the students show that they would like to have a blend of two models for best possible language learning. Due to both modes complement each other; synchronous can be resorted to for discussing more complex concepts but switching to asynchronous mode would be appropriate where reflection over a time period is required (Hrastinski,2008). Therefore, a blend of both can work in an ideal manner for teaching language as long as they can cater all students need and techniques of language learning/teaching.
- 5) Mehmet Gazan (2020) investigated the perceptions of the students who have experienced to use both synchronous and asynchronous modes. In which the participants of this research mentioned that they needed more feedback and they favor it more if the course they learned was a blended one. They still need opportunities to interact with their instructors and classmates during the distance learning period. Thus the researcher suggested educational authorities may find out more ways to increase communication online, in order to students can increase their achievement and satisfaction of the course both for this particular context and for elsewhere. Due to students' satisfaction might have an impact on their success.



## 1.9 Framework of Thinking

Here is the frame of thinking of this current research:

*Table 1.1 Table of Framework of Thinking*



## 1.10 Theoretical Foundation

In theoretical foundation, the researcher presents all of the literatures related to this research that will be conducted by the researcher. To make the reader easier to understand, it will be divided into each topic. Unfortunately, the researcher tries to find the literatures in each topic from the books, articles, and journals as below:

### 1.10.1 Distance Learning

The definition of the term “distance” cannot be limited only by being far away from the teaching environment like school since the majority of students in distance learning are close to It is their school and you can access the materials via electronic media. For

this reason, "distance" in the physical sense is not an important factor from an educational point of view (Rumble, 2019). Kaya (2002) regarded distance learning as a discipline which provides lifelong education for anyone who wants to solve the inequality of opportunity, as well as contributing to the realization of a number of individual and social goals of education and based on self-learning. Uşun (2006) defined distance learning as a planned and systematic educational technology application. Moore and Kearsley (2011) used the term “distance education” instead of “distance learning and teaching” because education was more comprehensive term that including both learning and teaching in accordance to just learning or teaching and according to Moore and Kearsley (2011), distance learning was a process of both teaching and learning that took place in a space and time cut requires elements of interaction via use of technologies.

Distance learning can also be defined as the transmission of information electronically to a remote place via satellite, video, sound, computer, multimedia technology and similar tools, or as an education system where the teacher and the student are located in different places (Tuncer & Tanaş, 2011). Given all the definitions above, it is seen that the concept of distance education emerges as learning and teaching model in independent of time and space and provides educational opportunities through technologies.

### **1.10.2 Synchronous and Asynchronous Distance Learning Modes**

Synchronous and asynchronous are learning mode that researcher focused can be defined as below:

#### **1.10.2.1 Synchronous Distance Learning Mode**

Synchronous Distance learning mode refers to learning/teaching that takes place simultaneously via an electronic mode. Synchronized voice or text chat rooms provide opportunities

for teacher-student interaction. Apart from chat, video-conferencing facilitates face-to-face communication. Web conferences through surveys, polls and question-answer sessions can turn out to be more interactive than video conferencing.

Synchronous mode instills a sense of community through collaborative learning (Teng, Chen, Kinshuk & Leo, 2012; Asoodar, Atai, Vaezi & Marandi, 2014). A synchronous virtual classroom is a place for instructors and students to interact and collaborate in real time. With a webcam and class discussion capabilities, it's similar to a traditional classroom, except that all participants can access it remotely via the Internet. You can record lessons and add them to your library. The archived library allows students to access teachers' lectures and review them as many times as necessary to master the material. Real-time direct interaction with teachers and students is very similar to traditional face-to-face lessons. Distance is no longer an obstacle, and connecting via the Internet does not waste time traveling. Synchronous sessions can motivate students to engage in activities due to the presence of teachers and classmates (Yamagata Lynch, 2014). Instant feedback and answers can help students resolve any problems they encounter in learning. Facial expressions and tones of voice can resource them to have the human sense at a broader spectrum and result in worldwide interplay with out a whole lot cost.

Some of the challenges of synchronous mode can be the need of the availability of students at a given time and the necessary availability of a good bandwidth Internet. Participants can be frustrated or slowed down by technical issues. In addition, pedagogy is more important than technically supported media, so carefully crafted lesson design is required. For example, Murphy et al. (2011) consider synchronous mode more teacher-oriented. To extend the scope of synchronous communication solely through



lectures and teacher-student discussions, special activities need to be created. Furthermore, from the definition of synchronous learning mode, the platforms/application that is categorized as synchronous are Zoom, Google Meet, Skype, and any other video conferences learning platform.

