

**AN ANALYSIS ON STUDENTS' PERCEPTIONS IN  
SPEAKING COURSE DURING ASYNCHRONOUS  
LEARNING**

**THESIS**

Submitted as Partial Fulfill of Requirement to Get Undergraduate  
(S1) Degree of English Education Study Program Faculty of Teacher  
Training and Education.



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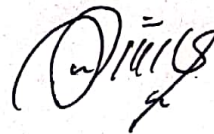
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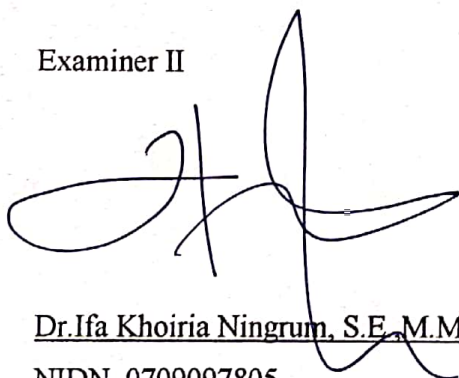


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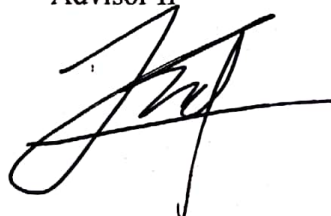
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## ORIGINALITY THESIS STATEMENT

I who signed below stated that the thesis, which is entitled “**An Analysis on Students' Perceptions in Speaking Course during Asynchronous Learning**” is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules, and etgics of scientific writing.

If I later found that some parts of the thesisure not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevails.

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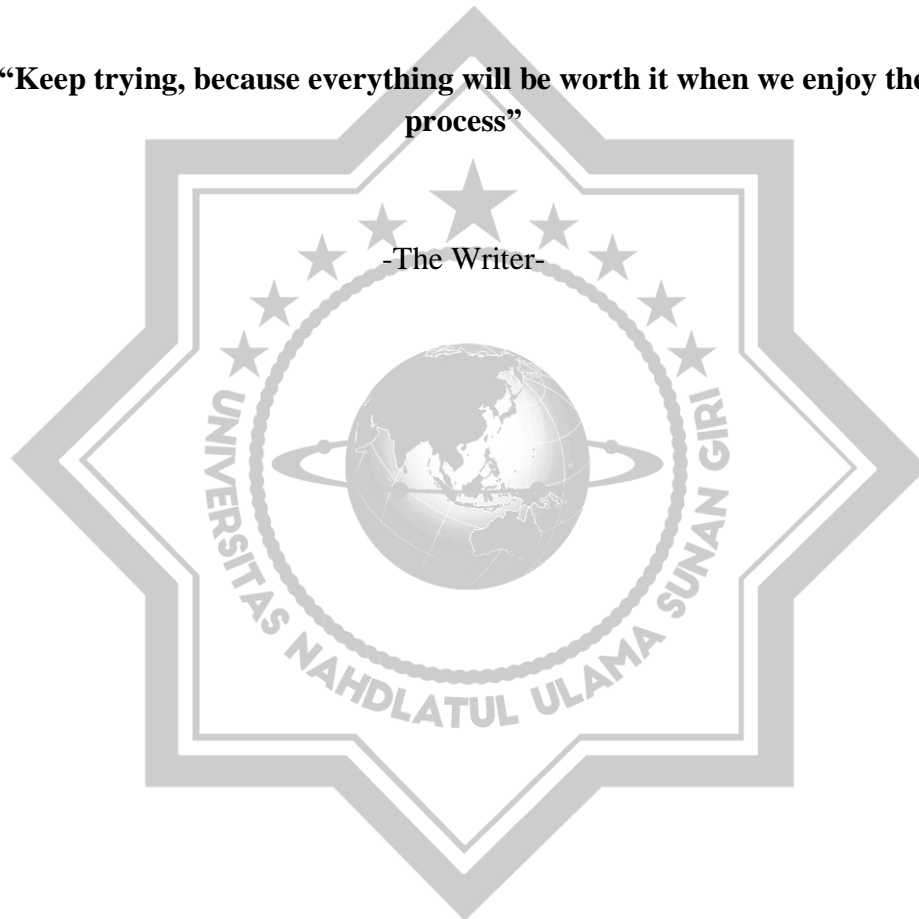
## MOTTO

**“Karena sesungguhnya sesudah kesulitan itu ada kemudahan,  
sesungguhnya sesudah kesulitan itu ada kemudahan.”**

**(Q.S. Al-Insyirah: 5-6)**

**“Keep trying, because everything will be worth it when we enjoy the  
process”**

**-The Writer-**



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## DEDICATION

First of all, the researcher gives praise and thankfulness to Allah SWT because his blessing and the merciful with deeply this thesis can be finished. I dedicated this thesis especially for: My beloved parents, there are my mother (Srianing) and my father (Jaswadi) thank you for your love, material, best support, and prayer for me. Both of you always give me best motivation when I am down. Your love gives a power for me to finish this thesis.

