

**VOCATIONAL STUDENT'S PERCEPTION TOWARDS
ASYNCHRONOUS AND SYNCHRONOUS IN ENGLISH
LEARNING : BENEFITS AND CHALLENGES**

UNDERGRADUATE THESIS

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DEPARTMENT OF LANGUAGE EDUCATION

FACULTY OF CULTURAL STUDIES

UNIVERSITAS BRAWIJAYA

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UNDERGRADUATE THESIS

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Malang, 12 April 2021

Nur Cahyani

ABSTRACT

Cahyani, Nur. 2021. **Vocational Student's Perception Towards Asynchronous and Synchronous in English Learning : Benefits and Challenges**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr.Sugeng Susilo Adi., M.Hum.

Keywords: Perception, Online Learning, Asynchronous, Synchronous

In the current era of the COVID-19 pandemic, teachers all around the world must use digital online learning technologies. Online learning provides an alternative education model that could make the students and the teachers stick together from different places in an electronic way which is implemented by using tools and media through web technologies (Driscoll, 2002). The online learning model is divided using two different methods, called synchronous and asynchronous. Although there are many advantages to online distance learning, online distance learning still has many challenges that teachers have been surfacing problems. Considering those reasons, the researcher wants to know and explore more about vocational student's perception of SMKN 2 Batu towards synchronous and asynchronous especially in English learning. This study involved English students of 10th grade, 11th grade, 12th grade, and 13th grade in SMKN 2 Batu. This study discussed student's perception towards the asynchronous and synchronous platform especially the benefits and the challenges in English learning based on vocational student's perception.

This study was conducted by using the survey method, and questionnaire as the instruments. Adopted a questionnaire from Al-Kathiri (2015). There were a total of 30 questionnaires responded by the 131 students in SMKN 2 Batu to answer the research problem of this study that is what are the benefits and the challenges in English learning based on vocational student's perception towards asynchronous and synchronous. Then, in analyzing the data, the researcher used SPSS.

The results of this study show that the vocational student's perception of the use of asynchronous and synchronous in English learning is positive, indicates by the total mean of 3.37. The average mean in the benefits aspect is positive as indicated by a mean of 3.69 in term of mobility, communication and interaction, comfortably, efficiency, platform services, accessibility, learning budget, language skills, sharing, acquiring vocabulary, reading experience, listening skills, feedback, and complementing learning process. The challenges aspect is neutral, indicates by a mean of 3.05 in terms of the use, navigation, and internet connection. Based on the average mean data of the questionnaire, it shows that the vocational students more perform well and participate actively in the asynchronous platform. The researcher suggests for the future researchers to explore more why the vocational students mostly choose neutral perception toward the challenges aspect and perform well and participate actively in the asynchronous platform rather than in synchronous platform with another research design that involves interviewing.

ABSTRAK

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Kata kunci: **Perception, Online Learning, Asynchronous, Synchronous**

Di era pandemi COVID-19 saat ini, para guru di seluruh dunia harus menggunakan teknologi pembelajaran online digital. Pembelajaran online memberikan alternatif model pendidikan yang dapat membuat siswa dan guru tetap bersama dari tempat yang berbeda secara elektronik yang dilaksanakan dengan menggunakan media melalui teknologi web (Driscoll, 2002). Model pembelajaran online dibagi menggunakan dua metode yang berbeda yaitu asinkronus dan sinkronus. Meskipun ada banyak keuntungan dalam pembelajaran jarak jauh online masih memiliki banyak tantangan yang dihadapi para guru. Berdasarkan alasan tersebut, peneliti ingin mengetahui dan mendalami lebih jauh tentang persepsi siswa SMKN 2 Batu terhadap sinkron dan asinkron khususnya dalam pembelajaran bahasa Inggris. Penelitian ini melibatkan siswa bahasa Inggris kelas 10, kelas 11, kelas 12, dan kelas 13 di SMKN 2 Batu. Penelitian ini membahas tentang persepsi siswa terhadap asynchronous dan synchronous platform khususnya manfaat dan tantangan dalam pembelajaran bahasa Inggris berdasarkan persepsi siswa SMK.

Penelitian ini dilakukan dengan menggunakan metode survei dengan instrumen kuisioner. Mengadopsi kuisioner Al-Kathiri (2015). Sebanyak 30 angket yang dijawab oleh 131 siswa SMKN 2 Batu untuk menjawab rumusan masalah penelitian ini yaitu apa saja manfaat dan tantangan dalam pembelajaran bahasa Inggris berdasarkan persepsi siswa SMK terhadap asinkronus dan sinkronus. Kemudian dalam menganalisis data peneliti menggunakan SPSS.

Hasil penelitian ini menunjukkan bahwa persepsi siswa SMK tentang penggunaan asinkronus dan sinkronus dalam pembelajaran bahasa Inggris adalah positif, dengan mean total 3.37. Rata-rata pada aspek manfaat adalah positif, ditunjukkan dengan rerata 3.69 dalam hal mobilitas, komunikasi dan interaksi, kenyamanan, efisiensi, layanan platform, aksesibilitas, anggaran pembelajaran, keterampilan bahasa, berbagi, penguasaan kosakata, pengalaman membaca, keterampilan menyimak, umpan balik, dan melengkapi proses pembelajaran. Pada aspek tantangan adalah netral, ditunjukkan dengan rata-rata 3.05 dari segi penggunaan, navigasi dan koneksi internet. Berdasarkan data rata-rata angket menunjukkan bahwa performa siswa smk lebih baik dan bisa berpartisipasi aktif dalam asynchronous platform. Peneliti menyarankan kepada peneliti selanjutnya untuk lebih mendalami mengapa siswa SMK sebagian besar memilih persepsi netral terhadap aspek tantangan yang berkinerja baik, sering berpartisipasi aktif dalam platform asinkron daripada dalam platform sinkron dengan desain penelitian lain yang melibatkan wawancara.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will enhance the background of the study, research questions, purpose and significance of the study, scope and limitation and the definition of the key terms.

1.1 Background of the Study

In the current era of the COVID-19 pandemic, teachers all around the world must use digital online learning technologies. In this situation, teachers try hard to maximize the use of online learning. In simple terms, online learning can be understood as a learning process that utilizes information technology by using electronic devices which are connected to the internet (Hasibuan & Hasibuan, 2006). There are many schools that have educators who teach ESP with the aim of developing student skills of the English language based on the focus field of discipline of the school through mastering understanding textbooks and the terminology (Adi & Khotimah, 2018). Due to this pandemic, teachers deliver materials to increase student competence of the English language in mastering the terminology and understanding textbooks through online learning activities include multimedia elements such as graphics, audio, and video to attract the interaction between teachers and students. Online learning is very much needed in today's learning activities because it provides more information than manual learning through books or formal learning through educational institutions. Online learning also provides very broad information in a very short time, which means that the effectiveness of e-learning is greater. Students can directly be looking for the

desired information based on their convenience and students can choose a material or explanation that suits their level then receive everything that is provided by educational institutions that already have specific standards. Because of that, now many educational institutions advise participants to also explore online learning to help develop their knowledge (Siahaan, 2018). Online learning provides an alternative education model that could make the students and the teachers stick together from different places in an electronic way which is classified as an education that is implemented by using tools and media through web technologies (Driscoll, 2002). The online learning model is divided using two different methods, called synchronous and asynchronous.

Teachers might not find it hard to look up web-based activities and technologies which are interactive, the online classroom has many possibilities to create an atmosphere where teachers teach students to learn by doing and vigorously engage with material that is provided by teachers, acquiring their understanding as they enrich new knowledge (Johnston, Killion & Omomen, 2005; Pallof & Pratt, 2003). In this case, teachers need to upgrade their skills in understanding and using technology. Currently, learning is a foundation for exploring the use of technology and the concept design of online learning. Teachers adapt the distance online learning moment by switching conventional learning to online learning by using synchronous and asynchronous platforms. Those are the only way to convey the material to students in online distance learning. Although there are many advantages in online distance learning, in its journey of online distance learning still has many challenges that teachers have been surfacing the problems. Teachers work

hard to develop the quality of teaching and struggle during online class while improving the quality of distance online learning in their own ways, but it is found that *fully online class's* data is shown that the students don't take much interest in *fully online class's*. When they were asked to choose, most students still prefer to take conventional classes (Smaldino, Albright, & Zvacek, 2008).

The researcher did an apprenticeship teaching or P4 in SMKN 2 Batu, the researcher found out that the English teachers use the synchronous and asynchronous platform in their learning activities. In English learning, teachers are using ZOOM and Google Meet or known as asynchronous platforms. At the moment, the English teacher said that ZOOM and Google Meet are the most familiar synchronous platform for students and those are very easy to install on their laptop or mobile phone. Also, teachers are using Telegram, Google Classroom, and Whatsapp Group, or known synchronous platforms in English learning. The English teacher said that Telegram, Google Classroom, and Whatsapp Group are very easy to install and do not take up much internal memory on their laptop or mobile phone. Based on this finding, the researcher wants to know and explore more about vocational student's perception of SMKN 2 Batu towards synchronous and asynchronous especially in English learning.

Some previous researches were conducted related to the online learning platform. The first research study was about student's perception of the use of online learning in EFL classrooms by Cakrawati (2017). The result of the study shows that most of the students show positive responses towards the use of online learning platforms in the use of asynchronous platforms such as Edmodo and

Quipper. The students have participated comfortably in the study. They give insights about perceiving online learning platforms that can motivate them to interact with their teachers and peers outside the classroom because it is a user-friendly learning tool.

Another research by Liu & Bali (2018) entitled “Students’ perceptions toward online learning and face-to-face learning courses”. This survey study was conducted to discuss the differences between online learning and face-to-face learning perception among different levels of students. Furthermore, this study concludes even though online learning has some advantages to the students, but the result also showed that the students think online learning is perceived as lacking social presence, less social interaction, and synchronicity in communication.

Both of the previous researches only discuss the student’s perception towards the use of online learning in a general way, but not discuss and not mention synchronous and asynchronous in English learning especially the benefits and the challenges in English learning based on vocational student’s perception. In this research, the writer wants to find out vocational student’s perception towards asynchronous and synchronous in English learning, therefore, the writer formulated research entitled “VOCATIONAL STUDENT’S PERCEPTION TOWARDS ASYNCHRONOUS AND SYNCHRONOUS IN ENGLISH LEARNING: BENEFITS AND CHALLENGES”.

1.2 Research Problem

The problem in this research is what are the benefits and the challenges in English learning based on vocational student's perception towards asynchronous and synchronous in SMKN 2 Batu?

1.3 Purpose of the study

The purpose of the study is to investigate the benefits and the challenges in English learning based on vocational student's perception towards asynchronous and synchronous in SMKN 2 Batu.

1.4 Significance of the study

By conducting this research, it is expected that this study is able:

- To give feedback for English teacher in SMKN 2 Batu about how the students' feelings and how they can deal with the difficulties and the benefits in the using of asynchronous and synchronous in English learning.
- To give references for teacher in delivering English material through out the challenges and the benefits in using asynchronous and synchronous platforms in English learning from vocational students.
- Theoretically, this research can be a reference for further research related to the challenges and the benefits in using asynchronous and synchronous methods.

1.5 Scope of the study

This research only focuses on the challenges and the benefits of the using of asynchronous and synchronous in English learning based on vocational students' perception in SMKN 2 Batu.

1.6 Definition of key terms

In this section, the researcher defines the definition of the terms used in this study :

- **Perception**

According to Sarkol (2016) the concept of perception consisting an observation on a certain environment or situation. The conception can be in the form physical sensation interpreted in the sight of experience, physical sensation of environment, or mental image. Hohwy (2013) stated individual's experience is determined by individual's internal models. When a person apprehend any subject, it means that a person recall his personal model or experience towards the subject. A person probably has many kinds of perception based on their personal experience. In simply way, perception is individual's interpretation of particular subject towards individual's personal experience.

- **Online Learning**

Online Learning comprehend a field of technologies such as the worldwide web, new groups and texts, email, chat, audio and video conferencing conveyed over computer networks to spread education. Online Education needs a certain deal of resources and mindful

planning. Teachers take action as facilitators rather than senders of content knowledge, and ICT is considered as resource that enhances the learning experience of students. It helps the learner to learn at their own step, according to their own comfort (Dhull & Sakhsi,2017).

- **Asynchronous**

The asynchronous is e-learning model that could provide such a tool which has a function to facilitate the student and teacher that they do not have to communicate in real time, and provides an opportunity for the learner to complete their studies (Horton, 2000; Rosenberg, 2001).

- **Synchronous**

Synchronous learning was defined by Bhowmick, Khasawneh, Bowling, Gramopadhye, & Melloy (2007) as learning “with all the students in a course meeting at the same place at the same time”.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature review that is related to the research topic. It covers the definition of the perception, synchronous, asynchronous, and online learning. This chapter also presents the previous studies.

2.1 Perception

Perception is a personal point of view of how individual describe a specific subject related with their personal experience. A causal process which connecting the physical object in the environment, to neural events in the perceiver's brain will be called as a perception (Coates, 2007). Every human being perhaps has different perception regarding to one same subject, this difference might be happened because they have different personal experience on it. In order to create a perception, human being should experience something so that the perception regarding certain subject could be formed. According to Zigman (2018) stated perception is determined by the representation as a thing of mentally representing the world, and the character of individual's experience.

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2.1.1 Online learning

Online Learning comprehend a field of technologies such as the worldwide web, new groups and texts, email, chat, audio and video conferencing conveyed over computer networks to spread education. Online Education needs a certain deal of resources and mindful planning. Teachers take action as facilitators rather than senders of content knowledge, and ICT is considered as resource that enhances the learning experience of students. It helps the learner to learn at their own step, according to their own comfort (Dhull & Sakhsi,2017).

2.1.2 Synchronous

Chauhan (2017) defines educators who are usually using synchronous learning will involve videoconferencing and chat. The synchrononous learning has the possibility to help learners in receiving the materials of learning. Learners and teachers go through synchronous learning as more sociabel and prevent frustration by asking and answering questions in real time. Synchronous learning is a learning process that is carried out directly between students and educators. The educators is implementing the synchronous learning by using the teleconference platform. The platform that is usually used in teleconference are ZOOM, Google Meet, Microsrft Team and Skype.

