

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Teaching is the process of delivering information and knowledge by the teacher to the students. The purpose of teaching is to enable the student to understand the material that is given by the teacher. In achieving the purpose of the teaching, the teacher needs to give more contributions in teaching. Teaching creativity is the way to overcome those problems in the learning process to make the students easy to understand the lesson. Mostly most students are not *interested* to study because of the material that make them feel hard, so the teacher needs to be creative in choosing the material and the suitable strategies in teaching.

Online learning replaced the normal face-to-face education to continue the wheels of learning. Online learning has emerged as a potent tool to support students' learning remotely. Create a good education is the beginning to produce superior human resources. The key to the success of educational is put on the set of the resources at the school. The biggest challenge confronting us is established through virtual learning pay attention to student satisfaction during learning process. As for the students, virtual education is widely appreciated for its flexibility, cost effectiveness, and convenient access. Online learning is a new alternative self-motivated student who can constanly stay on task and monitor their goals. To support the virtual learning, there are some application that used,

such as Google Classroom, ZOOM, Google Meet, Whatsapp, Youtube, and others.

Online learning system now a day is still considered a break through or new paradigm in teaching and learning activities where in the process of teaching and learning activities between students and teaching staff there is no need to be present in the classroom. They only rely on an internet connection and supporting applications to carry out the learning process and the process can be done from a distance. Due to the ease and practicality of a virtual or learning system online learning, it is not surprising that many educational units use the Online learning system. Thus, online learning can be done from anywhere and anytime according to the agreement that has been determined between the teaching staff and students (Adijaya & Santosa, 2018:106).

Asynchronous is one of the online learning models implemented during the current pandemic situation. Asynchronous online learning is defined variously due to some components, its nature and facilities that are common in some characteristics. On the other hand, one of the popular definitions that focus on the components of asynchronous e-learning introduced it as “an interactive learning community that is not limited by time, place or the constraints of a classroom”(Mayadas, 1997:24).

Asynchronous e-learning is similar to synchronous e-learning which is a learner-centred process which uses online learning resources to facilitate information sharing regardless of the constraints of time and place among a network of people. Asynchronous e-learning takes advantage of computer-mediated communication (CMC) to achieve the promises of learning “anytime

and anywhere” through asynchronous online discussions (Shahabadi & Uplane, 2014: 12).

Asynchronous e-learning is the most adopted method for online education (Parsad & Lewis, 2008: 10) because learners are not time bound and can respond at their leisure. The opportunity of delayed response allows them to use their higher order learning skills as they can keep thinking about a problem for an extended time period and may develop divergent thinking. The spontaneity of expression is replaced by a constructed response. Therefore, asynchronous space leads to a selfpaced, independent, student-centered learning (Murphy, Rodríguez-Manzanares & Barbour, 2011:28). Hence, asynchronous e-learning can scaffold students’ previous knowledge with new concepts (Lin, Hong & Lawrenz, 2012:11). Less reliance on memory and notes and more opportunity of discussions with peer groups help build critical thinking and deep learning (Huang & Hsiao, 2012:10). Shyness is reduced due to the distance mode, which alleviates the fear of the teacher. As there is less pressure than a real time encounter, the affective filter remains low and learners can respond more innovatively and creatively. The chances of getting irritated by technological problems—like low speed and non-connectivity—are the least, as ample time to attempt e-tivities is available.

There are several obstacles that are deemed ineffective of students’ perception in E-learning Asynchronous system, such as the provision of learning materials by the teachers/lecturers, the interaction between teachers/lecturers and students are lacking in the teaching and learning process, the internet connection that sometimes becomes slow, learning styles that tend to be visual.

Perception is the experience of an object, event, and relationship acquire by resuming information and interpreting a message. It gives a meaning toward stimulus-response in resuming information and predicting messages which involve attention, hope, motivation, and memory (Rakhmat, 2000:73). Following it, Michotte , 2019:27) develops perception as a phase of the total process of action which allows us to adjust our activities to the world, we live in. The students' perception focuses on the students' participation, accessibility, materials, and assignment delivery, an online-learning platform suite to their needs and conditions.

