INVESTIGATING SYNCHRONOUS AND ASYNCHRONOUS E-LANGUAGE LEARNING: A STUDY OF ENGLISH ONLINE LEARNING DURING PANDEMIC AT UMSU

SKRIPSI

Submitted in Partial Fulfillment of the Requirements

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English Education Program

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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Judul Skripsi	: Investigating Synchronous and Asynchronous E-Language Learning: a Study of English Online Learning during Pandemic at Umsu

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"INVESTIGATING SYNCHRONOUS AND ASYNCHRONOUS E-LANGUAGE LEARNING: A STUDY OF ENGLISH ONLINE LEARNING DURING PANDEMIC AT UMSU"** adalah benar bersifat asli *(original)*, bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang brelaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN

(AFRISKA SIRAIT)

ABSTRACT

Sirait, Afriska. 1702050101. Investigating Synchronous and Asynchronous E-Language Learning: A Study of English Online Learning during Pandemic at UMSU. Thesis. English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Sumatra Utara. 2021.

This research was aimed to investigate: (1) students' perceptions of synchronous and asynchronous electronic language learning during the Covid-19 pandemic; (2) the extent to which synchronous and asynchronous methods help students in online learning; and (3) the implementation of synchronous and asynchronous methods at UMSU. This research was conducted using a qualitative descriptive. The source of the data was obtained from questionnaires and interviews with undergraduate students of the 5th semester in the English Department Faculty of Teacher Training and Education University of Muhammadiyah Sumatra Utara, in the academic year of 2020/2021 academic year. The technique in analyzing the data was using the theory of Milles (2014) that is to data collection, data condensation, data display, drawing and verifying Conclusions. the findings of this research were synchronous and asynchronous online learning can be realized at UMSU and can run well if it is supported by facilities such as a stable internet network so that it does not interfere with the teaching and learning process and interaction between lecturers and students, both lecturers and students must be able to use and operate learning applications that have been provided, must still have an internet quota and students and lecturers must have a mobile phone or computer or laptop in order to run online learning well and smoothly. With these facilities, online learning carried out at UMSU with synchronous and asynchronous methods can be realized properly. An outline means UMSU is successful in carrying out learning both offline and online.

Keyword: *Online learning, undergraduate students, synchronous and asynchronous*

ABSTRAK

Sirait, Afriska. 1702050101. Meneliti Pembelajaran Bahasa Elektronik Sinkron dan tidak Sinkron: Studi tentang Pembelajaran Online Bahasa Inggris selama Pandemi di UMSU. Skripsi. Program Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.2021.

Penelitian ini bertujuan untuk menginvestigasi:(1) persepsi siswa tentang pembelajaran bahasa elektronik sinkron dan asinkron selama pandemi Covid-19; (2) sejauh mana metode sinkron dan tidak sinkron membantu siswa dalam pembelajaran online ;serta (3) penerapan sinkron dan asinkron di UMSU. Penelitian ini dilaksanakan dengan menggunakan metode deskriptif. Sumber data di peroleh dari kuesioner dan wawancara mahasiswa program sarjana semester 5 Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Tahun Pelajaran 2020/2021. Teknik analisis data menggunakan teori milles (2014) yang terdiri dari pengumpulan data, kondensasi data, tampilan data, penarikan dan verifikasi kesimpulan. Temuan dari penelitian ini adalah pembelajaran online sinkron dan tidak sinkron dapat terwujud di UMSU dan dapat berjalan dengan baik apabila didukung dengan fasilitas seperti jaringan internet yang stabil sehingga tidak mengganggu proses belajar mengajar dan interaksi antara dosen dan mahasiswa. , baik dosen maupun mahasiswa harus dapat menggunakan dan mengoperasikan aplikasi pembelajaran yang telah disediakan, harus tetap memiliki kuota internet serta baik mahasiswa maupun dosen harus memiliki handphone atau komputer (laptop) agar dapat menjalankan pembelajaran online dengan baik dan lancar. Dengan fasilitas tersebut pembelajaran online yang dilaksanakan di UMSU dengan metode sinkron dan tidak sinkron dapat terwujud dengan baik. Secara garis besar berarti UMSU berhasil melaksanakan pembelajaran baik offline maupun online.

Kata Kunci: *pembelajaran online, mahasiswa, sinkron dan tidak sinkron*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum Warahmatullahi Wabarakatuh

Praise be to the Lord, for His Blessings and Compassion that the researcher can finally finish this research titled *investigating synchronous and asynchronous e-language learning: a study of english online learning during pandemic at umsu*. Never forgotten and always in our hearts, of course Prophet Muhammad peace be upon him, and that we hope for his salvation in the hereafter.

There are countless people who have been involved in the finishing of this study, and thus the researcher would like to thank:

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Finally, the researcher hoped that this study will be useful be it from the academic perspective, or others. The researcher also fully realized that this research is far from perfect, and thus any positive criticism is absolutely acceptable for the improvement of this research in the future.

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Medan, September 2021

Afriska Sirait

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CHAPTER 1

INTRODUCTION

A. Background Of The Problem

The number of COVID-19 cases in Indonesia always increases. This condition is directly affected on the teaching and learning activity in schools and universities. The impact of Covid-19 can be seen from the change in the learning system which was originally done traditionally (face-to-face) turned into distance learning (online learning).). Online learning has been carried out since the outbreak of COVID-19 at the end of last year. Online learning is carried out to prevent the spread of the Covid-19 virus. Online learning provides a significant new challenge for educators which refer to the use of new formats such as the use of technological devices or computers and the internet to bridge the transfer of learning materials (Carliner, 2004).

Online learning is a teaching and learning process that utilizes internet media in delivering material. Online learning is growing due to changes in the technological system in society and due to the COVID-19 pandemic that has changed the learning transition in Indonesia (Li & Lalani, 2020). There are various ways that educators use in conducting the online learning process, namely synchronous and asynchronous. Synchronous learning is learning that is carried out simultaneously between educators and students without any time lag and learning that cannot occur anytime and anywhere because in this learning all students are required to be present when the interaction takes place. In the

University, the synchronous learning process is generally supported by media such as video conferencing and chat that have the potential to encourage teachers to develop learning communities (Hrastinski, Asynchronous and synchronous e-learning, 2008). One of the media is a zoom application to explain learning material, so that it is easy for students to understand. While for the question and answer process, most educators use Google Classroom or WhatsApp so as to make students more flexible in asking questions. While asynchronous learning is learning that is done indirectly and can be done anytime and anywhere because the lessons can only be accessed without any direct interaction between educators and students. For asynchronous learning, it is generally supported by media such as email and e-learning so as to facilitate learning between educators and students and allows students to enter at any time and can download subject matter provided by educators (Hrastinski S. , Asynchronous and synchronous e-learning, 2008). Synchronous learning method is closer to face-to-face learning (traditional) compared to asynchronous methods.

E-language learning is language learning that refers to the use of electronic technology systems such as the internet, computers to facilitate the learning system and make it convenient for students to access learning at any time (Mohammadi et al, 2011). It's just that e-language learning has various challenges, namely causing lack of face-to-face interaction between educators and students, limited internet access can slow down interactions, time constraints and personal factors that occur in the student environment, such as when learning

takes place, students are called on. It works so that it can affect students' ability to participate and students' lack of concentration (Swan J. G., 2017)

Since the COVID-19 pandemic, the government has implemented physical distancing regulations for people who are prohibited from gathering in a crowd. The effect was UMSU changed the learning system which was originally face-to-face learning to online learning. UMSU has a special system that is prepared for online learning, namely e-learning. To make online learning easier, UMSU not only uses e-learning as a learning system, but lecturers are also given the convenience of using other internet-based applications such as WhatsApp, Zoom, Google Meet, Google Classroom and others. In carrying out this learning, there are many reactions, problem and challenges faced by lecturers and students because online learning is quite difficult to implement.

There are several problems faced when doing online learning during this pandemic, namely changes in learning systems and models, teachers and students find it difficult to communicate during classroom activities, as well as many challenges such as slow internet network, expensive internet quota prices and others. The challenges faced by lecturers and students in distance learning are slow internet networks. Even though online learning requires a fairly strong internet network considering the media used, the price of internet quotas is expensive for some people, the number of disturbances that occur at home such as poor home environment conditions. Lack of support for the learning process, lecturers and students still do not understand the use of digital technology, it is

difficult to interact, causing many students who do not understand the lesson and others.

Based on the description above, we can see that there are still many problems in online learning both faced by educators and students. Of course, the study of online learning is very interesting to examine so that we are able to identify the real problems that occur in online learning, especially at UMSU. Therefore, my research examines Investigating Synchronous and Asynchronous E-Language Learning: A Study of English Online Learning during Pandemic at UMSU.

B. Identification Of The Problem

Based on the background of the study, the researcher identifies the problem as:

1. A change in the learning system and models.
2. Teachers and students are difficult communication during the classroom activity
3. The are many challenges such as slow internet networks, the price of internet quota is expensive and others

C. Scope and Limitation of the Problem

This research scope focused on English language learning in a pandemic situation. This research was limited to a focus on synchronous and asynchronous learning in University of Muhammadiyah Sumatera Utara..

D. Formulation Of The Problem

The formulation of the problem of this research was focused as follows:

1. What is the students' perception of synchronous and asynchronous E-language learning during Covid-19 pandemic?

2. To what extent does synchronous and asynchronous method help students in online learning?

3. How is the implementation of synchronous and asynchronous at UMSU?

E. The Objective of Study

Based on the formulation of the problem, the objective of the study is:

1. To investigate how students' perceptions of synchronous and asynchronous electronic language learning during the Covid-19 pandemic.

2. To investigate extent does synchronous and asynchronous method help students in online learning

3. To investigate the implementation of synchronous and asynchronous at UMSU

F. The Significance of the Study

1. Theoritically

This research can be useful as a reference source for relevant research on synchronous and asynchronous electronic language learning and this research can

be useful as input to increase knowledge about learning English online in the Covid-19 pandemic at universities.

2. Practically

    a.   Lecturers can apply and combine synchronous and asynchronous learning models to further streamline the learning process, and make it easier for students to improve learning outcomes.

    b.   Researchers can add knowledge and information about learning English online in the Covid-19 pandemic.

    c.   Students can add insight into online-based learning in the face of the Covid-19 pandemic.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The life of information and human aptitudes nowadays is shorter than ever, mounting the weight to stay up to date with one instruction and preparing all through a career. Within the age of globalization and mechanical insurgency, Deep rooted learning is rapidly getting to be a basic in today's world. Electronic learning (or e-Learning or e-learning) may be a sort of Innovation where the medium of instruction is computer innovation which can too be term as online instruction. Online learning or online instruction makes conventional frame of instruction more curiously and commonsense in nature (Goyal, 2013).

1. Online Learning

Online learning is exceptionally diverse from customary learning. Understudies in online learning settings don't physically show themselves in a classroom and don't have the opportunity to connect face-to-face with their teachers and classmates.(Wang et all, 2013). Online learning was initially criticized for being under-theorized so that platforms for online learning were increasingly being improved and developed for tutors to facilitate assessment and for learners to participate in lectures. (Bower, 2019 ; Gonzalez et all, 2020).

The main factor in the success of technology in online learning is the initial measurement of student acceptance of these devices into their learning so that there is a collaboration between teachers and students (Bower, 2019 ; kemp et

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all, 2018 ; Gonzales et all, 2020). Whereas other variables can too be affected by client states of mind, motivation and inspiration to utilize online learning innovation for online learning can moreover impact the selection and utilize of instructive innovation by understudies from higher instruction teach in creating nations (Kemp , 2016 ; Yakubu & Dasuki S.I, 2018). The five-stage framework for online learning(Salmon, 2002)
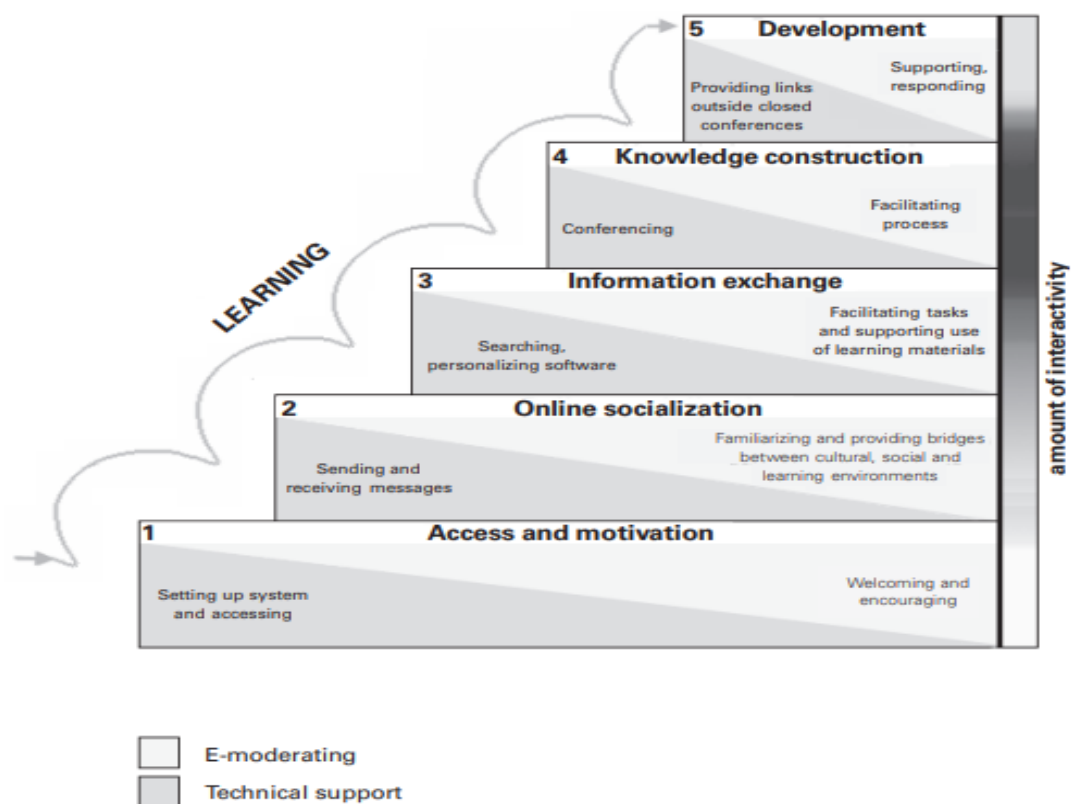
Figure 2.1. Diagram of The five-stage framework for online learning

Hence, it is critical to analyze the components related to the utilize and acknowledgment of innovation(Hermida, 2020). Such as the utilize of imaginative devices that empower e-learners to apply these tools and adapt them to other e-learners. This (personalized learning environment) could be a cutting edge process educational hypothesis has emphasized. Right now, the preferred learning fashion

is one of the foremost important criteria for recognizing any person contrasts within the learning handle that have been considered for versatility (Shahabadia & Megha Uplane, 2014).

2. E – Language Learning

Data Communication Innovation has been playing a urgent part in instruction over the past decade. The advancement in data communication innovation has minimized the presence of face to face assembly by actualizing e-learning. Rosenberg (2021) defines e-learning as a very instant internet technology to improve performance. The benefits of e-learning are many, namely cost effectiveness, increased responsiveness to change, consistency, convenient substance, and openness to adapt. Delivered to end users via computer e-learning, it tends to develop approaches to extend other learning efforts.

Kusumo et al (2012) higher education levels try to adopt an e-Learning system to increase the effectiveness of the teaching-learning process. This preparation can be more effective because of its adaptability in terms of saving costs, space, time and learning speed. There are numerous ways to classify sorts of e-learning. A few sorts have been classified according to the degree of their work in instruction, and a few based on the timing of interaction. By and large, e-learning can be partitioned into two fundamental sorts: computer-based learning and internet-based-learning (Algahtani, 2011).

(Arkorful, 2014) Some of the advantages that the appropriation of e-learning in instruction, gotten from a survey of writing incorporates the following:

1. It is adaptable when issues of time and put are taken into thought. Each understudy has the extravagance of choosing the put and time that suits him/her.