2.1.3 Asynchronous

Chauhan (2017) defines Asynchronous involve social net working web. There are many options that educators can choose which the easier way to convey the material by e-mail, blogs discussion boards, as well as web- supported text books, and audio video courses. Asynchronous learning will be advatageous for students who not in a good health condition or who has a part time or a full time job. They have the possibilities to do their work with no hurry and check the answers many times because they get a more flexible time frame. The educators apply the asynchronous learning by executing types of interaction that occur in traditional classroom learning situations such as the students' interplay with peers, the students' interconnection with the content, and the students' interactivity with the instructor. Remaining those advantages in asynchronous learning technologies, it is now possible to apply those types of interaction in the online learning environment. The platforms that are usually used are Blog, Edmodo, Quipper, Telegram, Google Classroom, and Whatsapp Group.

2.1.4 The Benefits and Challenges in Synchronous and Asynchronous

According to Chauhan (2017) synchronous learning has two sides, it could bring the advantages as the benefits and the disadvantages as the challenges for students. It will be divided and presented in table below.

Table 2. 1 The Advantages and The Disadvantages of Synchronous Learning

<p style="text-align: center;">ADVANTAGES OF SYNCHRONOUS LEARNING</p>	<p style="text-align: center;">DISADVANTAGES OF SYNCHRONOUS LEARNING</p>
<p>It reduces the budget learning : The opportunity to get the knowledge from trusted expert or the international expert who has a good quality in teaching with free accommodation.</p>	<p>It is using technology based : Have no computer skills, have no idea to solve the troubleshooting and have a lack in using the newest technologies version that involved in learning process, maybe those issues can cause the students feel frustrated.</p>
<p>Offers Immediate Feedback : Because it is real time interaction, automatically the teacher can gives feedback directly. Instant feedback provides an impactful role in online learning by making the students active in the learning process.</p>	<p>Time barriers : in online learning especially synchronous platform can cut the barriers of distance. In case, barriers of time when many students come from different time zone. It can cause many difficulties in communication. When it comes to synchronous platform, it requires from both the teacher and students to be online at the same time. Distributed assignment can be contrary the schedules, and sometimes their phone or laptop cannot available to facilitate them in real time interactions.</p>
<p>It is reachable : the students can get a chance to collaborate and participate in online discussions even from remote location. As physical barriers of distance are decreased.</p>	<p>Needs a stable speed internet connection : It means synchronous learning needs a good internet connection.</p>

According to Chauhan (2017) asynchronous learning also has two sides, it could bring the advantages as the benefits and the disadvantages as the challenges for students. It will be divided and presented in table below.

Table 2. 2 The Advantages and The Disadvantages of Asynchronous Learning

ADVANTAGES OF ASYNCHRONOUS LEARNING	DISADVANTAGES OF ASYNCHRONOUS LEARNING
Extends students in completing and controlling over their learning : the students are allowed to decide how, when and where to learn. Not only distance but also time barrier are wiped out.	Lacks personal interaction : Learning in isolation may can be the effective way for some students, but cannot be effective for students who need personal interaction. Personal interaction among participants are wiped out in the Asynchronous learning.
Respectful to student's style learning : It can be beneficial for students with poor learning skills by providing them to arrange their own time to complete responses, to answer question without frightened to be watch in front of people, and to develop their critical thinking skills in their own way. The students will be able and have more time in reflecting and joining online discussion.	Lacks instant feedback : Feedback in asynchronous is important, it will be easier for both teachers and students handle misunderstanding related to the online learning class.
Convenient : Asynchronous learning is the ideal learning solution as it does not require students to be online at a specific day or time. students can	No real time activities collaboration and real time activities : The learning process can be difficult due to the lack of internet connection that can cause

communicate with their teacher or peers at their own convenience and directly get access to the material for assignments and other online references.	disconnected. Asynchronous learning do not have a facility and the ability for real time discussions to increase motivation and engagement.
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2.2 Previous Studies

Some previous researches were conducted related to the online learning platform. The first research study was about student's perception of the use of online learning in EFL classrooms by Cakrawati (2017). The result of the study shows that most of the students show positive responses towards the use of online learning platforms in the use of asynchronous platforms such as Edmodo and Quipper. The students have participated comfortably in the study. They give insights about perceiving online learning platforms that can motivate them to interact with their teachers and peers outside the classroom because it is a user-friendly learning tool.

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asynchronous and synchronous in English learning, therefore, the writer formulated research entitled “VOCATIONAL STUDENT’S PERCEPTION TOWARDS ASYNCHRONOUS AND SYNCHRONOUS IN ENGLISH LEARNING: BENEFITS AND CHALLENGES”.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedures of finding the answers to the research problems. It covers research design, data and source of data, research procedures, research instrument, data collection, data analysis and validity of the study.

3.1 Research Design

In conducting a research, there are several stages have to be done, which is called research design. Research design is all process that is needed in conducting the research which is in line with Bungin (2005, p. 84), who stated that. The process of the research is systemic and based on the approach that is used. The design of this study was survey study that was using quantitative approach. Using survey study is needed in this research because the bigger data is good to accomodate this kind of data that is appropriate to be implemented to make this research valid. It is applied to explore more and to investigate the research problem by collecting numerical data with the help of instruments (Creswell, 2012, p. 13).

3.2 Data and Source of Data

Data is a necessary thing that is needed by the research to answer the research problem in the first chapter. Based on Arikunto (cited in Rokhmawati, 2013, p. 31) stated that data is all information that is acquired by the researcher as numbers or a fact. This study involved English students of 10th grade, 11th grade, 12th grade, and 13th grade in SMKN 2 Batu. The students who participated in this study should experience using asynchronous and synchronous in the English learning process. They filled in a questionnaire to help the writer in obtaining quantitative data.

3.3 Research Instrument

This research used one main instrument to collect the data namely a questionnaire. The selection of research instruments comes from the research purpose and the research variables that will be calculated or measured (Mertens,2010, p. 361). Since the purposes of this research are to investigate vocational students' perception about the benefits and the challenges in the using of asynchronous and synchronous in English learning, so the proper instrument used was a questionnaire to measure students' perception. A questionnaire consists of a systemic list of questions that will be distributed by the researcher and filled by the respondents (Bungin 2005, p. 133). The writer adopted a questionnaire from Al-Kathiri (2015) which questions students' perception of the use of online learning platforms. The researcher referred it to the instrument which was adapted from Al-Kathiri (2015). The instrument of this study has been checked for its content validity by Dr. Putu Dian Danayati Degeng, S.S., M.Pd as the expert validator. In conclusion, the questionnaire is used as the instruments that will be used to conduct this study.

3.4 Data Collection

In this research, the method of collecting was done by distributing the questionnaire. There were many procedures used by the researcher during the study. Firstly, the researchers prepared instruments to collect the data. Secondly, adopted a questionnaire from Al-Kathiri (2015) which questions students' perception of the use of online learning platforms. Thirdly, the researcher asked permission from the English teacher in SMKN 2 Batu, Academic administrator in the Faculty of Cultural

Studies, and lecturers to conduct the research. After obtaining permission from several parties above, the researcher asked participants to be part of the research. The researcher analyzed the data from students' respond in the questionnaire that was filled out by participants. The research calculated the result by using the SPSS. It stands for Statistical Package for Social Science. The process data collection presented in figure 3.1

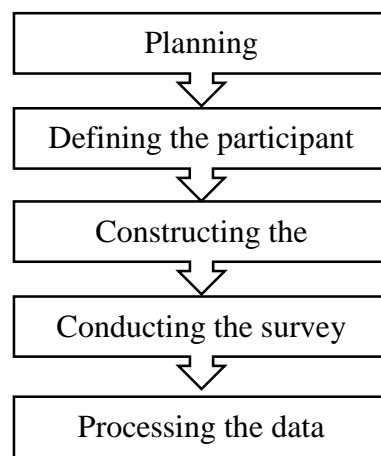


Figure 3. 1 Data Collections Steps

3.5 Data Analysis

Data analysis has the aim of highlighting important or useful information, suggesting conclusions, and supporting decisions making through a process of collecting, arranging, and transforming data (Moeleong, 2001). The writer analyzed the scores of the students' perception towards the use of online learning obtained from students' perception towards the use of online learning questionnaire. The instrument of this study consisted of an online questionnaire using a Five-Likert Scale type where the contents adopted from Al-Kathiri (2015), which generates an analytical database on the participants. The participants of this research were the

female and male students of 10th grade, 11th grade, and 12th grade in SMKN 2 Batu because they experienced the use of synchronous and asynchronous in the English learning process. In this research, the researcher used purposive sampling. The participants in this research are 131 students which consisted of 72 male and 59 female students. After obtaining permission from several parties, the researcher asked participants to be part of the research. The researcher distributed the questionnaire then asked the participants to open a google form and fill in the questionnaire that has been provided. The instrument of this study consisted of an online questionnaire using a Five-Likert Scale type where the contents were adopted from Al-Kathiri (2015), which generated an analytical database on the participants. It used to answer the students' perception of the use of asynchronous and synchronous.

Table 3. 1 Level Average Adopted from Oxford (1990)

HIGH		MEDIUM	LOW	
Very Agree	Agree	Neutral	Disagree	Very disagree
4.5 to 5.0	3.5 to 4.4	2.5 to 3.4	1.5 to 2.4	1.0 to 1.4

3.6 Validity of the Study

In order to make sure the validity of the study, the researcher referred it to the instrument which was adapted from Al-Kathiri (2015). The statistical validity and reliability also have been checked. The questionnaire was translated into Bahasa Indonesia because the participants were high school students who did not have enough ability to comprehend English. The instrument of this study has been checked for its content validity by Dr. Putu Dian Danayati Degeng, S.S., M.Pd as

the expert validation. It is used to answer the students' perception of the use of online learning platform. The original questionnaire from Al-Kathiri (2015) There are 20 questions consists of 15 questions about students' perceptions on the use of online learning platforms and 5 questions about what the students' challenges are. But in this research, the researcher wanted to modify the questionnaire from the original one. There were 30 questions consists of 25 questions about students' perceptions on the use of online learning platforms and 5 questions of what the students' challenges are in the questionnaire, there were several additional questions related to participant background information such as name, class/semester, and gender. The questionnaire was translated into Indonesian and was validated by Dr. Putu Dian Danayati Degeng, S.S., M.Pd as the validity checker to make a better version of the questionnaire that could make the students more understand about the statements in each item. The researcher submitted the validation request letter. Then, the expert validation sent the feedback and the validation letter of the questioner. The researcher analyzed the data from students' responses in the questionnaire that was filled out by participants. The research was calculated by using the SPSS. It stands for Statistical Package for Social Science.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the findings and discussion that related to the research.

4.1 Finding

Based on the problem of the research mentioned earlier in the first chapter, the researcher completed the research and also got the results that are used for answering the research problems. The quantitative data was collected by distributing an online questionnaire adopted from Al-Kathiri (2015). It was conducted on the 19th of January 2021. The questionnaire has been distributed to 131 students on 10 Agribisnis Tanaman, 11 Agribisnis Tanaman, 12 Agribisnis Tanaman, 10 Agribisnis Pengolahan, 11 Agribisnis Pengolahan, 12 Agribisnis Pengolahan, 10 Kimia Analis, 11 Kimia Analis, 12 Kimia Analis, 13 Kimia Analis in SMKN 2 Batu. As the focus of this research is to know vocational students' perception towards synchronous and asynchronous in English learning. The questionnaire was divided into some aspects based on the previous researchers who is Al-Kathiri (2015) that might influence student's perception towards the use of asynchronous and synchronous. The factors that influenced the student's perception towards asynchronous and synchronous in English learning consist of 2 aspects which are the benefits and the challenges in online learning. The researcher used SPSS version 25.0 to analyze and calculate the mean of the data that has been collected. Descriptive statistics were performed to analyze the vocational student's perception, and it was found that in general, vocational student's perception of the

use of asynchronous and synchronous in English learning is positive, indicates by a mean of 3.37. The average mean in the benefits aspect is positive on the use of asynchronous and synchronous in English learning as indicates by a mean of 3.69. Followed by vocational student's perception in the challenges aspect is neutral, indicates by a mean of 3.05. The findings of the research are reported in the following sections.

Table 4. 1 Descriptive Statistic

	N	Minimum	Maximum	Mean	Standard Deviation
<i>Analysis of students' perception The Benefits Aspect (X₁)</i>	131	1.36	5.00	3.69	0.45
<i>Analysis Students' perception The Challenges Aspect (X₂)</i>	131	1.00	5.00	3.05	0.73
Keseluruhan				3.37	

4.1.1 Vocational student's perception towards asynchronous and synchronous in English learning based on the benefits aspect

4.1.1.1 In Term of Mobility, Communion, and Interaction

After distributing the online questionnaire to the students, the researcher got the data needed about vocational student's perception towards asynchronous and synchronous in English learning in terms of mobility, communication, and interaction. From table 4.1, it can be seen that in item 1, no student choose very disagree option, 37 (28,2%) students choose very agree option, 63 (48,1%) students choose agree option, 29 (22,1%) students choose neutral option, and 2 (1,5%) students choose disagree option. In item 2, there is no student who choose very disagree option, 19 (14,5%) students choose very agree option, 60 (45,8%) students choose agree option, 46 (35,1%) students choose neutral option, and 6 (4,6%) students choose disagree option. In item 3, there is there is no student who choose very disagree option, 37 (28,2%) students choose very agree option, 58 (44,3%) students choose agree option, 28 (21,4%) students choose neutral option, and 8 (6,1%) students choose disagree option. In item 4, 16 (12,2%) students choose very agree option, 70 (53,4%) students choose agree option, 35 (26,7%) students choose neutral option, 9 (6,9%) students choose disagree option, and only 1 (0,8) student who choose very disagree option.