Based on the studies above, the writer did this study have relevant with Asynchronous learning. This study discussed and analyzed about the perceptions of English Department students on Asynchronous learning during pandemic COVID-19. By knowing the perceptions of students, the lectures will be able to adjust the methods used in E-learning so can collaborate in the learning process. Based on rationalization, the writer conducted the study entitled, **"The Perceptions on Asynchronous Learning Process of English Department Students at Faculty of Teacher Training and Education in University of HKBP Nommensen Medan."**

1.2 The Problem of the Study

Based on the background above, the problem of the study as the following "What are the perceptions on Asynchronous learning process of English Department Students at Faculty and Teacher Training and Education in University of HKBP Nommensen Medan."

1.3 The Objective of the Study

Based on the problem of the study above, the objective of this study is to find out the perceptions of English Department Students on Asynchronous Learning at Faculty and Teacher Training and Education in University of HKBP Nommensen Medan.

1.4 The Scope of the Study

Based on the objective above, the scope of this study is limited to explore the perceptions on Asynchronous learning process of English Department students. This study would be focused several students English Department of the sixth semester at FKIP in University of HKBP Nommensen Medan.

1.5 The Significances of the Study

The results of this study are expected to be useful for other people. There are two kinds of significances in this study. Those are theoretically and practically:

1.5.1 Theoretically

Based on explanation above, the writer concluded that this study is expected to enrich the theory, information and knowledge about teaching and learning model.

1.5.2 Practically

The results of this study are expected to be useful for:

1. The Lectures, this study is expected to give more information about the perceptions of the students on Asynchronous learning as the references to create a creative method to teaching and learning process.

2. The English Department Students, able to understanding about online learning especially Asynchronous learning and can be used as a reference to write thesis.
3. The other writers, this study is expected can be used as a reference to support others writers who are interested in conducting a study with the similar theme or purposed.

CHAPTER II REVIEW OF LITERATURE

The writer needs some theories to support, to explain the concepts or the terms in conducting this study. The theoretical framework is needed to explain clearly the terms relates to this study. Those theoretical will be presented as follows.

2.1 Learning

According to Kimble & Garnezy (1963 : 133), “Learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice”. Teaching and learning process has very close relationship and one into another cannot be defined apart. Nawi (2011: 4) states that Learning is a process of interaction between students and educators so that the process of acquiring knowledge and knowledge or mastery of skills or the formation of attitudes and beliefs in students. Teaching is very closely related to learning (Nawi, 2011: 4).

Brown (2000: 6) identifies the components of definition of learning as follow:

1. Learning is acquisition or getting.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon even outside or inside the organism.
5. Learning is relatively permanent, but subject to forgetting.
6. Learning involves some forms of practice, perhaps reinforced practice

7. Learning is changes in behavior.

Brown (1994: 7), teaching cannot be defined apart of learning. Teaching is guiding and facilitating learning, enabling learner to learn, and setting the condition for learning . It can be concluded that learning is a process to get something like information or skill in cognitive organization that can be change the human's behavior. By the learning it is hoped that students can understand the process of learning. They will be able to take the responsibilities for their own getting or learning and have good competence.

2.2 Online Learning

The current pandemic Covid-19 prompts the reform of exiting teaching modes in ways that make online learning suddently transit from an auxiliary method to the key way.

2.2.1 Definition of Online Learning

Online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own pace, according to their own convenience. Online Education requires a great deal of resources and careful planning. In this, teachers act as facilitators rather than transmitters of content knowledge, and ICT is regarded as resource that enhances the learning experience of students. Learners learn through e-learning tools which are available to all. E-Learning has brought back the joy in learning through its innovative and interactive content delivery and has proved to be more appealing among students (Dhull & Sakhshi, 2017: 8).

Naidu (2006: 1) states that the Online Learning System is a teaching and learning system carried out by using information and communication technology. Online learning systems can combine all educational activities carried out by individuals or groups either online through networks or other independent and electronic computers. Furthermore, Indrakusuma and Putri (2016: 2) state that the Online Learning System is a new way in the teaching and learning process that uses electronic media, especially the internet as a learning system. With the Online Learning System, the material is provided for students, and students can access it anytime and anywhere. Besides, the internet functions to get material that can be enriched or equipped with various supporting learning resources including multimedia supported by teachers (Suartama, 2014: 20).

