THE STUDENTS' PERCEPTION AND CHALLENGES ON SYNCHRONOUS AND ASYNCHRONOUS LEARNING ENVIRONMENT DURING THE COVID-19 PANDEMIC AT FIFTH SEMESTER STUDENT ENGLISH LANGUAGE EDUCATION OF UIR

A THESIS

Intended to Fulfill One Requirement for the Award of Sarjana Degree in English Language Teaching and Education Islamic University of Riau

APRILIYA ANITA

NPM: 186310501

ADVISOR

Sri Wahyuni, S.Pd., M.Pd

NIDN. 1022098901

ENGLISH LANGUAGE EDUCATION

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITAS ISLAM RIAU

PEKANBARU

2022

THESIS APPROVAL TITLE

THE STUDENTS' PERCEPTION AND CHALLENGES ON SYNCHRONOUS AND ASYNCHRONOUS LEARNING ENVIRONMENT DURING COVID-19 PANDEMIC AT FIFTH SEMESTER STUDENT ENGLISH LANGUAGE EDUCATION OF UIR

Name   : Apriliya Anita
Place/date of birth   : Pekanbaru / 02 April 2002
Student Number   : 186310501
Faculty   : Teachers Training and Education
Faculty Study Program   : English Education

Advisor

Sri Wahyuni, S.Pd., M.Pd

NIDN. 1022098901

Head of English Language Education

Muhammad Ilyas, S.Pd., M.Pd

NPK.160702565

NIDN.1021068802

Penata/Lektor/IIIC

This thesis has been accepted to be one of requirements for the Award of *Sarjana* Degree at English Study Program of Education and Teacher Training Faculty Islamic University of Riau.

Pekanbaru, April 2022
The Vice Dean of Academic

Dr. Miranti Eka Putri, S.Pd., M.Ed
NIK. 091102367
NIDN. 1005068201

i

THESIS

THE STUDENTS' PERCEPTION AND CHALLENGES ON SYNCHRONOUS AND ASYNCHRONOUS LEARNING ENVIRONMENT DURING COVID-19 PANDEMIC AT FIFTH SEMESTER STUDENT ENGLISH LANGUAGE EDUCATION OF UIR

Name   : Apriliya Anita
Student number   : 186310501
Study Program   : English Education

THE CANDIDATE HAS BEEN EXAMINED

Monday, April 2022
THE EXAMINERS COMMITTEE

Head Advisor   Examiners

Sri Wahyuni, S.Pd, M.Pd   Dr. Sri Yuliani, M.Pd
NIDN. 1022098901   NIDN. 1020077102

             Arimulyani Ahmad, S.Pd., M.Pd
             NIDN. 1023078901

The thesis has been approved to be one of requirement for award as Sarjana

Degree in English Study Program. Faculty of Teacher and Education Universitas

Islam Riau

Pekanbaru, April 2022

The vice dean of academic

Dr. Miranti Eka Putri, S.Pd., M.Ed
NIK. 091102367
NIDN. 1005068201

ii

LETTER OF NOTICE

The advisor here by notice that:

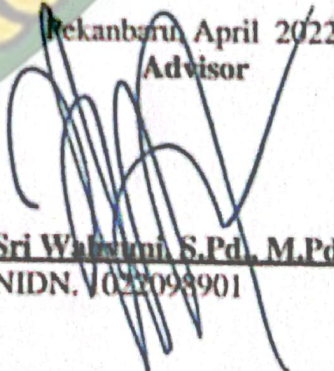|	
Name	: Apriliya Anita
Student Number	: 186310501
Place/date of birth	: Pekanbaru / April, 2nd 2002
Faculty	: Teachers Training and Education Faculty
Study Program	: English Education

Has completely written a thesis which entitled:

THE STUDENTS' PERCEPTION AND CHALLENGES ON SYNCHRONOUS AND ASYNCHRONOUS LEARNING ENVIRONMENT DURING COVID-19 PANDEMIC AT FIFTH SEMESTER STUDENT ENGLISH LANGUAGE EDUCATION OF UIR

It is ready to be examined.

This letter is made to be used, as it is needed.

Pekanbaru, April 2022
Advisor

Sri Wahyuni, S.Pd., M.Pd
NIDN. 022098901

iii

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:
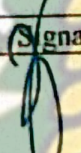
Name : Apriliya Anita

Student Number : 186310501

Study Program : English Education

Faculty : Education and Teacher Training
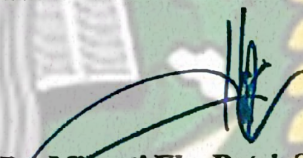
Head Advisor : Sri Wahyuni, S.Pd., MP.d

Title : The Students' Perception and Challenges on Synchronous and Asynchronous Learning Environment During The COVID-19 Pandemic at Fifth Semester Students English Language Education of UIR.

| NO	Date	Guidance Agenda	Signature
1	November 2th 2021	Write proposal and search 25 journals	
2	November 23th 2021	Revised chapter I (background problem) & II (research theories and relevant studies)	
3	December 14th 2021	Revised chapter III	
4	December 28th 2021	Discussion about indicators of questionnaire	
5	January 4th 2022	Revised the proposal format	
6	January 11th 2022	Approved to join proposal seminar	
7	January 27th 2022	Joined seminar	
8	February 8th 2022	Write chapter IV and Chapter V	
9	February 21th 2022	Discussion about result of the research	

10	March 1th 2022	Revised chapter IV (data description and data analysis)	
11	March 14th 2022	Revised blue print for interview	
12	March 21th 2022	Write abstract, thesis approval, declaration, acknowledgement, list of contents, list of tables, list of appendices, cover, thesis guidance agenda, letter of notice	
13	March 28th 2022	Revised research question, abstract, guidance agenda and acknowledgement	
14	April 4th 2022	Thesis approved	

Pekanbaru, April 2022
The Vice Dean of Academic

Dr. Miranti Eka Putri, S.Pd., M.Ed
NIK. 091102367
NIDN. 1005068201

v

DECLARATION

The under signed researcher:

Name   : Apriliya Anita
Index Number   : 186310501
Place/Date of birth   : Pekanbaru / April 2th 2000
Faculty   : FKIP-UIR
Department   : English Education

    I declare that this thesis is the result of my own work, except for quotations (either directly or indirectly) that I took from various sources and mentioned them scientifically. Then I am responsible for data and facts, which contain in this thesis.

<div align="right">

Pekanbaru, April 2022

The writer

Apriliya Anita

186310501

</div>
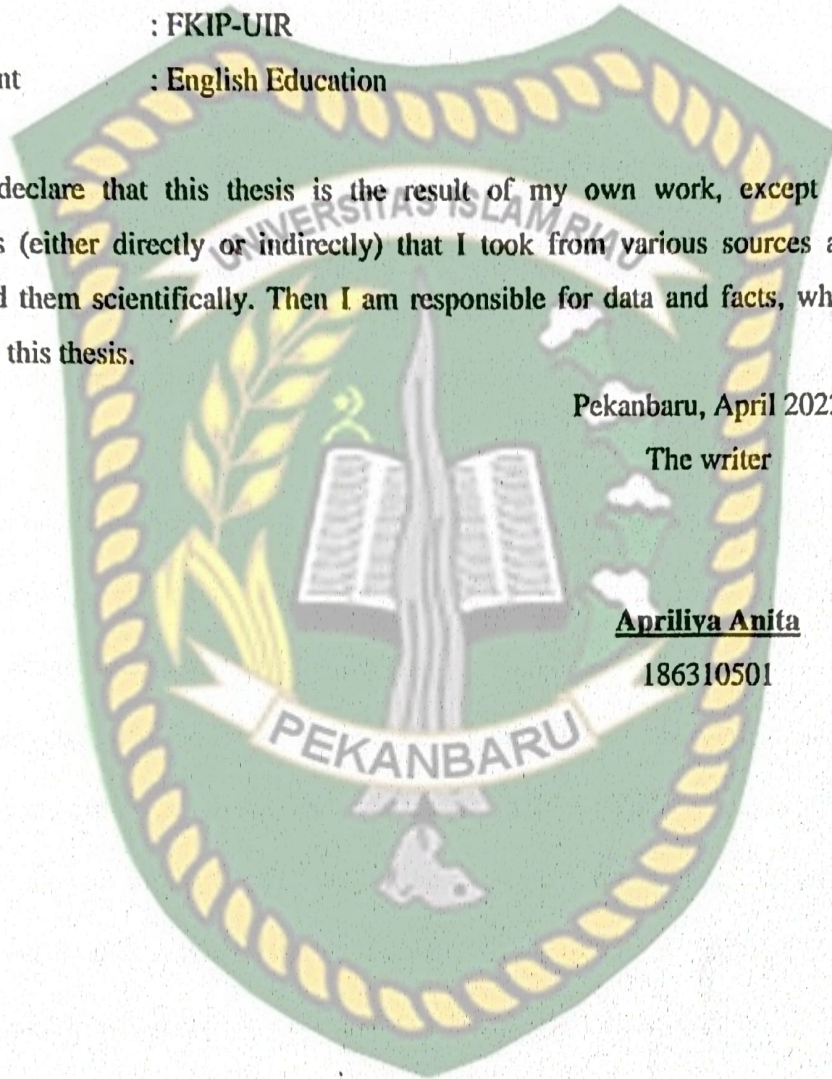
ACKNOWLEDGMENT

Alhamdulillah, I would like to thank Allah SWT for his blessings and guidance in the process of completing this thesis I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis

In this memorable moment, I would like to express my deepest gratitude to the very adorable:

1. Dr. Hj. Sri Amnah, M.Si as the dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis

2. Muhammad Ilyas, S Pd., M Pd as the Head of English Language Education and Sri Wahyuni, S. Pd, M Pd as the Secretary of English language Education who gave support and permission to write the thesis.

3. Sri Wahyuni, S.Pd. M Pd as my advisor, I would like to say a big thank for your support, criticism, advice, and convenience in the guidance period in my thesis. Thank you for your quick response to my questions, you are the nicest lecturer and I will never forget your kindness and joyful. Hopefully, Allah Subhanawata'ala will repay all your kindness. Thank you very much

4. All lecturers in English Language Education Teacher Training and Education Faculty Universitas Islam Riau who gave contributed their knowledge to me during the course.

5. My beloved parents, father, mother, and my sister. Thanks a lot for greatly supporting me either materially and spiritually, they gave me more than they had

6. My lovely friends, Hesty Ardhinindita, Wanda Syafika, Rani Khairunisa, Sofy Annisa Rizal. Thank you for being a good friend who always be here with me in the hardest time and never leaving.

May Allah SubhanawaTa'ala reward all deeds and kindness to all parties involved in helping the researcher to complete this thesis.

Pekanbaru, April 2022

Apriliya Anita

TABLE OF CONTENTS

LIST OF THE TABLES

LIST OF FIGURES

LIST OF APPENDICES

ABSTRACT

Apriliya Anita. The Students' Perception and Challenges on Synchronous and Asynchronous Learning Environment During covid-19 Pandemic at Fifth Semester Student English language Education of UIR. Thesis Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Students' perception, Challenges, Synchronous and asynchronous learning, online learning.