Table 4. 2 Vocational Students' Perception Toward Mobility, Communion, and Interaction in Asynchronous and Synchronous

No.	In Term of Mobility, Communion and Interaction	Very Agree	Agree	Neutral	Disagree	Very disagree	Mean	Std. Deviation
1.	Asynchronous platform meets my needs such as mobility and social communication	37 (28,2%)	63 (48,1%)	29 (22,1%)	2 (1,5%)	0	4.03 Positive	.75
2.	Synchronous learning platform meets my needs such as mobility and social communication	19 (14,5%)	60 (45,8%)	46 (35,1%)	6 (4,6%)	0	3.70 Positive	.77
3.	Asynchronous platform offers me more opportunities to interact with my teacher and peers outside classroom	37 (28,2%)	58 (44,3%)	28 (21,4%)	8 (6,1%)	0	3.94 Positive	.86
4.	Synchronous platform offers me more opportunities to interact with my teacher and peers outside classroom	16 (12,2%)	70 (53,4%)	35 (26,7%)	9 (6,9%)	1 (0,8%)	3.69 Positive	.80
	MEAN						3.83 Positive	

Based on table 4.1, it can be concluded that almost 48,1% of students agree that Asynchronous platform meets their needs such as mobility and social communication, while almost 28,2 % very agree, 22,1% of students neutral and only 1,5 % of students very disagree that Asynchronous platform meets their needs such as mobility and social communication. Almost 45,8% of students agree that Synchronous platform meets their needs such as mobility and social communication, and 14,5% of students very agree with the statement, while 35,1%

students neutral, and only 4,6% disagree with the statement. Almost 44,3 students agree with the statement Asynchronous platform offers them more opportunities to interact with the teacher and peers outside the classroom and 28,2% of students very agree, while 21,4% of students neutral, and only 6,1% of students disagree with the statement. Almost 53,4% of students agree with the statement Synchronous platform offers them more opportunities to interact with the teacher and peers outside the classroom and 12,2% of students very agree, while 26,7% of students neutral, 6,9% of students disagree, and only 0,8% of student very disagree with that statement.

From the result of the questionnaire in the term of mobility, communication, and interaction, it can be seen that the most option that students choose is “agree”. option The average score in the benefits aspect is positive in the term of mobility, communication, and interaction. It is shown by the mean of 3.83 (positive). In the term of mobility and communication, the mean result shows that it is 4.03 (positive) in the asynchronous platform and 3.70 (positive) in the synchronous platform. And in the term of interaction, most of the students also give positive responses toward both asynchronous and synchronous platform. It proves by the mean data 3.94 (positive) in the asynchronous platform and 3.96 (positive) in the synchronous platform. It means that students mostly agree that the use of asynchronous and synchronous in English learning gives them a lot of benefits such as mobility, communication, and interaction during online learning activities. It gives them a positive experience and mostly they think that online learning making them easier to complete their needs in mobility and social communication in the online learning

environment. Furthermore, students believe that the result of the use of asynchronous and synchronous make them easier to interact with the teacher and peers.

4.1.1.2 In Term of Comfortably, Efficiency, and Platform Services

After distributing the online questionnaire to the students, the researcher got the data needed about vocational student's perception towards asynchronous and synchronous in English learning in terms of comfortably, efficiency, and platform services. From the table 4.2, it can be seen that in item 5, 40 (30,5%) students choose very agree option, 50 (53,4%) students choose agree option, 35 (26,7%) students choose neutral option, 5 (3,8%) students choose disagree option, and only 1 (0,8) student who choose very disagree option. In item 6, 16 (12,2%) students choose very agree option, 45 (34,4%) students choose agree option, 47 (35,9%) students choose neutral option, 21 (16%) students choose disagree option, and 2 (1,5) students who choose very disagree option. In item 7, no student choose very disagree option. 34 (26,2%) students choose very agree option, 61 (46,9%) students choose agree option, 26 (20%) students choose neutral option, and 9 (6,9%) students choose disagree option. In item 8, no student choose very disagree option. 20 (15,4%) students choose very agree option, 49 (37,7%) students choose agree option, 44 (33,8%) students choose neutral option, and 17 (13,1%) students choose disagree option. In item 9, no student choose to disagree and very disagree option. 35 (26,7%) students choose very agree option, 72 (55%) students choose agree option, and 24 (18,3%) students choose neutral option.

Table 4. 3 Vocational Students' Perception Towards Comfortably, Efficiency, and Platform Services in Asynchronous and Synchronous

No.	In Term of Comfortably, Efficiency, and Platform Services	Very Agree	Agree	neutral	Disagree	Very disagree	Mean	Std. Deviation
5.	Students who are shy to participate in class, usually feel more comfortable communicating using asynchronous platform.	40 (30,5%)	50 (38,2%)	35 (26,7%)	5 (3,8%)	1 (0,8%)	3.93 Positive	.89
6.	Students who are shy to participate in class, usually feel more comfortable communicating using synchronous platform.	16 (12,2%)	45 (34,4%)	47 (35,9%)	21 (16%)	2 (1,5%)	3.39 Neutral	.95
7.	Asynchronous platform saves effort and time by doing and submitting assignments (verbally and written form) electronically.	34 (26,2%)	61 (46,9%)	26 (20%)	9 (6,9%)	0	3.92 Positive	.85
8.	Synchronous platform saves effort and time by doing and submitting assignments (verbally and written form) electronically.	20 (15,4%)	49 (37,7%)	44 (33,8%)	17 (13,1%)	0	3.55 Positive	.90

9.	Asynchronous and Synchronous platform services like (email messages, alerts notification, notes, google calendar) give me a running record of assignments' due date and a description of what is expected.	35 (26,7%)	72 (55%)	24 (18,3%)	0	0	4.08 Positive	.66
	MEAN						3.77 Positive	

Based on table 4.2, it can be concluded that almost 38,2% of students agree with the statement Students who are shy to participate in class, usually feel more comfortable communicating using the asynchronous platform and 30,5% of students very agree, while 26,7% of students neutral, 3,8% students disagree, and only 0,8% student very disagree with that statement. Almost 35,9% of students neutral with the statement Students who are shy to participate in class, usually feel more comfortable communicating using the synchronous platform, while 12,2% of students very agree, 34,4% students agree, 16% of students disagree, and only 1,5% students very disagree with that statement. Almost 46,9% of students agree with the statement Asynchronous platform saves effort and time by doing and submitting assignments (verbally and written form) electronically and 26,2% of students very agree, while 20% students neutral, and only 6,9% of students disagree with that statement. Almost 37,7% of students agree with the statement Synchronous platform saves effort and time by doing and submitting assignments (verbally and written form) electronically and 15,4% of students very agree, while 33,8% of

students neutral, and only 13,1% of students disagree with that statement. Almost 55% of students agree with the statement Asynchronous and Synchronous platform services like (email messages, alerts notification, notes, google calendar) give them a running record of assignments' due date and a description of what is expected, and 26,7% of students very agree, while 18,3% students neutral with that statement.

From the result of the questionnaire in the term of comfortably, efficiency, and platform services, it can be seen that the most option that students choose is "agree". The average score in the benefits aspect is positive in the term of comfortably, efficiency, and platform services. It is shown by the mean of 3.77 (positive). But, in the term of comfortably, students who are shy more prefer to choose the asynchronous platform in online learning rather than the synchronous platform. It is proved by a mean of 3.93 (positive) in asynchronous and 3.39 (neutral) in synchronous. Based on the mean result, shy students feel more comfortable in the asynchronous platform rather than the synchronous platform. In the term of efficiency, the students believe that both asynchronous and synchronous save effort by doing and submitting assignment (verbally and written form). It is shown by the mean 3.92 (positive) in asynchronous and 3.55 (positive) in synchronous. In the term of platform services, the students agree that the services such as (email messages, alerts notification, notes, google calendar) give them a running record of assignments' due date. It can make them collect or turn in the assignment on time because those services have a function as an alarm or reminder.

4.1.1.3 In Term of Accessibility, Learning Budget, and Language Skills

After distributing the online questionnaire to the students, the researcher got the data needed about vocational student's perception towards asynchronous and synchronous in English learning in term of accessibility, learning budget, and language skills. From the table 4.3, it can be seen that in item 10, 33 (25,2%) students choose very agree option, 65 (49,6%) students choose agree option, 29 (22,1%) students choose neutral option, 3 (2,3%) students choose disagree option, and 1 (0,8) students who choose very disagree option. In item 11, 12 (9,2%) students choose very agree option, 48 (36,6%) students choose agree option, 52 (39,7%) students choose neutral option, 18 (13,7%) students choose disagree option, and 1 (0,8) students who choose very disagree option. In item 12, 27 (20,6%) students choose very agree option, 38 (29%) students choose agree option, 50 (38,2%) students choose neutral option, 14 (10,7%) students choose disagree option, and 2 (1,5%) students who choose very disagree option. In item 13, 13 (9,9%) students choose very agree option, 28 (21,4%) students choose agree option, 56 (42,7%) students choose neutral option, 30 (22,9%) students choose disagree option, and 4 (3,1%) students who choose very disagree option. In item 14, 27 (20,6%) students choose very agree option, 53 (40,5%) students choose agree option, 37 (28,2%) students choose neutral option, 13 (9,9%) students choose disagree option, and 1 (0,8%) students who choose very disagree option. In item 15, 23 (17,6%) students choose very agree option, 54 (41,2%) students choose agree option, 47 (35,9%) students choose neutral option, 5 (3,8%) students choose disagree option, and 2 (1,5%) students who choose very disagree option.

Table 4. 4 Vocational Students' Perception Towards Accessibility, Budget Learning, and Language Skills in Asynchronous and Synchronous

No.	In Term of accessibility, budget learning, and language skills	Very Agree	Agree	neutral	Disagree	Very disagree	Mean	Std. Deviation
10	When absent, I can easily access class materials and assignments through asynchronous platform	33 (25,2%)	65 (49,6%)	29 (22,1%)	3 (2,3%)	1 (0,8%)	3.96 Positive	.79
11.	When absent, I can easily access class materials and assignments through synchronous platform	12 (9,2%)	48 (36,6%)	52 (39,7%)	18 (13,7%)	1 (0,8%)	3.39 Neutral	.86
12	Asynchronous platform reduces learning cost	27 (20,6%)	38 (29%)	50 (38,2%)	14 (10,7%)	2 (1,5%)	3.56 Neutral	.98
13	Synchronous platform reduces learning cost	13 (9,9%)	28 (21,4%)	56 (42,7%)	30 (22,9%)	4 (3,1%)	3.12 Neutral	.97
14	Asynchronous platform helps me practicing my language skills through conversations	27 (20,6%)	53 (40,5%)	37 (28,2%)	13 (9,9%)	1 (0,8%)	3.70 Positive	.93
15	Synchronous platform helps me practicing my language skills through conversations	23 (17,6%)	54 (41,2%)	47 (35,9%)	5 (3,8%)	2 (1,5%)	3.69 Positive	.85
	MEAN						3.57 Positive	

Based on table 4.3, it can be concluded that almost 49,6% of students agree with the statement when absent, they can easily access class materials and assignments through the asynchronous platform, 25,2% of students very agree, while 22,1% students neutral, 2,3% students disagree, and only 0,8% student very disagree with that statement. Almost 39,7% of students neutral with the statement when absent, they can easily access class materials and assignments through the synchronous platform, 9,2% of students very agree, 36,6% students agree, while 13,7% of students disagree, and only 0,8% student very disagree with that statement. Almost 38,2% of students neutral with the statement Asynchronous platform reduces learning cost, 20,6% of students very agree, 29% of students agree, while 10,7% of students disagree, and only 1,2% of students very disagree with that statement. Almost 42,7% of students neutral with the statement Synchronous platform reduces learning cost, 9,9% students very agree, 21,4% students agree, while 22,9% students disagree, and only 3,1% students very disagree with that statement. Almost 40,5% of students agree with the statement Asynchronous platform helps me practicing my language skills through conversations, 20,6% of students very agree, while 28,2% of students neutral, 9,9% of students disagree, and only 0,8% of student very disagree with that statement. Almost 41,2% of students agree with the statement Synchronous platform helps me practicing my language skills through conversations, 17,6% of students very agree, while 25,9% of students neutral, 3,8% of students disagree, and only 1,5% of students very disagree with that statement.

From the result of the questionnaire in the term of accessibility, learning budget, and language skills, it can be seen that the most option that students choose is “agree”. The average score in the benefits aspect is positive in the term of accessibility, learning budget, and language skills. It indicates by mean of 3.57 (positive). But, in the term of accessibility, when absent, they can easily access class materials and assignments through asynchronous rather than synchronous, it is proved by the mean result 3.96 (positive) in asynchronous and 3.39 (neutral) in synchronous. It means that the students believe the asynchronous is more accessible to access the material and the assignment rather than synchronous. In the term of learning budget, the students give “neutral” perception towards asynchronous and synchronous. It is shown by the mean result of 3.56 (neutral) in asynchronous and 3.12 (neutral) in synchronous. It means that the students are not sure whether the learning cost is high cost or low cost in the asynchronous or synchronous platform, but they can still access the Internet. In the term of language skills, the students agree with the statements that both asynchronous and synchronous can improve their language skills through conversations. It is proved by the mean result of 3.70 (positive) in asynchronous and 3.69 (positive) in synchronous.

4.1.1.4 In Term of Sharing, Acquiring Vocabulary, and Reading experience.

After distributing the online questionnaire to the students, the researcher got the data needed about vocational student's perception towards asynchronous and synchronous in English learning in term of sharing, acquiring vocabulary, and reading experience. From the table 4.4, it can be seen that in item 16, 33 (25,2%) students choose very agree option, 53 (40,5%) students choose agree option, 34 (26%) students choose neutral option, 8 (6,1%) students choose disagree option, and 3 (2,3%) students who choose very disagree option. In item 17, 25 (19,1%) students choose very agree option, 54 (41,2%) students choose agree option, 41 (31,3%) students choose neutral option, 9 (6,9%) students choose disagree option, and 2 (1,5%) students who choose very disagree option. In item 18, 19 (15,5%) students choose very agree option, 46 (35,1%) students choose agree option, 54 (41,2%) students choose neutral option, 11 (8,4%) students choose disagree option, and 1 (0,8%) students who choose very disagree option. In item 19, there is no student who choose neutral option, 29 (22,1%) students choose very agree option, 90 (68,7%) students choose agree option, 11 (8,4%) students choose disagree option, and 1 (0,8%) students who choose very disagree option. In item 20, 16 (12,2%) students choose very agree option, 43 (32,2%) students choose agree option, 50 (48,2%) students choose neutral option, 21 (16%) students choose disagree option, and 1 (0,8%) students who choose very disagree option.

