

## STUDENTS' PERCEPTION OF ASYNCHRONOUS IN ENGLISH LEARNING DURING COVID-19 PANDEMIC

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### ABSTRACT

This research aimed to describe how the students' perception of asynchronous in English learning during covid-19 pandemic in English study program in Muhammadiyah University of Bengkulu. This study used quantitative descriptive research. The subject of the research was the students who followed the Subject of Speaking for Debate of English Education Program of Muhammadiyah University of Bengkulu. The instrument of this research was using the questionnaire. The result shows that the students' perception of asynchronous learning helped the researchers to develop understanding to present the data to support the problem solving learning activities. During the covid-19 pandemic, asynchronous learning is not effective to be used because the teaching method, media and learning activities were consider inefficient. There are many problems when the conducting the online learning process. In asynchronous learning system, the experiences were a lot of constraints such as the teacher should be able to teach by the distances that must be used the technology. The teacher also must be ready to design learning models and teaching materials and the media. In the other hand, it is hoped that asynchronous learning can be applied in this pandemic era.

**Keywords:** *Students' Perception, Asynchronous Learning, Pandemic Era.*

### A. INTRODUCTION

Education is one of the most affected sectors by covid-19. Covid-19 is an infectious disease caused by newly discovered type of corona virus, it was first detected in china. The covid-19 pandemic has shocked and brought along new significant challenges not only to the public health situation but also to the economic, social, and political aspects of people's life. All walks of life experience its effects, including higher education institutions globally, before the Covid-19 pandemic, the teaching and learning process was carried out offline. Offline Teaching and learning is a process of delivering knowledge, skills and attitudes from teacher to students in the classroom. Offline learning can also be called traditional learning.

Since pandemic covid-19 all the affected countries have been attempt to develop new policies on education with significant system changes

The problem in the world of education is that the learning process is not uniform, both the standards and the quality of the desired learning outcomes. Which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful actions and interactions, the advantages of using online learning media are independent learning and high interactivity, able to increase memory levels, provide a more learning experience, with text, audio, video and animation which are all used to convey information, and also make it easy to convey, update content, downloading, students can also send e-mails to other students, post comments on discussion forums, use chat rooms, to video conference links to communicate directly.

Since the pandemic, the coronavirus has generated changes in the teaching learning process in higher education institutions and has influenced the interaction the learning process has been use online learning system, in online learning system there are have two types in teaching and learning namely synchronous and asynchronous. Synchronous is learning that happens at the same time for the instructor and the learners, meaning that there is real time interaction between them it can happen on-or offline, while Asynchronous is learning that does not necessarily happen at the same time for the instructor and learners, there is no real time interaction. Asynchronous online learning is generally facilitated by media such as email and discussion boards to support working relationships between students and teachers, even when students cannot be online at the same time (Stefan Hrastinski, 2008).

In online learning system, of course, experiences a lot of constraints, like a teacher should be able to teach the distance that has to use technology, then a teacher must be ready to design learning models and teaching materials and media. In online learning systems, has changed learning access with direct interactions into indirect interaction learning. Both are synchronous and asynchronous learning methods where in a synchronous learning system the time is scheduled while asynchronous the learning time is not determined. According to Dabbagh and Ritland, explained, online learning is an open and distributed learning system using pedagogical tools (educational aids), the conditions of the covid-19 pandemic have resulted in extraordinary changes, including in the field of education. It is as if all levels of education are 'forced' to transform to adapt suddenly drastically to do learning from home through online media. This is certainly not an easy thing, because it is not fully prepared. There are three components to online learning, namely: (a) learning models, (b) instructional and learning strategies, and (c) online learning media. These three components form an interactive relationship, in which there is a learning model that is structured and makes it possible to facilitate learning through the use of learning technology.