2. E-language learning upgrades the viability of information and capabilities by means of ease of get to gigantic sum of information.

3. E-language learning is fetched compelling within the sense that there's no require for the understudies or learners to travel.

4. E-language learning continuously takes into thought the person

5. E-language learning makes a difference compensate for shortages of scholarly staff, counting teaches or teachers as well as facilitators, lab specialists etc.

(Arkorful, 2014) Some of the disadvantages that the appropriation of e-learning in instruction, gotten from a survey of writing incorporates the following:

1. E-language learning as a strategy of instruction makes the learners experience consideration, remoteness, as well as need of interaction or connection.

2. With regard to clarifications, offer of clarifications, as well as translations, the e-language learning method may well be less compelling that the conventional strategy of learning.

3. When it comes to advancement in communication abilities of learners, e-language learning as a method might have a negative impact.

4. Since tests for evaluations in e-learning are possibly done with the utilized of intermediary, it'll be difficult, in case not inconceivable to control or control awful exercises like cheating.

5. E-language learning may moreover likely be deceived to robbery and plagiarism, inclined by inadequate selection aptitudes, as well as the ease of duplicate and paste.

The pandemic, the government made a new rule regarding education that face-to-face learning was stopped to minimize the transmission of the corona virus so that learning from 2020 until now is distance learning. For this reason, it is very important for teaching staff to make more use of internet technology, and this is where e-learning is very functional and useful for education in Indonesia.

The types of e-language learning commonly used in online learning during a pandemic are:

2.1 Whatsapp

WhatsApp could be a Smartphone application for moment informing. Of late the application's popularity has risen. One of the one of a kind highlights of the application is its capacity to improve communication within a bunch. Actually, WhatsApp can be seen as a social arrange that permits individuals to get to a incredible bargain of data quickly. The straightforward operation scheme makes the program open to an assortment of individuals of diverse ages and backgrounds. WhatsApp empowers communication with anybody who has a smartphone, has a dynamic web association. In general, the toll of the application is exceptionally high, up to one dollar per year (Bouhnik, 2014).

One of the application's one-of-kind highlights is the alternative to form a bunch and communicate inside its boundaries. The maker of the gather gets to be its supervisor, a position that incorporates the benefit of including and evacuating members without the requirement for endorsement from the bunch individuals. Aside from this, all of the members within the group enjoy rights. The application empowers the members to get an alert for each message sent or, then again, to quiet the in-coming alerts for the term of 8 hours, a day, or a week (Bouhnik, 2014). WhatsApp as a moderately unused device in education, it has similar positive characteristics as past innovative devices that are executed, but it seems that WhatsApp has a few up-to-date highlights that empower teacher and students to utilize it in arrange to improve understanding (Linda , 2018).

2.2 Google Classroom

Technology has picked up significance in all stages of instruction however teacher have been incapable to figure out which of the numerous accessible mechanical devices best fit their classroom hones. Google Classroom is one such instrument that's free of fetched and has picked up ubiquity inside a brief span of time (Azhar, 2018).Google Classroom is apparatus that encourages understudies and educator collaboration; too, the educator can make and disseminate assignments for understudies in a web classroom for complimentary(Yunus, 2020). Google Classroom can post the materials in the form of links from websites, youtube, or files in the form of word and excel (Deiniatur, 2019). It makes educators ease to construct groups to share assignments and

announcements. Google Classroom can be a stage that creates learners became active members (Yunus, 2020).

2.3 Zoom Cloud Meeting

Zoom cloud meeting is one of the stages that's broadly utilized as a learning media since this application permits learning exercises or talks like in confront to confront learning and back communication needs with numerous individuals anyplace and anytime without assembly physically(Laili, 2020).Zoom is the pioneer in advanced endeavor video communications, with a simple, solid cloud stage for video and sound conferencing, collaboration, chat, and webinars over portable gadgets, desktops, phones and room frameworks(Guzacheva N., 2020).

3. Synchronous E-Language Learning

Synchronous E-Language Learning can be characterized as: a real-time, instructor-led online learning occasion in which all members are logged on at the same time and communicate specifically with each other. In this virtual classroom setting, the educators keeps up control of the interaction with the course, with the capacity to "call on" members. On most stages, understudies and instructors can utilize an electronic "whiteboard" to see work in advance and share information. Interaction may too happen by means of sound- or video-conferencing, Web communication, or two-way live broadcasts. (Redmond et all, 2007). An Synchronous E-Language Learning environment with cyber face-to-face highlights manages understudies the to bring the sense collaboration in online

classes and sense of learning together online (Teng et all, 2012;Asoodar et all, 2013).

Instant feedback and answers can offer assistance understudies resolve any issues they experience in learning. Facial expressions and tones of voice can help them to have the human feel at a broader spectrum and lead to worldwide interaction without much fetched (Perveen, 2016). Further, it is In realizing group work for course that require bunch intelligent, synchronous online conferencing can be exceptionally important, and indeed ideal, for understudies since it overcomes limitations of space, time, and remove (Tabak & Rampal, 2014).

According (Hyder et all, 2007) Some of the main advantages of using synchronous E-Language Learning include::

1. Connecting scattered learners: Synchronous strategies are particularly well-suited to organizations with geologically conveyed learning populaces. For instance, you will have across the country people of territorial deals agents who require overhauling on item highlights and improvements.

2. Real-time interaction and collaboration: Synchronous apparatuses permit us to lock in with other people in genuine time, a really common preparation that licenses an unconstrained and streaming learning session. Answers to questions are quick and clarification can be given specifically.

3. Sense of immediacy and presence: Synchronous devices are perfect for passing on late-breaking and touchy data. Since the human nearness is

so "front and center" when utilizing these tools, the warm learner encounter that's created alleviates tensions almost the mechanical or depersonalized nature of technology-en Able to learn.

4. Fostering a learning community: Learners take advantage of sharing thoughts and encounters with their colleagues. A major advantage to synchronous E- Learning devices is the improvement of a sense of connectedness and community among learners.

5. Adjusting learning elements: Synchronous E-Language Learning can decrease imbalances and make a more egalitarian learning involvement. It can dodge the control elements of the face-to-face learning environment, where outgoing people can rule and where sexual orientation and other individual identifiers can impact group exercises.

6. Special usefulness: Numerous synchronous E-Language Learning devices incorporate highlights and usefulness that offer unparalleled openings for quick and successful learning. White boarding and markup devices can permit course works out that can be effortlessly spared and reviewed. Application sharing permits for quick and easy bunch work. Web visits can direct learners to particular focuses of interest.

7. Extending application showings and Web safaris: Organizations that give computer programs and desktop preparing can advantage massively from the real-time application show highlights of synchronous devices. Numerous apparatuses too give coordinates

virtual lab components, allowing directed concurrent hone sessions and "online sandbox" learning.

8. Synthesizing materials and ideas: Process-oriented errands and information-heavy materials are best instructed through offbeat, on-demand preparing or reference materials.

9. Access to profitable Subject Matter Master assets: Numerous preparing organizations confront the challenge of getting to subject matter skill from profoundly experienced (and unimaginably active) senior members of the firm.

10. Prepare the Coach: Synchronous E-Language Learning is particularly well suited for preparing scattered instructors (who might manage territorial preparing centers) and guaranteeing standardized preparing for all coaches. It provides various openings for complementary preparing, mini-challenges, fishbowl works out, etc.

11. Informal learning: Once received by an organization, synchronous collaboration devices create points of trade in ordinary workflow behaviors that create minutes of casual learning.

12. Avoiding routine pitfalls: The flexibility of synchronous e-Learning permits coaches to avoid the pitfalls frequently related to routine face-to-face preparing. Frequently the fetched of voyaging comes about in marathon private preparing programs where information maintenance endures. By centering on facilitated learning and brief, opportune

sessions, synchronous e-Learning is regularly more learner-centric than numerous customary preparing programs.

(Hughes, 2014) some of the main disadvantages of using synchronous E-Langage Learning include:

1. Both the student and the teachers need to follow to time schedules

2. Much of the preparing depends on the quality of the instructor

3. Students may not get person consideration in the event that other understudies are too in need

4. The learning pace is set by the teachers, not the students

A few of the challenges of synchronous education can be the requirement of the accessibility of students at a given time and the essential accessibility of a great transfer speed Web. Members can feel frustrated and obstructed due to specialized issues. In expansion, a carefully formulated instructional design is required as pedagogy is more critical than innovatively encouraged media(Perveen, Ayesha, 2016). For example, Manzanareset all, (2010) Synchronous online instructing depended on teacher-centred approaches instead of student-centred approaches.

4. Asynchronous E-Language Learning

Asynchronous E-Language learning is a general term utilized to portray shapes of education, instruction, and learning that always don't happen within the same put or at the same time(Riwayatiningsih & Sulistyani, 2020). According to Mayadas (1997) asynchronous E-Language Learning is defined as the basis for a new model for distance learners. The popular asynchronous E-Language learning

is introduced to interactive learning, discussing, and arguing without meeting in the same room and not limited by time, place or the topic Constraints of the classroom. Asynchronous e-Language Learning is comparable to synchronous e-learning which may be a learner-centred handle which uses online learning assets to encourage data sharing in any case of the limitations of time and put among a network of individuals(Shahabadia & Megha Uplaneb, 2014).

(Hughes, 2014) some of the main advantages of using asynchronous E-Language Learning include:

1. Learners can consider at any time and any pace, concurring to their possess needs

2. Students have the capacity to go back to pieces they ought to brush up on

3. There is the opportunity to survey exterior assets to help instruction

(Hughes, 2014) some of the main disadvantages of using asynchronous E-Language Learning include:

1. Limited access to an teachers and/or getting answers in genuine time

2. Some understudies may battle without steady direction and interaction

3. Not all instruction is best suited for self-paced learning

(Swan K. , 2002) Identified three factors were essentially related to students' perceptual victory in online learning : clarity and consistency in the course plan, contact with and feedback from course educates, and dynamic and profitable talks. Asynchronous (not concurrent or real-time) Internet-based advances were cited as the most widely utilized innovation for the guidelines

conveyance of separate instruction courses (Parsad, B. & Lewiss ,L., 2008)Because learners are not time-bound and can react to their relaxation. The opportunity of postponed reaction permits them to utilize their higher learning aptitudes as they can keep considering an issue for an expanded time period and may create unique considering the suddenness of expression is supplanted by a developed reaction (Perveen, Ayesha, 2016).

B. Relevance of Studies

In this study, there were several studies that similar to the reseracher's so that thr researcher studied the related matter from other studies research, which is described as follows:

1. Research conducted by Ahmad Reza Lotfi (2019) on The Effect of Synchronous and Asynchronous Language Learning: A Study of Iranian EFL Intermediate Students' Vocabulary Learning. This study explains and clarifies that in conducting Research, the researcher is conducted three statistical analyzes such as conducting a pre-test and a post-test to obtain accurate results. In the first study, the results had of a statistical analysis proved that synchronous teaching is of vocabulary improved vocabulary mastery of EFL students. Whereas in the second study the results had obtained through the statistical analysis agreed that teaching vocabulary is asynchronously also improved vocabulary mastery of EFL students. And in the third study, according to the results, the synchronous group is increased significantly compared to

the asynchronous group, thus indicating that an interaction and the collaboration have a key role in the learning process.

2. Research conducted by Rika Riwayatiningsih (2020) on the implementation of synchronous and asynchronous e- language learning in efl setting: a case study. This study explains and clarifies that the application of synchronous and asynchronous combined modes shows that introducing a combination discussion board and a content material board can have a positive effect and blended e learning system provides multi-platform tools by which traditional instructors can achieve their learning materials and students can do their personal learning over the internet. It is important to add that the lack of synchronous tools in the online course, indeed will be advocated with asynchronous tools.

3. Research conducted by Ayesha Perveen (2016) on Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan. This study explains and clarifies that the study findings show that the combination of synchronous and asynchronous modes is more desirable for English learners from Virtual University of Pakistan (VUP).

Based on the three studies, the relevance of this research is to continue synchronous and asynchronous online learning research. This study and previous research have a close relationship, namely examined the descriptive qualitative method. The third equation of this research is that students give a positive attitude in accepting synchronous and asynchronous learning, especially if it is

synchronous mode and asynchronous mode combined into one so that it is increasingly helping students and increasing student knowledge.

C. Conceptual Framework

This research is descriptive qualitative research. It will describe about synchronous and asynchronous e-language learning. Synchronous learning is the kind of learning that happens in real time. This means that students and the instructor interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live streaming lectures. Asynchronous learning is the most adopted method for online education general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. In implementing E-language learning, both with synchronous and asynchronous systems, there are various perceptions ad challenges for educators and students.

The technique of analyzing data can be seen by looking at this diagram:

Figure 2.2 Chart of Conceptual Framework
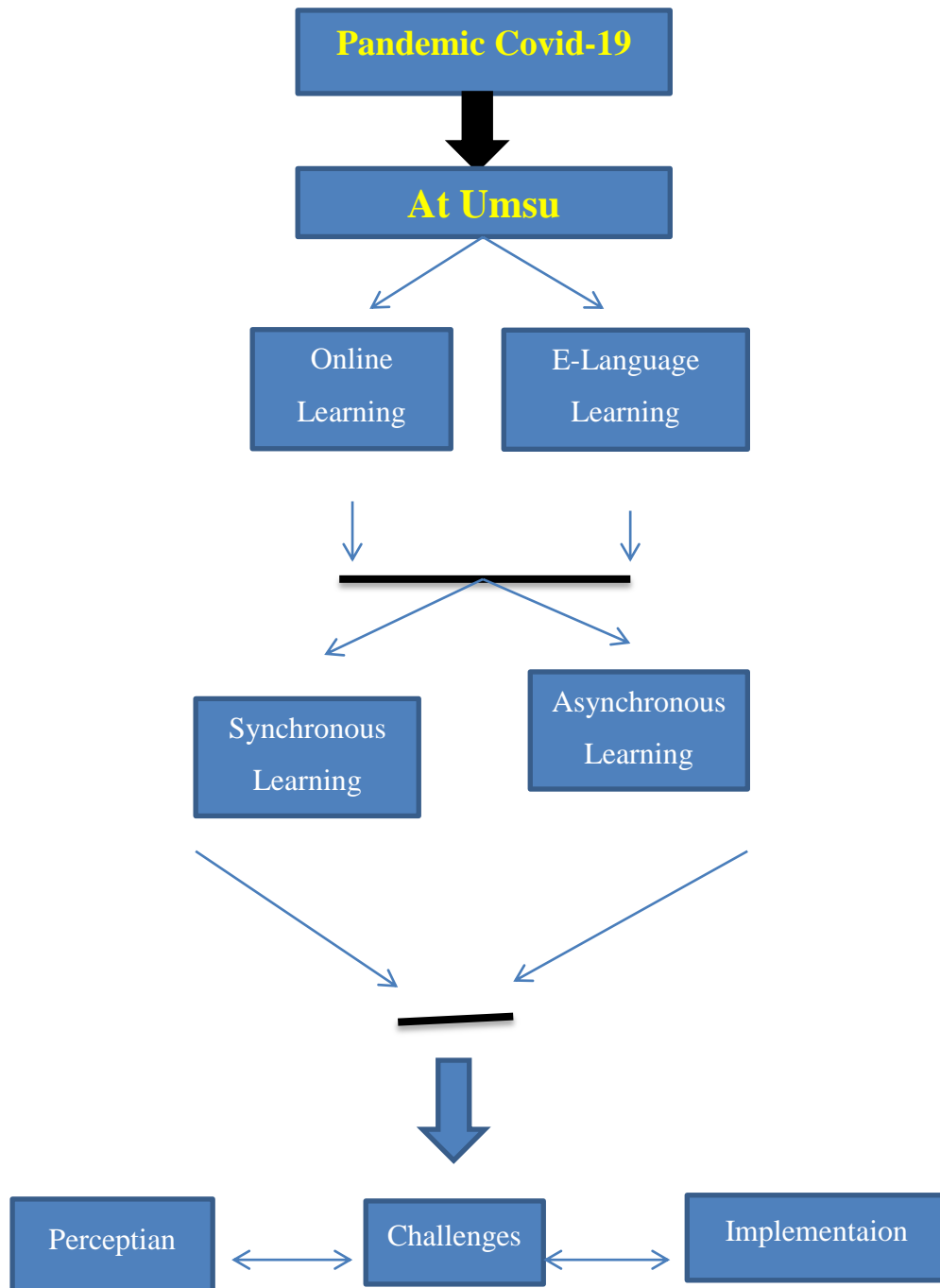
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a type of qualitative research. This research was being conducted by using qualitative descriptive research through questionnaires and interviews. According to the author, these two methods are the most suitable for use because they provide the correct sources and facts. Questionnaires and interviews were administered to investigate students' perceptions of online learning and student experiences in dealing with synchronous and asynchronous online learning during the pandemic. After finding the sample, the researcher started by visiting or online chat with participants via WhatsApp. After that, the researcher distributed several question sheets about E-language learning and for students who are not in the field, the researcher shared a google form link so those participants can fill in their respective google forms. The answers given by participants can only be seen by the researcher. This is to provide evidence that the participants themselves were to become participants without any influence or coercion from other participants. Furthermore, the data were analyzed to answer the formulation of the problem in this study.

