CHAPTER IV
CONCLUSION AND SUGGESTION

After conducting the research, presenting, and analyzing the data, here is conclusion and suggestion of the research. This chapter divided into two parts, first is conclusion and second is suggestion. In conclusion, the researcher concluded the findings of this research. Meanwhile, in suggestion, the researcher suggests the students of fifth semester, the next researcher and reader.

4.1 Conclusion

This chapter discussed "Students' Perception in Distance Learning; Synchronous and Asynchronous Distance Learning Mode". The data are collected by giving open-ended questionnaire to 24 respondents and did semi-structured interview to three interviewees. Both interviewees and respondents are fifth semester students at English Language Teaching Department in IAIN Syekh Nurjati Cirebon. Then the conclusion is arranged from the results of findings and discussions in Chapter II and Chapter III, thus the researcher concluded those points as below;

4.1.1 Students' Perception of Synchronous and Asynchronous Distance Learning Modes

As the researcher explained at chapter II, it can be concluded that synchronous and asynchronous distance learning mode become popular because of the online learning. These two learning modes are expected as suitable learning modes which should be change because of pandemic era. Then, the researcher realized that to know it is suitable or not, students' perception is one of basic thing. For that reason, to identify investigate their perceptions in English distance learning using synchronous and asynchronous learning modes, the researchers took 24 students of fifth semester as respondents.

The perception can be built based on three aspects, such as; cognitive aspect, affection aspect, and psychomotor aspects. The cognitive aspect related to the basic knowledge of students, students' point of view and the source of the information students get. In affection aspect, it related to students feeling and emotion through this situation, and psychomotor aspect is about students' movement and attitude toward this situation.

Finally, the result of the questionnaire related to negative response through these two learning modes. Even in a fact they had good basic knowledge about synchronous and asynchronous distance learning mode, also about the platforms/applications and their category, then they realized that using any kinds of platform/application help them for learning, but they wish they can get combined learning mode, in order to they are not bored during online learning, and have any good solution if any serious problem in certain platform/application.

4.1.2 The Advantages and Disadvantages Students Get in Synchronous and Asynchronous Distance Learning Modes

From findings and discussion in chapter III, it can be concluded that evaluation can be made from awareness of advantages and disadvantages students get during online learning using synchronous and asynchronous learning mode. In this point, each student might get different advantages and disadvantages from these two learning mode, but it can be represented by three interviewees who has similar grade, attitude and experience in using any kinds of platform/application.

The advantages of synchronous learning mode are about the flexibility and interaction. In which synchronous offers the flexibility in real physical presence, access of the platform is also quietly easy, and have relax environment. Meanwhile, the interaction that was

happened in synchronous learning mode is still unclear and there is misunderstanding.

For the disadvantages of synchronous learning mode, the researcher focused on technical problem and cybersecurity. In technical problem, students claimed that they do not have any serious problem with their devices or application. The only one that often get problem is internet connection. It makes the platforms hitch and error. Instead, for cybersecurity consisted of data leakage that usually happens in other platform. In a case, Zoom Application. That is why, personal account is suggested to keep by ourselves and not accessing any kinds of platform/application in different devices.

Then, for the asynchronous learning mode, of course it is not a perfect learning mode, it still had the advantages and disadvantages. For the advantages of asynchronous learning mode that students get is about flexibility. In which all students agreed that they satisfy when there is not any obligation to show physical presence. Due to, in asynchronous learning mode, they usually list their name into WhatsApp, Google Class Room, or Google Form for instance, and asynchronous learning mode offers more flexibility than other learning mode. Even they access it in their room, but the concept is asynchronous learning mode do not have any place and time requirement. For that reason, students who are really comfortable with this mode they can do other activities unless online learning freely.

As researcher explained at previous chapter, the disadvantages are also felt by the students, such as; less of social interaction, limited of practice speaking skill, less of peer teaching opportunities. Eventually, students should learn and find their own question by themselves. Due to, less peer teaching opportunity will make their questions cannot be resolved at that time.

4.2   Suggestion

Based on the research findings, the researcher would like to give some suggestions to consider for several parties as below;

4.2.1   For the Students of Fifth Semester and The Lecturers at ELTD IAIN Syekh Nurjati Cirebon

In a fact, synchronous and asynchronous distance learning mode have implemented well. Both students and lecturers are aware about the suitable platforms/application that might be used for each course, but technology will always develop and upgrade by the time. For that reason, students and lecturers should upgrade their technology knowledge accordance to the needs of the students in order to learning objectives can be achieved. Then after conducting this research, students and lecturers can evaluate learning – teaching process during this pandemic era.

4.2.2   For Future Research

There is some point for improvement in this recent research, but it was never discusses in deeper. Since this research only focus on students of fifth semester and only took 24 students at least as the respondents, it was just little scope the next researcher should be developed. This research is also whished as a comparison and a reference for the next research. In order to the related research can be complete and get a better development, in particular in English distance learning.