In fact, from the result of the data obtained that almost most of the English students at Muhammadiyah University gave responses to the online learning proses. Some of the results of the reviews that were obtained, online learning is very less effective both in terms of materials, media, and learning methods, because many materials are not convey properly, or lack of material design so that the material provided is not good, as well as learning media. Students who rely heavily on the internet are often an obstacle, because online learning is all through online application such as using zoom, Google classroom, email, and others, and also the limitations of technology are also problems such as use of mobile phones or computers. In online learning, learning methods are also often a problem, because some of the methods used are monotonous and often difficult for students to understand.

During the covid-19 pandemic, governments around the world urged the universities to close their campuses and move the teaching & learning activities to a remote virtual classroom or a fully online model. In many jurisdictions, the changes were drastic, leaving the teachers a limited window to learn how to use the online learning platform and preparing materials for online delivery. On the receiving end, the students also had a short time frame to learn to use the online learning platform.

## **B. RESEARCH METHOD**

This study used quantitative descriptive research to describe Students Perception of Asynchronous in Online Learning English during Covid-19 Pandemic at English Study Program in Muhammadiyah University of Bengkulu. Quantitative research is a form of research that relies on the methods of natural sciences, which produces numerical data and hard facts. It aims at establishing cause and effect relationship between two variables by using mathematical, computational and statistical methods. The research is also known as empirical research as it can be accurately and precisely measured. The data collected by the researcher can be divided into categories or put into rank, or it can be measured in terms of units of measurement. Graphs and tables of raw data can be constructed with the help quantitative research, making it easier for the researcher to analyze the results. Researchers using qualitative methods tend to:

1. Think that social sciences cannot be well-studied with the same methods as natural or physical sciences.
2. Feel that human behavior is context-specific; therefore, behavior must be studied holistically, in situ, rather than being manipulated.
3. Employ an 'insider's' perspective; research tends to be personal and thereby more subjective.
4. Think that both natural and social sciences strive to explain phenomena with confirmable theories derived from testable assumptions.
5. Attempt to reduce social reality to variables, in the same way as with physical reality.

6. Try to tightly control the variable (s) in question to see how the others are influenced.
7. Do experiments, have control groups, use blind or double-blind studies; use measures or instrument

### C. FINDING AND DISCUSSION

#### ➤ Finding

#### 1. The Result of Students Perception of Asynchronous

After the participants answered the questionnaire, the researcher collected the data of the questionnaire then analyzed it by using percentage formula which is attached in previous chapter. Moreover, based on the data analysis procedure the questionnaire result was divided into two categories; positive and negative response.

**Table 1. Students Perception of Asynchronous**

No	Students' Attitudes	Response (%)	
		Positive (Strongly Agree+Agree) (%)	Negative (Disagree+Strongly Disagree) (%)
1.	Metode pembelajaran Asinkron adalah metode pembelajaran yang paling fleksibel untuk digunakan dalam belajar.	87,5	12,5
2.	Metode pembelajaran Asinkron merupakan metode pembelajaran yang hemat waktu jika dibandingkan dengan metode belajar secara langsung.	87,5	12,5
3.	Dalam pembelajaran Asinkron / online, dapat membuat siswa dan dosen dapat menggunakan metode atau pendekatan / interaksi untuk mendiskusikan materi ajar.	75	25
4.	Menyelesaikan tugas dengan kegiatan belajar kelompok sangat efektif dilakukan.	87,5	12,5
5.	Siswa dapat menyelesaikan tugas belajar secara individual.	90,62	9,37
6.	Siswa dapat merencanakan dan melakukan belajar kelompok secara bersamaan.	96,87	3,12