#### **1.10.2.2 Asynchronous Distance Learning Mode**

An asynchronous mode of learning has been the most prevalent form of online teaching so far because of its flexible modus operandi (Hrastinski, 2008). Asynchronous e-learning is the most widely used method of online education (Parsad & Lewis, 2008). This is because learners have no time limit and can respond as they please. Higher learning abilities can be used because the reaction can be delayed, allowing you to think about the problem for a longer period of time and develop divergent thinking. The spontaneity of the expression is replaced by the constructed response. Therefore, asynchronous space leads to independent, independent, student-centric learning (Murphy, Rodríguez Manzanares, and Barbour, 2011).

Therefore, asynchronous e-learning can complement the student's previous knowledge with new concepts (Lin, Hong & Lawrenz, 2012). We can build critical thinking and deep learning by reducing our reliance on memory and taking notes and increasing the opportunities for discussion in a group of peers (Huang & Hsiao, 2012). A remote mode that relieves the teacher's fear reduces shyness. Emotion filters remain low because the pressure is lower than real-time encounters, allowing learners to respond in more innovative and creative ways. You are unlikely to suffer from technology issues such as slow speeds or lack of connectivity. I have plenty of time to give it a try.

Asynchronous mode can be challenging as only a carefully devised set of strategies can keep students engaged and interested in this sort of learning environment to facilitate motivation, confidence, participation, problem solving, analytical and higher order thinking skills. In addition, it is a self-paced system and students need to have self-discipline to stay active and interactive in order to track their activities. Discussions in forums and blogs can keep them active, but wandering away from the topic can also distract them. Feedback delays can be another frustrating factor (Huang & Hsiao, 2012). Moreover, there are inadequate possibilities for socializing and college students ought to search for approaches of networking themselves. Then, after knowing the definition and the concept of asynchronous learning mode, the platforms/applications which can be categorized as asynchronous learning mode are WhatsApp, E-mail, Google Class Room, and any similar textual concept platforms/applications.

### **1.10.3 Perception**

Before going to deep explanation about students' perception, it is better to know what the perception is. According to Leathers (1992), notion is the cognitive manner that people use to interpret and recognize the arena round them. Meanwhile Stone and Neilson (1985) said that notion is an highbrow company of sensory stimuli each of inner and external, linked with a selected person, item or event. Atkinson (1983) also stated that perception is people way to organize and interpret the pattern of stimuli in the environment. In other words, perception is an ability of people to observe (see, hear, feel, present, and understand) what they feel about their environment in social life physically and mentally. From definitions researcher mentioned above, it can be indicated that perception is from a cognitive process in human's mind. To perceive certain event, phenomenon, or situation, someone should experience

something, so a perception can be involved. Moreover, if people perceive certain situation or phenomenon, it means that they recall their memories about objects or events that has been happening in their life in the past.

Additionally, according to Vernon (1987), there are three dimensions of perceptions; understanding about the object, the view, and action. While, Khalish (1973) added a point, it is a set or expectation. The word expectation has similar meaning with hope, think, and demand. For that reason, perception is not only having an idea and opinion about something, or having a belief about something true, but also expecting a good thing that hopefully happens in the future. Due to logically, expectation will influence someone perception. Wilson et al (1974) proposed that stimulation of perception comes from the external object and internal system of the subject itself.

#### 1) Stimulation Comes from The External Object

Externally, stimulation probably comes from visible, auditory, cutaneous, olfactory, and gustatory feel. First, one of the maximum distinguished factors of visible notion is set how human interpret a stimulus arrays of gadgets and backgrounds. The light waves are the kinds of visual stimulus that is responded by human. Gestalt in visual perception is famous due to his principles of visual perceptual organization that affect in learning process.

Second, human response to the sound wave that has been processed in the brain is called as the auditory perception. It is important for building the communication skill of learner. Third, cutaneous is the stimulation that comes from the pressure, heat, cold, and texture on skin factory, as the fourth sense, is the kind of response to the volatile substances in nose. The last is gustatory. It is reaction to the soluble or tough matters at the tongue. Simplicity, it is how human taste things as sweet, salty, sour, and bitter flavor. Those tastes can be in combination.