From the definition by the experts above, it can be conclude that Online Learning is a learning system that utilizes technology (internet) and electronic media (gadget, laptop, computer, ect) to support this activity.

2.2.2 Advantages of Online Learning

Instructional Technology is highly beneficial for students, especially students pursuing a professional course (Mehra & Mital, 2007: 195). (Dhull & Sakhshi, 2017: 8) Online learning is considered a boon due to the reasons given below:

1. Accessibility

Online learning provides accessibility due to which a student can learn from anywhere in the world. This is an especially important consideration for students who wish to study in a different country. It doesn't matter where a student lives and what he wants to study- he can always find a suitable course or even a

Degree Program that can be followed from home. Students learning options are not constrained by their geographic location.

2. Personalized Learning

Online Learning system enables students and teachers to determine and process his/her learning style, content, aim, current knowledge, and individual skills. Therefore, person-specific education could be provided by creating individual learning styles. E-Learning enables the individual to plan and direct his/her learning. It has the potential to motivate, develop confidence and self-esteem, overcome many barriers that learners encounter, personalize the learning experience, widen access and improve the learning experience, while also helping people to develop their ICT (information, communication, and technology).

3. Develops Cognitive Abilities

In a study, it was found that E-Learning may be effective in developing the cognitive abilities of pupil teachers (Singh & Mishra, 2009: 7). It was found that students of the e-learning programs had higher achievement levels than their counterparts. A student can find unlimited information that he can access just by the click of a button. Many Online programs are offered by some of the most prestigious universities from all around the world. The student can take such a course online which can be helpful for the development of his cognitive abilities.

4. Cost-Effectiveness

Online Learning is cost-effective because less money is spent on traveling and buying books or spending money in the college context. Since it can be carried out at any geographic location and there are no travel expenses, this type of learning is less costly than learning at a traditional institute. Students who want

to study through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet service provider (Kellie & Ferguson, 1998: 13).

5. Promotes Research

Students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post the work on the web as examples for current and future students. Publishing students' work helps form a classroom legacy and archive of successful products.

6. Basic Computer Skills

Both on and off-campus students who choose to study online have an opportunity to gain technical skills in using Information Communication Technology (ICT). These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.

7. Equal Opportunity to all

All students are equal, they are not treated differently based upon caste, creed, race, sex, religion, and disability, etc. Rather Online Learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live at far off places where the schools/colleges are at a distant place.

8. Self-Pacing

Due to individual differences, all learners are not able to complete the work/assignments at a given time due to which they have to face difficulties. Online learning allows students to work and learn at their own pace without time

restrictions. The Learner is free to complete the course work according to his own will and he can take as much time as he requires without being termed as slow by the peers.

9. Globalization

New Technologies are narrowing geographical barriers in the way of education. The world has become a small village and the opportunities to have information about other nations are within our access. The electronic Net world connects people all over the globe, therefore, it is vital to experiment with electronic learning situations wherein students share ideas and resources, access information about current events and historical archives, interact with experts, and use online databases.

2.2.3 Disadvantages of Online Learning Process

It is well said that technology is a good slave but a bad master. Dr. Radhakrishnan when talking of technological advancements in the country delineated that technology has taught us to sail on the water, fly in the sky but it failed to inculcate the ability as to how to live on the earth. Excess use of technology, lack of careful planning, and implementation of E-learning can lead to some problems like poor communication, sense of isolation, frustration, stress, in some cases, poor performance in learning and teaching, wasted resources, and loss of revenue.

According to Nursalam (2008: 10) as quoted in Indrakusuma and Putri (2016:7) there are disadvantages from the application of E-Learning as follows:

1. Poor Communication

In online learning, one does not have the opportunity to have face to face interaction with the teacher which is very significant for establishing a bond between the student and the teacher. Research conducted by the International Review of Research in Open and Distance Learning suggests that online learning can create misunderstandings between students and the teacher which may have a detrimental effect on the teaching-learning process and students' outcomes due to misinterpretation of tasks.

2. Feeling Isolated

Tim S. Roberts and Joanne M. McInerney, stress the importance of interacting with fellow learners, citing learners' feelings of isolation as a definite drawback of online learning. Due to technological advancement in the modern era, the Social development of a child has taken a back seat. Students remain in touch with their online friends sitting at far off places through WhatsApp, Instagram & Facebook but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation. Studies show that the feeling of isolation was a huge stress factor that prompted students to drop out.