7.	Siswa dapat belajar atau merencanakan tugas secara	<b>90,62</b>	<b>9,37</b>
8.	Belajar dimanapun dan kapanpun tidak mempengaruhi terhadap hasil siswa	<b>65,63</b>	<b>34,37</b>
9.	Siswa dapat belajar dimanapun dan kapanpun tanpa terjadwal	<b>56,25</b>	<b>43,75</b>
10.	Komunikasi dengan siswa lain mempermudah dalam proses pembelajaran Asinkron /	<b>93,75</b>	<b>6,25</b>
11.	Komunikasi dengan dosen secara langsung mempermudah proses	<b>96,88</b>	<b>3,12</b>
12.	Siswa dapat mengumpulkan informasi melalui email, blog, vlog	<b>93,75</b>	<b>6,25</b>
13.	Siswa dapat mengolah data atau mengumpulkan informasi melalui email, blog, vlog, dan platform digital	<b>90,63</b>	<b>9,37</b>
14.	Siswa dapat membaca materi ajar yang diberikan melalui email, blog	<b>90,63</b>	<b>9,37</b>
15.	Siswa dapat merevisi kembali materi kuliah yang diberikan	<b>96,88</b>	<b>3,12</b>
16.	Pemilihan waktu belajar dapat menambah keefektifan dalam proses pembelajaran	<b>93,75</b>	<b>6,25</b>
17.	Waktu belajar yang tidak terjadwal sangat efektif dalam belajar	<b>50</b>	<b>50</b>
18.	Tempat belajar yang mendukung, mampu menciptakan suasana belajar online yang	<b>96,87</b>	<b>3,12</b>
19.	Siswa bisa melihat atau memberikan penilaian terhadap diri sendiri untuk melihat hasil belajar Asinkron yang dilakukan	<b>90,63</b>	<b>9,37</b>

20.	Siswa dapat memberikan penilaian atau tanggapan terhadap hasil	96,88	3, 12
21.	Dosen harus selalu memberikan dukungan dan motivasi kepada siswa dalam belajar	100	0
22.	Dosen dan siswa dapat melihat kembali materi yang telah di berikan	100	0

## 2. Collaborative Involvement in Authentic Method

In asynchronous learning, collaborative authentic method is a method of teaching and learning in which students and asynchronous method can create a rich cognitive presence, capable of supporting effective in the teaching learning process.

Table 2. Collaborative Authentic Method

No	Statements	Responses							
		Positive				Negative			
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		4		3		2		1	
		F	%	F	%	F	%	F	%
1.	Metode pembelajaran Asinkron adalah metode pembelajaran yang paling fleksibel untuk digunakan dalam belajar.	8	25%	20	62,5%	4	12,5%	0	0,00%
2.	Metode pembelajaran Asinkron merupakan metode pembelajaran yang hemat waktu jika	2	6,3%	26	81,3%	4	12,5%	0	0,00%

	dibandingkan dengan metode belajar								
3.	Dalam pembelajaran Asinkron / online, dapat membuat siswa dan dosen dapat menggunakan metode atau pendekatan	5	15,6%	19	59,4%	8	25%	0	0,00%
<b>Mean</b>		<b>5</b>	<b>15,62%</b>	<b>221,7</b>	<b>67,70%</b>	<b>55,3</b>	<b>16,66%</b>	<b>0</b>	<b>0,00%</b>

### 3. Multidisciplinary Task for Student Inquiry

Multidisciplinary task for student inquiry this means can complete their assignments on time simultaneously or individually in the asynchronous learning process.

Table 3. Multidisciplinary Task

No	Statements	Responses							
		Positive				Negative			
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		4		3		2		1	
		.F	%	F	%	F	%	F	%
1.	Menyelesaikan tugas dengan kegiatan belajar kelompok sangat efektif dilakukan.	7	21,9%	21	65,6%	4	12,5%	0	0,00%

2.	Siswa dapat menyelesaikan tugas belajar secara individual.	6	18,8%	23	71,9%	3	9,4%	0	0,00%
3.	Siswa dapat merencanakan dan melakukan belajar kelompok secara bersamaan	6	18,8%	25	78,1%	1	3,1%	0	0,00%
4.	Siswa dapat belajar atau merencanakan tugas secara individu.	4	12,5%	25	78,1%	3	9,4%	0	0,00%
5.	Belajar dimanapun dan kapanpun tidak mempengaruhi terhadap hasil siswa	2	6,3%	16	50%	12	37,5%	2	6,25%
6.	Siswa dapat belajar dimanapun dan kapanpun tanpa terjadwal.	1	3,1%	20	62,5%	10	31,3%	1	3,1%
<b>Mean</b>		4	13,54%	22	67,70%	5,5	17,18%	0,5	1,56%

#### 4. Furnishing Information and Tools.

Furnishing information and tools is as a tools or media that can be used to collect the information and materials that have been given.