In the midst of the covid-19 pandemic made everyone activities have changed include teaching and learning process. In this new learning this is become new things for students in learning process which students need internet connection. The researcher is interested in figure out students' perception and challenges that student faced in the learning process. This research aims to identify students' perceptions and challenges on synchronous and asynchronous learning environment.

This qualitative technique was considered as an appropriate approach as a type of research. The population of this study was fifth semester students of English Language Education at Universitas Islam Riau, while the sample was selected through purposive sampling technique that consist of 32 students. The data were collected from made questionnaire in the google form and interview through zoom meeting. The researcher adopted questionnaire from Yuliana (2021).

The results of this research were presented descriptively in order to indicated that students' perception and challenges on synchronous and asynchronous learning. This can be seen from the result of percentage of students' perception on synchronous and asynchronous learning. The result shown that students' perception on synchronous and asynchronous learning are positive (71.4%) most of students choose learn synchronously and most of students (66.4%) prefer synchronous better than asynchronous learning. Meanwhile, the results of the second questions were the challenges that students faced in the learning process were network problem and difficulty in understanding material in asynchronous learning.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In 2020, many people have made observations about a pandemic that is endangering the world. This is very difficult because they are dealing with an invisible virus. This virus is called COVID-19 and is from Wuhan, China. Hamid et al (2020) stated that The Corona Virus Disease (Covid-19) pandemic or plague has struck more than 200 countries in the world and has given its own challenges for educational institutions, especially higher education. With the emergence of new emerging infectious diseases and the recurrence of old infectious diseases, Indonesia is overburdening disease management (Yuliana, 2020). All activities need to be awakened by implementing social distancing, physical distancing, working from home to school from home (Puspitasari, 2021). The impact of COVID-19 on everyone's activities currently experiences many changes and obstacles, because it requires all activities to be directed online for work as well as learning, the impact of COVID-19 also makes learning activities directed online not allowing face-to-face at school or at the university level.

Learning is a process interaction of students with educators, with lesson materials, methods delivery, learning strategies, and learning resources in a learning environment (Afrida, 2017). Pane (2017) stated that one of founders the flow of behavior, learning is a process of interaction between stimulus (which may be thought, feeling, or movement) and response (which can be also thought, feeling, or movement). Learning is related to the stimulation and response

between individuals and groups of process for each individual in obtaining one's behavior. The emergency of online learning is due to certain causes or reason in general online learning is used to help students independently find more learning material and learning information from the teaching of teachers in schools, for now the impact of face to face learning in schools COVID-19 does not exist only allowed to learn and teach online, then online learning is now more emphasize to be more independent and wiser to be able to learn to find learning information independently even though online learning currently teachers teach virtually through existing learning applications. Online learning is learning that allows students to perform a learning process online using a network or internet connection (Madya, 2021). Learning applications that can be used to support online learning such as google meet, zoom, join me, google classroom, WebEx meeting, and so on.

In English Language Education at FKIP UIR especially for fifth semester students the majority of their subjects are learn by synchronous and asynchronous learning due to covid-19 pandemic. This new learning became new things for students in learning process.

Arkorful and Abaidoo (2014) stated that there are two types of online learning, there are synchronous and asynchronous learning. Synchronous learning involves the exchange of ideas and information with one or more participants at the same time. Perveen (2016) stated that asynchronous learning 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. These online learning resources have proven to be technologies that give talented students access to educational opportunities anytime, anywhere.

Most of the current academic research has found that online learning in the education of innovation essentially attracts students through certain distance learning (Drachsler & Kalz, 2016). Examples of learning environments include synchronized online learning, real-time teacher guidance and feedback, Skype conversations, chat rooms, and virtual classrooms where everyone can work together online (Murphy et al., 2011). Various online learning platforms have been launched to meet the needs of home-based learning and educational activities, rather than the face-to-face meetings that were normally held before this pandemic.

Based on the previous explanation, the researcher is interested to figure out the students' perception and challenges on synchronous and asynchronous learning. The title of this research is "The students' perception and challenges on synchronous and asynchronous learning environment during the covid-19 pandemic at fifth semester English Language Education students of UIR".

1.2 Identification of the Problem

This research has several problems. According to literature, synchronous learning gives the opportunity to participate in meaningful face-to-face online interactions. First, synchronous learning requires students to stay on these platforms on time, but many students have connectivity and situational issues.

Second, in synchronous learning it is become challenging for students with poor social skills. For instance, there are some students that are shy to talk or introvert person, so that lecturer infrequently notice them. Third, during asynchronous learning, they have the flexibility to perform tasks on some platforms. In other words, students are not always in front of the camera on time. Its makes students are not disciplined to finish their assignment as deadline which has been set by lecturer in that platform.

The way of discussion was different in synchronous and asynchronous online conversation. Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning (Song et al., 2004).

1.3 Focus of the Problem

This study aimed to identify students' perceptions and challenges on synchronous and asynchronous learning environment. Emphasizing the perspectives and obstacles students have when learning in synchronous and asynchronous.

1.4 Research Question

1. What is the students' perception on synchronous and asynchronous learning environments?

2. What are the students' challenges on synchronous and asynchronous learning environments?

1.5 Objectives of The Research

The study was conducted to achieve the following objectives:

1. To figure out the students' perceptions on synchronous and asynchronous learning environment

2. To figure out the students' challenges on synchronous and asynchronous learning environment

1.6 Significance of the Research

In this research the researcher trying to find out the students' perception of synchronous learning and asynchronous learning. This research will have the function for some elements in education.

1. Teacher, to provide recommendations for the best option that students can use in synchronous and asynchronous learning during pandemic.

2. Students, this research give them a new knowledge about synchronous and asynchronous learning.

3. Next researcher, for the next researcher this research can be a reference to the other researchers.

1.7 Definition of Key Terms

To make the reader easy to understand the material of the research, the researcher would explain the terms of this research orderly:

According to Madya (2021) Online Learning is learning that allows students to perform a learning process online using a network or internet connection. To improve the quality of distance learning, most teachers expect students to attend in sync, just as they would in an offline classroom. In fact, some students are not comfortable enough to use online sync mode through video conferencing.

Redmond et al (2007) stated that Synchronous learning can be defined as: a real time, instructor-led online learning event in which all participants are logged on at the same time and communicate directly with each other.

According Buelow et al (2018) with asynchronous learning, students can use several applications such as edmodo, google classroom, Email. Learners can work on coursework, discussions, questions, etc. in their own time.

To sum up the previous mentioned, the researcher can conclude that online learning has been defined as internet-based education considered suitable alternative educational methods and practices. There are two types of online learning: synchronous and asynchronous learning. Synchronous learning is learning process uses internet connection that students have to stay at real time. While in asynchronous learning is learning process uses internet connection, and students can access the assignment anywhere and anytime.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.2 Definition of Students' Perceptions

Perception is one of the important psychological aspects because by perception we know about the kinds phenomenon which exist in our environment. People have different perceptions on an object. It can be positive or negative ways. Qiong (2017) stated that perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, according to Rahmadani (2015) Perception is the results from the concretization of thought, then give birth to different concepts or ideas from each person even though the object seen is the same.

To sum up the previous description, the researcher can conclude that students' perception is the way students interpreted the conditions or situation. In this research, the researcher interested in figure out the students' perception on synchronous and asynchronous learning environment.

2.1.3 Definition of Online Learning

Online learning is learning that allows students to perform a learning process online using a network or internet connection. Online learning can be defined as e-learning. Online learning is done online if students are learning over or without the network. This means teachers and students can learn science and skills through online learning during the Covid 19 pandemic (Madya, 2021). Online learning can be described as a tool that makes the educational purposes

more student-centric, innovative, and more flexible (Dhawan, 2020). In these environments, students can study and interact with teachers and other students wherever they are independently (Singh & Thurman, 2019).

At the implementation level, online learning requires support for mobile devices such as smartphones, Android smartphones, laptops, PCs, tablets and iPhones to make data accessible anytime, anywhere (Saputra et al., 2021). During the COVID19 pandemic, the education system faces several changes related to the digital transformation of education due to the transition from traditional classrooms to online learning. It comes together with several logistic challenges and also attitude changes from the students that might cause negative effects on students' performance as a result of their anxiety.

According to (Gillett-Swan, 2017), challenges in an online class are associated with the student's inability to enroll in the online learning process that causes anxiety with the use of technology, the zone of comfort, the number of assignments, and the presence of peer interactions.

By carrying out online learning, it can stop the spread of COVID-19, because by using online learning you can also carry out the learning process virtually and can provide materials and assignments to students so that students don't often leave the house to play and don't do things that are less important. According to Dhawan, (2020), Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. The nature of online learning media is widely reported, especially due to the influence of COVID19, many

people have created applications to support the online learning process, including the following:

1. Zoom Application

   The Zoom app is learning technique used to acquire knowledge through screen sharing such as video conferencing, recording, audio, photos, graphs, charts and more. Zoom is a web-based device that can be used from mobile devices or desktops for online meetings of Zoom application users (Chakraborty, 2020). This application is a virtual face-to-face application. The way to run this application is to create a link where one person or host can contain many participants. The application can also record the meeting or learning process. This application can display PowerPoint, images, and videos to assist in meetings and online learning processes.

2. Google form

   Google Forms is one of the service components of Google Docs. This app is very suitable for students, teachers, teachers, happy office workers and professionals who create quizzes, forms and online surveys (Batubara, 2016). Google Forms is a type of application that has a question and an answer at the same time, placed by a teacher or data subject. This Google Forms is a great online learning medium to apply to students as this application does not allow students to cheat because this application provides direct answer options or fields for direct input of answers. It can be.

3. Google Meet

Google Meet is a service media video communication developed by Google LLC, a multinational company United States specializing in services and Internet products. Google Meet becomes one of the learning media that can used to foster a sense of creativity teacher in developing media learning by using applications (Pernantah et al., 2021). Google Meet is an application that you can use for face-to-face virtual meetings, from work meetings to online learning processes. The Google Meet application also makes it easy for teachers to go through the learning process directly. Depending on your internet network, you can also view the application. PowerPoint, videos, and images support the learning process and make it easier for teachers to provide and explain materials to students.

4. WebEx Meeting

This WebEx meeting application is used as a way to encourage students to participate more actively in the online learning process (Harie, 2020). This WebEx conferencing application can also be used in the online learning process. This application can support a conferencing process that allows you to run virtual face-to-face meetings, PowerPoint, and share videos.

5. Google Classroom

Google Classroom provides a platform for blended learning in schools, with the goal of simplifying assignment creation and paperless output of grades to students (Sukmawati & Nensia, 2019). The teachers can give the material through this platform. This platform is easy to use and most of students use this platform as online learning.

2.1.4 Types of online learning

This research discussed regarding students' perception and challenges on synchronous and asynchronous learning environment. According to Arkorful (2014) there are two types of online learning synchronous and asynchronous learning.