B. Subject of the Study

The subjects of this study were undergraduate students of the English language education study program, faculty of teacher training and education at the University of Muhammadiyah North Sumatra for the 2020/2021 academic year.

The number of participants is 70 students who were selected through the selection of informants. Informant selection is a sampling technique that is carried out purposively (not randomly) by recruiting people who know about online learning. With the participant selection technique, researchers choose friends, classmates who are easy to contact. This was done due to the COVID-19 pandemic in order to avoid crowds and the spread of the virus (Supardi, 2006). The selected asked by researchers to describe their perceptions or responses regarding online English learning both with synchronous and asynchronous systems during the pandemic at UMSU.

C. The Technique for Data Collecting

The research data collection was carried out through the following steps:

1. Data collected through questionnaires and interviews aims to collect accurate information about the experience of participants in learning English online.

2. The researcher was collecting and storing the participant's WA number to facilitate communication.

3. Questionnaires and interviews were conducted directly by visiting participants who are in the field, especially when participants are on campus by complying with health protocols to prevent the spread of the coronavirus, and for participants who are outside the field will use the Google form.

4. The Google form link was shared with participants via WhatsApp. Participants can click on the link and provide the answer. After finishing answering, participants can tell the researcher.

5. Then the researcher simultaneously checked the results of the answers given by the participants either directly or through the Google form.

D. The Technique of Data Analyzing

Analysis according to (Milles et al, 2014) is divided into three streams of activity that occur simultaneously. The three grooves namely data condensation, data display, drawing and verifying conclusions .The diagram can be seen as the below :
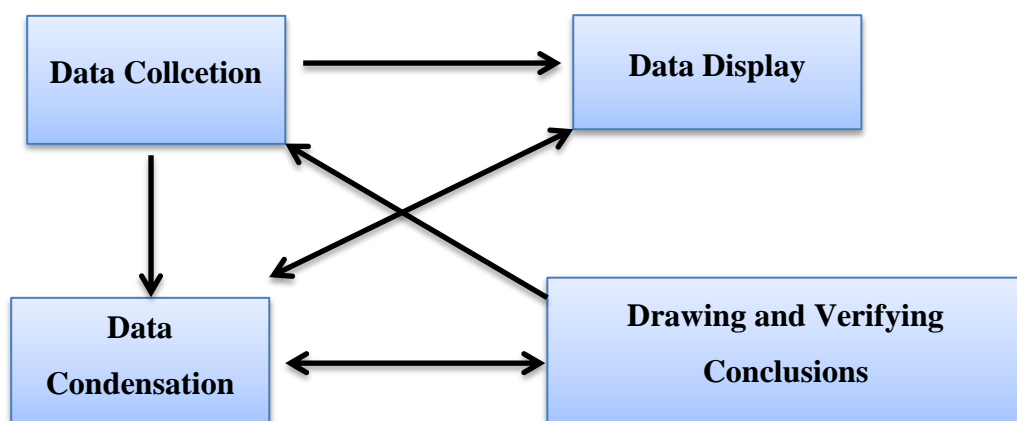

Figure 3. 1. Components of Interactive Data Analysis

1. Data Condensation.

Data condensation is carried out by a selection process that focuses on the data that appears during interviews and questionnaires. The data is then simplified so that later it is easier to analyze. By conducting this analysis, the data were

differentiated, organized, focused so that conclusions can be drawn and verified. The data in this qualitative research was transformed in many ways, namely through participant selection, through data summaries and incorporated into larger patterns.

2. Data Display

After condensation data, the next step is to display the data. The data is collected and compressed to allow conclusions and actions to be drawn. Looking at the data display can help us understand what is happening and do something about researching it based on that understanding. The display of data can be done by making graphs or charts so that the data is easier to analyze.

3. Drawing and Verifying Conclusions

The last step after displaying data is drawing and verifying conclusions. It was used to describe all data and find answers to analyze synchronous and asynchronous online learning. The purpose of the verification in this section is to draw conclusions and review the data as much as needed to cross-check or re-verify the conclusions that arise.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This research is qualitative research. This study uses a qualitative descriptive analysis. The participants of this research were 5th semester students of English education study program University of Muhammadiyah Sumatera Utara. There were 70 student participants who took the questionnaire made through Google Forms with the exact same questions as the number of males 13 people and the number of female 57 people. In this study, the material is focused on students who have completed the Intermediate Structure subject.

This chapter displays the results of a questionnaire to answer the research question. The researchers investigated student perceptions of synchronous and asynchronous, student statements about synchronous and asynchronous methods and student opinions about online learning during the pandemic. Interactive model proposes by (Milles et al, 2014) namely data collection, data condensation, data display and drawing and verifying conclusion was used in analyzing the data.

B. Data Analysis

1. Investigating student perception about synchronous and asynchronous e-language learning during the covid-19 pandemic.

Everyone is created different. Therefore everyone has a different perception according to their respective opinions. With the differences between one individual and another making one enjoy every question, there are some who

like and some who don't like it. It all depends on the individual's mindset. Perception is an individual's view of other individuals who play a part in his life and can be one of the deciding components for victory, which too applies to students (Corbina et al, 2020). It is shown that in case the person incorporates a good view of something or other individuals, it'll too advantage him/herself. Perception can too be considered an individual's elucidation of something (Amir et al, 2020). It can be concluded that students' perceptions are very important in providing answers to the questionnaires that the researchers have prepared.

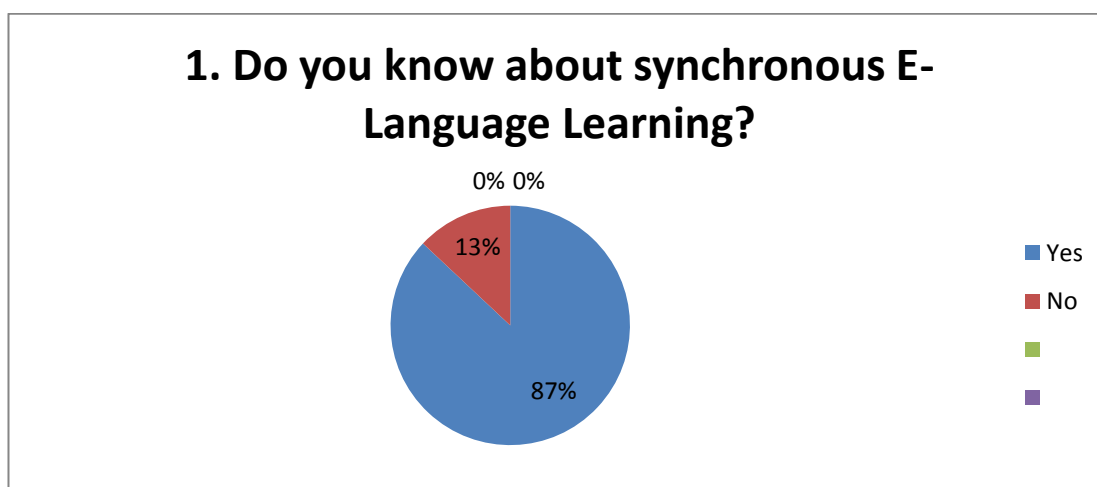In investigation of students' perception of this research formulation, there are 9 questions.

Figure 1 Awareness about Synchronous E-Language Learning

The visual graph in Figure 1 shows that 61 participants, i.e. 87%, were aware of synchronous e-learning, while 9 participants, namely 13%, were not the term synchronous e-learning. Based on the results of the questionnaire in Figure 1, it can be concluded that there are 9 participants who did not use the term synchronous, even though they have used it. It happen the term synchronous is not

explained when online learning takes place, but when giving learning, the lecturer directly asks students to do learning with the platform without mentioning the term synchronous e-learning. And before the pandemic, universities carried out face-to-face learning so that the terms synchronous and asynchronous were something new to students.
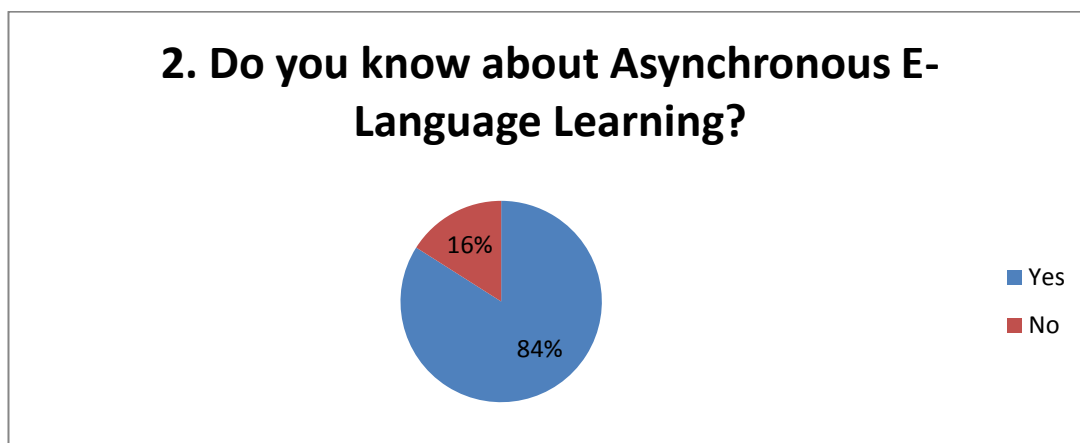

Figure 2 Awareness about asynchronous e-language learning

The visual graph in Figure 2 shows that 59 participants, i.e. 84%, were aware of asynchronous e-learning, while 11 participants, namely 16%, were not the term asynchronous e-learning. Based on the results of the questionnaire in Figure 2, the conclusions that can be seen are almost the same as the questionnaire in Figure 1, namely that students have actually used the asynchronous method, it is just that they do not know the term asynchronous. So there are still students who don't know the term. With the covid-19 pandemic, students have come to know terms they have never heard of such as synchronous and asynchronous methods.
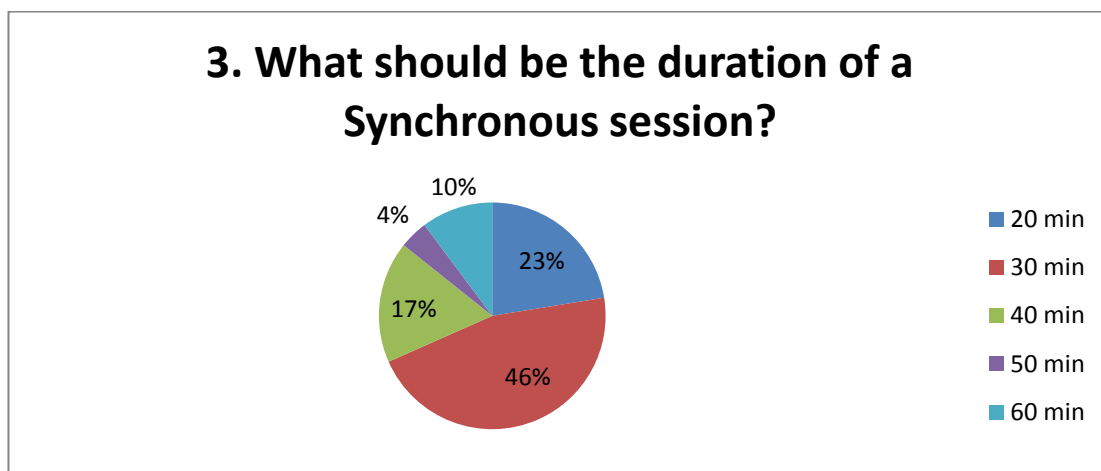
Figure 3 Desirable Duration of a Synchronous Session

Figure 3 shows that 16 participants i.e. 23% supported a 20-minute synchronous session; 32 participants i.e. 46% supported a 30-minute synchronous session; 12 participants i.e. 17% supported a 40-minute synchronous session; 3 participants i.e. 4% supported synchronous sessions for 50 minutes and 7 participants i.e. 10% supported synchronous sessions for 60 minutes. Based on the results of the questionnaire in Figure 3, it can be seen that most students support synchronous sessions for 30 minutes because 30 minutes is a suitable time so that it does not make students feel bored, Moreover, in one day there is not only one subject that must be run by students. With the setting a synchronous session time for each lesson, it can make students more active and keep students excited about doing it.
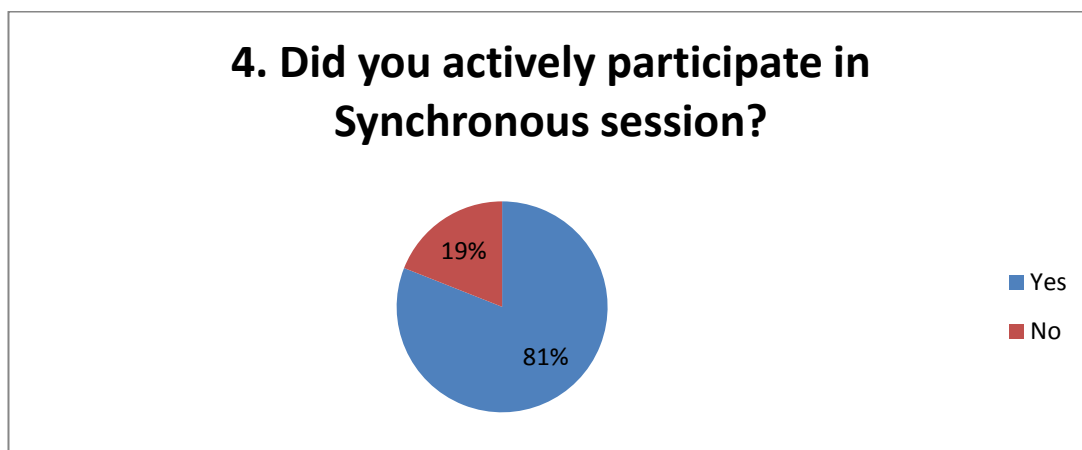
Figure 4 Active Participate in a Synchronous Session