Table 4. 5 Vocational Students' Perception Towards Sharing, Acquiring, Vocabulary, and Reading Experience in Asynchronous and Synchronous

No.	In Term of sharing, acquiring vocabulary, and reading experience	Very Agree	Agree	neutral	Disagree	Very disagree	Mean	Std. Deviation
16	Asynchronous platform gives me a chance to share my writing with my teacher and peers	33 (25,2%)	53 (40,5%)	34 (26%)	8 (6,1%)	3 (2,3%)	3.80 Positive	.96
17.	Asynchronous platform helps me acquiring new English vocabulary	25 (19,1%)	54 (41,2%)	41 (31,3%)	9 (6,9%)	2 (1,5%)	3.69 Positive	.91
18.	Synchronous platform helps me acquiring new English vocabulary	19 (15,5%)	46 (35,1%)	54 (41,2%)	11 (8,4%)	1 (0,8%)	3.54 Neutral	.87
19.	Asynchronous platform helps to make my reading experience more interesting.	29 (22,1%)	90 (68,7%)	0	11 (8,4%)	1 (0,8%)	4.03 Positive	.79
20	Synchronous platform helps to make my reading experience more interesting.	16 (12,2%)	43 (32,8%)	50 (38,2%)	21 (16%)	1 (0,8%)	3.39 Neutral	.92
	MEAN						3.69 Positive	

Based on table 4.4, it can be concluded that almost 40,5% of students agree with the statement Asynchronous platform gives them a chance to share their writing with their teacher and peers, 25,2% of students very agree, while 26% students neutral, 6,1% of students disagree, and only 2,3% students very disagree with that statement. Almost 41,2% of students agree with the statement Asynchronous platform helps them in acquiring new English vocabulary, 19,1% of students very agree, while 31,3% of students neutral, 6,9% of students disagree, and

only 1,5% of students very disagree with that statement. Almost 41,2% of students neutral with the statement Synchronous platform helps them in acquiring new English vocabulary, 15,5% of students very agree, 35,1% of students agree, while 8,4% of students disagree, and only 0,8% of student very disagree with that statement. Almost 68,7% of students agree with the statement Asynchronous platform helps to make their reading experience more interesting, 22,1% of students very agree, while 8,4% of students disagree, and only 0,8% of student very disagree with that statement. Almost 38,2% of students neutral with the statement Synchronous platform helps to make their reading experience more interesting, 12,2% of students very agree, 32,8% students agree, while 16% of students disagree, and only 0,8% of student very disagree with that statement.

From the result of the questionnaire in the term of sharing, acquiring vocabulary, and reading experience, it can be seen that the most option that students choose is “agree”. Most of the students give positive perception in the term of sharing, acquiring vocabulary, and reading experience. It is proved by the mean result that the average is 3.69 (positive). In the term of sharing, most of the students give positive response towards the asynchronous platform and the mean result is 3.80 (positive). It indicates that the students agree that asynchronous allows them to share their writing directly with friends and teachers with less difficulty. But, in the term of acquiring vocabularies most of the students choose “agree” in the asynchronous platform and “neutral” in synchronous. Based on the mean result, 3.69 (positive) in asynchronous and 3.54 (neutral) in synchronous. It means that the students believe in the use of the asynchronous platform, it can help them to enrich

their English vocabularies easier rather than the synchronous platform. In term of reading experience, the students also more prefer to choose asynchronous rather than the synchronous platform. Based on the mean result, 4.03 (positive) in asynchronous and 3.39 (neutral) in synchronous. It means that the students more enjoy and conform easily in their reading experience through asynchronous.

4.1.1.5 In Term of Listening Skills, Feedback, and Complementing Learning Process.

After distributing the online questionnaire to the students, the researcher got the data needed about vocational student's perception towards asynchronous and synchronous in English learning in term of listening skills, feedback, and complementing learning process. From the table 4.5, it can be seen that in item 21, there is no student who choose very disagree option. 21 (16%) students choose very agree option, 59 (45%) students choose agree option, 44 (33,6%) students choose neutral option, and 7 (5,3%) students choose disagree option. In item 22, 20 (15,3%) students choose very agree option, 50 (38,2%) students choose agree option, 41 (31,3%) students choose neutral option, 18 (13,7%) students choose disagree option, and 2 (1,5%) students who choose very disagree option. In item 23, 24 (18,3%) students choose very agree option, 49 (37,4%) students choose agree option, 43 (32,8%) students choose neutral option, 14 (10,7%) students choose disagree option, and 1 (0,8%) students who choose very disagree option. In item 24, 21 (16%) students choose very agree option, 53 (40,5%) students choose agree option, 44 (33,6%) students choose neutral option, 12 (9,2%) students choose disagree option, and 1 (0,8%) students who choose very disagree option. In item

25, there is no student who choose very disagree option. 24 (18,3%) students choose very agree option, 57 (43,5%) students choose agree option, 42 (31,2%) students choose neutral option, and 8 (6,1%) students choose disagree option.

Table 4. 6 Vocational Students' Perception Towards Listening Skills, Feedback, and Complementing Learning Process in Asynchronous and Synchronous

No.	In Term of listening skill, feedback, and complementing learning process	Very Agree	Agree	neutral	Disagree	Very disagree	Mean	Std. Deviation
21.	I can improve my listening skill through the audio files uploaded on Asynchronous platform	21 (16%)	59 (45%)	44 (33,6%)	7 (5,3%)	0	3.71 Positive	.79
22.	I can improve my listening skill through the audio files uploaded on Synchronous platform.	20 (15,3%)	50 (38,2%)	41 (31,3%)	18 (13,7%)	2 (1,5%)	3.51 Positive	.96
23.	Asynchronous platform allows me to get immediate feedback from my teacher.	24 (18,3%)	49 (37,4%)	43 (32,8%)	14 (10,7%)	1 (0,8%)	3.61 Positive	.93
24.	Synchronous platform allows me to get immediate feedback from my teacher.	21 (16%)	53 (40,5%)	44 (33,6%)	12 (9,2%)	1 (0,8%)	3.61 Positive	.88
25.	Asynchronous and Synchronous platform can complement	24 (18,3%)	57 (43,5%)	42 (32,1%)	8 (6,1%)	0	3.74 Positive	.82

	classroom teaching and learning.							
	MEAN						3.63 Positive	

Based on table 4.5, it can be concluded that almost 45% of students agree with the statement they can improve their listening skill through the audio files uploaded on Asynchronous platform, 16% of students very agree, while 33,6% of students neutral, and only 5,3% student disagree with that statement. Almost 38,2% of students agree with the statement they can improve their listening skill through the audio files uploaded on the Synchronous platform, 15,3% of students very agree, while 31,3% of students neutral, 13,7% of students disagree, and only 1,5% of students very disagree with that statement. Almost 37,4% of students agree with the statement Asynchronous platform allows them to get immediate feedback from their teacher, 18,3% of students very agree, while 32,8% of students neutral, 10,7% of students disagree, and only 0,8% of student very disagree with that statement. Almost 40,5% of students agree with the statement Synchronous platform allows them to get immediate feedback from their teacher, 16% of students very agree, while 33,6% students neutral, 9,2% of students disagree, and only 0,8% of student very disagree with that statement. Almost 43,5% of students agree with the statement Asynchronous and Synchronous platform can complement classroom teaching and learning, 18,3% of students very agree, while 33,1% of students neutral, and only 6,1% of student disagree with that statement.

From the result of the questionnaire in the term of listening skills, feedback, and complementing learning process, it can be seen that the most option that students choose is “agree”. The average score in the benefits aspect is positive in the term of listening skills, feedback, and complementing learning process. It indicates by the average mean result is 3.63 (positive). In the term of listening skill, most of the students give positive response towards the asynchronous platform and the mean result is 3.71 (positive). Also, the students give positive responses towards the synchronous platform and the mean result is 3.51 (positive). In the term of feedback mostly the students agree that both asynchronous and synchronous give them a positive experience. It is shown by the mean result of 3.61 (positive) in asynchronous and 3.61 (positive) in synchronous. It means that students mostly agree that the use of asynchronous and synchronous in English learning during online learning activities give them a positive experience and mostly they feel that online learning making them easier to improve their listening skills and get immediate feedback from the teacher. Furthermore, students believe that the result of the use of asynchronous and synchronous can complement classroom teaching and learning. It is proved by the mean result is 3.71 (positive) which indicates that most of the students agree with the statement.

4.1.2 Vocational student's perception towards asynchronous and synchronous in English learning based on the challenges aspect

4.1.2.1 In Term of The Use, The Navigation, and Internet Connection

After distributing the online questionnaire to the students, the researcher got the data needed about vocational student's perception towards asynchronous and synchronous in English learning in term of the use, the navigation and internet connection. From the table 4.6, it can be seen that in item 1, 11 (8,4%) students choose very agree option, 28 (41,4%) students choose agree option, 56 (42,7%) students choose neutral option, 31 (23,7%) students choose disagree option, and 5 (3,8%) students who choose very disagree option. In item 2, 8 (6,1%) students choose very agree option, 21 (16%) students choose agree option, 52 (39,7%) students choose neutral option, 47 (35,9%) students choose disagree option, and 3 (2,3%) students who choose very disagree option. In item 3, 15 (11,5%) students choose very agree option, 27 (20,6%) students choose agree option, 50 (38,2%) students choose neutral option, 36 (27,5%) students choose disagree option, and 3 (2,3%) students who choose very disagree option. In item 4, 12 (9,2%) students choose very agree option, 26 (19,8%) students choose agree option, 52 (39,7%) students choose neutral option, 35 (26,7%) students choose disagree option, and 6 (4,6%) students who choose very disagree option. In item 5, 15 (11,5%) students choose very agree option, 33 (25,2%) students choose agree option, 54 (41,2%) students choose neutral option, 22 (16,8%) students choose disagree option, and 7 (5,3%) students who choose very disagree option.

Table 4. 7 Vocational Students' Perception Towards The Use, The Navigation, and Internet Connections in Asynchronous and Synchronous

No.	In the term of the use, the navigation, and internet connection	Very Agree	Agree	neutral	Disagree	Very disagree	Mean	Std. Deviation
1.	I lack access to computers or any mobile devices at home.	11 (8,4%)	28 (21,4%)	56 (42,7%)	31 (23,7%)	5 (3,8%)	3.06 Neutral	.97
2.	Asynchronous platform requires long time to master its use.	8 (6,1%)	21 (16%)	52 (39,7%)	47 (35,9%)	3 (2,3%)	2.87 Neutral	.92
3.	Synchronous platform requires long time to master its use.	15 (11,5%)	27 (20,6%)	50 (38,2%)	36 (27,5%)	3 (2,3%)	3.11 Neutral	1.01
4.	I dislike using Asynchronous and Synchronous platform in mobile phone because the small-sized screen causes me difficulty in navigation and typing	12 (9,2%)	26 (19,8%)	52 (39,7%)	35 (26,7%)	6 (4,6%)	3.02 Neutral	1.01
5.	I get frustrated by using Asynchronous and Synchronous platform in computers or any mobile devices at home, because of the slow-speed internet on my computers or any mobile devices at home.	15 (11,5%)	33 (25,2%)	54 (41,2%)	22 (16,8%)	7 (5,3%)	3.20 Neutral	1.02
	MEAN						3.05 Neutral	

From the table 4.6, it can be seen that in item 1, 11 (8,4%) students choose very agree option, 28 (41,4%) students choose agree option, 56 (42,7%) students choose neutral option, 31 (23,7%) students choose disagree option, and 5 (3,8%) students who choose very disagree option. In item 2, 8 (6,1%) students choose very agree option, 21 (16%) students choose agree option, 52 (39,7%) students choose neutral option, 47 (35,9%) students choose disagree option, and 3 (2,3%) students who choose very disagree option. In item 3, 15 (11,5%) students choose very agree option, 27 (20,6%) students choose agree option, 50 (38,2%) students choose neutral option, 36 (27,5%) students choose disagree option, and 3 (2,3%) students who choose very disagree option. In item 4, 12 (9,2%) students choose very agree option, 26 (19,8%) students choose agree option, 52 (39,7%) students choose neutral option, 35 (26,7%) students choose disagree option, and 6 (4,6%) students who choose very disagree option. In item 5, 15 (11,5%) students choose very agree option, 33 (25,2%) students choose agree option, 54 (41,2%) students choose neutral option, 22 (16,8%) students choose disagree option, and 7 (5,3%) students who choose very disagree option.

Based on table 4.6, it can be concluded that almost 42,7% of students neutral with the statement that they lack access to computers or any mobile devices at home, while 8,4 % of students very agree, 21,4% of students agree, 23,7% of students disagree and only 3,8 % of students very disagree with the statement. Almost 39,7% of students neutral with the statement Asynchronous platform requires a long time to master its use, while 6,1 % of students very agree, 16% of students agree, 35,9% of students disagree and only 2,3 % of students very disagree

with the statement. Almost 38,2% of students neutral with the statement Synchronous platform requires a long time to master its use, while 11,5 % of students very agree, 20,6% of students agree, 27,5% of students disagree and only 2,3 % of students very disagree with the statement. Almost 39,7% of students neutral with the statement that they dislike using Asynchronous and Synchronous platform in the mobile phone because the small-sized screen causes them difficulty in navigation and typing, while 9,2 % of students very agree, 19,8% students agree, 26,7% of students disagree and only 4,6 % students very disagree with the statement. Almost 41,2% of students neutral with the statement that they get frustrated by using Asynchronous and Synchronous platform in computers or any mobile devices at home, because of the slow-speed internet on my computers or any mobile devices at home, while 11,5 % of students very agree, 25,2% of students agree, 16,8% of students disagree, and only 5,3 % students very disagree with the statement.