2.1.4.1 Synchronous learning environment

Synchronous learning can be defined as: a real time, instructor-led online learning event in which all participants are logged on at the same time and communicate directly with each other (Redmond et al., 2007) Synchronous learning, on the other hand, describes simultaneous learning / learning via electronic mode. Synchronous learning, usually supported by media such as video conferencing and chat, may support e-learners to develop learning communities. Learners and teachers experience synchronized learning because it is more social and avoids frustration by asking and answering questions in real time. Synchronous sessions can result in high levels of motivation to stay engaged in e-tivities due to teacher and class-fellows presence (Yamagata-Lynch, 2014). Synchronized virtual classrooms are a place for teachers and students to interact and collaborate in real time. In synchronous learning uses some application to support the learning environment such as google meet, zoom meeting, skype, video call whatsapp, and so on.

In English language education, most of students learn in synchronous and asynchronous learning environment. Because the impact of covid-19 is not

possible to learn in a real classroom they use application to support their learning process such as zoom, google meet, and google classroom.

2.1.4.2 Asynchronous learning environment

Amiti (2020) stated that The National Education Association discusses online courses should be asynchronous and scheduled, since there should be a flexibility for students. However, it was stated that there should be a time frame where the students should complete the assignments, and it is an advantage for students to have the activities "24/7" and access them whenever they want to. Asynchronous environments provide out-of-the-box materials for students in the form of audio / video lectures, handouts, articles, and PowerPoint presentations. students can access this material anytime, anywhere (Perveen, 2016). In asynchronous learning students have to learn independently, and students can't ask directly to the lecturer. Asynchronous learning is self-directed, allowing participants to share ideas and information without having to attend other participants at the same time (Pattnayak & Pattnaik, 2016). Asynchronous learning allows learners to log in to the learning environment at any time to download documents and send messages to teachers and colleagues.

Asynchronous learning can use several applications, such as: Emails, wikis, discussion forums, network-based textbooks, hypertext documents. Learners can work on coursework, discussions, questions, etc. in their own time (Buelow et al., 2018). Unfortunately, individual participant interactions in asynchronous courses cannot instill a sense of shared social existence or participation in online education (Garrison & Cleveland-Innes, 2005).

In English language education, most of students learn in synchronous and asynchronous learning environment. In asynchronous learning students using several applications to support the learning process such as google classroom, Edmodo, email, and kahoot.

2.1.5 The challenges on synchronous learning and asynchronous learning

To actualize the quality of distance learning, most of teachers expect students to participate synchronously and perform as good as what they have in the offline classroom. In fact, some students do not feel comfortable enough to have a synchronous-online mode through video meetings. Although the previous studies have investigated problems in online learning, those studies have not comprehensively covered the synchronous activity in English classes that coincided with the pandemic context and their strategies to deal with the situation. Due those several challenges, strategies are the ones that should be generated by the students to survive with the current conditions. Moreover, the language learning challenges faced by the students in an online setting might be different from the face-to-face meetings. Therefore, this research tries to find out the challenges faced by the students in their synchronous English learning during online classes and how they overcome them.

Some of the challenges of synchronous education can be the need of the availability of students at a given time and the necessary availability of a good bandwidth Internet. Participants can feel frustrated and thwarted due to technical problems (Perveen 2016). In addition, a carefully devised instructional design is required as pedagogy is more important than technologically facilitated media.

For example, Murphy et al (2011) consider synchronous mode more teacher oriented. Special e-tivities need to be created to broaden the scope of synchronous communication from a lecture or teacher-student discussion only.

Perveen (2016) stated that asynchronous learning 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. Moreover, asynchronous it is a self-paced system in which the students have to be self-disciplined to keep themselves active as well as interactive to keep track of e-tivities. Unfortunately, individual participant interactions in asynchronous courses cannot instill a sense of shared social existence or participation in online education (Garrison & Cleveland-Innes, 2005)

2.2 Relevant Studies

In the current studies, there are several researchers who had conducted research on online learning during the Covid-19 pandemic entitled "Students' perception of synchronous learning and asynchronous learning during COVID-19 pandemic".

First, Nurwahyuni (2020) This research analyzes the students' perception toward synchronous and asynchronous learning in speaking skill during pandemic Covid-19. There were 20 students of Intensive English Class at Language Development Unit at UIN Antasari Banjarmasin which were interviewed to know their perception on the synchronous and asynchronous learning in English speaking class. The data were analyzed descriptive-qualitatively. The result found

that the students felt more anxious to speak English in synchronous learning mode by using teleconference application such as zoom and Google meet than to speak in asynchronous learning mode by using video recorder.

The second previous research was done by Malik et al (2017) from University of the Punjab, Lahore. The substantive purpose of this study was to identify the students' preferences to use asynchronous and synchronous e-learning resources. Data were collected only from those students who were having experience of synchronous along with asynchronous e-learning activities. A self-developed instrument was used to collect data. Findings revealed statistically significant difference in students' responses regarding effectiveness of synchronous and asynchronous e-learning activities. Male students preferred synchronous as well as asynchronous e-learning activities more than female students at higher education level. Students were found to have greater interest in synchronous activities when they had credit in terms of marks.

To sum up the previous studies, the researcher can conclude that the distinctions between the results of the research and those previously mentioned are this research concentrated on students' perception and challenges of synchronous and asynchronous learning environment during the covid-19 pandemic.

2.3 Theoretical Framework

The theoretical framework of a research study is the structure that can sustain or support a theory developed during the inquiry. The theoretical

framework provides an introduction and description of the theory that explains why the research problem under investigation.

The online learning process can run well if students are able to follow the directions given by the teacher or lecturers. In order for online learning to run well, it needs support from applications that will be used as learning tools or media in synchronous and asynchronous learning process. The impact of COVID-19 which requires online education which can affect time, student activity and costs. In order to continue to provide student teaching, the teacher continues to carry out learning activities by utilizing learning applications such as Whatsapp, the use of WhatsApp can be used to share assignments and materials to students by forming class groups.

as well as the use of Google Classroom can also be used to share assignments and materials and can provide value to students, because Google Classroom is a virtual world class substituting face to-face classes directly.
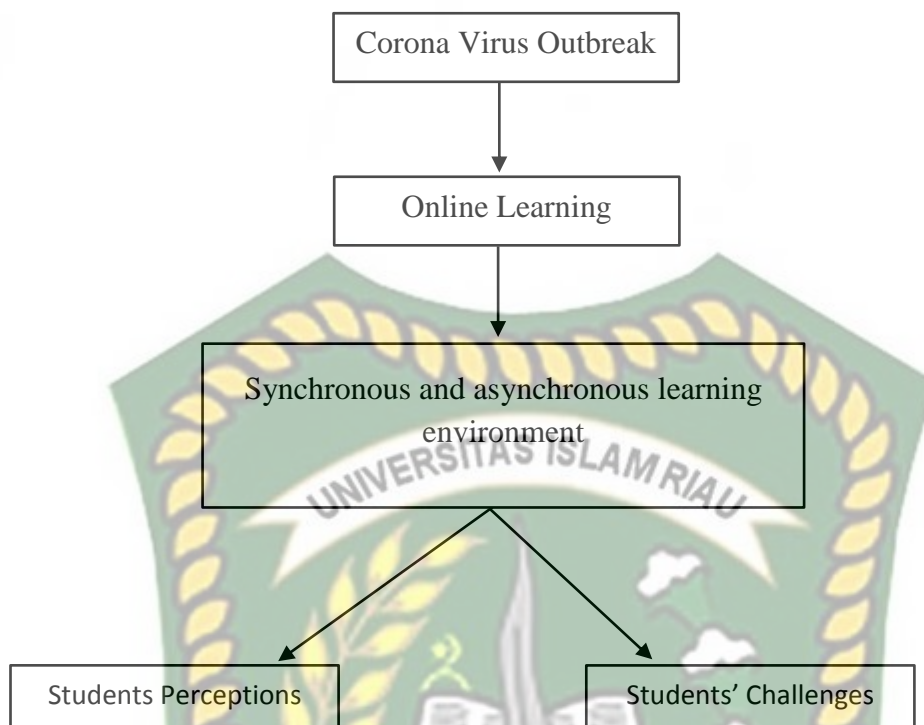
Figure 1. Conceptual Framework

2.4 Assumption

Assumption of this study is to figure out the students' perception and challenges that were faced by the students in fifth semester students of English Language Education of FKIP UIR in synchronous and asynchronous learning. The research assumes that students' perception on synchronous and asynchronous learning are positive. Then there are several challenges that students have to face on synchronous and asynchronous learning environment.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is broadly defined as a way of thinking and preparing to complete a study and achieve its research goals. In this study, the researcher analyzed the data using qualitative method. Qualitative method is characterized by some point such as; exploring a problem, developing a detailed understanding of phenomenon, collecting data based on words, analyzing the data for description using text analysis form and interpreting the more significant meaning of the findings (Creswell, 2012).

In qualitative research aims to explain phenomena through very deep data collection. This research aims to gather the relevant information needed to understand the research problem more efficiently. Qualitative as a method in this research are used to figure out students' perception and challenges on synchronous learning and asynchronous learning. To gather the data, the researchers utilized a Google Forms questionnaire and interview to collect the data.

3.2 Source of Data

3.2.1 Location

This research has been conducted at Universitas Islam Riau Pekanbaru, Riau.

3.2.2 Time of the Research

This research began in January until April 2022.

Activity	Time of the research
Figured out the references related to the research	1 November – 29 January
Constructed the questionnaire	30 January – 28 February
Distributed the questionnaire	29 February
Conducted a series interview	10 March – 15 March
Collected Data	16 March – 24 March
Analysis data	25 March – 10 April

3.3 Participants of the Research

Participant in this research is the fifth-semester students of English Language Education of FKIP UIR academic year 2021/2022.The sample is used to obtain data. This research uses purposive sampling method. purposive sampling is widely used in qualitative research to identify and select cases that are rich in information related to the phenomenon of interest (Palinkas et al., 2015).

Therefor not all of the population is given a questionnaire/ questionnaire later, because by using non-random technique which an informant to be effective chosen based on the characteristic that the informant demonstrates. The sample on this research is 5B class 32 students.

3.4 Instrument of the Research

Research instruments are the tools investigators use to collect data (Sathiyaseelan, 2015). In this research, researcher used questionnaires and interviews as an instrument to collect the data. With the help of questionnaires, the

researcher can collect consistent data, which enables us to collect internally consistent data (Roopa & Rani, 2012). The questionnaire adopted from Yuliana (2021). (it can be seen on table 1).

Table 1 The blue print of questionnaire

NO	Blue print	Item	Number of blue print
1	Students' Perceptions on synchronous and asynchronous	1,2,3,4,5,6,7,8	8
2	Students' Preference	9,10,11,12	4
	Total		12

(The questionnaire can be seen on appendix 1 page 61)

To classify the students' perception on synchronous and asynchronous learning using questionnaire, the researcher divided into 2 indicators, first, students' perceptions on synchronous and asynchronous learning. Second, the students' preference on synchronous and asynchronous learning environment.