Figure 4 shows that 81% (n=81) participated in synchronous activities, and 19% (n=13) did not participate in them. So, the most of the participants attend synchronous sessions. Based on the results of the questionnaire in Figure 4, it can be seen that there are still some students who did not participate in synchronous session learning, which is due to the unstable internet network, especially for students who live in remote villages. Students have to find an internet network by climbing the highlands (hills), and if the lights go out & it rains, there is no internet network in the village. And there are students who forget about learning right away because they are busy in terms of work at home or personal work.
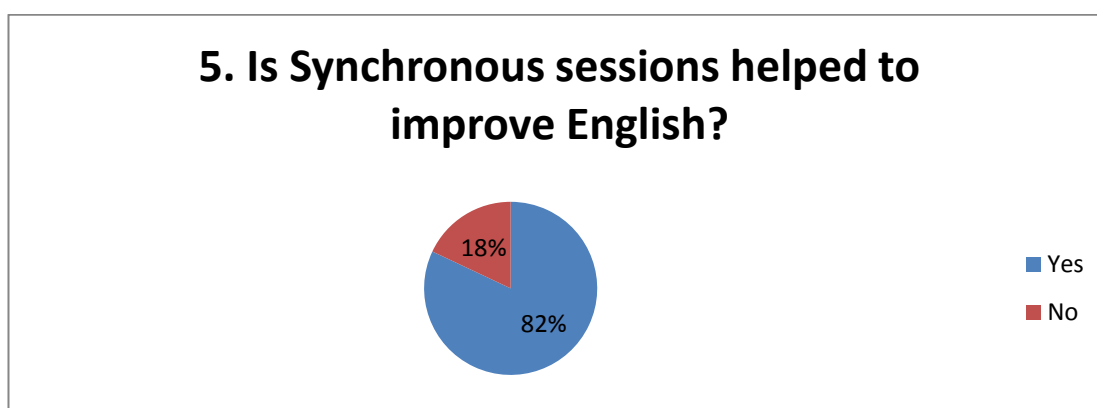

Figure 5 Synchronous sessions helped in improving English

Figure 5 asked if synchronous activities helped them improve their English and 82% (57 participants) agreed and 18% (13 participants) disagreed. Based on the results of the questionnaire in Figure 5, it can be seen that there are 13 students who do not agree with the question because they rarely participate in synchronous learning activities, therefore their English does not improve. And there are still many students who don't repeat the learning materials that have been taught, and there are also students who don't train themselves in English, so that whether it is face-to-face learning or online learning, their English was not improved.
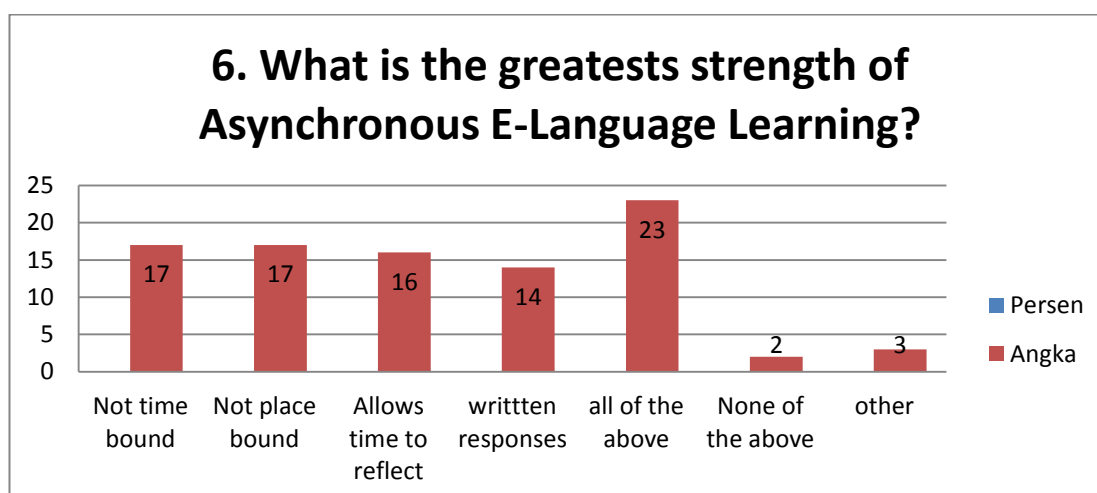

Figure 6 Strengths of Asynchronous E-Language Learning

Figure 6 shows a description of the strongest points of asynchronous e-language learning. A total of 23 participants – i.e., 33% considered all options strong points of asynchronous e-language learning, and 17 participants – i.e., 25% indicated that the best aspect was that asynchronous e-language learning was not bound by time and place. Based on the results of the questionnaire in Figure 6, on average, students choose the same answer because all options do have the same strong points, but there are two options that are the best aspects because

asynchronous learning that is not bound by time and place can make students more flexible. In accessing learning so that students who live with their parents can help their parents with homework and not interfere with work for students who are studying while working. And with not time bound, students can always access and repeat the lessons given by the lecturer so that they understand it better.
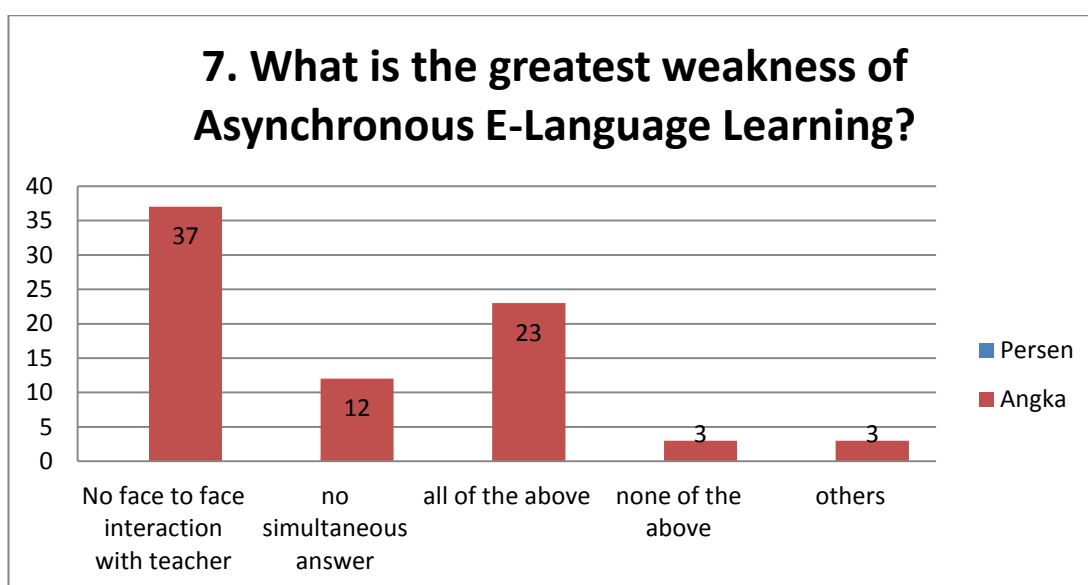
7. What is the greatest weakness of Asynchronous E-Language Learning?

Category	Angka
No face to face interaction with teacher	37
no simultaneous answer	12
all of the above	23
none of the above	3
others	3

Legend: ■ Persen ■ Angka

Figure 7Weaknesses of Asynchronous E-Language Learning

Figure 7 shows a description of the weakness points of asynchronous e-language learning is 'no face-to-face' interaction with the teacher A total of 26participants – i.e., 37%and considers all options weak points of asynchronous e-language learning. Based on the results of the questionnaire in Figure 7, it can be seen that most students consider non-face-to-face interaction with lecturers to be a drawback of asynchronous learning, it is because on average students prefer direct-to-face learning with lecturers, and it makes it easier for students to

understand existing learning, especially with Direct face-to-face interaction learning can ask questions if you don't understand the lesson.
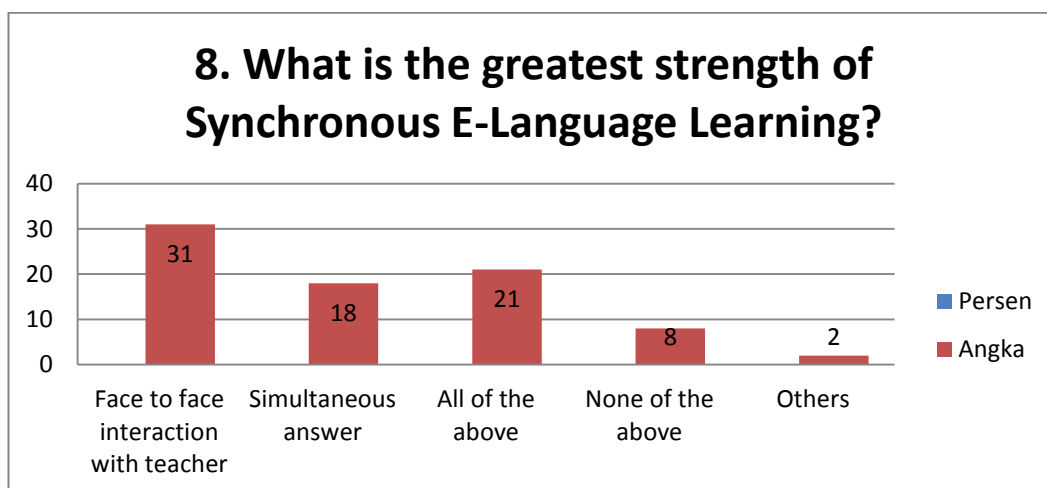

8. What is the greatest strength of Synchronous E-Language Learning?

Figure 8 Weaknesses of Synchronous E-Language Learning

Figure 8 shows face-to-face interaction with the teacher as the greatest strength with 45% points (31 participants) and considers all options the second strongest point with 30% points (21 participants).Based on the results of the questionnaire in Figure 8, it can be seen that students prefer face-to-face learning with the lecturer to make it easier to understand the ongoing learning. Especially with this learning, students are easier and free to ask the lecturer so that there is reciprocity in the lesson. Face-to-face interactions also allow individuals to stay in touch and socialize with other individuals, even if only through virtual, such as video calls.
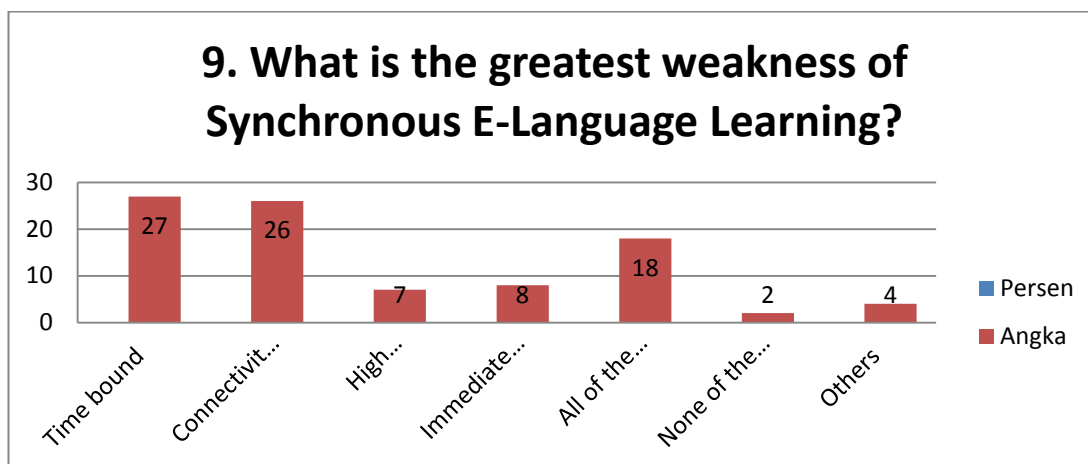
9. What is the greatest weakness of Synchronous E-Language Learning?

Figure 9 Weaknesses of Synchronous E-Language Learning

The students were asked about the greatest weakness of synchronous e-language learning in the next question (figure 9), the options given were time-bound with 39% points (27 participants) and 38% connectivity bound (26 participants).Based on the results of the questionnaire in Figure 9, it can be seen that students do not like time-bound and connectivity-bound learning because these two students are not free to do work, especially if the internet network is not stable. It makes students more difficult in learning synchronous e-language learning that is bound time. As a result of the pandemic, many students choose to work to help with family finances, so the existence of a synchronous system makes students unable to work more freely.

2. **Investigating Synchronous and Asynchronous method help students in online learning**

The meaning of the method is an action introduction that leads to genuine objectives and errands (Siporin, 1975), while According to (Rahyubi, 2012), the "method could be a show of ways that can be done to hold educating and learn exercises so that they run well". Methods are very important in carrying out the

teaching and learning process, so the results of the questionnaires filled out by students will determine the appropriate method to be used in the online learning process during this pandemic.

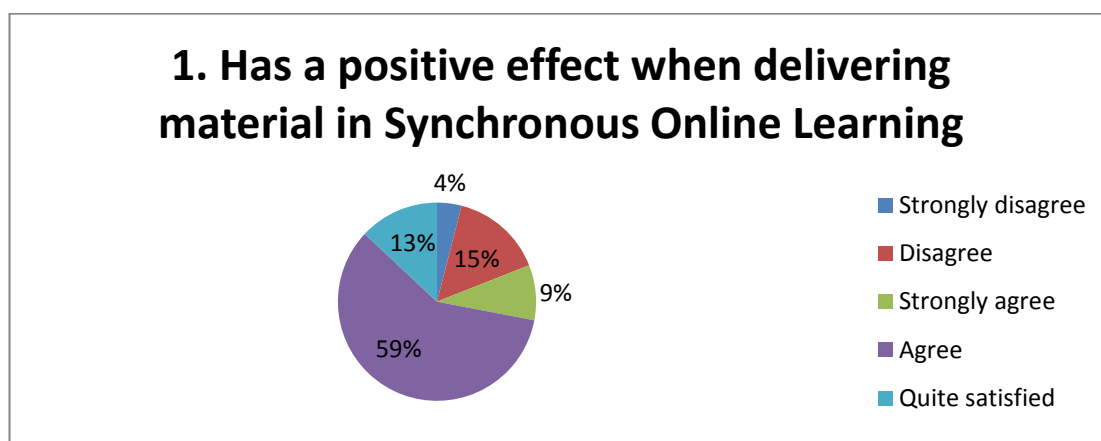In investigation of students method this research formulation, there are 11 questions.

Figure 1 the material in synchronous online learning

Figure 1, it can be seen that 4% (3 participants) answered strongly disagree, 15% (11 participants) answered disagree, 9% (6 participants) answered strongly agree, 59% (41 participants) answered agree and 13% (9 participants) answered quite satisfied when delivering synchronous online learning material. Based on the picture 1 questionnaire, it can be seen that more students answered agree with the question, because synchronous learning makes it easier for students to carry out the teaching and learning process, especially synchronous learning is almost the same as offline learning, only the difference is that synchronous learning must use applications as media, while learning offline does not use the application but students come directly to campus to carry out the teaching and learning process.
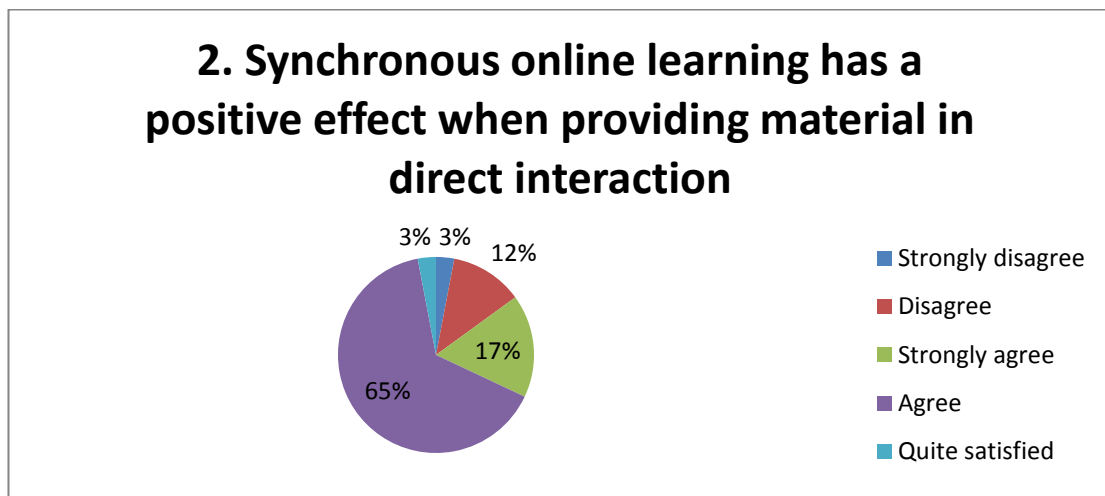
2. Synchronous online learning has a positive effect when providing material in direct interaction