3. Lack of Motivation

Online learners lack motivation while studying because they easily get distracted by any other thing. Working at their own pace becomes a disadvantage for students who have difficulty with time management and a tendency of procrastination. These students tend to be more successful with the structure of traditional learning.

4. Lack of Funds

Galusha (1991: 15) points out that technology's downsides include cost, hardware issues, internet problems, production of course materials and worry about the availability of funds. Researches reveal that most educational institutions typically don't anticipate connectivity costs which may later cause barriers to online learning.

5. Poor accessibility in Remote Areas

Hardware, software, and connectivity facilities are prerequisites that enable online teaching and learning. In the absence of any one of these, Online learning cannot achieve its objective Some people do not have ready access to a computer and internet connection, and some who do have the required equipment illequipped to use it.

2.3 Asynchronous Learning

One of the online learning models implemented during the current pandemic situation is Asynchronous learning. This approach combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate learning in traditional on-campus or regular education, distance education and continuing education.

2.3.1 Definition of Asynchronous Learning

Asynchronous online learning is defined variously due to some components, its nature and facilities that are common in some characteristics. On the other hand, one of the popular definitions that focus on the components of asynchronous e-learning introduced it as “an interactive learning community that is not limited by time, place or the constraints of a classroom”(Mayadas, 1997:

24). Asynchronous e-learning takes advantage of computer-mediated communication (CMC) to achieve the promises of learning “anytime and anywhere” through asynchronous online discussions. Shahabadi & Uplane (2014: 12) Asynchronous e-learning is on the basis of constructivist theory, a learner-centred approach that emphasize on the importance of peer-to-peer interactions. This combined network of learners and the electronic network in which they communicate are referred to as an asynchronous e-learning network. The conditions and factors driving the Asynchronous e-learning are different so, this method is defined by another component. Khan (2006: 10) on the basis of these components mentioned that “Asynchronous learning refers to instruction that is not constrained by geography or time”

An asynchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of its flexible modus operandi (Hrastinski, 2008: 23). Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles and power point presentations. This material is accessible anytime anywhere via Learning Management System (LMS) or other channels of the sort. LMS is a set of tools that houses course content and provides a framework for communication between students and teachers like a classroom. Other terms sometimes used instead of LMS are Course Management System (CMS) and Virtual Learning Environment (VLE). CMS is comparatively an older term and its usage is less common today as it implies basic management of course content, while LMS indicates the system that supports the learning process. The term VLE also implies the support of the learning process, but it is more frequently used to describe systems that support

blended learning environment (Watson, Gemin, Ryan & Wicks, 2009: 17). Some institutions develop their own LMS; others either utilize an open source or purchase an LMS. The case study in this paper, Virtual University of Pakistan, has developed its own LMS to provide a virtual learning environment to students. Asynchronous e-learning is the most adopted method for online education (Parsad & Lewis, 2008: 33) because learners are not time bound and can respond at their leisure. The opportunity of delayed response allows them to use their higher order learning skills as they can keep thinking about a problem for an extended time period and may develop divergent thinking. The spontaneity of expression is replaced by a constructed response. Therefore, asynchronous space leads to a selfpaced, independent, student-centered learning (Murphy, Rodríguez-Manzanares & Barbour, 2011: 28). Hence, asynchronous e-learning can scaffold students' previous knowledge with new concepts (Lin, Hong & Lawrenz, 2012: 11). Less reliance on memory and notes and more opportunity of discussions with peer groups help build critical thinking and deep learning (Huang & Hsiao, 2012: 10). Shyness is reduced due to the distance mode, which alleviates the fear of the teacher. As there is less pressure than a real time encounter, the affective filter remains low and learners can respond more innovatively and creatively. The chances of getting irritated by technological problems—like low speed and non-connectivity—are the least, as ample time to attempt e-tivities is available

2.3.2 Advantages of Asynchronous Learning

According to Chauhan (2017: 2), advantages of Asynchronous Learning below:

1. Offers employees complete control over their learning :

In this method everyone is allowed to decide how, when and where to learn. Furthermore not only distance but also time barrier are eliminated and as employ trainer interaction takes place according to personal schedules.