To classify the challenges on synchronous and asynchronous learning, the researcher using a series interview and then the researcher asked five students with different schedules so they do not affect the answer of others.

To classify the students' perceptions level on synchronous and asynchronous learning, the researcher used Likert scale. (in table 2)

Table 2 Likert Scale

NO	Respond	Scale
1	Strongly Agree	5
2	Agree	4
3	Not sure	3
4	Do not agree	2
5	Strongly Disagree	1

The students respond of perception on synchronous and asynchronous were analyzed descriptively using numerical calculation of the percentages.

To analyze data, the researcher will analyze by using Likert scale. Students' perception has described descriptively using the mean score range to answer their knowledge level. To get more in-depth information from the students, the researcher has utilized open-ended questions in the interview related to the perception and challenges on synchronous and asynchronous learning. A conversation between two people, one trying to direct communication to get information about a particular goal, is called an interview (Siddiq & choiri, 2019). (List interview can be seen in table 4).

Table 4. Interview Guidance

NO	Perceptions	Challenges
1	In your opinion, which one is more assist learning process synchronous or asynchronous?	Do you feel the material given by the teachers in synchronous and asynchronous learning easy to understand?
2	Is the presence of lecturer in learning is important?	What the challenges that you have to face in synchronous and asynchronous learning?
3	Do you prefer synchronous learning than asynchronous learning? give the reasons?	What is your expectation from your lecturer when learning in synchronous and asynchronous?
4	Do you agree learning synchronous spent more internet quota than asynchronous learning?	Is the network influence you in synchronous learning?
5	Do you agree learning synchronous is easier to understand the material?	How you manage the time while learning in synchronous and asynchronous?

A series interview has been conducted through head-to-head interview using zoom meeting media.

3.5 Data Collection Technique

To collect the data, first researchers asked student to join whatsapp group. The questionnaire distributed an online survey in Google Forms format to students in fifth semester to collect the data. Then the researcher gave the direction to students to fill out the questionnaire. Second, when interviewing students, the researcher has contacted five students via whatsapp, after that the researcher set the schedule for each student and researchers asked a few questions

that represent research indicators in order to elicit a more specific response from their explanations. The researcher has organized the interviews with students via zoom. After that, interviews have transcribed and recorded using an online transcription program. last stages, researchers assessed the data that collected.

3.6 Data Analysis Technique

The researchers took several stages when it came to data analysis methodologies. First, after collecting all of the questionnaire data, the data is analyzed the chart from the questionnaire's answer frequency. The researcher was required to describe both the data as well as its percentage. Its purpose is to ensure that the research findings are understandable and comprehensible. The researcher measured and analyzed the questionnaire using SPSS.

To classify the criteria of perception level analysis, the researcher adopted the criteria of perception level analysis by Maru et al (2021). (in table 3)

Table 3. The Criteria of Perception Level Analysis

Percentage	Criteria
≥85%	Very Positive
70% - 84%	Positive
55% - 69%	Moderate
40% - 54%	Negative
≤39%	Very Negative

Adopted by Maru et al (2021)

Second, the recorded interview results have transcribed using an online transcript program (https://transcribe.wreally.com/) to acquire interview data once the interview is finished, the researcher utilized the Word Cloud Generator (https://tagcrowd.com/) to determine the frequency of words that often appear in the interviews that have been done. The results were analyzed and described by the researcher in tables, Word Cloud Generator, and descriptive explanations. Finally, the researcher drew conclusions based on the analysis result.

CHAPTER IV

RESEARCH FINDING

4.1 Data Description

This chapter describes the explanation and discussion of the data collected from respondent based on the provisions that have been explained by the researcher in the previous chapter. This chapter aims to describe all the results of the questionnaires and interviews based on the indicators in this study, but the interviews had additional information for the researcher to figure out the students' perception and challenges on synchronous and asynchronous learning.

In this research, the questionnaire and interviews were distributed to 32 students. There were two instruments that were done by students. First, the questionnaire which consist of two indicators design by Yuliana (2021). The first indicator consists of 8 statements and the second indicator consist of 4 statements, and the total statements from the questionnaire are 12 statements. Second, the interviews consist 5 questions based on 2 indicators. The questionnaires and interviews of this study were based on the students' perception and challenges on synchronous and asynchronous learning.

The following is an explanation of the results of the questionnaires and interviews based from the indicators that have been summarized by the researchers below:

4.1.1 Students' Perceptions on synchronous and asynchronous learning environment

4.1.1.1 E-learning in ELT either synchronous or asynchronous assist learning process

The changes of teaching and learning process make the students have to get used to learn by online learning especially on synchronous or asynchronous learning which students have to prepare all the things to support the learning process. As we can see in the diagram below, 17 students (53.1%) chose agree, 9 students (28.1%) chose not sure and students chose strongly agree as many as 4 students (12.5%). It can be concluded teaching and learning process on synchronous and asynchronous assist the learning process.
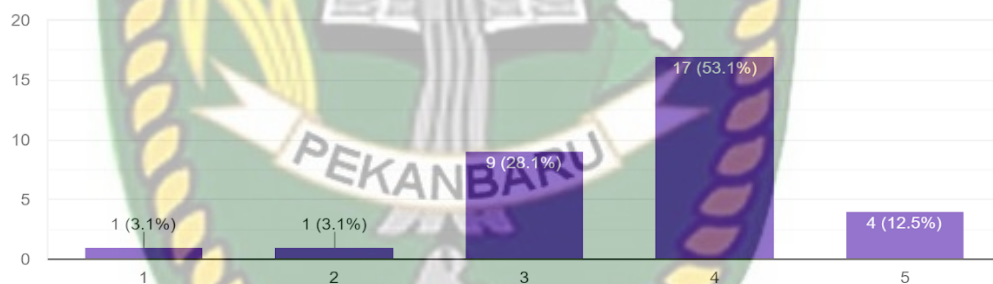
Figure 4.1.1.1 E-learning in ELT either synchronous or asynchronous assist learning process

4.1.1.2 English lecturing in asynchronously through LMS is more flexible in case of time and place

Learning Management System (LMS) is an online platform that enables the delivery of materials, resources, tools, and activities to students both in and out of the classroom environment. Learning asynchronously through LMS can make students do the assignment at their own time or at their leisure time. In

asynchronous learning students can do the work anytime and anyplace. The result of the questionnaire showed that 15 students (46.9%) responded in agree. 6 students (18.8%) in strongly agree, 8 students (25%) in not sure and 3 students (9.4%) in disagree. It means that learning asynchronously through LMS is more flexible in case of time and place.
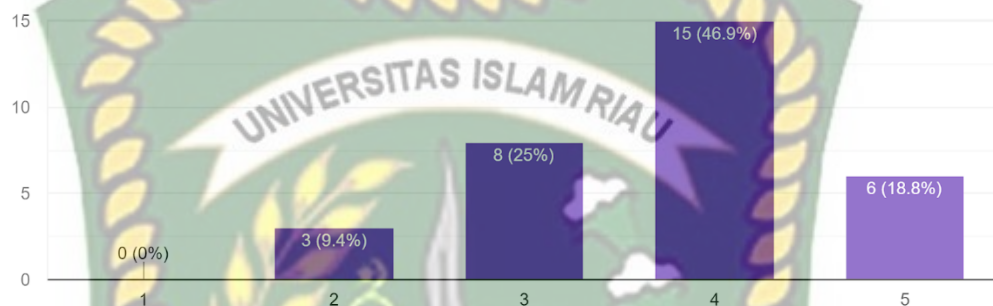
Figure 4.1.1.2 English lecturing in asynchronously through LMS is more flexible in case of time and place

4.1.1.3 Lecturing asynchronously is more efficient in terms of internet quota

Learning asynchronously which students more students-centre in learning process, it required the students to prepare all the things to support the learning process one of them are internet quota. The results of the questionnaire showed that 2 students (6.3%) responded strongly disagree, 2 students (6.3%) in disagree, 13 students (40.6%) not sure, 10 students (31.3%) in agree and 5 students (15.6%) respond strongly agree. This percentage showed that students was unsure that learn in asynchronously is efficient in terms of internet quota.
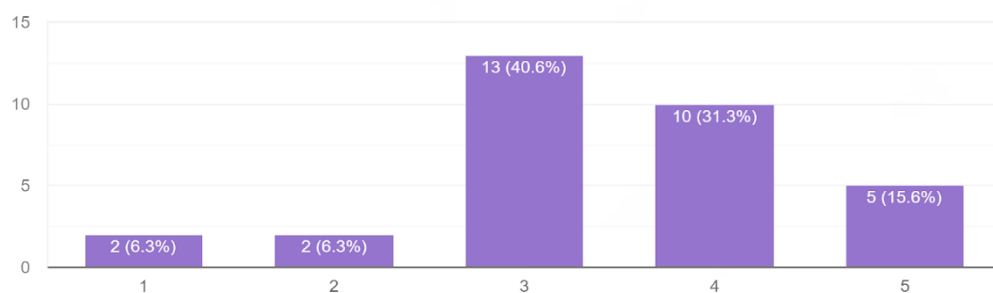
Figure 4.1.1.3 Lecturing asynchronously is more efficient in terms of internet quota

4.1.1.4 The material provided asynchronous (in LMS) is complete and easy to understand

In asynchronous learning, there are several applications that support the learning process such as google classroom, Edmodo and email. In this platform the lecturer can provide the material through with it. The results of the questionnaire showed that 1 student (3.1%) responded strongly disagree, 6 students (18.8%) in disagree, 11 students (34.4%) in not sure, 12 students (37.5%) in agree and 2 students (6.3%) responded strongly agree. It means that the available material can help them learn more easily and effectively.
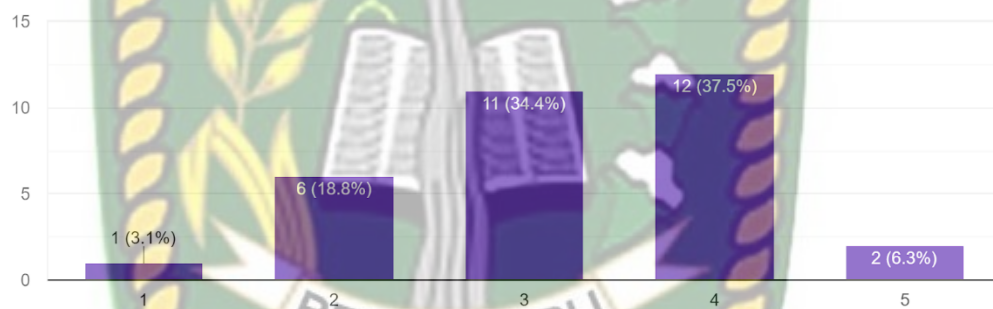
Figure 4.1.1.4 The material provided asynchronous (in LMS) is complete and easy to understand

