

**STUDENTS' PERCEPTION ON SYNCHRONOUS AND ASYNCHRONOUS
LEARNING AT INDONESIAN ENGLISH TRANSLATION CLASS OF
ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS NEGERI
PADANG**

THESIS

**Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education**



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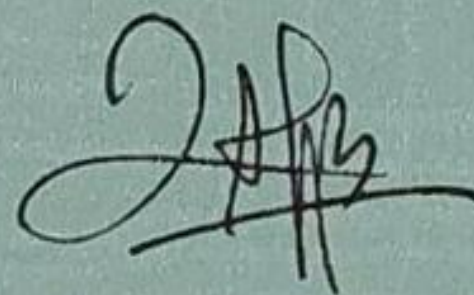
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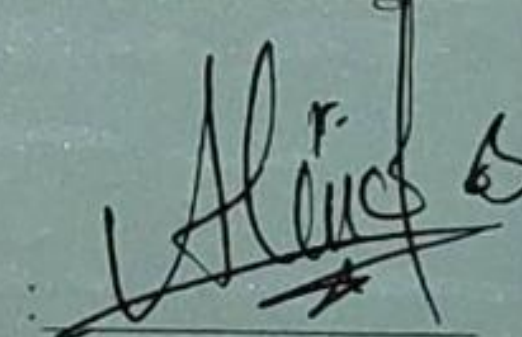
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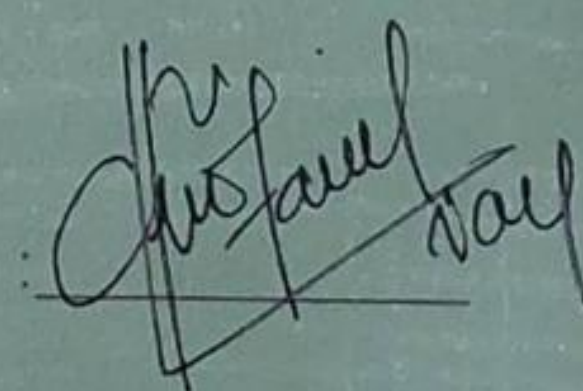
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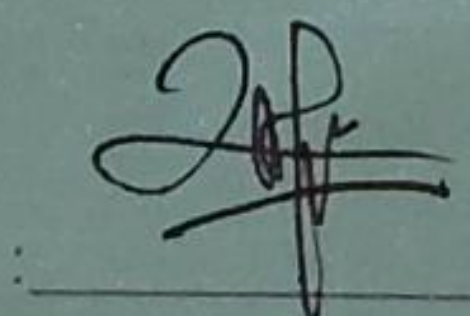
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ABSTRAK

Azura, Zahara. (2022). Persepsi Mahasiswa tentang Pembelajaran Synchronous dan Asynchronous pada Jurusan Pendidikan Bahasa Inggris Terjemahan Indonesia Bahasa Inggris Universitas Negeri Padang. Tesis. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Synchronous learning dan *asynchronous learning* adalah jenis mode pembelajaran online yang umum digunakan dalam pembelajaran online. Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa tentang keuntungan-keuntungan dari pembelajaran sinkron dan asinkron pada saat diskusi kelas di kelas *Indonesian English Translation* pada jurusan Pendidikan Bahasa Inggris di Universitas Negeri Padang. Populasi dalam penelitian ini adalah mahasiswa semester enam yang mengambil mata kuliah *Indonesian English Translation* pada jurusan Pendidikan Bahasa Inggris Universitas Negeri Padang tahun ajaran 2021/2022. Terdapat 40 mahasiswa yang dipilih sebagai sampel dengan menggunakan teknik pengambilan sample total. Penelitian ini menggunakan desain penelitian deskriptif. Kuesioner tertutup digunakan untuk mendapatkan data untuk penelitian ini. Berdasarkan temuan dan pembahasan, ditunjukkan bahwa hampir semua mahasiswa memiliki persepsi positif terhadap keuntungan-keuntungan dari mode pembelajaran sinkron dan asinkron di kelas *Indonesian English Translation* saat diskusi kelas. Namun, terdapat lebih banyak mahasiswa yang lebih aktif berdiskusi di pembelajaran asinkron karena mereka merasa lebih percaya diri untuk berbagi ide menggunakan teks daripada berbicara secara langsung.