Figure 2 the material in direct interaction of synchronous online learning

For Figure 2 that 3% (2 participants) answered strongly disagree, 12% (8 participants) answered disagree, 17% (12 participants) answered strongly agree, 3% (2 participants) answered quite satisfied and 65% (46 participants)) answered that agree that it had a positive effect by providing material in direct interaction through synchronous online learning. Based on the questionnaire in Figure 2, it can be seen that the synchronous learning method is the best way of online learning during the pandemic of students who agree on the positive effect of the synchronous side. This proves that this method has succeeded in facilitating the teaching and learning process by lecturers and students. Moreover, this method is not much different from direct learning or offline learning. In addition, some lecturers use PPT when teaching so that when learning takes place using zoom applications or video calls, students are easier to understand.
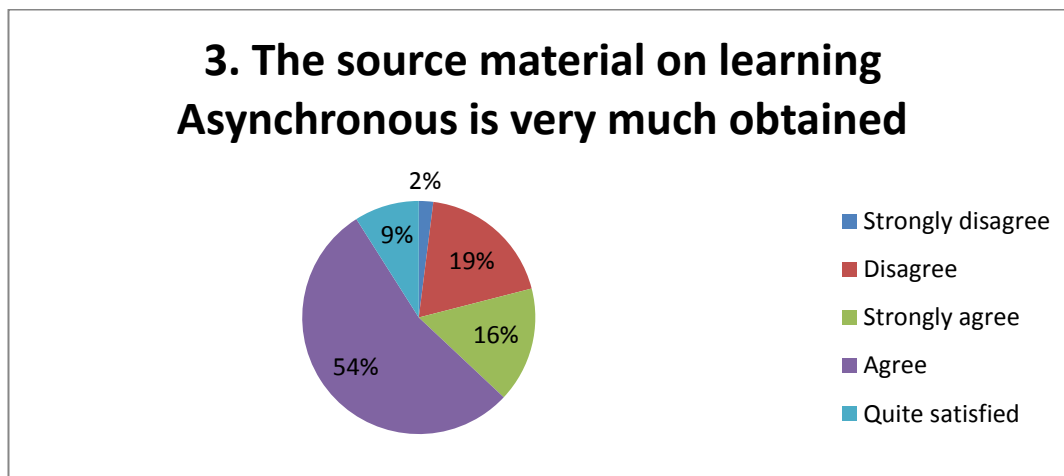
3. The source material on learning Asynchronous is very much obtained

- Strongly disagree
- Disagree
- Strongly agree
- Agree
- Quite satisfied

Figure 3 the source material on learning Asynchronous is very much obtained

For Figure 3 that 2% (2 participants) answered strongly disagree, 19%(13 participants) answered disagree, 16%(11 participants) answered strongly agree, 9%(6 participants) answered quite satisfied and 54% (38 participants) answered that agree that there were many sources of material in asynchronous learning. Based on the questionnaire in Figure 3, it can be seen that asynchronous learning also makes it easier for students to see the source of material that has been given by the lecturer so that students have no more difficulty in finding learning materials. Especially in the current pandemic era, the government recommends that people are required to stay at home. With the asynchronous system, students are also more flexible in finding learning resources from journals, the web, books, friends and seniors so that they can help with the learning that is going on.

So it can be concluded from Figures 1,2, and 3 that the material provided is very helpful in synchronous and asynchronous learning where the percentage of answering agree is very large and reaches 50% on above.
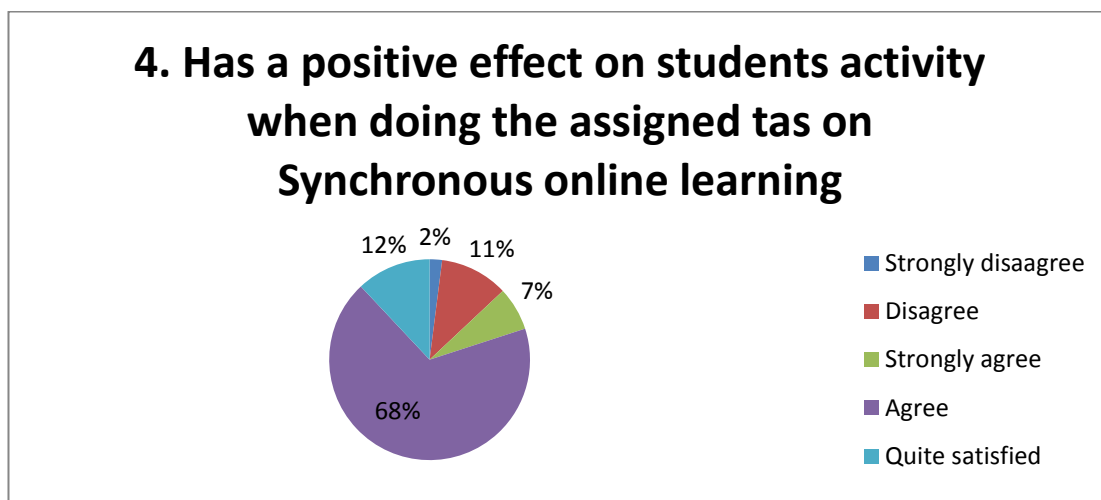
4. Has a positive effect on students activity when doing the assigned tas on Synchronous online learning

12% 2% 11%
7%

■ Strongly disaagree
■ Disagree
■ Strongly agree
■ Agree
■ Quite satisfied

68%

Figure 4 the effect positive assigned task of synchronous online learning

For Figure 4 it can be explained that 2%(2 participants) answered strongly disagree, 11%(7 participants) answered disagree, 12%(8 participants) answered quite satisfied, 7%(5 participants) answered strongly agree and 68%(48 participants) answered agree that has a positive effect on the activity to do the tasks given in synchronous learning. Based on the questionnaire in Figure 4, it can be seen that students participate well in synchronous learning so, that on average students remain active in doing assignments. Here proves that the educators at UMSU have succeeded in implementing the synchronous method during the pandemic. Especially with the deadline given by lecturers to students to collect assignments, making students more disciplined and respecting time, so that many students become active when collecting assignments.
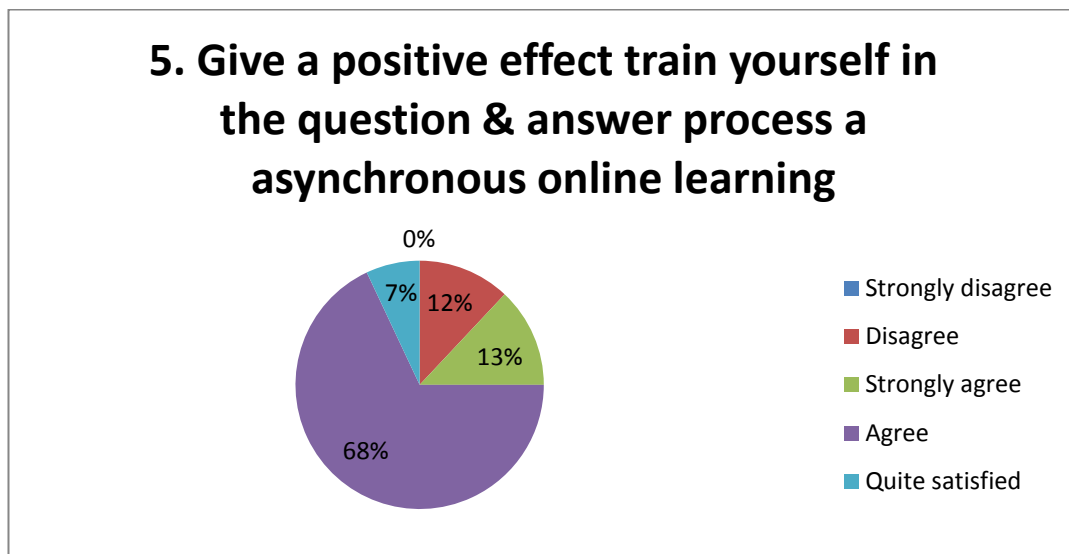
Figure 5 the positive effect train Q&A process asynchronous online learning

For Figure 5 it can be explained that 0% answered strongly disagree, 12% (8 participants) answered disagree, 7% (5 participants) answered quite satisfied, 13% (9 participants) answered strongly agree and 68% (48 participants) answered agree that it has a positive effect on training oneself in the Q&A process in asynchronous learning. Based on the questionnaire Figure 5, it can be concluded that asynchronous learning gives student confidence in terms of training themselves for the question and answer process in online learning so that there is reciprocity during the learning process. Moreover, many students are more daring to express their opinions to the lecturer via chat because most students have to arrange sentences first to make it look more standard and polite.
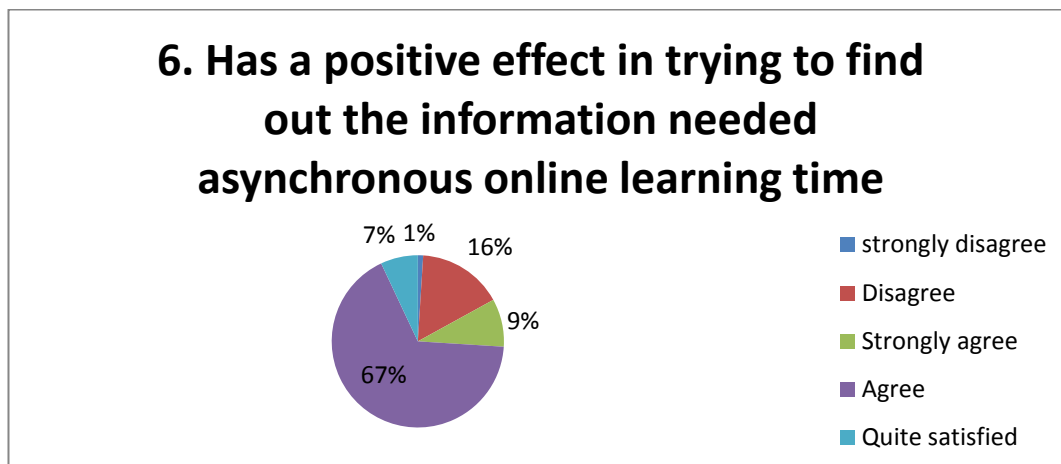
6. Has a positive effect in trying to find out the information needed asynchronous online learning time

- strongly disagree
- Disagree
- Strongly agree
- Agree
- Quite satisfied

Figure 6 the positive effect in trying to find out the information needed asynchronous online learning time

For Figure 6 it can be explained that 1% (1 participant) answered strongly disagree, 16% (12 participants) answered disagree, 7% (4 participants) quite satisfied, 9% (6 participants) answered strongly agree and 67% (47 participants) answered agree that giving positive effect in trying to find out the information needed asynchronous online learning time. Based on the questionnaire in Figure 6, it can be concluded that there are still many students who are enthusiastic and active in participating in online learning with asynchronous methods. Moreover, the existence of asynchronous learning makes students more critical because, in addition to learning from the material provided by the lecturer, students can also seek information from various sources using only mobile phones. So there are still many students who agree on the positive effects of asynchronous learning.

7. Has a positive effect on doing a good job and collecting on time in asynchronous online learning

12% 1% 12%
8%
67%

- Strongly disagree
- Disagree
- Strongly agree
- Agree
- Quite satisfied

Figure 7 the positive effect on doing a good job and collecting on time in asynchronous online learning

For Figure 7 it can be explained that 1% (1 participant) answered strongly disagree, 12% (8 participants) answered disagree and quite satisfied, 8% (6 participants) answered strongly agree and 67% (47 participants) answered agree that giving positive effect on doing a good job and collecting on time in asynchronous online learning. Based on the questionnaire in Figure 7, it can be concluded that asynchronous learning can have a positive effect on students in submitting assignments on time. With the asynchronous method, students become more disciplined in doing things. Moreover, on the platform used by the lecturer, the place for collecting assignments is set with a time so that if there are students who are late in submitting assignments, they will be visible on the platform. With the sophistication of technology, students become more active, enthusiastic and disciplined.
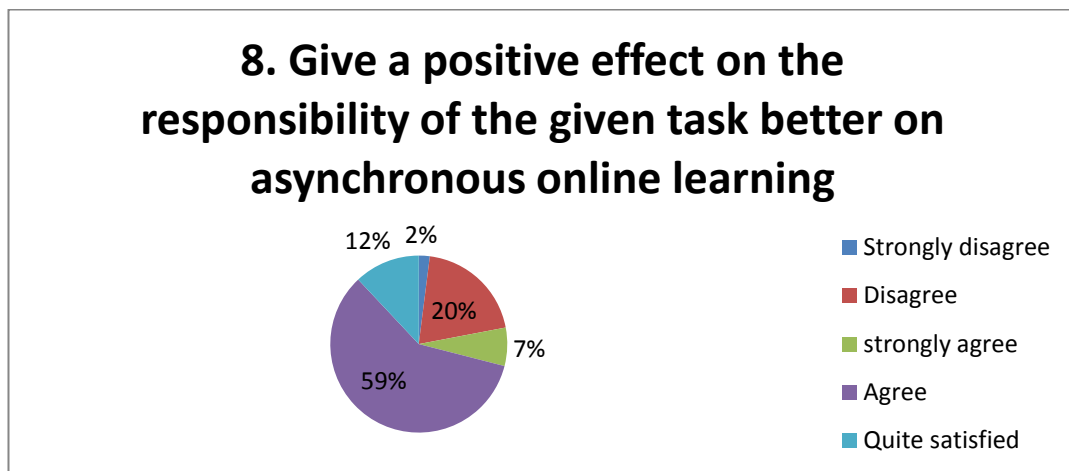
8. Give a positive effect on the responsibility of the given task better on asynchronous online learning

12% 2%

20%

7%

59%

- Strongly disagree
- Disagree
- strongly agree
- Agree
- Quite satisfied

Figure 8 *the a positive effect on the responsibility of the give task better on asynchronous online learning*

For Figure 8 it can be explained that 2% (2 participant) answered strongly disagree, 20% (14 participants) answered disagree, 12% (8 participants) answered quite satisfied, 7% (5 participants) answered strongly agree and 59% (41 participants) answered agree that giving positive effect on the responsibility of the given task better on asynchronous online learning. Based on the questionnaire in Figure 8, it can be concluded that online learning during a pandemic can provide better changes to FKIP UMSU students, especially with the use of asynchronous methods so that students hold great responsibility in learning. Moreover, with the sophistication of the technology, the platform used can set a time for students to collect assignments so that when students are late in submitting assignments, the lecturers will see them. With this sophistication, students are required to be more responsible and appreciate the tasks given by the lecturer.