4.1.1.5 It is difficult to communicate with the lecturer through asynchronous e-learning

As we know that learning process is the interaction between teacher and students to share information or ideas. Because of covid-19 that makes changes in teaching and learning process which students have limited interaction to the lecturer or the other participants. Especially In asynchronous learning the students can't communicate directly to the lecturer or the other students at same time. The

results of the questionnaire showed that 1 student (3.1%) responded strongly disagree, 4 students (12.5%) chose disagree, 12 students (37.5%) chose not sure, 14 students (43.8%) in agree and 1 student (3.1%) in strongly agree. Based on the data above, it can be seen that more than half students were agree with that statement which means the students are difficult to asking a question directly to the lecturer or vice versa in asynchronous learning.
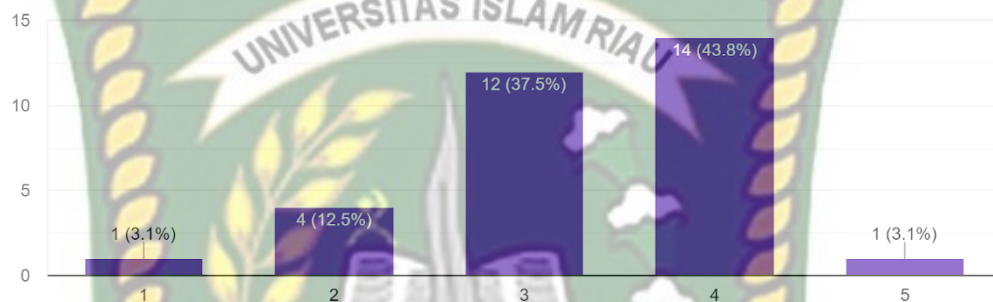
Figure 4.1.1.5 It is difficult to communicate with the lecturer through asynchronous e-learning

4.1.1.6 Lecturing synchronously is more interesting because students can directly interact with the lecturer

In synchronous learning the students have a chance to communicate with the lecturer or the other students directly at the same time. Some applications were supported this learning process such as zoom, google meet, Cerdas, skype and so on. The results of the questionnaire showed that 2 students (6.3%) of the respondents chose strongly disagree, 3 students (9.4%) chose disagree, 5 students (15.6%) chose not sure, 13 students (40.6%) chose agree and 9 students (28.1%) in strongly agree. It is showed that the students who agree and strongly agree are

very dominant. It can obviously be assumed that most of the students, 68.7% of them prefer lecturing synchronously through video-conference are interesting because they can communicate or interact with the lecturer as well as they learn in a real classroom.
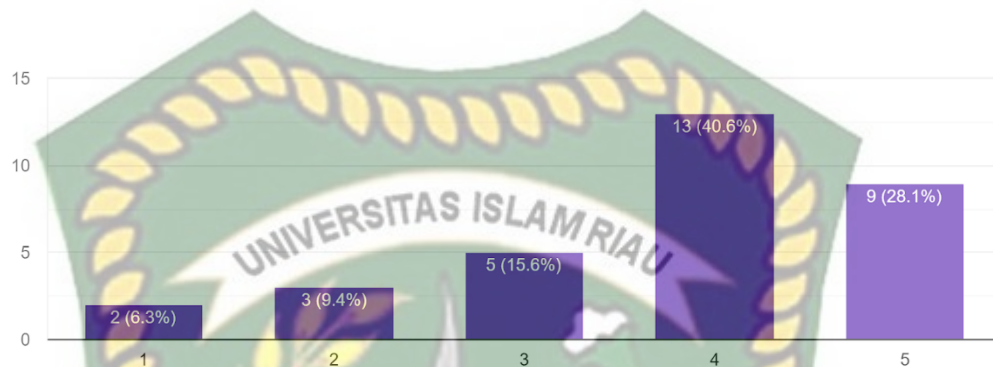
Figure 4.1.1.6 Lecturing synchronously is more interesting because students can directly interact with the lecturer

4.1.1.7 I am always on time to attend lectures through video-conference (synchronous)

Disciplines in learning process are very essentials especially in online learning. In synchronous learning which the students have to set their time to attend the learning process through video conferences. the results of the questionnaire showed that none of the students chose strongly disagree, 4 students (12.5%) chose disagree, 7 students (21.9%) chose not sure, 12 students (37.5%) chose agree and 9 students (28.1%) in strongly agree. The data showed that there were no students strongly disagree with the statement. It can be assumed that students strive to be on time for attending virtual lectures synchronously through video conferencing. While more than 60% of students agree and strongly agree with timely attendance at lectures in learning process, it shows that they have high

motivation and enthusiasm to attend lectures synchronously so that most students agree to be disciplined on time when lecturing.
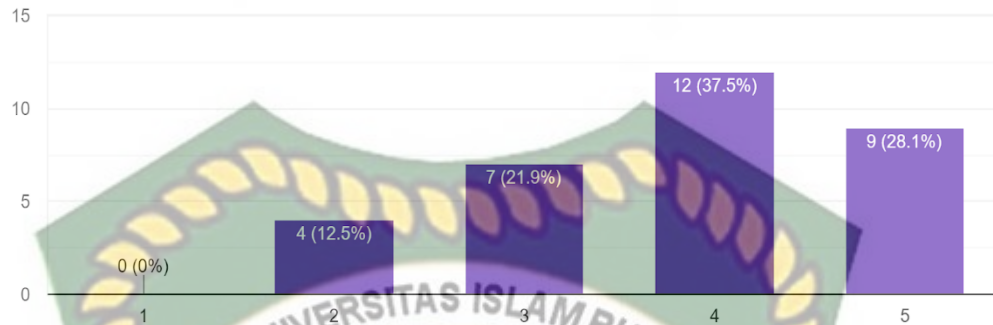
Figure 4.1.1.7 I am always on time to attend lectures through video-conference (synchronous)

4.1.1.8 The material given synchronously is easier to understand because I can directly ask question

Synchronous learning is learning process using internet connection or network. Learning synchronously give the students a chance to asking questions directly to the lecturer at that time. Based on the results of the questionnaire there were none students chose strongly disagree, 3 students (9.4%) of the respondents chose disagree, 6 students (18.8%) of the respondents chose not sure, 19 students (59.4%) of the respondents chose agree and 4 students (12.5%) of the respondents chose strongly agree. Based on the data, it obviously showed that most of the students agree that materials given synchronously help them understand easily.
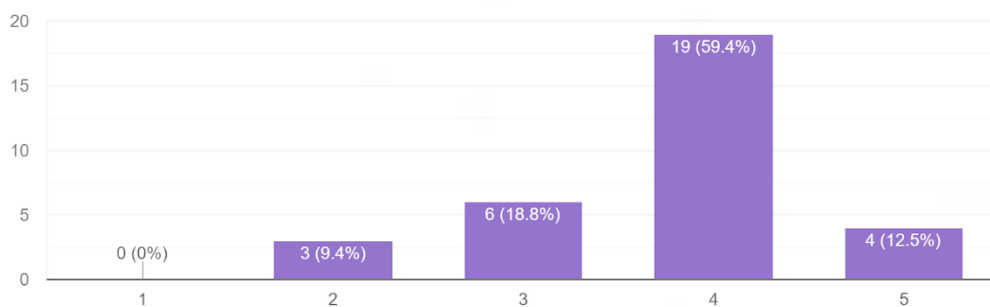
Figure 4.1.1.8 The material given synchronously is easier to understand because I can directly ask question

4.1.2 Students' preference on synchronous and asynchronous e-learning

4.1.1.9 I understand the material conveyed synchronously better than asynchronously

In online learning the lecturers have to be able to conveyed the material well in synchronous or asynchronous learning. The lecturers have to figure out which the best way to conveyed the material in order to make students understand easily. The results of the questionnaire showed that none students chose strongly disagree, 1 student (3.1%) of the respondents chose disagree, 7 students (21.9%) of the respondents chose not sure, 15 students (46.9%) of the respondents chose agree and 9 students (28.1%) of the respondents chose strongly agree. It can be concluded that 75% students agree with the statement. They easily understand the material on synchronous than asynchronous learning.
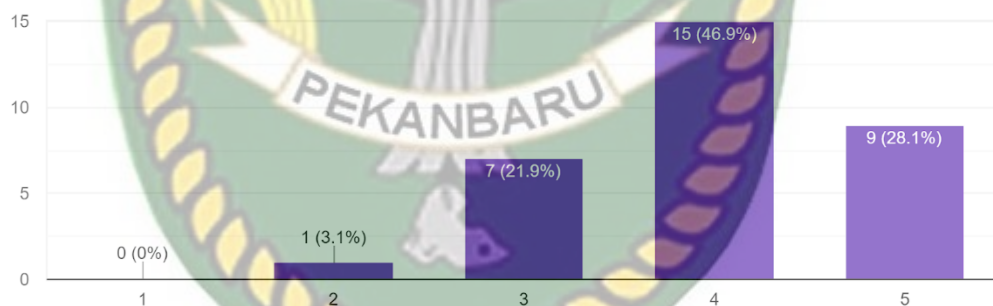
Figure 4.1.1.9 I understand the material conveyed synchronously better than asynchronously

4.1.1.10 I prefer e-learning asynchronously

Learning asynchronous is learning that students have limited interaction or communication with the lecturer at the same time. In this statement, 1 student (3.1%) of the respondents chose strongly disagree, 4 students (12.5%) of the

respondents chose disagree, 16 students (50%) of the respondents chose not sure, 11 students (34.4%) of the respondents chose agree and none students chose strongly agree. In this statement, the most dominant answer is doubt; it can be concluded that students are not sure learning asynchronous can help them in the learning process.
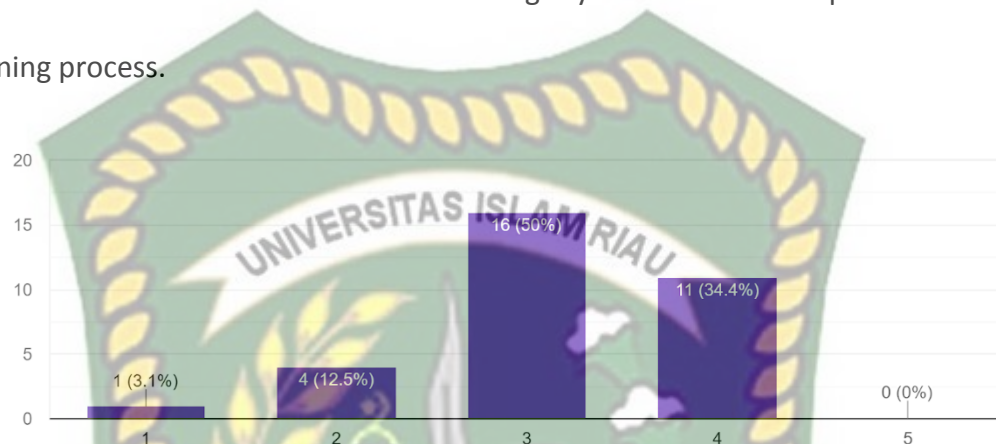
Figure 4.1.1.10 I prefer e-learning asynchronously