## 2) Stimulation comes from the internal system

Internal stimulation is not connected to the external stimulation. The stimulations come from the human themselves. Stimulation comes from proprioceptor and interoceptor. Proprioceptor is one of the deep senses that contain the information about balance and body position. It includes labyrinth, kinesthetic, and articular stimulation. Labyrinth stimulation is response from human toward semicircular canals to body movement. Kinesthetic is reaction come from the muscle tension. A joint is a reaction to contact with a movable joint surface.

Interoceptor is information from the organs in the viscera. Vestibular sense is prominent to the interoceptor. It is obtained from changes in the body balance. While according to Wilson et al (1974), someone who want to learn something new, they will associate cues from their kinesthetic sense organs to coordinate their body positions. In similar way, students learning something harder must learn complicated series of associations related to their interoceptor inputs. From here we know that perceptions' process initiated by a sense organ. Perception involves the coding of stimuli, the transmission of coded message via selected neurons. After the message is transmitted, human finally receipt the coded message.

Meanwhile, according to Bimo Walgito (1991) there are three main aspects for making perception, as below:

- 1) Cognitive, it concerns to a basic knowledge, viewpoint, the way someone think /get the information, past experience, and everything that is got from the result of someone's thought.
- 2) Affection, it concerns component of someone's feeling and emotions through a certain object, and also everything about good and bad evaluation based on factor of someone's emotional.

3) Conation or psychomotor, it concerns to motivation, activity, and attitude, based on someone's perception to a certain object or a certain situation.

For this research, the researcher adopted theory of Bimo Walgito to get students' perception about synchronous and asynchronous learning mode in English online learning, and those points will be guidance in questionnaire.

#### 1.10.4 Students' Perception

Hoffman, Singh & Prakash (2015) stated that perceptions of space-time and objects have been shaped by natural selection to hide the truth and guide adaptive behaviors. Perception is an adaptive interface. Furthermore, many researches show that students' perception of e-learning in university education may be influenced by several variables. Keller and Cernerud (Popovoci & Minoref, 2015) have identified variables such as age, gender, previous experience of computers, technology acceptance and individual learning styles as major predictive factors when discussing acceptance of technology by students.

Perception is the mental cappotential to manner or use facts acquired thru the feel organs. As Akandes' (2009) statement in his education research, he stated that perception is the cognitive impression that is formed from 'reality'. It affects the people` movements and conduct closer to an item. Akande (2009) later quoted the Alagbu statement (1999), that perception follows factors, as past experiences, present experiences, personality, and motivation, as crucial to understanding how people perceive events. In a part of education, college students` notion consists of on how college students` knowledge in dealing with a few stories, particularly beyond stories approximately their analyzing manner. Specifically and physiologically, learner percept on what they see, hear, and contact for the duration of in school. On the other hand, it could be

psychologically claimed that notion hobby of college students includes their cognitive affect this is fashioned by `manner of study`.

There are many theories that can influence perception, but for knowing perception regarding advantages and disadvantages of the use these modes, here are some indicators that might be influenced students' perceptions in synchronous and asynchronous learning modes according to Gazan, M. (2020):

1) Indicators of students' perceptions of synchronous mode

Type of Perception	Themes	Emerging the themes
Advantages	Flexibility	<ul style="list-style-type: none"> <li>• Ease of access</li> <li>• Physical presence</li> <li>• Relax environment</li> </ul>
	Interaction	<ul style="list-style-type: none"> <li>• Communication among the students</li> <li>• Between the teacher and students</li> </ul>
Disadvantages	Technical problems	<ul style="list-style-type: none"> <li>• Lack of necessary infrastructure</li> <li>• Problem with the application and websites</li> <li>• Hardware problems</li> </ul>
	Cybersecurity	<ul style="list-style-type: none"> <li>• Recording of the lessons</li> <li>• Safety of the account information</li> </ul>

*Table 1.2 Table of Indicators of Students' Perceptions of Synchronous Mode*



1) Indicators of students' perception of asynchronous learning mode

Type of Perception	Themes	Emerging the themes
Advantages	Flexibility	<ul style="list-style-type: none"> <li>• No requirement of physical presence</li> <li>• Ubiquitous access</li> </ul>
	Consolidation of learning	<ul style="list-style-type: none"> <li>• Individual learning pace</li> <li>• Opportunity do the activities again</li> </ul>
Disadvantages	Technical problems	<ul style="list-style-type: none"> <li>• Lack of necessary infrastructure</li> <li>• Problems with the applications and websites</li> <li>• Hardware problems</li> </ul>
	Lack of a real classroom environment	<ul style="list-style-type: none"> <li>• Less face to face communication</li> <li>• Less peer teaching</li> <li>• Limited social interaction</li> <li>• Practicing speaking skill</li> </ul>