So it can be concluded from Figures 4,5,6,7 and 8 that synchronous and asynchronous learning provide good learning motivation where the percentage of answering agree is very large and reaches 50% on above.
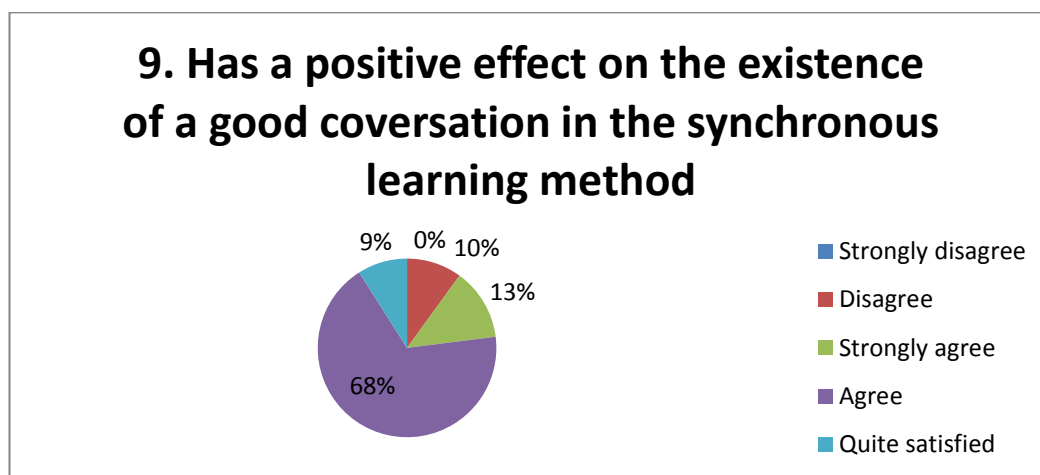

Figure 9 the positive effect on the existence of a good coversation in the synchronous learning method

For Figure 9 it can be explained that 0% (0 participant) answered strongly disagree, 10% (7 participants) answered disagree, 9% (6 participants) answered quite satisfied, 13% (9 participants) answered strongly agree and 68% (48 participants) answered agree that giving positive effect on the existence of a good coversation in the synchronous learning method. Based on the questionnaire in Figure 9, it can be concluded that synchronous learning has a positive effect on students so that the learning carried out by UMSU with the synchronous method since the pandemic period is not in vain and has a positive impact. The students also responded well to the existence of this method. So that during the pandemic, online learning that takes place at UMSU conducted by lecturers and students can run smoothly as expected.
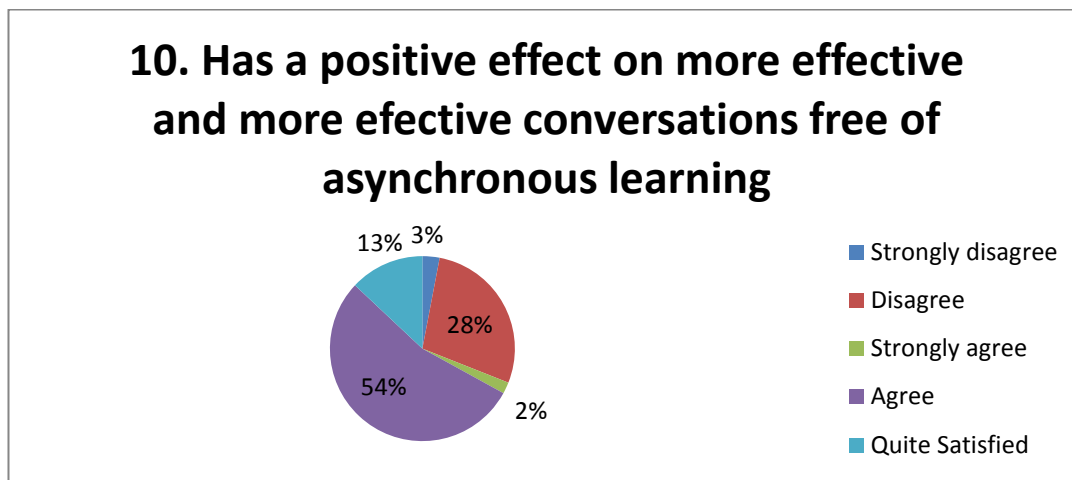
10. Has a positive effect on more effective and more efective conversations free of asynchronous learning

13% 3%

28%

54%

2%

■ Strongly disagree
■ Disagree
■ Strongly agree
■ Agree
■ Quite Satisfied

Figure 10 the positive effect on more effective and more effective conversations free of asynchronous learning

For Figure 10 it can be explained that 3% (2 participant) answered strongly disagree, 28% (20 participants) answered disagree, 13% (9 participants) answered quite satisfied, 2% (1 participants) answered strongly agree and 54% (38 participants) answered agree that giving positive effect on more effective and more effective conversations free of asynchronous learning. Based on the questionnaire in Figure 10, it can be concluded that as many as 38 participants agreed that asynchronous learning has a positive effect on more effective and freer conversations. This is because lecturers and students do not meet face-to-face or through video calls, only through chat either via whatsapp or via goggle classroom and other learning applications. This is also because the conversation is more flexible, and if some English vocabulary that students do not understand, they can look it up in the dictionary.

11. The source material obtained from synchronous learning can be used as a reference in the learning process

9% 1% 7%
9%

74%

- strongly disagree
- Disagree
- Strongly agree
- Agree
- Quite satisfied

Figure 11 the source material obtained from synchronous learning can be used as a reference in the learning process

For Figure 11 it can be explained that 1% (1 participant) answered strongly disagree, 7% (5 participants) answered disagree, 9% (6 participants) answered quite satisfied and strongly agree and 74% (52 participants) answered agree that giving source material obtained from synchronous learning can be used as a reference in the learning process. Based on the questionnaire in Figure 11, it can be concluded that synchronous learning has a positive impact on online learning, especially when synchronous learning is used as a reference in the learning process. This is because synchronous learning is almost the same as offline learning, it's just that synchronous learning is based online and only uses a cellphone, computer or laptop, which is different from offline learning, it must come directly to the place.

So it can be concluded from Figures 9, 10 and 11 that synchronous and asynchronous learning improves the quality of the dialogue answering agree very much and reaches 50% on above.

3. Investigate the implementation of synchronous and asynchronous at UMSU

What is "implementation?" For the purposes of this survey, implementation is characterized as a specified set of exercises planned to put into practice an action or program of known measurements. According to this definition, usage forms are intentional and are described in adequate detail such that free observers can distinguish the nearness and quality of the "specific set of activities" related to execution. In expansion, the action or program being implemented is portrayed in adequate detail so that free observers can distinguish its presence and quality (Fixsen et al, 2005). With the implementation, students become more flexible in filling out questionnaires according to their respective opinions and without being limited.

In investigation of implementation of synchronous and asynchronous this research formulation, there are 9 questions.

1. *How is your university delivering E-Language Learning course during this pandemic?*

From the data results, it can be seen that students prefer learning that is done by combining both methods, namely synchronous and asynchronous methods simultaneously, for example, when the process of explaining material is done via zoom or google meet, while the process of doing assignments is done through e-learning or google classroom. However, there are also some students who say that online learning is not as efficient as offline learning because there are some lecturers who only give assignments without explaining the material

first, so that some students do not understand the learning material,, and this causes boredom in the teaching and learning process.

2. *How do you feel while e-language learning during this pandemic?*

From the results of the data, it can be seen that there are still many students who think online learning is boring and inefficient, coupled with an unstable internet network, so that it creates a sense of longing for some students to carry out the learning process directly on campus. However, from some of the answers, there are still some students who like online learning because it can be done anywhere, thus making some students who live in boarding houses able to relax and return to their respective hometowns. This also has an impact on students' knowledge of technology, with online learning students can get better by following technological developments and not being out of date.
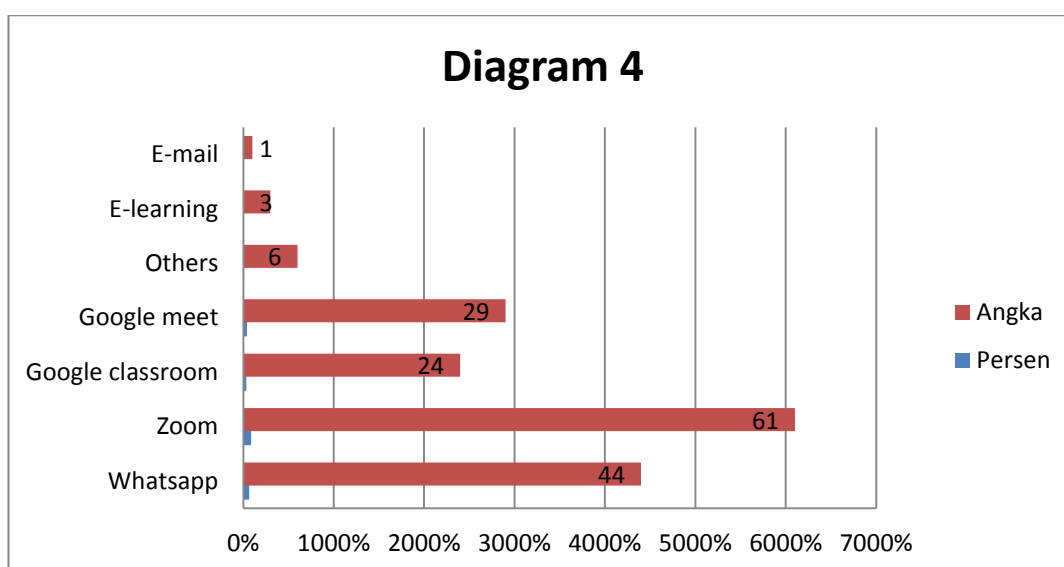
3. *What devices do you use for e-language learning during the pandemic?*
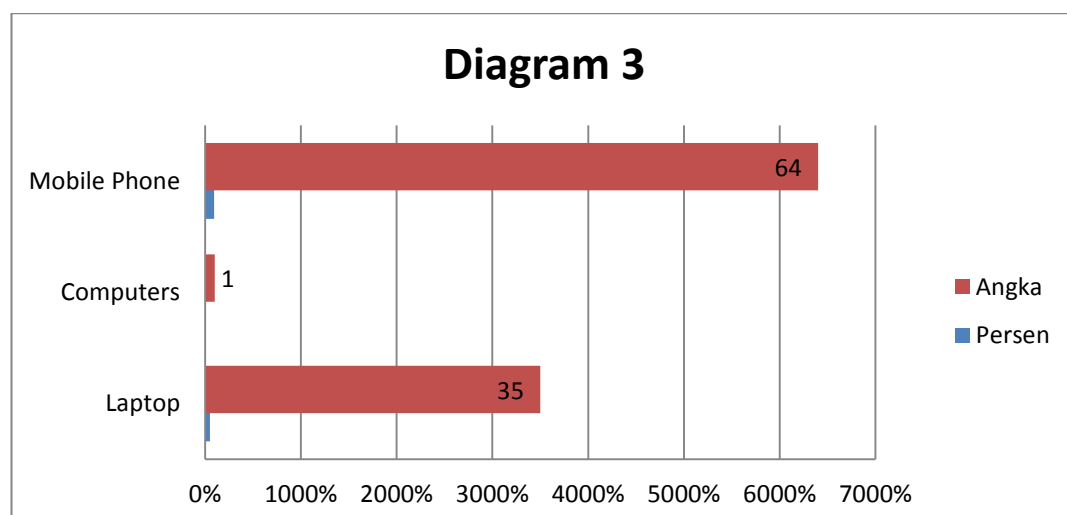
Based on the results of the following data, it can be seen that almost half of the students who filled out the questionnaire answered mobile phones. This is

because students prefer simple things. Mobile phones can be carried and pocketed anywhere, so that when they want to do online learning both synchronously and asynchronously, it makes it easier for students. And there are still many students who do not have laptops due to family economic factors.

4. *What applications do you use most often when e-language learning?*

Diagram 4

Application	Value
E-mail	1
E-learning	3
Others	6
Google meet	29
Google classroom	24
Zoom	61
Whatsapp	44

Legend: ■ Angka ■ Persen

Based on the results of these data, students often use zoom as an application when learning e-languages. This is because lecturers at FKIP UMSU prefer to use zoom because it makes it easier for lecturers and students to interact, especially because the lessons and language used are foreign languages (English), so students are accustomed to speaking English. This is also because the zoom application is easy and simple to use by students.

5. *If you feel excite, how satisfied you are while using the it application during the learning process?*

From the results of these data, it can be seen that there are still many students who are bored with online lessons because they feel they do not understand and are not enthusiastic when learning takes place, especially when the unstable network in their respective areas makes students less enthusiastic. However, there are still students who like online learning because they feel that online learning is very simple and easy so that students do not have to go to campus if they want to learn. Moreover, the application used during the learning process is an easy and uncomplicated application so that it does not make it difficult for students during the learning process. And with online learning, it gives high confidence for students to answer and respond to the material given by the lecturer.

6. *If you don't feel excite, what makes you stress while e-language learning during this pandemic?*

From the results of these data, it can be seen that on average students have difficulty learning online due to unstable internet network disturbances, especially for students who are in rural areas. However, there are also students who say that the number of assignments given by the lecturer is very large, and they only have little time to collect it even though there are still many students who do not understand the material. And there are students who say they don't like online learning because they can't meet and interact directly with friends. These three problems make students unmotivated and stressed when learning e-languages during a pandemic because many students fill in the answers to questionnaires so

that the pandemic will pass soon and face-to-face learning can be carried out as soon as possible.

> 7. *Is there any advantages you found while e-language learning this pandemic? If so, please explain the detail!*

From the results of these data, it can be concluded that online learning during a pandemic also provides many advantages for students, namely:

a) You can learn how to operate some of the learning applications provided by the campus

b) In terms of subject matter, lecturers provide learning materials that can be easily searched on the internet by students to anticipate each time there is a task that is not understood.

c) Can study at home while helping parents or while lying down and for students who study while working, it can be easier to manage time

d) Students can read the material given by the lecturer anytime and anywhere

e) Learning online does not require much preparation, only requires a cellphone or a laptop and an internet connection.

f) Can save expenses in terms of fuel oil for vehicles going to campus

g) Students are more courageous and confident in giving opinions and questions about the material explained by the lecturer

h) When there is a presentation, it is easier for students to do it because they can read the material during the presentation

That is the advantage that students get when learning online during a pandemic.

8. *If you find challenges during the process, what difficult you find during e-language learning*

From the results of these data, it can be seen that the average answers from students are:

a) Unstable internet network, especially when the weather is bad

b) The price of package cards is quite expensive, especially if learning through zoom which lasts a long time takes up a lot of packages.

c) Students still feel less confident in communicating with lecturers even if only through chat

d) Difficulty in responding and responding when lecturers provide subject matter, so learning becomes less effective

e) There are some lecturers who only ask for a list of absences and give assignments to students without explaining the material. So, that many students don't understand the ongoing material.

Those are some of the challenges faced by students when studying online during the pandemic.

9. *Which one is easier for you synchronous online learning or asynchronous online learning? Why?*

From the results of the data, it can be seen that some students choose synchronous online learning because they get direct feedback from the lecturer and the learning is almost the same as offline learning, only the difference is that synchronous learning uses learning applications such as zoom or google meet, while offline learning we have to come to campus, and some say online learning is

asynchronous because it does not require special time to learn and when opening the subject matter it can be done at any time.

C. Discussion

Advancements in innovation and the expanding capacity of internet get to have driven to an expanding notoriety for synchronous solutions for instruction (Chen, 2005). The observations of student participation showed that they were active in both modes, and some students were more in favor of the ideal blend of the two modes of instruction.

The responses of the students to the question whether English can be learned better in a synchronous or asynchronous mode are very interesting. 50% of students like synchronous mode and 50% like asynchronous mode, it can be seen from student responses in section 3 student opinions about online learning during the pandemic in section 9.This reflects a mental sense of misfortune of not being able to conversation to or see the teacher and a wish to associated straightforwardly, as they utilized to in their traditional classrooms (Perveen, 2016). However, the majority of the students favor 30-minute synchronous sessions, as opposed to face-to-face learning with one-hour sessions already in practice in all English language materials.

The most interesting part of the responses was that 19% of participants admitted that they did not actively participate in synchronous sessions, but 82% stated that taking active participation in synchronous sessions could improve their English. The answers to these two questions differ from synchronous session data

analysis student cannot actively participate in synchronous sessions because of internet network problems in their place and work commitments that are a barrier.

However, when discussing complex issues, in which time for reflection is needed, it appears best to switch to asynchronous e-learning (Hrastinski, 2008). Another possible reason for least interest can be their moo level of listening and speaking capability in English language. As the mode of interaction in synchronous sessions was English dialect, they might have low level of certainty in participating due to emotional filter. (Krashen, 1982).

The results show that synchronous and asynchronous online learning can be realized at UMSU and can run well if it is supported by facilities such as a stable internet network so that it does not interfere with the teaching and learning process and interaction between lecturers and students, both lecturers and students must be able to use and operate learning applications that have been provided, must still have an internet quota and students and lecturers must have a mobile phone or computer or laptop in order to run online learning well and smoothly. With these facilities, online learning carried out at UMSU with synchronous and asynchronous methods can be realized properly and on a rice line means UMSU is dead and successful in carrying out learning both offline and online.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The COVID-19 pandemic caused a big impact on human life, especially in the education aspect. It turned the educational system drastically, the initially learning face-to-face into online learning. This change in the education system has resulted in many challenges among educators and students. This study investigates how student perception of online learning that is ongoing activities, especially at UMSU, and the extent to which synchronous and asynchronous methods help students in online learning. Based on data analysis, there are many challenges that become obstacles for students in carrying out online learning both with synchronous and asynchronous methods, namely: limited internet access that inhibits students from interacting, lack of interaction between educators and students, as well as between students and students, limited time and some personal factors that become barriers to online learning, one of which is when learning takes place students are called by parents at home or when students work. However, online learning still has opportunities during the process, namely students can study anywhere, students can help with homework when finished with online learning, with online learning, students can save expenses in terms of vehicle fuel going to campus and overseas students are able to return to their hometown and increase students' insight and knowledge about the current use of technology.