Kata kunci : Perception, Synchronous Learning, Asynchronous Learning, Indonesian English Translation Class.

ABSTRACT

Azura, Zahara. (2022). Students' Perception on Synchronous and Asynchronous Learning at Indonesian English Translation of English Education Department at Universitas Negeri Padang. Thesis. Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang

Synchronous and asynchronous learning are type of online learning mode that commonly used in online learning. The purpose of this research was to find out students' perception on synchronous and asynchronous learning during classroom discussion at Indonesian English Translation class of English Education Department at Universitas Negeri Padang. The sixth semester students taking Indonesian English Translation class of English Education Department at Universitas Negeri Padang in academic year of 2021/2022 was as the population of this research. There were 40 students who were selected as the sample using total sampling. This research used a descriptive research design. A closed-ended questionnaire was used to gain the data for this research. Based on the findings and discussion, it was indicated that almost all of the students had positive perception on the advantages of synchronous learning and asynchronous learning at Indonesian English Translation class during classroom discussion. It was also found that the students were more active to participate in a discussion forum on e-learning because they felt more confident about sharing ideas using text rather than speaking directly.

Key words : Perception, Synchronous Learning, Asynchronous Learning, Indonesian English Translation Class.

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The writer realizes that this thesis is still far from perfection. Therefore, readers are expected to provide constructive criticism and suggestions for this thesis.

Padang, August 2021

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Online learning has gained popularity as a way to make educational opportunities available to a variety of audiences, and this kind of learning offers flexibility in participation, ease of access, and convenience (Yamagata-Lynch, 2014). Online learning in Indonesia has been around since the 90s, preceded by the development of information technology. Since the outbreak of the pandemic Covid-19, online learning is becoming popular in Indonesia. It forced the Indonesian government, through the Ministry of Education and Culture, to change the way traditional classrooms are run and move them online. Sari (2020) stated that thousands of educational institutions, including those in Indonesia, agree that students and teachers can easily use online platforms to learn without having to meet in person.

Students typically take either synchronous or asynchronous online courses as part of distance learning, and these courses' interaction styles are frequently categorized as either synchronous or asynchronous (Shoepe, et al., 2020). synchronous learning mode allow for real-time interaction that are able to be collaborative and include e-activities (Salmon, 2013). Salmon (2020) mentioned that e-activities are frameworks that allow people and groups to engage in active and participatory online learning. The use of communication tools like chat, application sharing, audio conferencing, and video conferencing allows for more immediate interaction between the two parties during synchronous learning, which offers a more real-time online learning experience (Amiti, 2020). On the other hand, online learning that allows for

independence and does not require simultaneous access is known as asynchronous learning (Francescucci & Rohani, 2019). While the instructional materials are published on the chosen platforms, such as blogs or learning management systems (LMS), the online discussion replaces in-person interactions between the teacher and students (Rasmitadila, et al., 2020).

Before this research, there are some relevant studies that had been conducted. Nurwahyuni (2020) conducted a descriptive research which explored students' perception on synchronous and asynchronous learning in speaking skill during covid-19 pandemic. She found that students were more apprehensive about speaking English in synchronous learning mode with Zoom and Google Meet than in asynchronous learning mode with a video recorder. Furthermore, Amelia, et al. (2021) had conducted a study about lecturer and students' perceptions toward synchronous and asynchronous in speaking leaning during covid-19 pandemic. They discovered that lecturer and student opinions of synchronous and asynchronous in speaking learning online activities revealed that these approaches were quite valuable for them in maintaining the consistency of online learning and teaching process, particularly in speaking learning. In addition, Perveen (2016) found that for second language learners, asynchronous e-language learning proved beneficial, but it had several shortcomings that may be addressed by synchronous sessions.

Based on the relevant research above, it shows that the students choose the learning mode based on their comfort learning. Some students might choose the synchronous one an others might choose the asynchronous on. It is because of the lack of confidence in speaking. Moreover, while they used asynchronous, they were able to prepare the information and deepen their knowledge before talking in the class.