2. Respectful to one's own learning

Asynchronous learning gives employees time to reflect or joining online discussion. Asynchronous learning solution can benefit even employees with poor learning skills by offering them the ability to take their time to complete responses and develop their critical thinking skills.

3. Convenient

Asynchronous learning is the ideal learning solution as it does not require employees to be online at a specific day or time. Employees can communicate with their online facilitator or virtual classmates at their own convenience and instantly have access to information, online training for assignments and other online resources.

4. Less Social obstacles

An Asynchronous learning approach helps introverted learners eliminate social anxiety, as learning in isolation makes them feel safer and more comfortable.

5. Interactive regardless of location an time barriers

Asynchronous learning system allow employeesnot only to learn at their own pace, but also to interact with their peers and online facilitators no matter which the time zone they live in. Discussion boards, blogs and emails are always

available to ensure that online interaction is effective and conversation takes place over distance and place.

2.3.3 Disadvantages of Asynchronous Learning

According to Chauhan (2017: 2), disadvantages of Asynchronous Learning below:

1. Lacks instant feedback

Feedback in eLearning is essential, it helps both employees and trainers address issues and misunderstanding related to the online training course material. In an Asynchronous Learning system instant feedback is impossible, as the online training course is not live and employees may waste valuable time waiting for their questions to be answered by their trainers.

2. Lacks personal interaction

Personal interaction among participants is eliminated in the Asynchronous learning system. Learning in isolation may work for some, but it certainly does not work for most people who need personal interaction. So the people can lead to failure to achieve the learning goals and outcomes of the online training.

3. No live collaboration and real time activities

Asynchronous learning does not offer the ability for real time discussions to increase motivation and engagement. Overall communication can be difficult due to the isolation and disconnected.

4. Can cause lack of motivation

Lack of live interaction can disengage and demotivate employees, who may need encouragement and stimulation in order to log in, read the material and

complete the online training course. In fact, procrastination is more likely to occur in an Asynchronous learning environment.

5. Requires self- discipline

Asynchronous learning asks from participants to be focused, goal oriented and with great time management skills. Success in an asynchronous learning environment requires of employees to be both strongly committed and disciplined, which can be a huge disadvantage for those who are not exactly highly motivated.

2.4 Perception

The students came from different background, cultures, social, and classes. They faced some problem and challenges as long as online learning process. Learning activities were done through Google Classroom, Zoom, Google Meet, ect made some perceptions around students environment.

2.4.1 The Defenition of Perception

Rakhmat (2000: 73), Perception is the experience of an object, event, and relationship acquire by resumng information and interpreting a message. It gives a meaning toward stimulus-response in resumng information and predicting messages which involve attention, hope, motivation, and memory (Rakhmat,2000:73). It means that perception involves the process to get information.

Qiong (2017:18) says that perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010:99) states that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just

stop, but the stimulus is continued and the next process is the process of perception.

So, from the explanation above it can be concluded that perception is the process for students and teachers in understanding the information of what they received. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained

2.4.2 The Types of Perception

According to Irwanto (2002: 8), after individuals interact with perceived objects the perception results can be divided into two, namely:

1. Positive Perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts.
2. Negative Perception, which describes all knowledge and responses that are not in harmony with the perceived object. It can be said that the perception both positive and negative will always affect a person in carrying out an action.

And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

2.4.3 Perception Process

The process of getting interpretations toward understanding the information needs some steps. Qiong (2017:18) explains that there are three stages of the perception process, as follows;

1) Selection

Selection is the first stage in the process of perception, in this stage, the environmental stimulus turns into a meaningful experience.

2) Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics of this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3) Interpretation

The third stage in perception is an interpretation that is referred to as the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

2.4.4 The Dimension of Perception

Qiong (2017:18) the physical dimension of perception is mainly about the conversion of a stimulus into a usable form, and it functions in people's acquisition of information or knowledge about the outside world. It includes not only the energy characteristics of stimuli, the nature, and functions of human sensory organs but also the transmission of stimuli through nervous systems to brains.