B. Suggestion

In line with the conclusions mentioned earlier, during the online learning process, this study offers the following suggestions:

1. It is better if the lecturer makes the online class atmosphere more comfortable and fun so that students do not feel bored and bored, and the lecturer must be understanding and active in explaining the material to students, so that no more students say that online learning is very difficult and not easy. Easy to understand

2. Students need to find a comfortable place and have a more stable internet connection, so as not to reduce focus in paying attention to the material explained by the lecturer, and students are required to be more active in participating in online learning.

3. Parents have a big role in supporting their children to study at home. Parents can help make children more motivated to actively participate in online learning so that children are more focused.

Online learning as an effective solution in learning at home in order to break the chain of the spread of covid-19, keeping watch is also a consideration in the choice of learning. Hopefully, this Covid-19 pandemic will pass quickly along with the new normal that has been imposed by the government. So, that the learning process can be carried out as before with the presence of teacher and student who interact directly with each other.Aamiin Ya Rabbal'alamin

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APPENDICES

Appendix 1 Questionnaires Transcript

Table 4.1

Questions

A. Statements about Perception of synchronous and asynchronous

1. Do you know about synchronous E-Language Learning?

2. Do you know about Asynchronous E-Language Learning?

3. What should be the duration of a Synchronous session?

4. Did you actively participate in Synchronous session?

5. Is Synchronous sessions helped to improve English?

6. What is the greatest strength of Asynchronous E-language learning?

7. What is the greatest weakness of Asynchronous E-language learning?

8. What is the greatest strength of Synchronous E-language learning?

9. What is the greatest weakness of Synchronous E-language learning?

B. Statements about Method of synchronous and asynchronous

1. Has a positive effect when delivering material in synchronous online learning

2. Synchronous online learning has a positive effect when providing material in direct interaction.

3. The source material on learning Asynchronous is very much obtained.

4. Has a positive effect on student activity when doing the assigned task on Synchronous online learning.

5. Give a positive effect train yourself in the Question & Answer process a

6. Have a positive effect in trying to find out the information needed asynchronous online learning time.

7. Has a positive effect on doing a good job and collecting on time in asynchronous online learning.

8. Give a positive effect on the responsibility of the given task better on asynchronous online learning.

9. Has a positive effect on the existence of a good conversation in the synchronous learning method.

10. Has a positive effect on more effective and more effective conversations free of Asynchronous learning.

11. The source material obtained from synchronous learning can be used as a reference in the learning process.

C. Please answer the question accordingly to your opinion

1. How is your university delivering e-language learning course during this pandemic?

2. According to your experience, how do you feel while e- language learning during this pandemic?

3. What devices do you use for e-language learning during the pandemic?

4. What applications do you use most often when e-language learning?

5. If you feel excited, how satisfied you are while using the it application during the learning process?

6. If you do not feel excited, what makes you stress while e-language learning during this pandemic?

7. Is there any advantages you found while e-language learning this pandemic? If so, please explain the detail!

8. If you find challenges during the process, what difficult you find during e-language learning?

9. Which one is easier for you; Synchronous online learning or Asynchronous online learning? Why?

No	Students' initials	Answers A	Answers B	Answers C
1	KKZ	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. All of the above 7. All of the above 8. All of the above 9. Time bound & high bandwidth	1. Agree 2. Strongly Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Strongly Agree 10. Disagree 11. Agree	1. Using aplication like whatsapp, zoom, google meet, and a website called e-learning 2. I think learning e-language during this pandemic its quite boring, because its lack of interaction in zoom or google meet, I like face to face better 3. Laptop & mobile phone 4. WA, zoom, & google meet 5. The thing make me feel excited is, we can learn English everywhere like in our room, or outside. And there is not a lot that need to be prepared 6. The connection problem, sometimes when we in the middle of learning process the connection can suddenly went down 7. The advantages are, there are not a lot to prepare you just need a handphone or laptop and an internet connection and you are

				good to go. And other advantage is you can do it in every place you want like your room, or living room or outside 8. The price of the internet connection is sometimes expensive if the learning process a are taking too long, and the internet connection that can suddenly went bad or down 9. I think synchronous learning is easier because you can get feedback immediately after you answer so you can correct your mistake immediately, and if you want to ask something you can just ask about it immediately and also get the answer immediately.
2	NH	1. Yes 2. Yes 3. 20 min 4. Yes 5. Yes 6. Allows time to reflect & written responses 7. No simultaneous answer 8. Face to face interaction with teacher 9. Connectivity bound	1. Agree 2. Agree 3. Agree 4. Disagree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. Used zoom application and then e-learning 2. I feel bored 3. Mobile phone 4. Zoom 5. I feel excited while using application during pandemic is can read the materials anytime 6. Lose signal is the resson of make a stress 7. Advantages that i found is i can read the materials anytime 8. Lose signal 9. Asynchronous. Because i easier understand with asynchronous
3	KN	1. Yes 2. Yes	1. Quite satisfied	1. My lectures did best for us, so we can enjoyed during

		3. 20 min 4. Yes 5. Yes 6. All of the above 7. All of the above 8. All of the above 9. All of the above	2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	the process. 2. Actually, i am shocked but a long time and day i enjoyed. 3. Laptop & mobile phone 4. Whatsapp, Zoom, Google classroom, Google meet 5. The application Provides a suitable place for collecting duties and material supplies and absenteeedness. 6. My internet not support 7. Yes, i can do anything to help my parents at home. 8. I felt inadequate when I spoke and learned to use a deadline. 9. Synchronous online because we can interact with the teacher.
4	PK	1. Yes 2. Yes 3. 20 min 4. Yes 5. Yes 6. Not time bound & not place bound 7. All of the above 8. All of the above 9. Connectivity bound	1. Strongly agree 2. Strongly agree 3. Strongly agree 4. Agree 5. Disagree 6. Agree 7. Agree 8. Agree 9. Disagree 10. Agree 11. Agree	1. Good 2. During this pandemic, I feel uncomfortable and not maximum in the teaching process because of the many obstacles I experience like network problems, data packages, etc. 3. Laptop & mobile phone 4. WA & zoom 5. – 6. Stress was the amount of work I was given and the deadline was short, and then the unstable network also made me stress. 7. – 8. – 9. Synchronous because it's easier to prepare everything ready on time
5	S	1. Yes 2. Yes 3. 20 min 4. Yes 5. Yes	1. Quite satisfied 2. Agree 3. Agree 4. Agree	1. My university delivers it by using various ways such as Instagram, youtube, WhatsApp, Google platform, institution web,

		6. Not time bound, not time place and written responses 7. No face to face interaction with teacher 8. All of the above 9. All of the above	5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Strongly agree	etc. It's quite efficient and pretty good for many students here. 2. I personally think, it's pretty hard to do it since I live in the small village in the middle of palm trees so it's hard to get signal here. 3. Laptop & mobile phone 4. WA, zoom & google meet 5. Though it's hard to get signal here, but I keep being able to join the class. The most interesting thing, I think we can carry out our ideas during online class and do face to face class with our lecturer, as well. 6. The biggest thing that makes me stress is signal. it troubles me during this pandemic. 7. From this pandemic, I learn not only about class material, but also how to use or operate some applications that campus provides for me as a student. 8. I must go to the high land in order to get the best signal to join my class, and almost every day I do it. 9. I choose the first one because we can do it with my friends together and we can ask to each other if we don't understand about the lesson, and exchange some information which deal with about lesson at that time.
6	JPH	1. No 2. No 3. 20 min 4. No 5. No	1. Quite satisfied 2. Quite satisfied 3. Quite	1. Good. Enough for me 2. I'm just gratefull to learning online like this, the important things i always learning at everywhere.

		6. None of the above 7. Other 8. Other 9. Time bound & other	satisfied 4. Quite satisfied 5. Quite satisfied 6. Quite satisfied 7. Quite satisfied 8. Quite satisfied 9. Quite satisfied 10. Quite satisfied 11. Quite satisfied	3. Mobile phone 4. Zoom 5. I am quite satisfied in using several applications because I can get a lot of knowledge about applications for learning and others. 6. I don't like the learning language online, because i can't interaction directly with my lecturer and my friends. 7. The advantage is i can study everywhere and i can relax study at home. 8. It's hard to understand material in learning language online. 9. Synchronous online cause it's easy and i like it.
7	FE	1. Yes 2. Yes 3. 20 min 4. Yes 5. No 6. Not time bound 7. No face to face interaction with teacher 8. Simultaneous answer 9. Immediate response	1. Disagree 2. Agree 3. Disagree 4. Agree 5. Agree 6. Disagree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. Maybe at university I use both because usually after explaining the material via zoom or google meet then next to do the task it will be done via e learning or can be sent via email 2. I feel less than optimal and dissatisfied because online learning has many obstacles, especially on unstable networks so that sometimes many students miss online absences because the network is too bad 3. Mobile phone 4. Zoom 5. As I said before I am not satisfied with online learning like this because access will be limited by the connection capabilities we have 6. I personally think that what makes me stressed is when

				we don't understand the material explained through zoom. because sometimes while explaining, the network suddenly disappears, so we automatically miss the explanation
				7. Maybe a bad connection, sometimes the network or internet suddenly dissapears.
				8. Maybe in communication. I think sometimes I feel confused and afraid to ask with my lecturer.
				9. According to me synchronous because the time more scheduled and we can adjust our schedule too
8	SDL	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. All of the above 7. All of the above 8. None of the above 9. All of the above	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. My university delivering through Whatsapp , Zoom and E-learning 2. So far, I feel good and excited 3. Mobile phone 4. WA 5. I feel 75% satisfied 6. Sometimes i feel streess, if my internet connection is bad 7. Yes there is, i easy to access the material 8. I find difficult if my internet connection is bad 9. I think Synchronous online learning is easier
9	SMH	1. No 2. No 3. 30 min 4. No 5. No 6. Written responses 7. Other	1. Disagree 2. Disagree 3. Strongly agree 4. Agree 5. Agree 6. Disagree 7. Disagree	1. According to me good. 2. Not good. Because learninv in this pandemic don't maximal to understand about material. 3. Laptop & mobile phone 4. Whatsapp, Zoom, Google classroom, Google meet &

		8. Face to face interaction with teacher 9. All of the above	8. Agree 9. Agree 10. Disagree 11. Quite satisfied	Others 5. Enjoy 6. When intenet not good 7. I don't know 8. Maybe about material.... 9. Synchronous online
10	MB	1. Yes 2. Yes 3. 40 min 4. Yes 5. Yes 6. Written responses 7. Other 8. Simultaneous answer 9. Connectivity bound	1. Agree 2. Agree 3. Disagree 4. Agree 5. Agree 6. Disagree 7. Disagree 8. Disagree 9. Agree 10. Disagree 11. Agree	1. Using online learning 2. I feel not really good 3. Laptop & mobile phone 4. Whatsapp, Zoom, Google classroom, Google meet & Others 5. Not satisfied because there are still many distractions that do not support the learning process 6. Online learning is very boring because of the many distractions that occur. 7. Inadequate online learning facilities and constraints on the internet network. 8. It is difficult to respond what the lecturer says quickly, so that learning becomes ineffective 9. Synchronous online learning because we can arrange our time well so that activities outside of learning can be carried out well too.
11	MMR	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. All of the above 7. No face to face interaction with teacher 8. Face to face interaction	1. Quite satisfied 2. Agree 3. Strongly agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Quite satisfied 9. Agree 10. Disagree 11. Strongly	1. My university use the synchronus and asynchronus learning 2. According to me it's terrible because we are learning languange. We need to speak up and get some interaction with others. So if we do the e-languange learning, we can not do it perfectly 3. Laptop & mobile phone 4. WA, zoom, google classroom, google meet

		with teacher 9. Connectivity bound	agree	5. I will enjoy and follow the learning by giving responds to my lecturers 6. The internet makes mr stress, because i can not collect my assignment on time 7. Yes, we can reduce the pandemic 8. The asking and answering section is the challenge. Because we need to wait each others 9. Asynchronous
12	AZW	1. Yes 2. Yes 3. 40 min 4. Yes 5. Yes 6. Not time bound, Not place bound & Allows time to reflect 7. No face to face interaction with teacher & no simultaneous answer 8. None of the above 9. Connectivity bound & high bandwidth	1. Quite satisfied 2. Quite satisfied 3. Quite satisfied 4. Quite satisfied 5. Quite satisfied 6. Quite satisfied 7. Quite satisfied 8. Quite satisfied 9. Quite satisfied 10. Quite satisfied 11. Quite satisfied	1. Not that good 2. Pretty bad 3. Laptop & mobile phone 4. WA & zoom 5. Not that excited 6. It's hard to understand material that are given 7. It's not place bound which is nice 8. Material given are often vague 9. Synchronous, because it's easier
13	DA	1. Yes 2. No 3. 40 min 4. No 5. Yes 6. Written responses	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree	1. Teacher gives the material and gives the homework or do the material as soon as 2. Feel so bored, because we can not understand very well 3. Mobile phone

		7. No face to face interaction with teacher 8. Simultaneous answer 9. Immediate response	8. Agree 9. Agree 10. Agree 11. Agree	4. Google meet 5. Not so feel excited 6. Because I can not understand the material very well 7. We can easy to open our socialedia to get more information 8. The Error connection 9. Synchronous because it can make easy more to understand the online learning
14	RMAS	1. Yes 2. Yes 3. 30 min 4. No 5. Yes 6. All of the above 7. No simultaneous answer 8. Face to face interaction with teacher 9. Time bound & high bandwidth	1. Agree 2. Agree 3. Agree 4. Quite satisfied 5. Quite satisfied 6. Quite satisfied 7. Disagree 8. Agree 9. Agree 10. Quite satisfied 11. Agree	1. I say its ok. Material delivery is on point and easy to understand 2. I say ok-ish. Learn the material is fine but you need more understanding of the project 3. Laptop, computers & mobile phone 4. WA, zoom, google classroom & google meet 5. I would say 8/10 6. Low connection stability 7. The advantage that i found is you can learn use all the electronics while learning especially we are currently try to move from traditional learning process 8. I would say competing with my mates. 9. Asynchronus online because you dont need specific time to learn. You can learn anytime without time boundary
15	KN	1. Yes 2. Yes 3. 20 min 4. Yes 5. Yes 6. All of the above	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree	1. My lectures did best for us, and my university Providing a host for our study. 2. I enjoyed, but sometimes i felt boring. 3. Laptop & mobile phone