4.1.1.11 I prefer e-learning synchronously

In synchronous learning, students have a chance to share ideas or information directly to the lecturer or the other students at the same time. Based on the results of the questionnaire showed that none students chose strongly disagree, 4 students (12.5%) of the respondents chose disagree, 9 students (28.1%) of the respondents chose not sure, 14 students (43.8%) of the respondents chose agree and 5 students (15.6%) of the respondents chose strongly agree. It can be assumed that most of the students, 59.4% of the respondents, prefer learning synchronously than asynchronously.
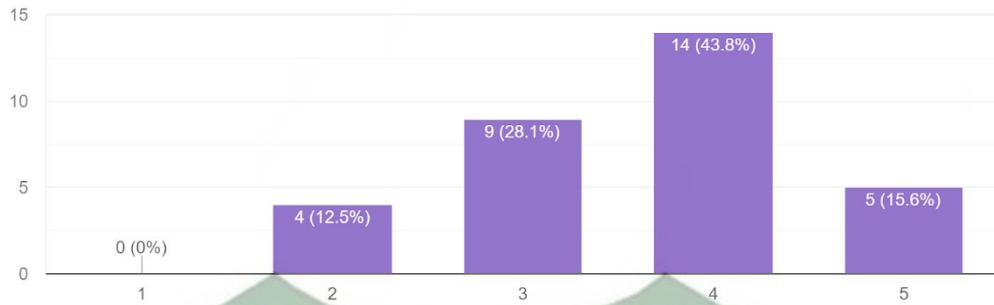
Figure 4.1.1.11 I prefer e-learning synchronously

4.1.1.12 The presence of lecturer in e-learning is important

In learning process, the lecturers have become an essentials role model to encourage student motivation. the results of the questionnaire showed that, 1 student (3.1%) of the respondents chose strongly disagree, none of students chose disagree, 5 students (15.6%) of the respondents chose not sure, 8 students (25%) of the respondents chose agree and 18 students (56.3%) of the respondents chose strongly agree. It can be concluded that most of the students are agree that the presence of lecturer in online learning especially synchronous and asynchronous learning are important.
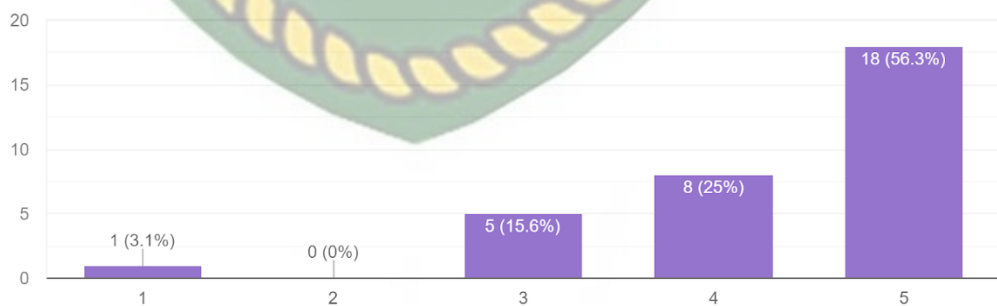
Figure 4.1.1.12 The presence of lecturer in e-learning is important

4.2 Data Analysis

In this research, the questionnaire and interviews were distributed to 32 students. There were two instruments that were done by students. First, the questionnaire which consist of two indicators design by Yuliana (2021). The first indicator consists of 8 statements and the second indicator consist of 4 statements, and the total statements from the questionnaire are 12 statements. Second, the interviews consist 5 questions based on 2 indicators and what the challenges that they have to face in synchronous and asynchronous learning. The criteria of perception level analysis based on the interpretation data in chapter 3 page 22.

4.2 Data Analysis

This section explained the analysis of the questionnaire data that has been described previously. The results of the analysis will be in the form of a table of each indicator in the questionnaire and in the form of an average of the percentage results of each indicator.

Tabel 1. Students' perception on synchronous and asynchronous learning

Indicator	Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Students' perception on synchronous and asynchronous learning	1. E-Learning in ELT either synchronous or asynchronous assist learning process	3.1%	3.1%	28.1%	53.1%	12.5%
	2. English	0	9.4%	25%	46.9%	18.8%

Indicator	Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	lecturing in asynchronously through LMS is more flexible in case of time and place					
	3. Lecturing asynchronously is more efficient in terms of internet quota	6.3%	6.3%	40.6%	31.1%	15.6%
	4. The material provided asynchronous (in LMS) is complete and easy to understand	3.1%	18.8%	34.4%	37.5%	6.3%
	5. It is difficult to communicate	3.1%	12.5%	37.5%	43.8%	3.1%

Indicator	Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	with the lecturer through asynchronous e-learning					
	6. lecturing synchronously is more interesting because students can directly interact with the lecturer	6.3%	9.4%	15.6%	40.6%	28.1%
	7. I am always on time to attend lectures through video-conference (synchronous)	0	12.5%	21.9%	37.5%	28.1%
	8. The material given	0	9.4%	18.8%	59.4%	12.5%

Indicator	Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
	synchronously is easier to understand because i can directly ask questions					
Average		2.7%%	10.1%	27.7%	43.7%	15.6%

As the data presented in the table 1, the students' perception on synchronous and asynchronous learning are high on synchronous than asynchronous learning, we can see that almost all students (43.7%) chose agree. This can be interpreted if learning synchronous are assist the students in online learning process better than asynchronous learning. Meanwhile (27.7%) students not sure that synchronous learning are assist in learning process. The rest (10.1%) chose disagree and felt that learning synchronous and asynchronous are not efficient and interesting in online learning process. It can be conclude that the criteria of perception level analysis (87%) students perception on synchronous and asynchronous learning are "very positive".

Table 2. Students' preference on synchronous and asynchronous learning

Indicators	Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Students' preference on	9. I understand the material	0	3.1%	21.9%	46.9%	28.1%

Indicators	Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
synchronous and asynchronous learning	conveyed synchronously better than asynchronously					
	10. I prefer e-learning asynchronously	3.1%	12.5%	50%	34.4%	0
	11. I prefer e-learning synchronously	0	12.5%	28.1%	43.8%	15.6%
	12. The presence of lecturer in e-learning is important	3.1%	0	15.6%	25%	56.3%
Average		**3.8%**	**7%**	**28.9%**	**37.5%**	**25%**

Synchronous and asynchronous learning have some differences in learning process, the main differences are in synchronous learning students can have a chance to communicate or interact directly with the lecturer or the other students at the same time, while in asynchronous learning is where the students have to learn independently without having an interaction with the lecturer at the same

time. On this indicator as many as 37.5% students chose agree, 28.9% students chose not sure, 7% students chose disagree. This means that criteria of perception (91.4%) students are moderate prefer learning synchronously better than asynchronously in learning process.

4.2.1 The results of qualitative data that the researcher produced with 5 students selected students

The purpose of this section is to find out the perceptions and challenges felt by fifth semester students of English Language Education directly from their point of view. In this section, the researcher will describe the results of interviews with 5 students who are willing to be interviewed using Zoom. Each student will be asked 1 question per each predetermined indicator. The interview will be converted into text using the help of Online Transcript. Answers from this interview will be entered in tabular form. Later the student's answers will be analyzed using the Word Cloud Generator.

The following are the results of interviews that researchers have summarized from the respondents:

4.2.1.1 Perceptions

Table 1. Students' perceptions on synchronous and asynchronous learning

Q; In your opinion, which one is more assist in learning process synchronous or asynchronous learning?

Interviewee	Transcript

Interviewee	Transcript
TH	In my opinion which more helpful in the learning process is synchronous learning process because the lecturer explained directly.
N	Okey, I think both of them help the learning process because they are both the same learning method that makes learning process easier, but if I have to choose I would prefer synchronous learning process.
RA	I think the synchronous learning is more helpful for assist because when I study alone or study in asynchronous learning, I don't understand myself with the material that given by lecturer. I think synchronous learning more assist in learning process.
SI	I think synchronous learning because in synchronous learning already scheduled through google meet so we can easy to understand about the material, if we don't understand we can directly ask question to the lecturer.
WI	I think synchronous, because we can ask the lecturer directly, while in asynchronous learning we just only use internet to support the learning process without able to ask the lecturer directly.

To interpreted the qualitative data regarding students' Perception on synchronous and asynchronous learning, the results can be seen in figure 4.2.1.1. The changes of teaching and learning process due to covid-19 pandemic made many students have to use the network to run the learning process. This new learning becomes new things for students in the learning process. Most of students are highly to choose synchronous assist the learning process than asynchronous learning. It can be seen from the results of interviews the frequency word that

mostly appear are [Synchronous], [learning], [assist], [directly], [understand]. (Can be seen in appendix 3). It can be conclude that learning synchronous is assist students in learning process. In synchronous learning students can directly communicate to the lecturer at the same time.

Figure 4.2.1.1 Students Perception

Questions 2

Q; is the presence of lecturer in learning is important?

Interviewee	Transcript
TH	I think it is important maybe if the lecture is not present students can't understand and can't be satisfied to past the questions.
N	think the presence of the lecturer is very important because it will help the learning process and it will determine whether the learning process can run well
RA	Yes of course, we need the presence of the teachers or lecturer because we can interact with the lecturer as well as to other students during the lesson
SI	Yes, because the students can be easier to understand if the lecturer

	can explain directly to students better than learn independently
WI	Yes of course, the presence of the lecturer is important

Table 2. Students' preference on synchronous and asynchronous learning

Q; Do you prefer synchronous learning than asynchronous learning?

Interviewee	Transcript
TH	I prefer the synchronous learning process because the learning process that can directly ask question can help students more easily
N	As I said before, I prefer synchronous learning process of the direct learning interaction that can interest the students
RA	I prefer synchronous learning because based on my experience the explanation of material from the lecturer a little easier to understand than when we are study in asynchronous learning and sometimes it makes a lot of time low when we try to understand.
SI	Yes, I prefer synchronous because we can discussion, ask question directly and do the presentation even though through google meet or zoom.
WI	I prefer synchronous learning because we can interact with other students and lecturer during lesson.

Q; Do you agree learning synchronous spent more internet quota than asynchronous learning?

Interviewee	Transcript
TH	I agree because synchronous learning use zoom or google meet media.
N	I don't think so, because this is the same learning process carry out a lot of internet quota.

Interviewee	Transcript
RA	Yes, that's right. Indeeds sometimes I must complain about this problem but circumstances required us to be like that.
SI	Yes of course, because synchronous learning is usually in live using zoom or google meet so that why synchronous spent more internet quota.
WI	Yes I agree, because in synchronous learning the learning process run in live or directly so it required more internet quota.

Q; Do you agree learning synchronous is easier to understand the material?

Interviewee	Transcript
TH	I agree because I can directly give my opinion
N	I really agree because in my opinion the synchronous learning process is easier for me in learning process, make me easier to ask question to the lecturer
RA	Yes, I agree. as I said before if we study in synchronous learning we can interact to the lecturer or other students even though its virtual better than study independently
SI	Yes of course.
WI	Yes, I agree.