From the result of the questionnaire in the term of the use, the navigation and the internet connection based on the challenges aspect, it can be seen that the most option that students choose is option “neutral”. The students are hesitant with the statements. It is proved by the mean result that the average is 3.05 (neutral). It means that students mostly neutral with the statements which are provided in the questionnaire when it comes to the challenging aspect in the use of asynchronous and synchronous in English learning. In the term of the use, the mean result is 3.06 (neutral) when it comes to the states whether they have lack access to any devices at home. Based on the mean result, they are not sure whether they have a lack or

difficulty in accessing any devices at home, but they can still join and follow up the learning process in English learning. In the statement whether asynchronous and synchronous require a long time to master its use, the data shows that the mean result is 2.87 (neutral) in asynchronous and 3.11 (neutral) in synchronous which is indicating that they are not sure whether both asynchronous and synchronous require a long time to master its use, but they still can adapt or try to assimilate in using both asynchronous and synchronous since they have been using those platform for a year. In the term of navigation, mostly the students choose “neutral”. It is proved by the mean result is 3.02 (neutral). It means that they are hesitant about the statement that they do not like using both the asynchronous and the synchronous platform due to the small-sized screen, but they still can operate their devices through the screen. Furthermore, in the term of internet connection, it indicates that most of the students are not sure whether they get strong-speed or low-speed internet connection, but they can still access the internet. It is shown by the mean result is 3.20 (neutral).

4.2 Discussion

4.2.1 Vocational student’s perception

Table 4. 8 Vocational Students' Perception Towards The Benefits and The Challenges Aspect

No.	The Benefits Aspect	Asynchronous	Synchronous
1.	Mobility	Positive	Positive
2.	Communication	Positive	Positive
3.	Interaction	Positive	Positive
4.	Comfortably	Positive	Neutral

5.	Efficiency	Positive	Positive
6.	Platform services	Positive	Positive
7.	Accessibility	Positive	Neutral
8.	Learning budget	Neutral	Neutral
9.	Language skills	Positive	Positive
10.	Sharing	Positive	-
11.	Acquiring vocabulary	Positive	Neutral
12.	Reading experience	Positive	Neutral
13.	Listening skills	Positive	Positive
14.	Feedback	Positive	Positive
15.	Complementing learning process	Positive	Positive
	The Challenges Aspect	Asynchronous	Synchronous
1.	The use	Neutral	Neutral
2.	The navigation	Neutral	Neutral
3.	Internet connection	Neutral	Neutral

The finding of the research shown that the vocational students mostly have a positive perception towards the benefits and have a neutral perception towards the challenges in the use of asynchronous and synchronous in English learning. The literature review that helped the researcher in highlighting vocational student's perception towards the use of asynchronous and synchronous in English learning was Cakrawati (2017). By looking at the findings of this research, it can be seen that 131 participants mostly agree with the benefits using of asynchronous and synchronous and have a neutral perception about the challenges in using asynchronous and synchronous in English learning. To answer the question of this research which is to know what are the challenges and the benefits of using

asynchronous and synchronous based on the vocational student's perception in English learning, it confirmed that the use of asynchronous and synchronous in English learning gives positive effect to the vocational students. This support by some researches done before (Ghazal, 2015; Cakrawati, 2017; Liu & Bali, 2018; Bagata et al, 2018). This finding is important as the primary reason for vocational student's perception towards the use of asynchronous and synchronous in English learning.

Students mostly agree with the statements when it comes to the benefits aspect of using the asynchronous and synchronous platform in online learning. The result showed that most of the students have positive experiences towards the using of asynchronous and synchronous in English learning. Students have a positive perception because it indicates that asynchronous and synchronous facilitate them with the features permitting them to work independently and it is beneficial in terms of effectiveness and flexibility (Cakrawati, 2017). Students found that online learning making them easier to complete their mobility and social communication, make them easier to interact with the teacher and peers. The same result was found that students can interact with each other more synchronously at the same time in a different place (Ghazal, 2015). It sounds like students and teachers can interact in class but front of a screen. The teacher can provide the material then the students can directly ask and discuss it with the teacher or they can communicate the group work with their friends later on through asynchronous or synchronous. Al Kathiri (2015) also found a similar result about the students agree with its benefits of

asynchronous especially Edmodo in the term of mobility, communication, and interaction.

In the term of comfortably, based on the mean results, the students who are shy more prefer to choose asynchronous in online learning rather than synchronous. Bagata et al (2020) also found a similar result about most of the participants choose “neutral” perception when it comes to the statement students who are shy to participate, will be more comfortable communicating using online learning. In the term of efficiency and platform services, the students give a positive response in each platform both synchronous and asynchronous. The students believe that both asynchronous and synchronous save effort by doing and submitting assignments (verbally and written form). The services such as (email messages, alerts notification, notes, google calendar) give them a running record of assignments’ due date. It can make them collect or turn in the assignment on time because those services have a function as an alarm or reminder.

In the term of accessibility, most of the students choose “agree” in asynchronous and choose “neutral” in synchronous. Ghazal (2015) also found a similar result that the students were anxious when they would not be able to access and to continue the course when connections failed. In the term of learning budget, the students give “neutral” perception towards asynchronous and synchronous. It indicates that the students are not sure whether the learning cost is high cost or low cost in the asynchronous or synchronous platform, but they can still access the Internet. In the term of language skills, the students believe that both asynchronous and synchronous can improve their language skills through conversations.

Rodrigues and Vethamani (2015) also found a similar result about online learning is impactful for developing speaking skills through conversation.

In the term of sharing, acquiring vocabulary, and reading experience, most of the students choose “agree” option in asynchronous and choose “neutral” option. Most of the students agree that asynchronous platform makes them capable of sharing their writing with their teacher and friends. This result is in line with the finding on Bagata et al (2015) which found that online learning platform gives them the opportunity in sharing their writing with teachers and peers. Most of the students agree that the asynchronous platform can help them acquire vocabulary. This finding is supported by Chapelle (2003) that who mentioned the advantage that should be conveyed when teachers bring technology in the learning process is enriching students’ linguistic input. But, on the other hand, the students are neutral with the statement when it came to synchronous. It indicates that they are not sure whether the synchronous platform can specifically affect them in acquiring vocabulary.

In the term of listening skills, feedback, and complementing learning process, it can be concluded that mostly the students agree with the statements. The average score is positive in the term of listening skills, feedback, and complementing learning process. In the term of listening skill, most of the students give positive response towards the asynchronous platform. Also, the students give positive responses towards the synchronous platform. In the term of feedback mostly the students agree that both asynchronous and synchronous give them a positive experience. It means that students mostly agree that the use of

asynchronous and synchronous in English learning during online learning activities give them a positive experience and mostly they feel that online learning making them easier to improve their listening skills and get immediate feedback from the teacher. It is in line with the finding by Destianingsih & Satria (2020) that the student's ability in listening is good through listening to dialogue audio which is uploaded on an online learning platform. In the term of complementing classroom teaching and learning, Based on the mean result, students believe that the result of the using of asynchronous and synchronous can complement classroom teaching and learning.

The students mostly are neutral with the statements when it comes to the challenges aspect in the using of the asynchronous and the synchronous platform in online learning. They are not sure about the challenges in using the asynchronous and the synchronous platform. It can be concluded that the most option that students choose is option “neutral”. The students are hesitant with the statements. It means that students mostly neutral with the statements which are provided in the questionnaire when it comes to the challenges aspect in the use of asynchronous and synchronous in English learning. In the term of the use, when it comes to the states whether they have lack access to any devices at home. Based on the mean result, they are not sure whether they have a lack or difficulty in accessing any devices at home, but they can still join and follow up the learning process in English learning. In the statement whether asynchronous and synchronous require a long time to master its use, they are not sure whether both asynchronous and synchronous require a long time to master its use, but they still can adapt or try to assimilate in

using both asynchronous and synchronous since they have been using those platform for a year. In previous research from Bagata et al (2020) also found a similar result about most of the participants choose “neutral” perception when it comes to the statement online learning platform requires a long time to master its use. In the term of navigation, mostly the students choose “neutral”. It means that they are hesitant about the statement that they do not like using both the asynchronous and the synchronous platform due to the small-sized screen, but they still can operate their devices through the screen. Furthermore, in the term of internet connection, it indicates that most of the students are not sure whether they get strong-speed or low-speed internet connection, but they can still access the internet.

This situation indicates that online learning has a significant effect on student’s perception in terms of social presence, social interaction, and satisfaction (Liu & Bali, 2018). Those findings are supported by Hanifah (2012) the appearing positive perception that students need to gain the benefits is offered by new technologies to develop their learning opportunities. Yet, the online learning process through asynchronous and synchronous need to be improved and developed to reach better satisfaction and advantage for both students and teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion of this study. The first sub-chapter explains the discussion of the research, while the second sub-chapter explains the suggestions for the people mentioned in Chapter 1.

5.1 Conclusion

This research looked at the student's perceptions towards the benefits and the challenges of using the synchronous and the asynchronous platform, especially in English learning in SMKN 2 Batu. This research showed that the synchronous and the asynchronous platform might be innovative learning for an alternative to doing the learning process between students and teachers in this pandemic. The result of this study revealed that the use of the synchronous and the asynchronous platform gives a positive perception for students in terms of social presence, social interaction, and satisfaction. Based on the average mean data of the questionnaire, it shows that the vocational students more perform well and participate actively in the asynchronous platform. Although, the synchronous platform is progressively flattering favored because of the speed, convenience, and technological upgrading (Chen, Ko, Kinshuk & Lin, 2005).

The statements about the challenges aspect in using the asynchronous and synchronous platform, the mean results show that the students are neutral or not sure to the challenges aspect, because they give neutral perception. The researcher assumes that why the students choose neutral perception based on the researcher observation when did an apprenticeship teaching or P4 in SMKN 2 Batu and the

mean result of the questionnaire to conclude the reason. They probably have two perceptions at the same time, it could be they are not sure or they feel more challenged but on the other hand they also feel less challenged because in some cases they can handle or solve the challenges and it has been a year for them to adapt the online learning environment.

5.2 Suggestions

Based on the conclusion, the researcher wants to give some suggestions to the readers, English teacher, SMKN 2 Batu, and future researcher. For readers, this result of the study revealed that the use of the synchronous and asynchronous platform in English learning will be a benefit for the students. Students could get a new experience with the usage and the environment of new technology-based in this pandemic era. This information hopefully will be a benefit for some readers.

For English teacher, the use of the synchronous and asynchronous platform in English learning has a positive effect on the students, some students may be when they are asked to choose one of the best methods synchronous or asynchronous learning platform about shyness at interacting or reading experience based on the result they will choose the asynchronous rather than the synchronous platform. In this case, the teacher needs to apply the better style learning method based on online learning characteristic which appropriates with students needed which lead those students to feel convenient both on the synchronous and asynchronous platform.

For the next researcher, based on the researcher observation when did an apprenticeship teaching or P4 in SMKN 2 Batu and the mean result of the questionnaire the researcher suggests that they could bring this research to a higher

level by exploring more about the synchronous and asynchronous platform development and advancement in English teaching and learning process and the higher level of education. And it is will be a more beneficial resource of information if the future researchers explore more why the vocational students mostly choose neutral perception towards the challenges aspect with another research design that involves interviewing and it will be a piece of interesting information if the future researchers explore more and find out about why the vocational students perform well, participated often and active in the asynchronous platform rather than in synchronous platform. Therefore, this study will be such a reference for future researchers.

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APPENDICES

Appendix A. Research Pemiission Letter.



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
**CABANG DINAS PENDIDIKAN WILAYAH MALANG-BATU
(KOTA MALANG DAN KOTA BATU)**
JL. Anjasmoro No. 40 Telp/Fax.0341-353155 Kode Pos : 65112
M A L A N G

Malang, 14 Januari 2021

Nomor : 042.5/0083/101.6.10/2021
Sifat : Biasa
Lampiran : -
Perihal : **Rekomendasi Penelitian**

Kepada Yth.
Sdr. Kepala SMK Negeri 2 Batu
Di
Batu

Memperhatikan surat dari Wakil Dekan Fakultas Ilmu Budaya Universitas Brawijaya Kementerian Pendidikan dan Kebudayaan Nomor : 0054/UN10.F12/PN/2021 tanggal 08 Januari 2021 tentang Permohonan Izin Penelitian Secara Online di SMK Negeri 2 Batu atas nama:

NO	NAMA	NIM	Judul
1	Nur Cahyani	175110501111017	Students's Perception Towards The Challenges And The Benefits Of The Using Of Synchronous And Asynchronous Platform In Online Learning

Dengan ini Kepala Cabang Dinas Pendidikan Wilayah Kota Malang dan Kota Batu memberikan Rekomendasi Penelitian Secara Online pada tanggal 18 Januari s.d. 18 Februari 2021 di Lembaga Saudara sepanjang tidak mengganggu proses Kegiatan Belajar Mengajar.

Demikian atas perhatian dan kerjasamanya di sampaikan terima kasih.

An. Kepala Cabang Dinas Pendidikan
Wilayah Malang- Batu
(Kota Malang dan Kota Batu)
Kepala Sub Bagian Tata Usaha



Appendix B. Questionnaire for Students.