Perceptions of reality occur in two dimensions. Qiong (2017:18) describes two dimensions of perception namely:

1. The Physical Dimension of Perception

The mechanism of perception of all humans is almost the same. It has sensory organs like eyes, ears, and nose, which allow humans to feel the environment. This is a sensory organ that receives stimuli, then is transferred through the nervous system to the brain, where it is created with the structure, stability, and meaning that is associated.

2. The Psychological Dimension of Perception

In this phase, humans provide interpretations of certain stimuli and have unique personal touches in the outside world. Values, attitudes, or motives of people (psychological dimensions) and not the sense organs (physical dimensions) that determine what stimuli will attract people's attention and therefore accept meaning.

2.5 Previous Research

In composing this proposal, the writer find some references or similar studies related to the title and have the same field of study problem. It is used to guide this study and to evaluate wisely the strength and the weakness of this tudy with others study.

El-Seoud et al. (2014: 32) which researched to investigate student motivation towards the effects of E-Learning. In this study, 159 students participated and 124 questionnaires were completed correctly and used in this study. Then the results are obtained that one of the important factors for the success of students in the E-Learning process is self-motivation.

Sabah (2013: 7) which conducted a study about students' attitudes and motivation toward E-Learning. In this study, the sample size of 100 students is taken randomly, male (52) and female (48). The results of this study revealed a good correlation between technical abilities and students' attitudes towards E-Learning. Furthermore, influences 22 are registered due to field of study, computer experience, and dedicated time to computer use.

Shahabadi & Uplane (2014: 12) It is important to keep in mind that every individual is a unique learner. Educators have, for many years, realized that some learners prefer certain methods of learning. This study was aimed to ascertain the learning styles of students in mode of synchronous and asynchronous e-learning and to compare the learning styles of e-learners with their academic performance. Synchronous or asynchronous e-learner determiner test and the Kolb's Learning Styles Inventory (KLSI 3.1) were conducted to identify differences in the learning styles among 731 e-learners from six virtual universities which were confined in Tehran and categorized in three different academic performance groups including low, mediocre and high . The results revealed that in synchronous e-learners while, synchronous e-learners in low, mediocre and high academic performance groups preferred Assimilating and Diverging styles. In contrast, the results demonstrated that asynchronous e-learners in low, mediocre and high academic performance groups preferred Assimilating and Converging styles. Researchers conducted Mann-Whitney U as Post Hoc and their effect size value was calculated for significant Post hoc tests.

Previous studies have similarities with this study where they use E-Learning in education. However, this study is slightly different from the above study where

this study analyzes students' perceptions towards E-Learning use Asynchronous Learning which can be used as an evaluation and for further research on E-Learning.

2.6 Conceptual Framework

This study of the research concentrates on the analysis the perception of English Department students at FKIP in University of HKBP Nommensen.