To interpreted the qualitative data regarding students' preference on synchronous and asynchronous learning, the results can be seen in figure 4.2.1.2. Synchronous and asynchronous learning have in common in learning process, there are both required internet connection and use several applications to support the learning process. But there are the differences between synchronous and asynchronous learning. One of them are in synchronous learning the students have a chance to interact to the lecturer or the other students at the same time, while in

asynchronous learning students have study independently without having an interaction to the lecturer at the same time which means that students have a flexible time to do the assignment at their leisure time. As we can see in the word frequency in the figure below, on average, students say the same words as [Synchronous], [Learning], [Prefer], [Agree], [Directly] (in appendix 3). Most of students are prefer synchronous learning because the students have a chance to communicate with the lecturer directly and they can do the presentation at the same time. So it makes students interested in learning synchronously.

Figure 4.2.1.2 Students Preference

4.2.1.3 The Challenges

Table 3. and dis on synchronous and asynchronous learning

Q; Do you feel the material given by the teachers in asynchronous learning easy to understand?

Interviewee	Transcript
TH	I don't think it is too tight, because in asynchronous learning

Interviewee	Transcript
	sometimes you can't immediately give opinion or questions.
N	In my opinion giving the material asynchronously depends of the way teachers provide the information whether students can or can't understand it.
RA	Based on my experience, sometimes yes and sometimes no. it depends on the difficulty of the material and sometimes depends on how the lecturer instruct the learning. sometimes we study independently we sometimes only get knowledge from the book or file given by the lecturer.
SI	Maybe yes and maybe no. because I think study independently is more difficult we can't to ask to the lecturer directly.
WI	Yes, because sometimes we can't understand about the instruction that the lecturer given.

Q; What is your expectation from your lecturer when learning in synchronous and asynchronous?

Interviewee	Transcript
TH	I hope the lecturer give clear instruction about the material.
N	I hope for the lecturer have to be able to convey the material clearly whether on synchronous or asynchronous learning.
RA	I don't expect much in synchronous learning as well as the lecturer can explain the material well that's enough for me. But for asynchronous learning I want the lecturer give more attention for us and give clear instruction.
SI	I expect that if learning synchronously we haven't assignment anymore. And in asynchronously I hope that lecturer also invite us to discussion in comment section.
WI	My expectation is we can understand the material giving by the

Interviewee	Transcript
	lecturer.

Q; What the challenges that you have to face on synchronous and asynchronous learning?

Interviewee	Transcript
TH	The obstacles in learning are the internet connection and maybe it is hard to understand the material given by the lecturer
N	In synchronous learning, lecturers and students can't access to the internet, so this is become challenges for me. While in asynchronous learning there is possibility in miss understanding about the material.
RA	I don't know for sure, maybe about the material is hard to understand and its hard to manage the time when we have a lot of assignment close to deadline.
SI	The challenges in synchronous learning of course is the internet quota and in asynchronous learning students have difficulty to understand the material and make me lazy to do the assignment.
WI	The challenges in synchronous learning is the networks problem which is sometimes bad in my place.

Q; Is the network influence you in synchronous learning?

Interviewee	Transcript
TH	Yes, because synchronous learning through zoom required a good connection of internet.
N	It is true that networks will affect in the learning process because if my networks is bad it will distract me in learning process.
RA	I don't think so, because I never had really serious internet

Interviewee	Transcript
	network problem even though in my hometown.
SI	Yes, sometimes I have bad networks and it make me can't joined the class at that time.
WI	The networks influence me in learning process whether the networks are good or bad.

Q; How you manage the time while learning in synchronous and asynchronous learning?

Interviewee	Transcript
TH	Maybe if the assignment given by the lecturer it doesn't delay or postponed I will do the assignment close to deadline
N	In synchronous learning I just follow the scheduled that have been set by the lecturer. In asynchronous learning have flexible time so I use my free time to finish the assignment.
RA	Nothing special, when there are some assignments in the close deadline which one is closer to the deadline so that I will do first
SI	In asynchronous learning I usually do the assignment in my free time because asynchronous learning usually had flexible time. While in synchronous learning the scheduled that have set by lecturer.
WI	How I manage the time is like offline class, I usually spent my time in front of my laptop and following the lesson.

To interpreted the qualitative data regarding the challenges on synchronous and asynchronous learning, the results can be seen in figure 4.2.1.3. Internet connection greatly affect students in this new learning. likewise with synchronous and asynchronous learning. Synchronous learning required students to stay at that time so that the students can follow the learning process. It required

students to have a good internet connection. While in asynchronous learning, a good internet connection required to finish the assignment in the certain platform. It can be seen from the result of interview the frequency word that mostly appear are [network], [material], [internet], [deadline], [lecturer]. (can be seen in appendix 3). Most of students have difficulty on asynchronous learning which means the way lecturer give the material or instruction. In certain circumstances lecturer are not giving clearly instruction to the students and it makes student have difficulty to understand the material.

Figure 4.2.1.3 The Challenges

4.3 Discussion

Based on the results of the interviews that the researchers have converted into transcripts, then the results of the interviews have analyzed using the Word Cloud Generator. In this section, the researcher has concluded students' perceptions and challenges on synchronous and asynchronous learning environment.

In this research, the students' perception on synchronous are positive. Most of students are choose synchronous learning assist them in learning process. Supported by finding Ananda et al (2021), The finding of this study indicate that synchronous learning can be said more effective than asynchronous learning. further, Friska (2021) stated that the result students' perceptions on synchronous and asynchronous e-learning in ELT are generally high.

It can be seen from the interview that students are prefer in synchronous learning. These results complement the findings of Nguyen et al (2021), who found that students prefer synchronicity Setting. Synchronous learning has many important, including: Direct opinion, greater encouragement, responsibility to participate and attend (Redmond et al, 2007), Further, Synchronized online conferencing is very useful when conducting teamwork for courses that involve interaction with the community, and is also beneficial for students who overcome space limits, time limits, and scale (Tabak & Rampal, 2014).

As known a synchronous class, synchronous education means that the video conference is first started on the camera and all the teachers and students get

together. The lesson should be learner-centric, with the teacher giving instructions first and then the students paying all attention.(Amiti, 2020).

In synchronous learning the students can ask question directly about the material and also get instant feedback from the lecturer (Perveen, 2016). It can make them motivated and interested in the learning process. In synchronous and asynchronous learning, the students have challenges in the learning process it can be prove from the interview the challenges that students faced that is the networks or internet connection and the way teachers give the material in asynchronous learning. This finding is in line with Chauhan's study (2017) stated that the dis shared by this mode of learning involve strictly technology-based learning, demand for a high-speed internet connection, local time constraints, a demand for careful planning, and a challenge for quitter students to communicate.

Effective asynchronous learning encourages, connects, guides and collaborates with students to provide quality educational indicators that lead to their success (Frazer et al, 2017). Based on the interview that researcher did students assumed, the way teachers give the material in asynchronous learning also become the difficulty for the students in understanding. The students expected that the lecturers can make a video explanation related to the material in order to make students easier in comprehend the material.

To sum up the previous mentioned, the students' perception on synchronous and asynchronous learning are positive. Most of students are choose synchronous better than asynchronous learning. The Challenges that students faced on synchronous and asynchronous learning is commonly networks problem

or internet connection and the way lecturers giving the material in asynchronous learning.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher concludes the results of the research that has been carried out in this chapter and provides suggestions for the problems that have been researched and described in the previous chapter.

The following are conclusions that researchers can summarize from this research:

Most of students' perception on synchronous learning in this study are positive than asynchronous which means that learning synchronous assist the students in learning process. The students assume that learning synchronously is easier to understand because the students can directly communicate with the lecturer or the other students at the same time. The students interested in synchronous learning because the students get instants feedback from the lecturer directly. Students' preference on synchronous and asynchronous learning are moderate choose synchronous learning. Supported by Nurwahyuni (2020) most of students agree that learning English by using online platform modes such as Zoom, Google meet were more effective and they could effectively improve their speaking skill.

The result from the student interviews showed that the challenges on synchronous and asynchronous learning more than half students had networks problem and it is hard to understand the material given by the lecturer in

asynchronous learning. then most of students are expected that lecturer can found out the interesting way on convey the material in asynchronously.

5.2 Suggestion

Based on the research findings above, the researcher will provide suggestions that are expected to be considered in the future for various parties in overcoming the problems experienced by fifth semester English Language Education students on synchronous and asynchronous learning environment with hope that this suggestion may give some inputs to the reader and can be applied by the fifth semester at English Language Education.

5.2.1 Suggestion for English Teacher

The suggestion for teachers who teach in online learning, especially for English teachers, they should find out the interesting way in giving the material on synchronous or asynchronous learning. Especially on asynchronous learning the teachers are better to make a video presentation related to the material even though the teachers and the students can't interact directly. It makes students easier in understanding material. Not only give the material without having some explanations. The good instruction also helps students easier to understand the material.

5.2.2 Suggestion for Students

The suggestion for students is you should increase the disciplines in this new learning. Especially in asynchronous learning, where you have flexibles time to do the assignments and you have to learn independently without having an

interaction with the lecturer, you have to manage the time in order to make the learning process can run well.

5.2.3 Suggestion for The Next Researcher

Researchers hope that this research can be sufficient as a reference for further researchers if they are interested in researching the same thing or even researching deeper and further about students' perceptions and challenges on synchronous and asynchronous learning environment. And hopefully this research can fulfill scientific reference references for the benefit of further research
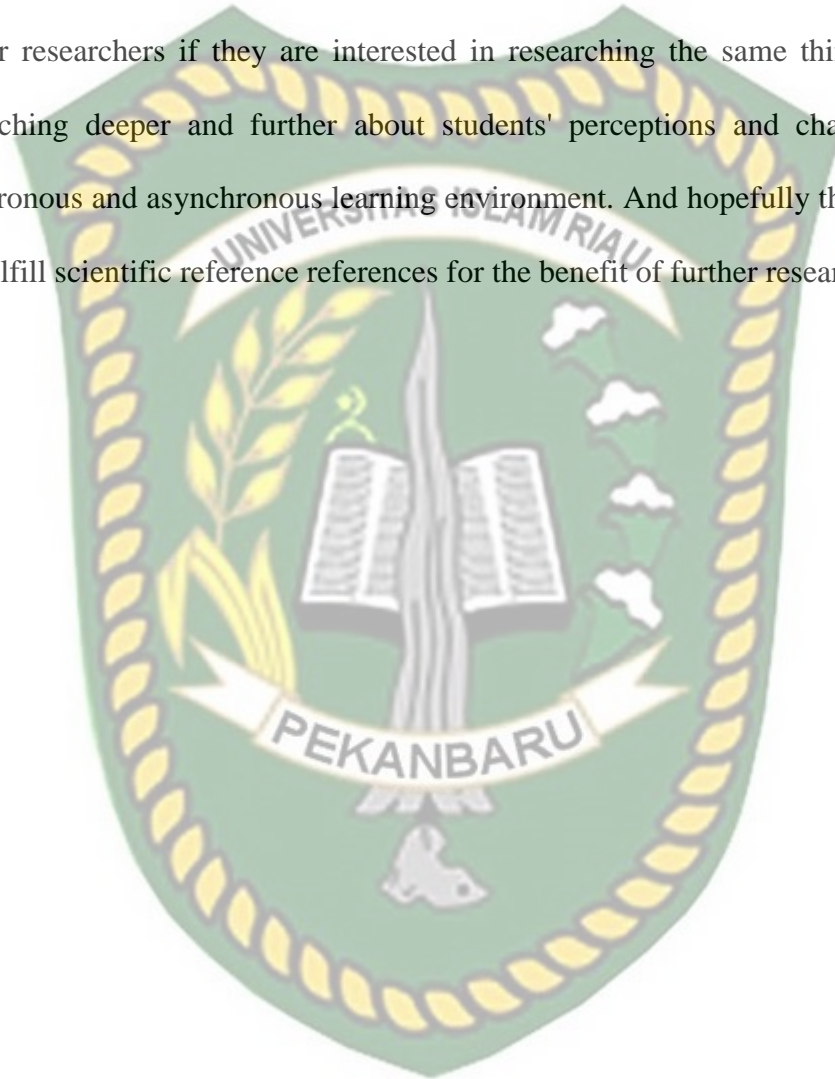
REFERENCES