No.	Pertanyaan	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat tidak setuju
1.	Asinkronus platform memenuhi kebutuhan saya dalam mobilitas dan komunikasi sosial					
2.	Sinkronus platform memenuhi kebutuhan saya dalam mobilitas dan komunikasi sosial					
3.	Asinkronus platform memberikan kesempatan lebih pada saya untuk berinteraksi dengan guru dan teman saya diluar kelas.					
4.	Sinkronus platform memberikan kesempatan lebih pada saya untuk					

	berinteraksi dengan guru dan teman saya diluar kelas.					
5.	Siswa yang malu untuk berpartisipasi di kelas, biasanya merasa lebih nyaman berkomunikasi menggunakan Asinkronus platform.					
6.	Siswa yang malu untuk berpartisipasi di kelas, biasanya merasa lebih nyaman berkomunikasi menggunakan Sinkronus platform.					
7.	Asinkronus platform menghemat tenaga dan waktu dalam mengerjakan dan mengumpulkan					

	tugas (secara tulis dan lisan) melalui elektronik.					
8.	Sinkronus platform menghemat tenaga dan waktu dalam mengerjakan dan mengumpulkan tugas (secara tulis dan lisan) melalui elektronik.					
9.	Fasilitas yang terdapat pada Asinkronus dan Sinkronus platform seperti (pesan email, notifikasi peringatan, catatan, google kalender) memberikan saya pemberitahuan secara berkala dalam batas tenggat waktu pengumpulan tugas and deskripsi apa yang bisa diharapkan.					
10.	Ketika saya absen, saya bisa dengan					

	mudah mengakses materi dan tugas pada Asinkronus platform					
11.	Ketika saya absen, saya bisa dengan mudah mengakses materi dan tugas pada Sinkronus platform					
12.	Asinkronus platform mengurangi budget pengeluaran dalam belajar					
13.	Sinkronus platform mengurangi budget pengeluaran dalam belajar					
14.	Asinkronus platform membantu saya dalam mempraktekan kemampuan berbahsa melalui percakapan tertulis.					
15.	Sinkronus platform membantu saya					

	dalam mempraktekan kemampuan berbahsa melalui percakapan langsung.					
16.	Asinkronus platform memberikan saya kesempatan untuk membagikan hasil pekerjaan tulisan saya kepada guru dan teman saya.					
17.	Asinkronus platform membantu saya dalam memperoleh kosa kata baru yang berbahasa Inggris.					
18.	Sinkronus platform membantu saya dalam memperoleh kosa kata baru yang berbahasa Inggris.					
19.	Asinkronus platform membantu saya					

	untuk mendapatkan pengalaman membaca lebih menarik.					
20.	Sinkronus platform membantu saya untuk mendapatkan pengalaman membaca lebih menarik.					
21.	Saya bisa meningkatkan kemampuan pendengaran saya melalui file audio yang di upload pada Asinkronus platform					
22.	Saya bisa meningkatkan kemampuan pendengaran saya melalui file audio yang di upload pada Sinkronus platform.					
23.	Asinkronus platform mempermudah					

	saya untuk mendapatkan feedback secara langsung dari guru saya.					
24.	Sinkronus platform mempermudah saya untuk mendapatkan feedback secara langsung dari guru saya.					
25.	Asinkronus dan Sinkronus platform menyempurnakan kelas mengajar dan pembelajaran.					
26.	saya sulit untuk mengakses komputer atau gawai saya di rumah.					
27.	Asinkronus platform membutuhkan waktu yang lama untuk bisa menggunakannya.					
28.	Sinkronus platform membutuhkan					

	waktu yang lama untuk bisa menggunakannya.					
29.	Saya tidak menyukai menggunakan Asinkronus dan Sinkronus platform di gawai saya karena ukuran layar yang kecil membuat saya kesulitan untuk bernavigasi dan mengetik.					
30.	Saya frustrasi menggunakan Asinkronus dan Sinkronus platform di gawai saya, karena lambatnya koneksi internet.					

Appendix C Blueprint Questionnaire.

No.	In Term of Mobility, Communion and Interaction	Very Agree	Agree	neutral	Disagree	Very disagree
1.	Asynchronous platform meets my needs such as mobility and social communication					
2.	Synchronous learning platform meets my needs such as mobility and social communication					
3.	Asynchronous platform offers me more opportunities to interact with my teacher and peers outside classroom					
4.	Synchronous platform offers me more opportunities to interact with my teacher and peers outside classroom					
	Questionnaire from Al-Kathiri (2015) which questions about students' perception in the use of online learning platforms					

No.	In Term of Comfortably, Efficiency, and Platform Services	Very Agree	Agree	neutral	Disagree	Very disagree
5.	Students who are shy to participate in class, usually feel more comfortable communicating using asynchronous platform.					
6.	Students who are shy to participate in class, usually feel more comfortable communicating using synchronous platform.					
7.	Asynchronous platform saves effort and time by doing and submitting assignments (verbally and written form) electronically.					
8.	Synchronous platform saves effort and time by doing and submitting assignments (verbally and written form) electronically.					
9.	Asynchronous and Synchronous platform services like (email messages, alerts notification, notes, google calendar) give me a running record of assignments' due date and a description of what is expected.					
	Questionnaire from Al-Kathiri (2015) which questions about students' perception in the use of online learning platforms					

No.	In Term of accessibility, budget learning, and language skills	Very Agree	Agree	neutral	Disagree	Very disagree
10	When absent, I can easily access class materials and assignments through asynchronous platform					
11.	When absent, I can easily access class materials and assignments through synchronous platform					
12	Asynchronous platform reduces learning cost					
13	Synchronous platform reduces learning cost					
14	Asynchronous platform helps me practicing my language skills through conversations					
15	Synchronous platform helps me practicing my language skills through conversations					
	Questionnaire from Al-Kathiri (2015) which questions about students' perception in the use of online learning platforms					

No.	In Term of sharing, acquiring vocabulary, and reading experience	Very Agree	Agree	neutral	Disagree	Very disagree
16	Asynchronous platform gives me a chance to share my writing with my teacher and peers					
17.	Asynchronous platform helps me acquiring new English vocabulary					
18.	Synchronous platform helps me acquiring new English vocabulary					
19.	Asynchronous platform helps to make my reading experience more interesting.					
20	Synchronous platform helps to make my reading experience more interesting.					
	Questionnaire from Al-Kathiri (2015) which questions about students' perception in the use of online learning platforms					

No.	In Term of listening skill, feedback, and complementing learning process	Very Agree	Agree	neutral	Disagree	Very disagree
21.	I can improve my listening skill through the audio files uploaded on Asynchronous platform					
22.	I can improve my listening skill through the audio files uploaded on Synchronous platform.					
23.	Asynchronous platform allows me to get immediate feedback from my teacher.					
24.	Synchronous platform allows me to get immediate feedback from my teacher.					
25.	Asynchronous and Synchronous platform can complement classroom teaching and learning.					
	Questionnaire from Al-Kathiri (2015) which questions about students' perception in the use of online learning platforms					

No.	In the term of the use, the navigation, and internet connection	Very Agree	Agree	neutral	Disagree	Very disagree
1.	I lack access to computers or any mobile devices at home.					
2.	Asynchronous platform requires long time to master its use.					
3.	Synchronous platform requires long time to master its use.					
4.	I dislike using Asynchronous and Synchronous platform in mobile phone because the small-sized screen causes me difficulty in navigation and typing					
5.	I get frustrated by using Asynchronous and Synchronous platform in computers or any mobile devices at home, because of the slow-speed internet on my computers or any mobile devices at home.					
	Questionnaire from Al-Kathiri (2015) which questions about students' perception in the use of online learning platforms					

Appendix D. Validity, Reability dan Analisis Data

Uji validitas digunakan untuk menguji apakah setiap pertanyaan dalam kuesioner telah valid. Uji validitas dilakukan menggunakan program computer IBM *Statistical Product and Service Solution 21 (SPSS 21) for windows.*

Interpretasi output SPSS Uji Validitas dan Reliabilitas

Uji Validitas Analysis of students' perception (X1)

1. Pengambilan keputusan berdasarkan r table

Berdasarkan nilai r table pada N=131 diperoleh nilainya harus diatas 0,176. Berdasarkan uji validitas pearson correlation diperoleh bahwa nilai pearson correlation dari X1.1 sampai dengan X1.25 pada kolom total_X1 memiliki nilai keseluruhan di atas 0,176. Maka dapat disimpulkan bahwa item X1.1 sampai dengan item X1.25 adalah **valid**.

2. Pengambilan keputusan berdasarkan nilai Sig. (2-tailed)

Berdasarkan nilai probabilitas yang digunakan pada penelitian ini adalah 0,05 maka bisa kita lihat pada tabel bagian kolom total_X1 diperoleh nilai Sig keseluruhan dari X1.1 hingga X1.25 adalah dibawah 0,05 yang dapat dipastikan bahwa item yang digunakan pada penelitian ini akurat dan valid.

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1.16	X1.17	X1.18	X1.19	X1.20	X1.21	X1.22	X1.23	X1.24	X1.25	Total_X1
X1.1	Pearson Correlation	1	.267**	.547**	0,016	.209*	0,101	.267**	0,072	.224*	.270*	0,099	.349*	0,016	.297*	0,062	0,167	.339**	.221*	.217*	0,115	.181*	0,052	258**	.201*	.259**	.412**
	Sig. (2-tailed)		0,002	0	0,86	0,017	0,251	0,002	0,415	0,01	0,002	0,26	0	0,858	0,001	0,481	0,056	0	0,011	0,013	0,192	0,039	0,554	0,003	0,021	0,003	0
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131
X1.2	Pearson Correlation	.267**	1	.207*	.523**	.242**	.330**	0,117	.238**	.273*	.219*	.305*	0,152	.202*	0,143	.257*	0,158	.220*	.196*	0,078	.339**	0,037	.437**	0,151	.337**	.179*	.489**
	Sig. (2-tailed)	0,002		0,018	0	0,005	0	0,185	0,006	0,002	0,012	0	0,083	0,021	0,103	0,003	0,072	0,012	0,025	0,377	0	0,672	0	0,085	0	0,041	0
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131
X1.3	Pearson Correlation	.547**	.207*	1	0,098	0,146	0,045	.341**	.173*	.275*	.344**	.266*	.380*	0,072	.209*	0,144	.246*	.195*	.285**	0,115	.210*	.179*	0,071	233**	0,104	.217*	.457**
	Sig. (2-tailed)	0	0,018		0,263	0,097	0,611	0	0,049	0,001	0	0,002	0	0,415	0,016	0,101	0,005	0,026	0,001	0,192	0,016	0,04	0,422	0,007	0,239	0,013	0
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131
X1.4	Pearson Correlation	0,016	.523**	0,098	1	.285**	.332**	0,134	.198*	.263*	.378**	.242*	0,025	0,166	.319*	.310*	.329*	.261**	.261**	.292**	.216*	0,165	.535**	.254**	.471**	.204*	.557**
	Sig. (2-tailed)	0,86	0	0,263		0,001	0	0,13	0,024	0,002	0	0,005	0,775	0,059	0	0	0	0,003	0,003	0,001	0,013	0,06	0	0,003	0	0,02	0
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131
X1.5	Pearson Correlation	.209*	.242**	0,146	.285**	1	-0,017	.389**	0,029	.421**	.504**	-0,038	.258**	-0,027	.495**	.287**	.352**	.441**	.231**	.220*	0,151	0,17	.314**	.175*	.397**	.249**	.516**
	Sig. (2-tailed)	0,017	0,005	0,097	0,001		0,851	0	0,746	0	0	0,666	0,003	0,762	0	0,001	0	0	0,008	0,012	0,086	0,052	0	0,045	0	0,004	0
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131
X1.6	Pearson Correlation	0,101	.330**	0,045	.332**	-0,017	1	0,123	.449**	0,165	-0,02	.406**	-0,028	.436**	0,039	.187*	0,095	0,097	0,101	0,096	.406**	.261**	.277**	0,164	0,126	0,151	.432**
	Sig. (2-tailed)	0,251	0	0,611	0	0,851		0,163	0	0,059	0,817	0	0,753	0	0,66	0,032	0,28	0,272	0,253	0,275	0	0,003	0,001	0,062	0,152	0,084	0
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131
X1.7	Pearson Correlation	.267**	0,117	.341**	0,134	.389**	0,123	1	0,046	.307**	.502**	0,02	.381**	0,094	.433**	.325**	.347**	.345**	.274**	.264**	.174*	.273**	0,132	.291**	.235**	.254**	.529**
	Sig. (2-tailed)	0,002	0,185	0	0,13	0	0,163		0,608	0	0	0,821	0	0,289	0	0	0	0	0,002	0,002	0,047	0,002	0,134	0,001	0,007	0,004	0
	N	130	130	130	130	130	130	129	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130
X1.8	Pearson Correlation	0,072	.238**	.173*	.198*	0,029	.449**	0,046	1	0,07	-0,018	.504**	0,121	.359**	.213*	.245**	0,097	.233**	.198*	.176*	.416**	0,152	.364**	.196*	.229**	0,153	.471**
	Sig. (2-tailed)	0,415	0,006	0,049	0,024	0,746	0	0,608		0,428	0,839	0	0,169	0	0,015	0,005	0,271	0,008	0,024	0,045	0	0,085	0	0,026	0,009	0,083	0
	N	130	130	130	130	130	130	129	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130	130
X1.9	Pearson Correlation	.224*	.273**	.275**	.263**	.421**	0,165	.307**	0,07	1	.453**	0,102	0,149	0,102	.373**	.313**	.348**	.371**	.265**	.300**	0,17	.319**	.254**	.299**	.210*	.443**	.544**
	Sig. (2-tailed)	0,01	0,002	0,001	0,002	0	0,059	0	0,428		0	0,249	0,089	0,246	0	0	0	0	0,002	0,001	0,053	0	0,003	0,001	0,016	0	0
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131
X1.10	Pearson Correlation	.270**	.219*	.344**	.378**	.504**	-0,02	.502**	-0,018	.453**	1	-0,011	.341**	-0,004	.573**	.410**	.580**	.577**	.263**	.403**	0,041	.285**	.336**	.373**	.423**	.322**	.633**
	Sig. (2-tailed)	0,002	0,012	0	0	0	0,817	0	0,839	0		0,898	0	0,965	0	0	0	0	0,002	0	0,638	0,001	0	0	0	0	0
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131
X1.11	Pearson Correlation	0,099	.305**	.266**	.242**	-0,038	.406**	0,02	.504**	0,102	-0,011	1	0,105	.515**	0,138	0,123	-0,015	.194*	.264**	0,072	.484**	.231**	.240**	.180*	.228**	0,145	.449**
	Sig. (2-tailed)	0,26	0	0,002	0,005	0,666	0	0,821	0	0,249	0,898		0,233	0	0,116	0,162	0,861	0,026	0,002	0,415	0	0,008	0,006	0,04	0,009	0,099	0
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131
X1.12	Pearson Correlation	.349**	0,152	.380**	0,025	.258**	-0,028	.381**	0,121	0,149	.341**	0,105	1	.311**	.268**	.196*	0,168	.211*	.241**	0,115	.241**	0,126	0,061	0,153	0,125	.266**	.439**
	Sig. (2-tailed)	0	0,083	0	0,775	0,003	0,753	0	0,169	0,089	0	0,233		0	0,002	0,025	0,056	0,016	0,006	0,189	0,005	0,15	0,485	0,081	0,155	0,002	0
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131

Total_X1	Pearson Correlation	412**	489**	457**	557**	516**	432**	529**	471**	544**	633**	449**	439**	417**	668**	567**	530**	653**	526**	486**	492**	502**	628**	569**	596**	500**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	N	131	131	131	131	131	131	130	130	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131
**. Correlation is significant at the 0.01 level (2-tailed).																											
*. Correlation is significant at the 0.05 level (2-tailed).																											