Mapping 1: Conceptual Framework

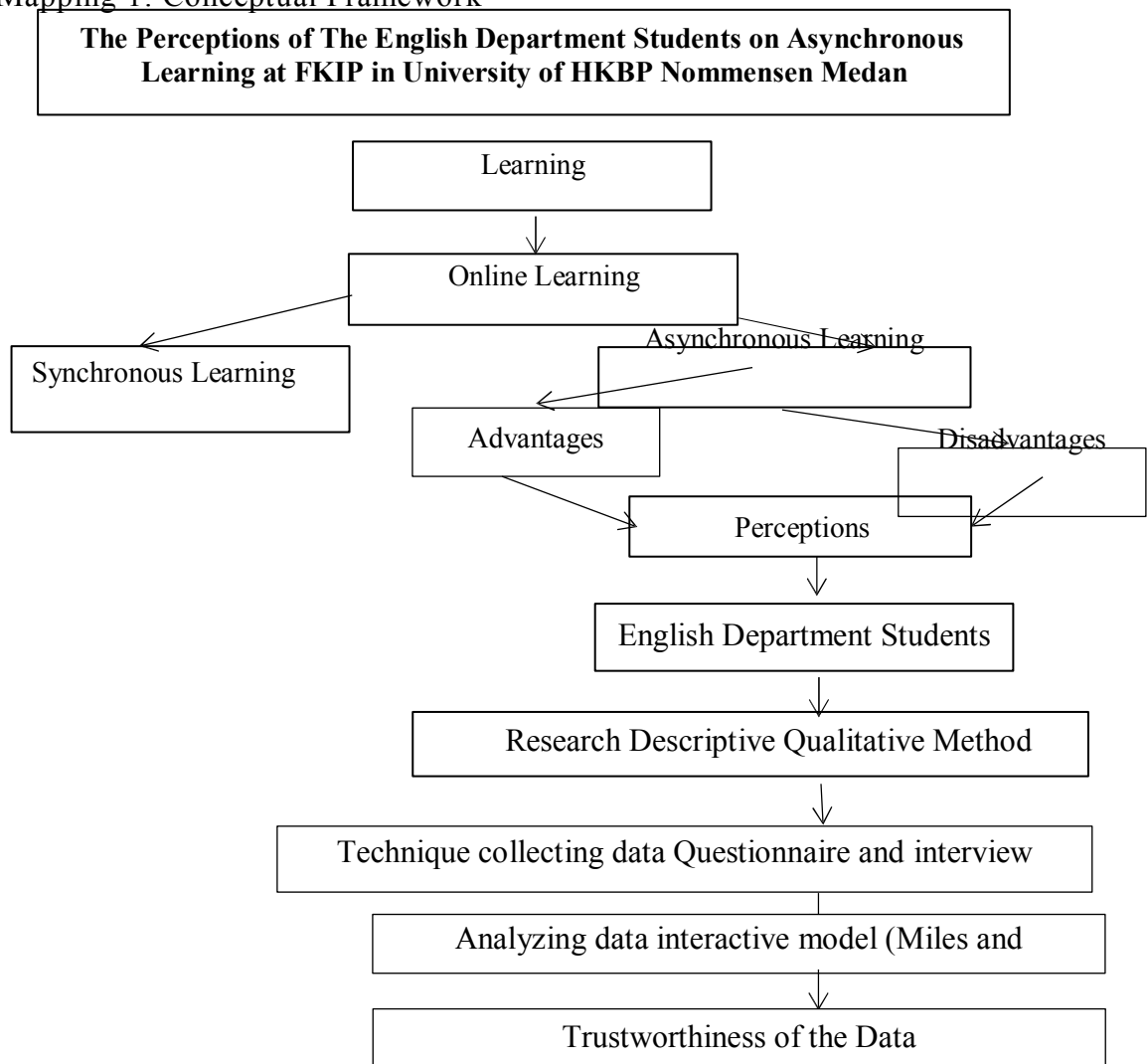


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH MEHODOLOGY

3.1 Research Design

In this study, the writer analyzed the data using descriptive qualitative approach. Qualitative research is descriptive of what the researcher is interested in process, meaning, and understanding gained through word or picture (Creswell, 2014:145). Fitrah and Luthfiyah (2017:44) stated that qualitative research is a research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed. Furthermore, Walidin et al. (2015:76) stated that qualitative research is research that aims to gain a deep understanding of human and social problems, not describing the surface part of reality as quantitative research with positivism.

Miles & Saldana (2014:42) stated that "qualitative research that aims to explain phenomena by collecting data as deep as possible". Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable (Sugiyono, 2009: 62).

Based on the explanation above, it can be concluded this research used qualitative data approach because the data resulted from research problems are in the form of texts or statements. It can be concluded that qualitative research is a research procedure that purpose to understand the phenomena experience by research subjects such as behavior, perception, motivation, action, etc.

3.2 Subject of the Research

The writer had chose the English Department Students at University of HKBP Nommensen Medan as the subject of this research. The writer took several students of English Department 2018 as the subject. The writer interviewed the 20 students and the 20 students to fill on questionnaire sheet to see their perception on the Asynchronous learning process to find their perception.

3.3 Data and Source Data

Bungin (2001: 129) said that "Data are the informations material about the object of research. So, Data refer to raw materials researchers collect from the object of their research. The data is Asynchronous learning process. The sources of data in this research is the perceptions of English Department students at FKIP in University of HKBP Nommensen.