**Table 4. Furnishing Information and Tools.**

No	Statements	Responses			
		Positive		Negative	
		Strongly Agree	Agree	Disagree	Strongly Disagree



		4		3		2		1	
		F	%	F	%	F	%	F	%
1.	Komunikasi dengan siswa lain mempermudah dalam proses pembelajaran Asinkron / online learning.	12	37,5%	18	56,3%	2	6,3%	0	0,00%
2.	Komunikasi dengan dosen secara langsung mempermudah proses pembelajaran.	15	46,9%	16	50%	0	0,00%	1	3,1%
3.	Siswa dapat mengumpulkan informasi melalui email, blog, vlog, atau platform diskusi.	5	15,6%	25	78,1%	2	6,3%	0	0,00%
4.	Siswa dapat mengolah data atau mengumpulkan informasi melalui email, blog, vlog, dan platform diskusi.	5	15,6%	24	75%	3	9,4%	0	0,00%
5.	Siswa dapat membaca materi ajar yang diberikan melalui email, blog, vlog, dan platform diskusi.	6	18,8%	23	71,9%	3	9,4%	0	0,00%
6.	Siswa dapat merevisi kembali materi kuliah yang diberikan.	6	18,8%	25	78,1%	1	3,1%	0	0,00%

7.	Pemilihan waktu belajar dapat menambah keefektifan dalam proses pembelajaran.	4	12,5%	26	81,3%	2	6,3%	0	0,00%
8.	Waktu belajar yang tidak terjadwal sangat efektif dalam belajar online.	1	3,1%	15	46,9%	10	31,3%	6	18,8%
9.	Tempat belajar yang mendukung, mampu menciptakan suasana belajar online yang efektif.	12	37,5%	19	59,4%	0	0,00%	1	3,1%
<b>Mean</b>		<b>7</b>	<b>22,92%</b>	<b>221</b>	<b>66,32%</b>	<b>22,5</b>	<b>7,98%</b>	<b>0</b> <b>0,9</b>	<b>2,78%</b>

### 5. Presenting Data to Support Problem Solving in Learning Activities

In here, the presenting data to support problem solving in learning activities is can present data on several problems that exist in learning activities, can then provide an assessment of learning outcomes or as a tool to revise the lesson that have been done.

**Table 5. Presenting Data to Support Problem Solving in Learning Activities**

No	Statements	Responses							
		Positive				Negative			
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		4		3		2		1	
		F	%	F	%	F	%	F	%
1.	Siswa bisa melihat atau	3	9,4%	26	81,3%	3	9,4%	0	0,00%

	memberikan penilaian terhadap diri sendiri untuk melihat hasil belajar Asinkron yang dilakukan.								
2.	Siswa dapat memberikan penilaian atau tanggapan terhadap hasil belajar.	2	6,3%	29	90,6%	1	3,1%	0	0,00%
3.	Dosen harus selalu memberikan dukungan dan motivasi kepada siswa dalam setiap proses pembelajaran.	16	50%	16	50%	0	0,00%	0	0,00%
4.	Dosen dan siswa dapat melihat kembali materi yang telah di berikan dan di pelajari sebagai bahan untuk merevisi dari materi yang telah diberikan.	7	21,9%	25	78,1%	0	0,00%	0	0,00%
<b>Mean</b>		<b>7</b>	<b>21,88%</b>	<b>24</b>	<b>75%</b>	<b>1</b>	<b>3,1%</b>	<b>0</b>	<b>0,00%</b>