Uji Reliabilitas Analysis of students' perception (X1)

Case Processing Summary

		N	%
Cases	Valid	129	98.5
	Excluded ^a	2	1.5
	Total	131	100.0

a. Listwise deletion based on all variables in the procedure.

Berdasarkan tabel tersebut, menginformasikan tentang jumlah sampel sebanyak 131 orang dengan adanya 2 data kosong yang tidak digunakan dalam analisis

Reliability Statistics

Cronbach's Alpha	N of Items
.886	25

Berdasarkan data pada tabel tersebut, diketahui bahwa nilai Cronbach's Alpha adalah 0,886 yang mana nilai ini diatas 0,6 yang mengindikasikan bahwa ke-25 item yang digunakan pada penelitian ini adalah bersifat reliable.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	91.42	128.714	.366	.884
X1.2	91.74	127.145	.448	.882
X1.3	91.49	127.064	.397	.883
X1.4	91.74	125.617	.511	.881
X1.5	91.50	125.549	.459	.882
X1.6	92.02	126.773	.366	.884
X1.7	91.51	125.627	.472	.882
X1.8	91.88	126.375	.406	.883
X1.9	91.36	127.419	.506	.882
X1.10	91.48	124.283	.594	.879
X1.11	92.04	127.084	.390	.884
X1.12	91.86	126.355	.367	.885
X1.13	92.32	126.828	.349	.885
X1.14	91.74	121.707	.627	.878
X1.15	91.73	124.855	.515	.881
X1.16	91.64	124.499	.469	.882
X1.17	91.75	122.360	.612	.878
X1.18	91.89	125.551	.468	.882
X1.19	91.41	127.088	.434	.883
X1.20	92.04	125.631	.431	.883
X1..21	91.73	126.730	.455	.882
X1.22	91.91	122.179	.584	.879
X1.23	91.83	123.908	.518	.881
X1.24	91.80	123.850	.553	.880
X1.25	91.70	126.447	.445	.882

Berdasarkan tabel tersebut, untuk mengetahui apakah item kuesioner valid atau tidak maka kita perlu memperhatikan tabel Corrected item-total correlation. Jika nilai r hitung $>$ r tabel maka item dinyatakan valid dan jika r hitung $<$ r tabel, item kuesioner dinyatakan tidak valid. R tabel pada penelitian ini adalah 0,176 dan

diketahui bahwa item X1.1 sampai X1.25 bernilai diatas 0,176 maka dinyatakan valid.

Uji Validitas Analysis Students' Challenges (X2)

		Correlations					
		X2.1	X2.2	X2.3	X2.4	X2.5	Total_X2
X2.1	Pearson Correlation	1	.337**	.025	.383**	.417**	.666**
	Sig. (2-tailed)		.000	.781	.000	.000	.000
	N	131	131	131	131	131	131
X2.2	Pearson Correlation	.337**	1	.103	.433**	.494**	.745**
	Sig. (2-tailed)	.000		.242	.000	.000	.000
	N	131	131	131	131	131	131
X2.3	Pearson Correlation	.025	.103	1	.018	.038	.285**
	Sig. (2-tailed)	.781	.242		.834	.669	.001
	N	131	131	131	131	131	131
X2.4	Pearson Correlation	.383**	.433**	.018	1	.543**	.754**
	Sig. (2-tailed)	.000	.000	.834		.000	.000
	N	131	131	131	131	131	131
X2.5	Pearson Correlation	.417**	.494**	.038	.543**	1	.791**
	Sig. (2-tailed)	.000	.000	.669	.000		.000
	N	131	131	131	131	131	131
Total_X2	Pearson Correlation	.666**	.745**	.285**	.754**	.791**	1
	Sig. (2-tailed)	.000	.000	.001	.000	.000	
	N	131	131	131	131	131	131

** . Correlation is significant at the 0.01 level (2-tailed).

1. Uji Validitas Analysis Students' Challenges (X2)

1. Pengambilan keputusan berdasarkan r table

Berdasarkan nilai r table pada N=131 diperoleh nilainya harus diatas 0,176. Berdasarkan uji validitas pearson correlation diperoleh bahwa nilai pearson correlation dari X2.1 sampai dengan X2.5 pada kolom total_X2 memiliki nilai

keseluruhan di atas 0,176. Maka dapat disimpulkan bahwa item X2.1 sampai dengan item X2.5 adalah **valid**.

2. Pengambilan keputusan berdasarkan nilai Sig. (2-tailed)

Berdasarkan nilai probabilitas yang digunakan pada penelitian ini adalah 0,05 maka bisa kita lihat pada tabel bagian kolom total_X2 diperoleh nilai Sig keseluruhan dari X2.1 hingga X2.5 adalah dibawah 0,05 yang dapat dipastikan bahwa item yang digunakan pada penelitian ini akurat dan valid.

Uji Reliabilitas Analysis Students' Challenges (X2)

Case Processing Summary

		N	%
Cases	Valid	131	100.0
	Excluded ^a	0	.0
	Total	131	100.0

a. Listwise deletion based on all variables in the procedure.

Berdasarkan tabel tersebut, menginformasikan tentang jumlah sampel sebanyak 131 orang dan valid 100%

Reliability Statistics

Cronbach's Alpha	N of Items
.687	5

Berdasarkan data pada tabel tersebut, diketahui bahwa nilai Cronbach's Alpha adalah 0,687 yang mana nilai ini diatas 0,6 yang mengindikasikan bahwa ke-5 item yang digunakan pada penelitian ini adalah bersifat reliable.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	13.10	6.890	.448	.634
X2.2	12.86	6.181	.535	.592
X2.3	12.68	5.790	.583	.546
X2.4	12.95	6.121	.551	.584
X2.5	12.77	5.839	.604	.556

Berdasarkan tabel tersebut, untuk mengetahui apakah item kuesioner valid atau tidak maka kita perlu memperhatikan tabel Corrected item-total correlation. Jika nilai r hitung $>$ r tabel maka item dinyatakan valid dan jika r hitung $<$ r tabel, item kuesioner dinyatakan tidak valid. R tabel pada penelitian ini adalah 0,176 dan diketahui bahwa semua item X2.1 sampai X.25 bernilai diatas 0,176 maka dinyatakan valid.

ANALISIS DATA

1. Setiap butir pada X_1

	Ukuran sampel (N)	Minimum 'Nilai minimum'	Maximum 'Nilai maksimum'	Mean 'Rata-rata'	Standard Deviation 'Standar deviasi'
X _{1.1}	131	2	5	4.0305	0.75385
X _{1.2}	131	2	5	3.7023	0.77156
X _{1.3}	131	2	5	3.9466	0.86213
X _{1.4}	131	1	5	3.6947	0.80281
X _{1.5}	131	1	5	3.9389	0.89232
X _{1.6}	131	1	5	3.3969	0.95014

X _{1.7}	130	2	5	3.9231	0.85920
X _{1.8}	130	2	5	3.5538	0.90701
X _{1.9}	131	3	5	4.0840	0.66839
X _{1.10}	131	1	5	3.9618	0.79812
X _{1.11}	131	1	5	3.3969	0.86540
X _{1.12}	131	1	5	3.5649	0.98527
X _{1.13}	131	1	5	3.1221	0.97683
X _{1.14}	131	1	5	3.7023	0.93393
X _{1.15}	131	1	5	3.6947	0.85838
X _{1.16}	131	1	5	3.8015	0.96412
X _{1.17}	131	1	5	3.6947	0.91056
X _{1.18}	131	1	5	3.5420	0.87054

	Ukuran sampel (N)	Minimum 'Nilai minimum'	Maximum 'Nilai maksimum'	Mean 'Rata-rata'	Standard Deviation 'Standar deviasi'
X _{1.19}	131	1	5	4.0305	0.79362
X _{1.20}	131	1	5	3.3969	0.92553
X _{1.21}	131	2	5	3.7176	0.79687
X _{1.22}	131	1	5	3.5191	0.96358

X _{1.23}	131	1	5	3.6183	0.93198
X _{1.24}	131	1	5	3.6183	0.88975
X _{1.25}	131	2	5	3.7405	0.82823

- Butir X_{1.1}

Terdapat jumlah responden sebanyak 131 pada butir X_{1.1}, didapatkan rata-rata sebesar 4.0305 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir X_{1.1} dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 2 yang artinya **tidak setuju**. Butir X_{1.1} memiliki standar deviasi sebesar 0.75385 yang berarti bahwa besar peningkatan maksimum pada butir X_{1.1} dari rata-rata sebesar 0.75385, sedangkan besar peningkatan minimum pada butir X_{1.1} dari rata-rata sebesar -0.75385 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.75385.

- Butir X_{1.2}

Terdapat jumlah responden sebanyak 131 pada butir X_{1.2}, didapatkan rata-rata sebesar 3.7023 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir X_{1.2} dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 2 yang artinya **tidak setuju**. Butir X_{1.2} memiliki standar deviasi sebesar 0.77156 yang berarti bahwa besar peningkatan maksimum pada butir X_{1.2} dari rata-rata sebesar 0.77156, sedangkan besar peningkatan minimum pada butir X_{1.2} dari rata-rata sebesar -0.77156 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.77156.

- Butir X_{1.3}

Terdapat jumlah responden sebanyak 131 pada butir X_{1.3}, didapatkan rata-rata sebesar 3.9466 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir X_{1.3} dengan skala terbesar yang

dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 2 yang artinya **tidak setuju**. Butir $X_{1.3}$ memiliki standar deviasi sebesar 0.86213 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.3}$ dari rata-rata sebesar 0.86213, sedangkan besar peningkatan minimum pada butir $X_{1.3}$ dari rata-rata sebesar -0.86213 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.86213.

- Butir $X_{1.4}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.4}$, didapatkan rata-rata sebesar 3.6947 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.4}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.4}$ memiliki standar deviasi sebesar 0.80281 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.4}$ dari rata-rata sebesar 0.80281, sedangkan besar peningkatan minimum pada butir $X_{1.4}$ dari rata-rata sebesar -0.80281 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.80281.

- Butir $X_{1.5}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.5}$, didapatkan rata-rata sebesar 3.9389 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.5}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih sebesar 1 yang artinya **sangat tidak setuju**. Butir $X_{1.5}$ memiliki standar deviasi sebesar 0.89232 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.5}$ dari rata-rata sebesar 0.89232, sedangkan besar peningkatan minimum pada butir $X_{1.5}$ dari rata-rata sebesar -0.89232 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.89232.

- Butir $X_{1.6}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.6}$, didapatkan rata-rata sebesar 3.3969 yang artinya sebagian besar responden **netral** terhadap pernyataan pada butir $X_{1.6}$ dengan skala terbesar yang

dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih sebesar 1 yang artinya **sangat tidak setuju**. Butir $X_{1.6}$ memiliki standar deviasi sebesar 0.95014 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.6}$ dari rata-rata sebesar 0.95014, sedangkan besar peningkatan minimum pada butir $X_{1.6}$ dari rata-rata sebesar -0.95014 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.95014.

- Butir $X_{1.7}$

Terdapat jumlah responden sebanyak 130 pada butir $X_{1.7}$, didapatkan rata-rata sebesar 3.9231 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.7}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih sebesar 2 yang artinya **tidak setuju**. Butir $X_{1.7}$ memiliki standar deviasi sebesar 0.85920 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.7}$ dari rata-rata sebesar 0.85920, sedangkan besar peningkatan minimum nilai pada butir $X_{1.7}$ dari rata-rata sebesar -0.85920 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.85920.

- Butir $X_{1.8}$

Terdapat jumlah responden sebanyak 130 pada butir $X_{1.8}$, didapatkan rata-rata sebesar 3.5538 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.8}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih sebesar 2 yang artinya **tidak setuju**. Butir $X_{1.8}$ memiliki standar deviasi sebesar 0.90701 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.8}$ dari rata-rata sebesar 0.90701, sedangkan besar peningkatan minimum nilai pada butir $X_{1.8}$ dari rata-rata sebesar -0.90701 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.90701.

- Butir $X_{1.9}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.9}$, didapatkan rata-rata sebesar 4.0840 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.9}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih

sebesar 3 yang artinya **netral**. Butir $X_{1.9}$ memiliki standar deviasi sebesar 0.66839 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.9}$ dari rata-rata sebesar 0.66839, sedangkan besar peningkatan minimum nilai pada butir $X_{1.9}$ dari rata-rata sebesar -0.66839 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.66839.

- Butir $X_{1.10}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.10}$, didapatkan rata-rata sebesar 3.9618 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.10}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih sebesar 1 yang artinya **sangat tidak setuju**. Butir $X_{1.10}$ memiliki standar deviasi sebesar 0.79812 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.10}$ dari rata-rata sebesar 0.79812, sedangkan besar peningkatan minimum nilai pada butir $X_{1.10}$ dari rata-rata sebesar -0.79812 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.79812.

- Butir $X_{1.11}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.11}$, didapatkan rata-rata sebesar 3.3969 yang artinya sebagian besar responden **netral** terhadap pernyataan pada butir $X_{1.11}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.11}$ memiliki standar deviasi sebesar 0.86540 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.11}$ dari rata-rata sebesar 0.86540, sedangkan besar peningkatan minimum pada butir $X_{1.11}$ dari rata-rata sebesar -0.86540 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.86540.

- Butir $X_{1.12}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.12}$, didapatkan rata-rata sebesar 3.5649 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.12}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang

artinya **sangat tidak setuju**. Butir $X_{1.12}$ memiliki standar deviasi sebesar 0.98527 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.12}$ dari rata-rata sebesar 0.98527, sedangkan besar peningkatan minimum pada butir $X_{1.12}$ dari rata-rata sebesar -0.98527 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.98527.