3.4 Technique of Collecting the Data

According to Ary (2010:442), Qualitative research may use written documents or other artifacts to gain an understanding of the phenomenon under study. The writer used use questionnaire and interview to collect the data. These are the steps to be collected the data by using questionnaire and interview:

1. Questionnaire

According to Brace (2004:53) questionnaires are written in many different ways, to be used in many different situation and with many different data-gathering media. In market research the term 'questionnaire' is used to refer both to questionnaires intended to be administered by an interviewer either in a face to face interview or by telephone, or fill questions on questionnaire sheet. The writer had shared questionnaire sheet to the twenty students in English Departement at

Faculty of Teacher Training and Education in University of HKBP Nommensen.

They are the sixth semester students.

Table 3.1 The collecting of data by using questionnaire as follows:

1. The writer made the questionnaire sheet by using Google Form. The questions in a questionnaire are about students' perception toward online learning use Asynchronous learning model. Questions that are divide into 4 scales (Strongly Disgree (SD), Disagree (DA), Agree (A), Strongly Agree (SA).
2. Then, the writer shared link the questionnaire sheet on Whatsapp to the participants
3. After that, the writer asked the participants to fill all of questions in the sheet and collect the answers.

2. Interview

According to Sutopo (2006:59) interview in the descriptive qualitative research is generally done by giving the opened questions which purposed to gain the deep information and it is done by using the unstructured formally things in order to get the views of the subject observe about many things that bring advantages for gaining the detailed information. The writer had interviewed twenty students in English Department Students, The Sixth Semester at Faculty of Teacher Training and Education in University of HKBP Nommensen. This interview aims to get information directly about students' perceptions.

Table 3.2 The collecting of data by interview sheet as follows:

1. The writer prepared the questions about students' perception toward
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online learning use Asynchronous learning model.
2. Then, the writer did interview to the participants. The writer asked them some questions to get their perceptions.

3.5 Research Instruments

Instrument was tools to collect the information. Arikunto (2010: 172) said that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. In this research, the writer collected the data through use two instrument, like use questionnaire sheet and interview guidelines.

1. Questionnaire sheet

The writer used questionnaire sheet by Google Form and sent to the participants on Whatsapp.

2. Interview sheet

The writer made some questions to ask the participants by using Google Form and sent to the participants on Whatsapp.

3.6 Technique of Analyzing the Data

The technique for analyzing data is the process of gathering, modeling, and transforming data with useful information, suggesting conclusions, supporting decision making. The data analyze as follows:

1. After get the data that the questionnaire has been filled by the participants, the writer read the data that have already filled by the participants.

2. After that, the writer differentiated the questionnaire according to the choice of the participants. Questions that are divide into 4 scales (Strongly Disagree, Disagree, Agree, Strongly Agree).
3. After the writer differentiated participants' response, it analyzed as the theory by the expert, Qiong (2017:18) presented in Chapter 2 "The Process of Perceptions" and the perceptions of students classified in positive and negative perceptions based on the theory of Irwanto (2002:8) presented in Chapter 2 "The Types of Perceptions" In analyzing the data, the writer used descriptive statistical analysis by searching for data averages (mean).
4. Then, analyze the students' interview. The interview conducted to the students to find information about the students' perception toward Online Learning use Asynchronous Learning model.

3.7 Validity of the Data

Triangulation of the Data used to verify the data. In this study, the triangulation data is really important to clarify the meaning, to verifying repeatability of an observation to avoid the misinterpretation. It was done by asking same research question to the different participants. Cope (2014:1) identified four types of triangulation, they are method triangulation, investigator triangulation, theory triangulation, and data source triangulation.

1. Method Triangulation

According to Polit & Beck in Cope (2014:1) Method triangulation involves the use of multiple methods of data collection about the same phenomenon. This type of triangulation, frequently used in qualitative studies, may include interviews, observation, and field notes.

2. Investigator Triangulation

Investigator triangulation involves the participation of two or more researchers in the same study to provide multiple observations and conclusions. This type of triangulation can bring both confirmation of findings and different perspectives, adding breadth to the phenomenon of interest.

3. Theory Triangulation

Theory triangulation uses different theories to analyze and interpret data. With this type of triangulation, different theories or hypotheses can assist the researcher in supporting or refuting findings.

4. Data Source Triangulation

Data source triangulation involves the collection of data from different types of people, including individuals, groups, families and communities, to gain multiple perspectives and validation of data. In this research, the writer will use this type to measure the validity.

In this study, the writer used methodological triangulation; the writer compared the results of questionnaire and interview.