Afrida pane. (2017). Belajar dan pembelajaran Aprida Pane Muhammad Darwis Dasopang. *Jurnal Kajian Ilmu-Ilmu Keislaman*, *03*(2).

Amiti, F. (2020a). Synchronous and asynchronous e-learning. *European Journal of Open Education and E-Learning Studies*, *5*(2). https://doi.org/10.46827/ejoe.v5i2.3313

Amiti, F. (2020b). Synchronous and asynchronous e-learning. *European Journal of Open Education and E-Learning Studies*, *5*(2). https://doi.org/10.46827/ejoe.v5i2.3313

Ananda, E., Rahmadani, A., & Muhammad, R. N. (2021). Indonesian Journal of Learning and Instruction students perspective on asynchronous and synchronous type of e-learning at ban oom school thailand. *Indonesian Journal of Learning and Instruction*, *4*(2), 11–16. https://doi.org/10.25134/ijli.v4i2.5199

Andes Madya, S. (2021). *Online Learning Implementation in the Covid-19 Pandemic*. https://doi.org/https://doi.org/10.2991/assehr.k.210325.005

Arkorful, V. (2014). The role of e-learning, the and dis of its adoption in Higher Education. In *International Journal of Education and Research* (Vol. 2, Issue 12). www.ijern.com

Batubara, H. H. (2016). Penggunaan google form sebagai alat penilaian kinerja dosen di prodi pgmi uniska muhammad arsyad al banjari. *Jurnal Pendidikan Dasar Islam*, *8*(1). https://www.Google.com/intl/id/forms/about/

Buelow, J. R., Barry, T., & Rich, L. E. (2018). Supporting learning engagement with online students. *Online Learning Journal*, *22*(4), 313–340. https://doi.org/10.24059/olj.v22i4.1384

Chakraborty, A. (2020). A study on problems faced by users of zoom application in bangalore. In *International Journal of Innovative Research in Management Studies (IJIRMS)* (Vol. 4). www.ijirms.com

Creswell. (2012). *Research design: Qualitative, quantitative, and mix methods approaches*.

Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, *49*(1), 5–22. https://doi.org/10.1177/0047239520934018

Drachsler, H., & Kalz, M. (2016). The MOOC and learning analytics innovation cycle (MOLAC): A reflective summary of ongoing research and its challenges. *Journal of Computer Assisted Learning*, *32*(3), 281–290. https://doi.org/10.1111/jcal.12135

Frazer, C., Sullivan, D. H., Weatherspoon, D., & Hussey, L. (2017). Faculty Perceptions of Online Teaching Effectiveness and Indicators of Quality. *Nursing Research and Practice*, *2017*, 1–6. https://doi.org/10.1155/2017/9374189

Friska, Y. (2021). English Language Education Study Program Universitas PahlawanTuankuTambusai Indonesian EFL Students' Perceptions on Synchronous and Asynchronous E-Learning. In *Journal of English Language and Education* (Vol. 6, Issue 1). https://jele.or.id/index.php/jele/index

Garrison, D. R., & Cleveland-Innes, M. (2005). Facilitating Cognitive Presence in Online Learning: Interaction Is Not Enough. *International Journal of Phytoremediation*, *21*(1), 133–148. https://doi.org/10.1207/s15389286ajde1903_2

Gillett-Swan, J. (2017). The Challenges of Online Learning Supporting and Engaging the Isolated Learner. In *Journal of Learning Design Gillett-Swan* (Vol. 10, Issue 1).

Hamid, R., Sentryo, I., & Hasan, S. (2020). Online learning and its problems in the Covid-19 emergency period. *Jurnal Prima Edukasia*, *8*(1), 86–95. https://doi.org/10.21831/jpe.v8i1.32165

Harie, S. , H. F. , & L. A. (2020). Pembelajaran Biopreneur E-LearningCisco Webex Meetingditinjau dari Sikap Siswa SMA. *JURNAL ILMIAH WAHANA PENDIDIKAN (JIWP)*. https://doi.org/https://doi.org/10.5281/zenodo.3951007

Intan Nuyulis Naeni Puspitasari. (2021). Combination of Synchronous and Asynchronous Models in Online Learning. *Jurnal Pendidikan Islam Indonesia*, *5*(2), 198–217. https://doi.org/10.35316/jpii.v5i2.301

Malik, M., Fatima, G., Hussain Ch, A., & Sarwar, A. (2017). *E-Learning: Students' Perspectives about Asynchronous and Synchronous Resources at Higher Education Level* (Vol. 39, Issue 2).

Manoranjitham Sathiyaseelan. (2015). Research Instruments. *Indian Journal of Continuing Nursing Education*, *16*(2), 57–60. https://www.ijcne.org/text.asp?2015/16/2/57/284862

Maru, M. G., Pikirang, C. C., Ratu, D. M., & Tuna, J. R. (2021). The Integration of ICT in ELT Practices: The Study on Teachers' Perspective in New Normal Era. *International Journal of Interactive Mobile Technologies*, *15*(22), 44–67. https://doi.org/10.3991/ijim.v15i22.25533

Murphy, E., Rodríguez-Manzanares, M. A., & Barbour, M. (2011). Asynchronous and synchronous online teaching: Perspectives of Canadian high school distance education teachers. In *British Journal of Educational Technology* (Vol. 42, Issue 4, pp. 583–591). https://doi.org/10.1111/j.1467-8535.2010.01112.x

Nguyen, T., Netto, C. L. M., Wilkins, J. F., Bröker, P., Vargas, E. E., Sealfon, C. D., Puthipiroj, P., Li, K. S., Bowler, J. E., Hinson, H. R., Pujar, M., & Stein, G. M. (2021). Insights Into Students' Experiences and Perceptions of Remote Learning Methods: From the COVID-19 Pandemic to Best Practice for the Future. *Frontiers in Education*, *6*. https://doi.org/10.3389/feduc.2021.647986

Nurwahyuni, R. (2020a). *An Analysis of Students' Perception on Synchronous and Asynchronous Learning in Speaking Skill During Pandemic Covid-19*. 21–22. http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt

Nurwahyuni, R. (2020b). *An Analysis of Students' Perception on Synchronous and Asynchronous Learning in Speaking Skill During Pandemic Covid-19*. 21–22. http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, *42*(5), 533–544. https://doi.org/10.1007/s10488-013-0528-y

Pane, A. (2017). Belajar dan pembelajaran Aprida Pane Muhammad Darwis Dasopang. *Jurnal Kajian Ilmu-Ilmu Keislaman*, *03*(2).

Pattnayak, J., & Pattnaik, S. (2016). Integration of Web Services with E-Learning for Knowledge Society. *Procedia Computer Science*, *92*, 155–160. https://doi.org/10.1016/j.procs.2016.07.340

Pernantah, P. S., Nova, N., & Ramadhani, A. S. (2021). Penggunaan Aplikasi Google Meet dalam Menunjang Keefektifan Belajar Daring Masa Pandemi Covid-19 di SMA Negeri 3 Pekanbaru. *Pedagogi: Jurnal Ilmu Pendidikan*, *21*(1), 45–50. https://doi.org/10.24036/pedagogi.v21i1.991

Perveen, A. (2016). Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan. *Open Praxis*, *8*(1). https://doi.org/10.5944/openpraxis.8.1.212

Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, *15*(4), 18–28. https://doi.org/10.3968/10055

Rahmadani, D. (2015). *Persepsi guru terhadap kompetensi sosial kepala sekolah menengah kejuruan (smk) negeri di kota pariaman* (Vol. 3, Issue 2).

Redmond, J. A., Parkinson, A., Mullally, A., & Dolan, D. (2007). Synchronous e-learning: Three perspectives. *Innovations in E-Learning, Instruction Technology, Assessment, and Engineering Education*, 175–180. https://doi.org/10.1007/978-1-4020-6262-9_31

Roopa, S., & Rani, M. (2012). Questionnaire Designing for a Survey. *The Journal of Indian Orthodontic Society*, *46*, 273–277. https://doi.org/10.5005/jp-journals-10021-1104

Saputra, N., Hikmah, N., Yustitia, V., Saputra, M., Wahab, A., & Junaedi, J. (2021). Implementation of Online Learning Using Online Media, During the Covid 19 Pandemic. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *4*(2), 1802–1808. https://doi.org/10.33258/birci.v4i2.1857

siddiq umar, & choiri miftachul. (2019). *Metode penelitian kualitatif di bidang pendidikan*.

Singh, V., & Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018). *American Journal of Distance Education*, *33*(4), 289–306. https://doi.org/10.1080/08923647.2019.1663082

Song, L., Singleton, E. S., Hill, J. R., & Koh, M. H. (2004). Improving online learning: Student perceptions of useful and challenging characteristics. *Internet and Higher Education*, *7*(1), 59–70. https://doi.org/10.1016/j.iheduc.2003.11.003

Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, *1*(2). https://doi.org/10.29103/ijevs.v1i2.1526

Tabak, F., & Rampal, R. (2014). Synchronous e-learning: Reflections and design considerations. In *International Journal of Education and Development using Information and Communication Technology (IJEDICT)* (Vol. 10).

Wahyuni, S., Ar, M., Fisika, S. P., Keguruan, F., & Pendidikan, D. I. (2016). *Persepsi Siswa Terhadap Penggunaan Media Pembelajaran*.

Yamagata-Lynch, L. C. (2014). *Blending Online Asynchronous and Synchronous Learning*.

Yuliana. (2020). *Wellness and healthy magazine Corona virus diseases (Covid*. *2*(1), 187. https://wellness.journalpress.id/wellness