## 6. Summary of Questionnaire Result

Table 6. Summary of Questionnaire Result

No	Sources of Errors	Positive	Negative
		Strongly Agree+Agree	Disagree+Strongly Disagree

1.	<b>Collaborative involvement in authentic method.</b>	<b>83,3</b>	<b>16,67</b>
2.	<b>Multidisciplinary task</b>	<b>81,24</b>	<b>18,75</b>
3.	<b>Furnishing information and tools.</b>	<b>89,24</b>	<b>10,76</b>
4.	<b>Presenting data to support solving learning activities.</b>	<b>96,88</b>	<b>3, 1</b>

The percentages in positive and negative column are found from the amount of percentages strongly agree and agree for positive column disagree and strongly disagree for negative column. The percentages are got based on previous tables of each sources. The summary of the questionnaire result revealed that there were 83.3% of students confirmed positively the Collaborative involvement in authentic method. There were 81.24% of students who also answered positive for Multidisciplinary task for students' inquiry. Then there were 89, 24% of students who also answered positive for Furnishing information and tools, and Then there were 96.88 % of students who also answered positive for Presenting data to support solving learning activities. Thus, it can be concluded that the dominant source of students' perception of Asynchronous in English learning during Covid-19 pandemic was presenting data to support solving learning activities with percentage 96.88%.

### ➤ Discussion

This research was aimed to describe the students' perception of asynchronous in English learning during covid-19 pandemic at English Study Program in Muhammadiyah University of Bengkulu. There were four findings of this research; first, Collaborative involvement in authentic method. There were 81.24% of students who also answered positive for Multidisciplinary task for students' inquiry. Then there were 89.24% of students who also answered positive for Furnishing information and tools, and then there were 96.88 % of students who also answered positive for Presenting data to support problem solving learning activities. The data taken from sixth semester class with a total of 32 respondents. Moreover, the most dominant in students' perception of asynchronous in English learning during covid-19 is the presentation data to support problem solving learning activities. According to garrison and Anderson (2003) e-learning presents unique capabilities and promise to support asynchronous learning, collaborative communication in dynamic and adaptable in learning environment.

The findings also confirmed some previous studies related to this research. First, a study in evaluating online asynchronous support in the institutes of technology Ireland by Noel Carroll (2011) the result also suggest that developers and lecturers must explore the design of pedagogically sound instruction and preparing course resources to meet students learning needs. Students tend to be more independent, prefer working individually, and are reasonably motivated to success their module, the lectures must become more innovative with the methods to deliver online asynchronous support. Second from a study synchronous and asynchronous e-language learning a case study of virtual university of Pakistan by Ayesha Perveen (2016) the result suggest that the assessment of the students' perception about asynchronous learning environment helps the researcher to develop deeper understanding of the relationship between content pedagogy, technology and the context of the existing instructional design. The responses of students to questionnaire whether English language can be better learn in a synchronous or asynchronous mode is very interesting. As per the researcher's expectations 82% of the participants favored synchronous mode, whereas about asynchronous mode 57% responded positively.

#### **D. CONCLUSION**

Based on the findings, it can be concluded that the assessment of the students' perception about asynchronous learning helps the researchers to develop understanding presenting data to support problem solving learning activities, because can concluded that the dominant source of students perception of Asynchronous in English learning during Covid-19 pandemic, and to develop understanding of the relationship between, method, learning activities, task or assignment and media technology. During the covid-19 pandemic asynchronous learning is not effective to use, because the teaching method, media and learning activities are considered inefficient, there are many problems when conducting the online learning process. In asynchronous learning system, of course, experiences a lot of constraints, like a teacher should be able to teach the distance that has to use technology, then a teacher must be ready to design learning models and teaching materials and media. In asynchronous learning systems, has changed learning access with direct interactions into indirect interaction learning.

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