Table 1.3 of Indicators of Students' Perception of Asynchronous Learning Mode

1.3 Methodology of Research

Research methodology is a strategy employed in collecting and analyzing data to answer the problem elaborated more details. According to Polit and Hungler (2004), methodology refers to ways of obtaining, organizing and analyzing data. Methodological decisions depend on the nature of the survey question. Methodology in research can be considered to be the theory of correct scientific decisions (Karfman as cited in Mouton & Marais 1996). Mouton (1996) describes the methodology as a means or method for doing something. According to Burns and Grove (2003), methodology includes the design, setting, sample, methodological

limitations, and the data collection and analysis techniques in a study. Henning (2004) describes methodology as coherent group of methods that complement one another and that have the ability to fit to deliver data and findings that will reflect the research question and suit the researcher purpose. According to Holloway (2005), methodology means a framework of theories and principles on which methods and procedures are based. This chapter consist research design, place and time of the research, source of the data, method of collecting data, trustworthiness and technique for analyzing data.

According to Moleong (2006) descriptive research is a method of research which trying to picture outs and interprets the objects as in the fact. A case study is an indepth study of a particular situation rather than a sweeping statistical survey. This method of study is especially useful for trying to test theoretical models by using them in the real world situation.

### 1.3.1 Research Method

In this part, the researcher represents the research method in detail. It describes about the objectives of research, participants, and the method of research, the source and type of data, instrument of the research, technique of collecting data, and technique in analyzing data.

In line, Alwasilah (2000) who stated that qualitative research focuses on phenomenon. It does not have to generalize ability and comparability, but have internal ability and contextual understanding. The researcher action for this research as follow; (1) building friendship with the respondents, (2) sampling, (3) collecting data, (4) analyzing data, (5) presenting data.

#### 1.3.1.1 Participants

Alwsilah (2012) stated that a participant should have characteristics of rapport. Rapport is believed to the respondent's word, in order to participants to explore to researcher with

comfortable feel. This research will focus on students' perception in online learning by using synchronous and asynchronous learning mode. Unfortunately, the respondents of this research are 24 students in fifth semester of English department in IAIN Syekh Nurjati Cirebon. While each class will be responded by four students who fulfill the criteria which especially experienced a phenomenon of interest. They have interest in online learning, able to use any kind device and platform, have different preferences in each course and platforms/application they use for learning, and also have good attitudes during online class, such as; they usually present in online class for several course or they are a personal in charge for such course who supposed to be more active than others (his/her classmates) and have a good responsibility for the task they should do.

#### 1.3.2 Source and type of data

In this present research, the researcher collects the data in the forms of primary source data and secondary source data. Primary source data is the data that is taken by the researcher directly in the field of the problem the researcher concerns. In this case, the researcher takes open-ended question, and semi-structure interview. Next is, secondary data source is data that is taken from the writing research in the form of appropriate books, journals, and any other sources which relevant with the present research as supporting source.

According to Ary Donald, et al (2010), the primary source data are original documents, such as correspondence, diaries, reports, and etc., relics, remains or artifacts. In this research the primary data source comes from open-ended question, and semi-structured interview with the subject of the research is students of fifth semester in English Department in IAIN Syekh Nurjati



Cirebon. Then the three techniques that the researcher uses will be analyzed and discussed. While the secondary data that the researcher takes from many kinds of journals and books which relates to the theoretical view of this research for the additional data.

### 1.3.3 Instrument of the research

The instrument of this research is the researcher herself. It is supported by Lincoln and Guba in Sugiyono (2013) who stated that the basis of the qualitative research instrument is the researcher itself. In line with Ary, et al (2010) who assumed that the instruments are used to get the data of observation valid and real. It means the researcher is as a source of collecting data also has important roles to decide the research method, the participants of the research, and analyzing the data for giving clear and accurate information. Additionally, in a qualitative research, the researcher as human investigator is the primary instrument for the gathering and analyzing of data. In other word, because this research is a qualitative descriptive design, so the researcher is as an investigator and interviewer.