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8. All those who provided prayers, and hugs for helping me to accomplish this thesis. I am very grateful.

Finally, the researcher hopes that this script will be useful for all readers. The writer do realizes that this script hasn’t been perfect. Therefore, the researcher wishes for the correctness, criticism, and suggestion for this script.



## ABSTRACT

Yunita, Pramaysella (2021). An Analysis on Students' Perceptions in Speaking Course during Asynchronous Learning. Thesis. English Language Education, Faculty Of Teacher Training And Education, University Of Nahdlatul Ulama Sunan Giri Bojonegoro. The first Advisor is Mohammad Fatoni., M.Pd. and the second Advisor is Khoirul Wafa., M.Pd.

Nowdays, Indonesia government uses Large-Scale Social Restrictions to spread covid-19 to all of the Indonesia's public. Covid-19 make many changes in the economic system, social life, and education. However, many institution pay attention on education. Which uses online learning to prevent covid-19 virus and decrease people's movement. The government applying learn at home during this pandemic. Learning alternative model for E-learning is synchronous and asynchronous learning based on the learners' conditions and situations. Synchronous and asynchronous are the dynamic learning method on learning activity. This reaserch is aimed to analysis students' perceptions on speaking course during asynchronous learning. This reaserch used qualitative descriptive method to analyze the students perceptions on the speaking course during asynchronous. This research use questionnaire, interview and reflective journal to collect the data of students' perceptions. The result of this research showed that a half (50%) of students stated that asynchronous learning suitable use for speaking course in Covid-19 crisis. This research also shows the perception of students understanding and student acceptance. The result of students understanding are stated that 50% of students understand the material given by lecturer. The result of students acceptance stated that 55,6% of the students give neutral answer for enjoy the learning process and 22,2% of students are agree enjoy the learning process during asynchronous learning in speaking course. This research concluded that speaking course during asynchronous learning are suitable to use in Covid-19 era, flexible to use, and fun to learn speaking use asynchronous learning. Students also understand the material given by lecturer and lecturer give respons for students questions. But, the obstacle in learning process are poor internet connection.

**Keywords: Students' perceptions, Asynchronous learning, Speaking course**

## ABSTRAK

Yunita, Pramaysella (2021). An Analysis on Students' Perceptions in Speaking Course during Asynchronous Learning. Tesis. Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Nahdlatul Ulama Sunan Giri Bojonegoro. Pembimbing pertama adalah Mohammad Fatoni., M.Pd. dan Pembimbing kedua adalah Khoirul Wafa., M.Pd.

Saat ini, pemerintah Indonesia menggunakan Pembatasan Sosial Berskala Besar untuk menyebarkan covid-19 ke seluruh masyarakat Indonesia. Covid-19 membuat banyak perubahan dalam sistem ekonomi, kehidupan sosial, dan pendidikan. Namun, banyak institusi yang memperhatikan pendidikan. Yang menggunakan pembelajaran online untuk mencegah virus covid-19 dan mengurangi pergerakan orang. Pemerintah menerapkan belajar di rumah selama pandemi ini. Model alternatif pembelajaran E-learning adalah pembelajaran synchronous dan asynchronous berdasarkan kondisi dan situasi peserta didik. Synchronous dan asynchronous merupakan metode pembelajaran dinamis dalam kegiatan pembelajaran. Penelitian ini bertujuan untuk menganalisis persepsi siswa tentang kursus berbicara selama pembelajaran asinkron. Penelitian ini menggunakan metode deskriptif kualitatif untuk menganalisis persepsi siswa pada kursus berbicara selama asynchronous. Penelitian ini menggunakan angket, wawancara dan jurnal reflektif untuk mengumpulkan data persepsi siswa. Hasil penelitian ini menunjukkan bahwa setengah (50%) siswa menyatakan bahwa pembelajaran asinkron cocok digunakan untuk mata kuliah berbicara di masa krisis Covid-19. Penelitian ini juga menunjukkan persepsi pemahaman siswa dan penerimaan siswa. Hasil pemahaman mahasiswa menyatakan bahwa 50% mahasiswa memahami materi yang diberikan oleh dosen. Hasil penerimaan siswa menyatakan bahwa 55,6% siswa memberikan jawaban netral untuk menikmati proses pembelajaran dan 22,2% siswa setuju menikmati proses pembelajaran selama pembelajaran asinkron dalam kursus berbicara. Penelitian ini menyimpulkan bahwa kursus berbicara selama pembelajaran asynchronous cocok digunakan di era Covid-19, fleksibel untuk digunakan, dan menyenangkan untuk belajar berbicara menggunakan pembelajaran asynchronous. Mahasiswa juga memahami materi yang diberikan dosen dan dosen memberikan respon atas pertanyaan mahasiswa. Namun, kendala dalam proses pembelajaran adalah koneksi internet yang buruk.

**Kata Kunci: Persepsi Siswa, Pembelajaran Asynchronous, Kursus Berbicara**

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