Indonesian English Translation class is a compulsory program at English Education Major for the sixth semester students. This course aims to increase both practical translation skills and knowledge of translation concepts from Indonesian to English. English Education Department opens two Indonesian English Translation classes with 2 lecturers in this semester. Based on the result of interviewing both of the lecturers, there was only one class that uses both of those method for online classroom discussion. The class used Zoom application for synchronous learning and discussion forum on e-learning for asynchronous learning during classroom discussion. The class usually discussed one of the translation task of the students which have been submitted before. The students should active to participate in a discussion both in synchronous and asynchronous learning. However, based on the preliminary observation through an informal interview to the lecturer, there were more passive students in synchronous learning mode rather than asynchronous learning mode. asynchronous learning during classroom discussion

The results of this research are anticipated to be reflection for the lecturers in order to choose which mode of learning that is appropriate with their students' characters, especially in the class that is dominant in writing skill. Finding out the students' perception on the advantages of synchronous and asynchronous learning is also crucial in order to know what advantages that students get in Indonesian English Translation Class and to know the reason why there were more passive students in synchronous rather than asynchronous learning mode during classroom discussion. This is crucial because quite a lot of students who take this course as a subject of choice. Therefore, the researcher needs to investigate the students' perception on the advantages of synchronous and asynchronous learning at Indonesian English Translation class of English Education Department at Universitas Negeri Padang.

B. Identification of the Problem

The application of learning modes that are in accordance with the character and needs of students is crucial in order to achieve learning objectives. If the application of the learning mode is not in accordance with the character and needs of students, it may cause some problems. The first problem is if the lecturer only applies synchronous learning mode but the student's character is more inclined to asynchronous, then the student will be passive. For example, students are afraid to ask questions about material that they have not understood and are afraid to express their opinions because they may not be confident in speaking directly using English. The second problem is if the lecturer only applies asynchronous learning mode but the student's character is more inclined to synchronous, then the student will be passive. For example, students understand better when they get instructions and direct feedback from the lecturer. Students may also be afraid to participate in discussions because when they type their opinions, students are afraid of making grammatical mistakes.

C. Limitation of the Problem

From the explanation above, the researcher wanted to focus on describing students' perception on the advantages of synchronous and asynchronous learning during classroom discussion at Indonesian English Translation class of English Education Department at Universitas Negeri Padang.

D. Formulation of the Problem

Based on the background of this research, the formulation of the problem can be made : How was the students' perception on the advantages of synchronous and

asynchronous learning during classroom discussion at Indonesian English Translation class of English Education Department at Universitas Negeri Padang?

E. Research Questions

1. How was the students' perception on the advantages synchronous learning during classroom discussion at Indonesian English Translation class of English Education Department at Universitas Negeri Padang?

2. How was the students' perception on the advantages of asynchronous learning during classroom discussion at Indonesian English Translation class of English Education Department at Universitas Negeri Padang?

F. Purpose of the Study

Based on the research questions above, this research aimed to find out:

1. the students' perception on the advantages of synchronous learning during classroom discussion at Indonesian English Translation class of English Education Department at Universitas Negeri Padang?

2. the students' perception on the advantages of asynchronous learning during classroom discussion at Indonesian English Translation class of English Education Department at Universitas Negeri Padang?

G. Significant of the Study

The research had some significant of this research :

1. Theoretically

This research was expected to provide some knowledge and information about synchronous and asynchronous learning mode for others researcher conducting research about the same thing.

2. Practically

The results of this research were expected to be reflection for teachers or lecturers to know what are the advantages of synchronous and asynchronous learning mode that students get and to comprehend which mode of learning is more appropriate with students' needs and students' convenience in virtual classroom, especially during online classroom discussion in a class that is dominant in writing skills. Additionally, in the face of new era, students can add perspective to online-based learning, especially to synchronous and asynchronous learning..

H. Definition of Key Terms

1. Perception

The way sensory information is organized, interpreted, and consciously experienced is referred to as perception.

2. Synchronous Learning

Synchronous learning refers to when the instructor and students in a class interact with the course content and each other at the same time, but from different locations.