### 1.3.4 Technique of data Collection

As the researcher told before, this present research is a descriptive qualitative research which only needs to describe the data that will be analyzed. Creswell (2014) argued that there are many ways to collect the data, such as observation, interview, documentation, audio, and visual materials. Moreover, for this research, the researcher is going to conduct this present research from two appropriate instruments. They are open-ended questionnaire and semi-structure interview. Here they are the technique in collecting data of this research:

#### 1.3.4.1 Open – ended Questionnaire

Open-ended questionnaire is used either alone or in tandem with other interviewing methods for discussing a subject matter deeply, clarify processes, and identify possible sources of observed associations. According to Dornyei (2003), open-ended questionnaire includes item where the choices for the respondent to choose from are not accompanied by specific questions but rather by a blank space for the respondent to fill in. Additionally, open-ended questions may produce short answer, lists, or even length narratives, but an enduring question in every case is, how many interviews are needed to ensure they cover range of salient items (for list) and themes (for narratives).

In this research open-ended questionnaire is functioned to collect the data regarding overall students' perception in synchronous and asynchronous learning mode. In other word, this technique will be a way to identify general perception of students about two learning mode that they use during online learning.

#### 1.3.4.2 Interview

Generally, interview is one of the most well-known techniques to collect the data for obtaining in research by asking respondents orally. Interview can be viewed as a method in collecting the data by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation (Hadi, 1993). In line with Sugiyono (2008) who argued that interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Additionally, Sutopo (2006) added that interview can ask the interviewee or respondent with or without

using interview guides where they are involved in social life relative long.

There are three kinds of interview, such as unstructured interview, structured interview, and semi-structured interview. Unstructured interview is an interview where the interviewer carries out the interview with no systematic plan of question. While the interview carries out the interview by using a set questions arranged in advance is structured interview type. Then, the interviewer uses a set question which is developed to gain the specific information can be called as semi-structured interview.

However, in this research, the researcher is going to use semi-structured interview which will appropriate to this phenomenon due to it does not strictly follow a formalized list of questions. Instead, it will allow both of the interviewee and the interviewer to discuss. In this type of interview, the interviewer may prepare a list of questions but will not necessarily ask them all, or touch on them in any particular order, using them instead to guide the conversation. In some cases, the interviewer will prepare only a list of general topics to be addressed (Alison Doyle, 2020). Thus, in this research, the researcher will be going to make a list of questions as an interview guidance to obtain a comprehensive understanding of this case. It also will be asked to several students who have interesting perception while answer the questionnaire the researcher gave before. Thus, in other word, the researcher will explore the students' perception deeper after knowing their overall perception of synchronous and asynchronous learning mode.

Related to this interview, Moleong (2006), defines that the question interview are not arranged rigidly before conducting interview but they should be suitable with the



condition and with the unique characteristics of the informants or interviewee. It is conducted as people talk one to another in daily communication. For that reason, the interview will conduct as flexible as it should be. Then the interview will be done with several fifth semester students based on their experience during online learning. It also functioned to get valid data.

#### 1.3.5 Technique of Analysis Data

In this research, the researcher adopted techniques of analysis data from Lodico (2010) who stated that in all qualitative research, data analysis and interpretation are continuous throughout the research, so the insights gained in initial data analysis can guide future data collection.

These are the steps below:

- 1) To answer the question about over all students' perception in synchronous and asynchronous learning mode, the researcher prepares and organizes open – ended questionnaire using Google form as online data. The indicators of this questionnaire are about cognitive, affection, and psychomotor aspects.
- 2) Then, to make depth explanation about advantages and disadvantages that students get during distance/online learning using synchronous and asynchronous learning mode, the researcher organize and prepare the data collected from semi-structured interview. The date that will be done by doing walk-in interview but pays attention to the health protocols as what is should. Then it will be recorded and stored on a computer or a disk. The data also will be made a transcription.

### 1.3.6 Research Timeline

Here is time line that the researcher made as far as what she need and wished to illustrate the readers how long the researcher do this research.

The time line as below:

*Table 1.4 Table of Research Timeline*

No.	Activities Setting	Time Setting (2021)															
		January				February				September				December			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Writing research proposal and consultation	✓	✓														
2	Research proposal seminar		✓														
3	Research proposal revision			✓													
4	Conducting research sample, validity, and reliability of data				✓												
5	Collecting data				✓	✓											
6	Data analysis					✓	✓	✓	✓								

7	Finishing thesis writing																	✓	✓	
8	Thesis examination																		✓	
9	Thesis Consultation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Thesis revision																		✓	✓