- Butir $X_{1.13}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.13}$, didapatkan rata-rata sebesar 3.1221 yang artinya sebagian besar responden **netral** terhadap pernyataan pada butir $X_{1.13}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil 1 yang artinya **sangat tidak setuju**. Butir $X_{1.13}$ memiliki standar deviasi sebesar 0.97683 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.13}$ dari rata-rata sebesar 0.97683, sedangkan besar peningkatan minimum pada butir $X_{1.13}$ dari rata-rata sebesar -0.97683 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.97683.

- Butir $X_{1.14}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.14}$, didapatkan rata-rata sebesar 3.7023 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.14}$ dengan skala terbesar yang dipilih sebesar 5 artinya **sangat setuju** dan skala terkecil 1 yang dipilih artinya **sangat tidak setuju**. Butir $X_{1.14}$ memiliki standar deviasi sebesar 0.93393 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.14}$ dari rata-rata sebesar 0.93393, sedangkan besar peningkatan minimum pada butir $X_{1.14}$ dari rata-rata sebesar -0.93393 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.93393.

- Butir $X_{1.15}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.15}$, didapatkan rata-rata sebesar 3.6947 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.15}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.15}$ memiliki standar deviasi sebesar

0.85838 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.15}$ dari rata-rata sebesar 0.85838, sedangkan besar peningkatan minimum pada butir $X_{1.15}$ dari rata-rata sebesar -0.85838 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.85838.

- Butir $X_{1.16}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.16}$, didapatkan rata-rata sebesar 3.8015 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.16}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.16}$ memiliki standar deviasi sebesar 0.96412 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.16}$ dari rata-rata sebesar 0.96412, sedangkan besar peningkatan minimum pada butir $X_{1.16}$ dari rata-rata sebesar -0.96412 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.96412.

- Butir $X_{1.17}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.17}$, didapatkan rata-rata sebesar 3.6947 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.17}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.17}$ memiliki standar deviasi sebesar 0.91056 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.17}$ dari rata-rata sebesar 0.91056, sedangkan besar peningkatan minimum pada butir $X_{1.17}$ dari rata-rata sebesar -0.91056 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.91056.

- Butir $X_{1.18}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.18}$, didapatkan rata-rata sebesar 3.5420 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.18}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.18}$ memiliki standar deviasi sebesar 0.87054 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.18}$

dari rata-rata sebesar 0.87054, sedangkan besar peningkatan minimum pada butir $X_{1.18}$ dari rata-rata sebesar -0.87054 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.87054.

- Butir $X_{1.19}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.19}$, didapatkan rata-rata sebesar 4.0305 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.19}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.19}$ memiliki standar deviasi sebesar 0.79362 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.19}$ dari rata-rata sebesar 0.79362, sedangkan besar peningkatan minimum nilai pada butir $X_{1.19}$ dari rata-rata sebesar -0.79362 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.79362.

- Butir $X_{1.20}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.20}$, didapatkan rata-rata sebesar 3.3969 yang artinya sebagian besar responden **netral** terhadap pernyataan pada butir $X_{1.20}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.20}$ memiliki standar deviasi sebesar 0.92553 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.20}$ dari rata-rata sebesar 0.92553, sedangkan besar peningkatan minimum nilai pada butir $X_{1.20}$ dari rata-rata sebesar -0.92553 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.92553.

- Butir $X_{1.21}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.21}$, didapatkan rata-rata sebesar 3.7176 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.21}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 2 yang artinya **tidak setuju**. Butir $X_{1.21}$ memiliki standar deviasi sebesar 0.79687 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.21}$ dari rata-rata sebesar 0.79687, sedangkan besar peningkatan minimum nilai pada

butir $X_{1.21}$ dari rata-rata sebesar -0.79687 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.79687 .

- Butir $X_{1.22}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.22}$, didapatkan rata-rata sebesar 3.5191 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.22}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.22}$ memiliki standar deviasi sebesar 0.96358 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.22}$ dari rata-rata sebesar 0.96358, sedangkan besar peningkatan minimum nilai pada butir $X_{1.22}$ dari rata-rata sebesar -0.96358 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.96358.

- Butir $X_{1.23}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.23}$, didapatkan rata-rata sebesar 3.6183 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.23}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.23}$ memiliki standar deviasi sebesar 0.93198 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.23}$ dari rata-rata sebesar 0.93198, sedangkan besar peningkatan minimum nilai pada butir $X_{1.23}$ dari rata-rata sebesar -0.93198 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.93198.

- Butir $X_{1.24}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.24}$, didapatkan rata-rata sebesar 3.6183 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.24}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 1 yang artinya **sangat tidak setuju**. Butir $X_{1.24}$ memiliki standar deviasi sebesar 0.88975 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.24}$ dari rata-rata sebesar 0.88975, sedangkan besar peningkatan minimum nilai

pada butir $X_{1.24}$ dari rata-rata sebesar -0.88975 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.88975.

- Butir $X_{1.25}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{1.25}$, didapatkan rata-rata sebesar 3.7405 yang artinya sebagian besar responden **setuju** terhadap pernyataan pada butir $X_{1.25}$ dengan skala terbesar yang dipilih 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih 2 yang artinya **tidak setuju**. Butir $X_{1.25}$ memiliki standar deviasi sebesar 0.82823 yang berarti bahwa besar peningkatan maksimum pada butir $X_{1.25}$ dari rata-rata sebesar 0.82823, sedangkan besar peningkatan minimum nilai pada butir $X_{1.25}$ dari rata-rata sebesar -0.82823 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.82823.

2. Setiap butir pada X_2

	Ukuran sampel (N)	<i>Minimum</i> 'Nilai minimum'	<i>Maximum</i> 'Nilai maksimum'	<i>Mean</i> 'Rata-rata'	<i>Standard Deviation</i> 'Standar deviasi'
$X_{2.1}$	131	1	5	3.0687	0.97026
$X_{2.2}$	131	1	5	2.8779	0.92006
$X_{2.3}$	131	1	5	3.1145	1.01255
$X_{2.4}$	131	1	5	3.0229	1.01121
$X_{2.5}$	131	1	5	3.2061	1.02820

- Butir $X_{2.1}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{2.1}$, didapatkan rata-rata sebesar 3.0687 yang artinya sebagian besar responden **netral** terhadap pernyataan pada butir $X_{2.1}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih

sebesar 1 yang artinya **sangat tidak setuju**. Butir $X_{2.1}$ memiliki standar deviasi sebesar 0.97026 yang berarti bahwa besar peningkatan maksimum pada butir $X_{2.1}$ dari rata-rata sebesar 0.97026, sedangkan besar peningkatan minimum nilai pada butir $X_{2.1}$ dari rata-rata sebesar -0.97026 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.97026.

- Butir $X_{2.2}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{2.2}$, didapatkan rata-rata sebesar 2.8779 yang artinya sebagian besar responden **netral** terhadap pernyataan pada butir $X_{2.2}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih sebesar 1 yang artinya **sangat tidak setuju**. Butir $X_{2.2}$ memiliki standar deviasi sebesar 0.92006 yang berarti bahwa besar peningkatan maksimum pada butir $X_{2.2}$ dari rata-rata sebesar 0.92006, sedangkan besar peningkatan minimum nilai pada butir $X_{2.2}$ dari rata-rata sebesar -0.92006 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 0.92006.

- Butir $X_{2.3}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{2.3}$, didapatkan rata-rata sebesar 3.1145 yang artinya sebagian besar responden **netral** terhadap pernyataan pada butir $X_{2.3}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih sebesar 1 yang artinya **sangat tidak setuju**. Butir $X_{2.3}$ memiliki standar deviasi sebesar 1.01255 yang berarti bahwa besar peningkatan maksimum pada butir $X_{2.3}$ dari rata-rata sebesar 1.01255, sedangkan besar peningkatan minimum nilai pada butir $X_{2.3}$ dari rata-rata sebesar -1.01255 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 1.01255.

- Butir $X_{2.4}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{2.4}$, didapatkan rata-rata sebesar 3.0229 yang artinya sebagian besar responden **netral** terhadap pernyataan pada butir $X_{2.4}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih sebesar 1 yang artinya **sangat tidak setuju**. Butir $X_{2.4}$ memiliki standar

deviasi sebesar 1.01121 yang berarti bahwa besar peningkatan maksimum pada butir $X_{2.4}$ dari rata-rata sebesar 1.01121, sedangkan besar peningkatan minimum nilai pada butir $X_{2.4}$ dari rata-rata sebesar -1.01121 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 1.01121.

- Butir $X_{2.5}$

Terdapat jumlah responden sebanyak 131 pada butir $X_{2.5}$, didapatkan rata-rata sebesar 3.2061 yang artinya sebagian besar responden **netral** terhadap pernyataan pada butir $X_{2.5}$ dengan skala terbesar yang dipilih sebesar 5 yang artinya **sangat setuju** dan skala terkecil yang dipilih sebesar 1 yang artinya **sangat tidak setuju**. Butir $X_{2.5}$ memiliki standar deviasi sebesar 1.02820 yang berarti bahwa besar peningkatan maksimum pada butir $X_{2.5}$ dari rata-rata sebesar 1.02820, sedangkan besar peningkatan minimum nilai pada butir $X_{2.5}$ dari rata-rata sebesar -1.02820 atau dapat dikatakan bahwa besar penyimpangan nilai dari rata-rata sebesar 1.02820

3. Secara Nilai Total per Variabel

	Ukuran sampel (N)	Nilai minimum	Nilai maksimum	Rata-rata	Standar deviasi
<i>Analysis of students' perception The Benefits Aspect (X₁)</i>	131	1.36	5.00	3.69	0.45
<i>Analysis Students' perception The Challenges Aspect (X₂)</i>	131	1.00	5.00	3.05	0.73
Keseluruhan				3.37	

a. Variabel X_1 (*Analysis of students' perception*)

Berdasarkan tabel di atas didapatkan sebagian besar nilai total variabel independensi *Analysis of students' perception* (X_1) berpusat di nilai 3.69 dengan nilai minimum pada variabel independensi *Analysis of students' perception* (X_1) sebesar 1.36 dan nilai maksimum sebesar 5.00.

b. Variabel X_2 (*Analysis Students' Challenges*)

Berdasarkan tabel di atas didapatkan sebagian besar nilai total variabel independensi *Analysis Students' Challenges* (X_2) berpusat di nilai 3.05 dengan nilai minimum pada total variabel independensi *Analysis Students' Challenges* (X_2) sebesar 1.0 dan nilai maksimum pada total variabel independensi *Analysis Students' Challenges* (X_2) sebesar 5.00.

c. Rata-rata Keseluruhan

Sebagian besar nilai total variabel independensi *Analysis of students' perception* (X_1) dan nilai total *Analysis Students' Challenges* (X_2) berpusat di nilai 3.37.

Appendix E. Lembar Validasi

PETUNJUK VALIDASI

- JudulSkripsi : VOCATIONAL STUDENT'S PERCEPTION TOWARDS ASYNCHRONOUS AND SYNCHRONOUS IN ENGLISH LEARNING : BENEFITS AND CHALLENGES
- RingkasanSkripsi : Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi siswa siswi SMKN 2 BATU terhadap asinkronus and sinkronus platform dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan metode kuantitatif dengan surveystudy.
- TujuanInstrumen : Mengetahui persepsi siswa siswi SMKN 2 BATU terhadap asinkronus and sinkronus platform dalam pembelajaran bahasa Inggris. Untuk memperkuat data kuantitatif
- Petunjuk :
- a Untuk memberikan penilaian terhadap Questioner persepsi siswa terhadap penggunaan platform online learning bapak/ibu cukup memberikan tanda centang (☐) pada kolom yang telah disediakan.
 - b. Aspek-aspek yang dinilai adaah sebagai berikut:
 - a. Kesesuaian dengantujuan
 - b. Kejelasanpertanyaan
 - c. Angka-angka yang terdapat pada kolomberarti:
 - 1 = tidakvalid
 - 2 = kurang valid
 - 3 = cukup valid
 - 4 = valid
 - d. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
 - A = dapat digunakan tanpa revisi
 - B = dapat digunakan dengan revisi sedikit
 - C = dapat digunakan dengan revisi sedang
 - D = dapat digunakan dengan revisi banyak
 - E = tidak dapat digunakan

Surat Permohonan Validasi

Hal : Permohonan Kesiediaan Expert Judgment

Kepada Yth.

Dr. Dian Danayati Degeng, S.S., M.Pd

Dosen Jurusan Pendidikan Bahasa Inggris Universitas Brawijaya

Di Malang

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi bersama ini saya:

Nama : Nur Cahyani

NIM 175110501111017

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Ilmu Budaya

Judul Skripsi : VOCATIONAL STUDENT'S PERCEPTION TOWARDS
ASYNCHRONOUS AND SYNCHRONOUS IN ENGLISH LEARNING : BENEFITS AND
CHALLENGES

Memohon kesediaannya ibu Dr. Dian Danayati Degeng, S.S., M.Pd untuk mengevaluasi dan memberikan validasi instrument yang saya kembangkan untuk penelitian saya.

Demikian permohonan saya sampaikan atas perhatian dan partisipasi Ibu, saya ucapkan terima kasih

Malang, 20 April 2021

Pemohon,



Nur Cahyani

NIM. 175110501111017

No	Aspek	Deskriptor	Skala Penilaian			
			1	2	3	4
1.	Kecesuaian dengan tujuan	Komponen questionnaire mencerminkan tujuan penelitian				v
2.	Kejelasan pertanyaan	Pertanyaan mudah dipahami				v

Penilaian Instrumen secara umum

Uraian	A	B	C	D	E
Penilaian secara umum terhadap format Instrumen questionnaire persepsi siswa terhadap penggunaan platform online learning	v				

Saran-saran: silakan cek kembali kesalahan penulisan pada kuesioner terutama versi Bahasa Indonesia poin 9-11, 32

Malang, 25 April 2021



Dr. Putu Dian D. Degeng, S.S., M.Pd
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