		7. All of the above 8. All of the above 9. All of the above	8. Agree 9. Agree 10. Agree 11. Agree	4. WA, zoom, google classroom & google meet 5. The application good, and easy to used. 6. My connection not support 7. I can help my parents at home. 8. I was sometimes overwhelmed when zoom was again and was conducting an oral test from my professors. 9. Synchronous online
16	UHH	1. Yes 2. Yes 3. 50 min 4. Yes 5. Yes 6. Allows time to reflect & Written responses 7. No face to face interaction with teacher 8. Face to face interaction with teacher, simultaneous answer & all of the above 9. Time bound, connectivity bound, high bandwidth & Immediate response	1. Agree 2. Agree 3. Disagree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Disagree 11. Agree	1. My university used some media for delivering leraning course, e-learning, google classroom, google meet, and zoom 2. During this pandemic is not fluent, so difficult to receive the material, and then my internet connection not always good. 3. Laptop & mobile phone 4. WA, zoom, google classroom, google meet & e-learning 5. I'm feel netral, because the it aplication is solution for our learning in this pandemic 6. Bad internet connection, high bandwith, and sometimes time for learning so pass. The last is the homework so many and the deadline so collide make me stressed 7. The advantage i can economize my the expenses for gas oil go to campus. 8. We must receive and understanding the material without more explanation from the lecture. 9. Asynchronous, because that

				is has more time for read or understanding the lesson during we learn
17	PM	1. Yes 2. Yes 3. 40 min 4. Yes 5. Yes 6. All of the above 7. All of the above 8. All of the above 9. Connectivity bound	1. Agree 2. Strongly agree 3. Quite satisfied 4. Quite satisfied 5. Agree 6. Agree 7. Agree 8. Quite satisfied 9. Quite satisfied 10. Agree 11. Agree	1. Pretty good so far. It's just not as effective as face to face. 2. It's quite satisfying. But it's still need to adapt to this online learning. 3. Mobile phone 4. Whatsapp 5. Quite satisfied. If I can rate 1-10. It's 7,5 6. Which makes me stressed because of the many obstacles that occur when online learning begins which affects the understanding of the material so that it is often difficult to make assignments. Apalagi dapet dosen yang cuek tros dihubungi susah, is udh lah 7. The advantages: 1. It is certain in terms of material ;2. Learn new things that are usually done face-to-face (all things related to the web, blog & internet); 3. Can learn while lying down, relax at home; 4. In terms of subject matter: some lecturers provide material that can be easily searched on the internet to anticipate any time there are problems with assignments. 8. So far I have not encountered any significant difficulties. only the signal is sometimes not good. 9. Asynchronous online learning because my experience learning online

				so far the only problem is the signal and not everyone (both lecturers and students) has good internet access.
18	FA	1. Yes 2. Yes 3. 20 min 4. Yes 5. Yes 6. Not time bound & Not place bound 7. All of the above 8. All of the above 9. Time bound & high bandwidth	1. Strongly agree 2. Agree 3. Strongly agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Strongly agree 9. Strongly agree 10. Strongly agree 11. Agree	1. Not conveyed well, because there is no feedback that most students need. 2. In my experience, not very good at this. because the needs of students are not met. 3. Laptop 4. Whatsapp 5. Make it easier to get information about assignments from related courses 6. Connection problems that are used when the lecture is running. it's so annoying 7. I think there are advantages. With this method, students are more daring to ask and respond to a statement or question that exists. 8. The difficulty is still about the internet network which is inadequate for learning 9. Which is easier and more convenient in my opinion is Synchronous online learning. because with a lecturer, students can get the response that students really need in learning
19	AO	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Not time bound 7. No face to face interaction with	1. Agree 2. Agree 3. Agree 4. Agree 5. Strongly agree 6. Strongly agree 7. Agree 8. Agree 9. Strongly	1. Asynchronous Learning 2. I feel bored sometimes because no interaction with people especially my lecture 3. Mobile phone 4. WA, zoom & google meet 5. Sometimes excited, sometimes not. I hate asynchronous Learning while speaking class.

		teacher 8. Face to face interaction with teacher 9. Time bound	agree 10. Strongly agree 11. Strongly agree	6. I am so hard to understand what the lecture means, what the material they teach. 7. Yes, I can do something important like clean my house, work part time in outside. 8. For me, I only feel difficult when there is a lecturer only give a task without give an explanation about the material. 9. Actually, Synchronous online learning is good because there is still interaction between students and lecturer
20	TY	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Other 7. All of the above 8. Face to face interaction with teacher & other 9. Connectivity bound, Immediate response & other	1. Agree 2. Agree 3. Strongly agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Disagree 9. Agree 10. Agree 11. Agree	1. My university delivered e language learning course during pandemic with used zoom meeting and some videos to make me practice and also voice not by WhatsApp. 2. It has quite good but I think more effective if we don't online. 3. Laptop & mobile phone 4. Whatsapp, zoom & google meet 5. The applications most often I used, make me study like ofline not online because there is interaction between lecture and students although have any obstacles in it. Like connetion of internet. 6. Bad connection and bad voice. 7. We can Explorer anything. 8. – 9. I don't know because I am not study synchronous in the univ but otodidak.

21	KS	1. Yes 2. Yes 3. 50 min 4. Yes 5. No 6. Not place bound 7. No face to face interaction with teacher 8. Face to face interaction with teacher 9. Time bound	1. Quite satisfied 2. Agree 3. Agree 4. Agree 5. Agree 6. Strongly agree 7. Strongly agree 8. Agree 9. Strongly agree 10. Agree 11. Agree	1. Through interactions that take place online from applications such as zoom and gmeet. There are even those who never interact directly, only from messages and giving materials. 2. Very dissatisfied, because I feel no more improve. However, the advantages are not place-bound. 3. Laptop & mobile phone 4. WA, zoom, google classroom, google meet & other 5. if it consists of points 1-5, I will give 4 points. 6. Lots of tasks and don't feel like my knowledge is increasing any more. 7. Not bound by place 8. There is not anything 9. Synchronous online learning
22	RD	1. No 2. No 3. 30 min 4. No 5. Yes 6. Not place bound 7. No simultaneous answer 8. Face to face interaction with teacher 9. Other	1. Strongly disagree 2. Strongly Agree 3. Strongly Agree 4. Disagree 5. Disagree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Disagree	1. Make a excercise about conversation 2. So bad 3. Mobile phone 4. Zoom 5. Very satisfied 6. When the bad signal 7. Maybe i should not go to college 8. Talk with others 9. Not both
23	HMB	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Allows	1. Strongly agree 2. Strongly agree 3. Agree 4. Strongly	1. During learning during this pandemic. The university really maximizes how well learning is done. Lecturers when carrying out teaching and learning activities

		time to reflect & Written responses 7. No face to face interaction with teacher 8. Face to face interaction with teacher & simultaneous answer 9. Time bound & connectivity bound	agree 5. Strongly agree 6. Strongly agree 7. Strongly agree 8. Agree 9. Agree 10. Agree 11. Strongly agree	always use media such as zoom for material explanations and also for presentations, and students can also use e-learning to download materials and collect assignments. 2. I feel the difference with face-to-face learning. But by using learning applications such as ZOOM, Google Meet, E-learning, Google Classroom, learning becomes better and more enjoyable. 3. Laptop & mobile phone 4. WA, zoom, google classroom & google meet 5. Because of the pandemic that hit us so we are required to learn from home, I am very satisfied while using the teaching and learning support application 6. When the network does not support. it makes me feel really bad 7. The advantage is that we can export a lot of knowledge such as journals when the teaching and learning process is in progress 8. The difficulty is that sometimes we don't really understand the material presented by the lecturer when zooming because time is limited 9. What is more convenient and easier in my opinion is synchronous online learning. Because when synchronous online learning

				is carried out, the lecturer will also definitely explain the material that has been given. We can also communicate directly with lecturers such as question and answer. so that it is easier for students to understand the learning given
24	VK	1. Yes 2. Yes 3. 20 min 4. Yes 5. – 6. Written responses 7. All of the above 8. All of the above 9. None of the above	1. Quite satisfied 2. Disagree 3. Agree 4. Agree 5. Agree 6. Quite satisfied 7. Quite satisfied 8. Quite satisfied 9. Agree 10. Disagree 11. Agree	1. By using applications needed such as WhatsApp, e-learning or zoom 2. Not really satisfied 3. Laptop & mobile phone 4. WA, zoom, google meet, & e-learning 5. Not really satisfied because of the internet issues 6. Out from the time management, interaction, and material delivered of course the internet issues very stressed 7. Yes, there is. Like you can study wherever you at, or, and on 8. I must extremely focus for what my lerturers said because we are in hurry of the time or the data consuming. Also we are sometimes stuck with the connection 9. Synchronous is more better i think, because there still an interaction between me and my lectures
25	NAI	1. Yes 2. Yes 3. 40 min 4. Yes 5. Yes 6. Allows time to reflect	1. Agree 2. Disagree 3. Disagree 4. Disagree 5. Quite satisfied 6. Agree 7. Agree	1. Synchronous section and asynchronous 2. Feel bored but a little bit happy 3. Mobile phone 4. WA, zoom & google meet 5. Just so so 6. Connection and hard to

		7. No face to face interaction with teacher 8. Face to face interaction with teacher 9. Connectivity bound	8. Agree 9. Agree 10. Agree 11. Quite satisfied	understand the material 7. Yes, there is. Student braver than do face to face learning 8. Connectivity 9. Both are same
26	WYM	1. Yes 2. Yes 3. 40 min 4. Yes 5. Yes 6. All of the above 7. No face to face interaction with teacher 8. Face to face interaction with teacher 9. Connectivity bound	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. Good enough 2. Quite efficient 3. Mobile phone 4. WA & zoom 5. Not excited 6. Chasing by deadlines makes me stressed 7. I have social anxiety, not meeting people in person makes it easier for me 8. No 9. Synchronous online is much more easy
27	EN	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. All of the above 7. No face to face interaction with teacher 8. Face to face interaction with teacher 9. Time bound	1. Agree 2. Agree 3. Disagree 4. Agree 5. Agree 6. Agree 7. Agree 8. Disagree 9. Agree 10. Agree 11. Agree	1. Good 2. In my opinion, it is difficult for me to accept the material given by the lecturer, because many lecturers give assignments without explaining first 3. Mobile phone 4. Zoom 5. 7.5/10 6. It's hard to understand the material, and sometimes the task deadline doesn't match the H day 7. Presentation is easier because you can read the material

				8. It's hard to understand the material 9. Synchronous online learning
28	NAS	1. Yes 2. Yes 3. 60 min 4. Yes 5. Yes 6. All of the above 7. All of the above 8. All of the above 9. All of the above	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Disagree 7. Disagree 8. Disagree 9. Agree 10. Disagree 11. Agree	1. With the synchronous Learning 2. I feel good, but sometimes when my connetion internet doesn't work it, I feel upset, because i can't joined with the class. 3. Mobile phone 4. WA, zoom, google classroom, google meet & e-mail 5. I think if I rate this for 1/10, I probably want to choose to rate 7 for this learning process during pandemic. 6. Connection internet really makes me stress. especially when we were in the class zoom meeting, sometimes I get a bad networking, so when my friends or my lecturer talking about the lesson, I don't know what they saying. 7. From this pandemic, I learn not only about class material, but also how to use or operate some applications that campus provides for me as a student. 8. Lose signal 9. Synchronous online learning because learning that is carried out in real time, namely where the learning carried out between teachers and students is both online and can carry out two-way communication directly providing feedback.

| 29 | K | 1. Yes
2. Yes
3. 50 min
4. Yes
5. Yes
6. All of the above
7. No face to face interaction with teacher
8. Face to face interaction with teacher
9. Time bound, connectivity bound & high bandwidth | 1. Quite satisfied
2. Agree
3. Strongly agree
4. Quite satisfied
5. Agree
6. Strongly agree
7. Strongly agree
8. Agree
9. Quite satisfied
10. Disagree
11. Quite satisfied | 1. My university has given the right to lecturers to carry out the learning process or deliver material using several methods and use several applications to access them, such as wa, zoom and or e-learning. So that we students can follow the lesson and can receive the material presented well.
2. This is not only experienced to me, but to all students who are carrying out their studies during this pandemic. They must have felt what I felt. Feeling tired of the learning process that spends a lot of time staring at the cellphone or computer screen, studying independently, and being haunted by many tasks. However, with this online learning there are also many positive things that can be obtained according to the person who lives it.
3. Laptop & mobile phone
4. WA, zoom, google classroom
5. Satisfaction must exist when using applications in the learning process. For example, if given an assignment by a lecturer using an application such as WhatsApp, we will get more time to submit assignments and we can search for more information with more time.
6. If given a lot of tasks with many formats and with a short time.
7. There are advantages that I |

				get while studying during this pandemic. I became more independent in learning, more effort, more efficient and reduce costs. 8. Network, especially if it rains or the power goes out. 9. I think asynchronous is easier to do because it doesn't take time, you can learn at any time. The information obtained can also be more. Even though the network is difficult, you can still learn too. However, we have to study hard and practice more to improve our English skills.
30	MPA	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. All of the above 7. All of the above 8. All of the above 9. All of the above	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Quite satisfied 8. Disagree 9. Agree 10. Quite satisfied 11. Agree	1. Using e-learning, google zoom and group chat 2. I actually prefer to do face-to-face learning. During online learning, there are often problems with the internet network, so there are some lessons that I don't really understand and have to search again from the internet. 3. Mobile phone 4. Zoom 5. I'm not really excited 6. Internet network problem 7. Better time management, online Classes Are Flexible & reduced costs 8. Requires self-discipline and time management skills, Diminished social interaction & Internet network problem 9. Synchronous online learning because there is a lecturer who can explain the material even with a limited time

| 31 | EA | 1. Yes
2. Yes
3. 20 min
4. Yes
5. Yes
6. All of the above
7. All of the above
8. All of the above
9. All of the above | 1. Agree
2. Agree
3. Agree
4. Quite satisfied
5. Agree
6. Agree
7. Quite satisfied
8. Agree
9. Agree
10. Agree
11. Agree | 1. Not satisfactory, because not all lecturers can use technology well and we also understand that, sometimes some of them just give us absences as a sign that we enter class and give assignments without any references that can be given to us, and some of them of them only provide references for us to study
2. Not that satisfied cuz i feel the lecturers not give the best for us
3. Laptop & mobile phone
4. Zoom
5. Not that satisfied sometimes we've got struggle cuz the internet acceses
6. I don't understand what the material is.
7. Depends on how the person catches it, for me i'm the type of person who slow to catches the materials.
8. The materials and to be honest the challenging for is just not about the material but how i be a good listener and understand when they talking with english not at all i don't understand when they talking just some of the words that i can't understand
9. For do them both is really great after the lecturers teach us than cuz of the time the lectures give us another preference like videos, or pdf but the videos and file need to get the to point thats way we can understand it very well. |
| 32 | MD | 1. Yes | 1. Agree | 1. My university provides e- |

		2. Yes 3. 40 min 4. Yes 5. Yes 6. Not place bound & Written responses 7. All of the above 8. Face to face interaction with teacher 9. Time bound & Connectivity bound	2. Agree 3. Disagree 4. Agree 5. Agree 6. Agree 7. Disagree 8. Disagree 9. Agree 10. Agree 11. Agree	language learning courses during the pandemic using e-learning, and sometimes lecturers also use the zoom application. 2. In my opinion, when learning e-languages during this pandemic is less effective and is done online, sometimes when learning online there are obstacles such as poor network connections. 3. Mobile phone 4. WA & zoom 5. Very excited, because the material explained by the lecturer is clearer. 6. I am not feel excited because sometimes when the learning process takes place my internet connection is bad, so I cannot fully understand the material given by the lecturer. 7. The advantage is that it can be done anywhere, learning time is more relaxed. 8. The difficulty I found during e-language learning was that I could not clearly listen to the material given by the lecturer or fully understand the material being explained, because sometimes my internet connection did not support or vice versa the lecturer's internet connection did not support it. 9. I choose synchronous online learning, because face to face with lecture, free question and answer with the lecturer, and when using

				zoom the material explained affects the assignment given.
33	FAS	1. Yes 2. Yes 3. 60 min 4. No 5. Yes 6. Allows time to reflect 7. None of the above 8. Simultaneous answer 9. Immediate response	1. Agree 2. Agree 3. Strongly agree 4. Agree 5. Agree 6. Agree 7. Quite satisfied 8. Agree 9. Strongly agree 10. Agree 11. Agree	1. Not bad 2. – 3. Laptop & mobile phone 4. Zoom & google classroom 5. – 6. *Jaringan lemot* 7. – 8. – 9. –
34	PM	1. Yes 2. Yes 3. 40 min 4. Yes 5. Yes 6. All of the above 7. All of the above 8. All of the above 9. Connectivity bound	1. Agree 2. Strongly agree 3. Quite satisfied 4. Quite satisfied 5. Agree 6. Agree 7. Agree 8. Quite satisfied 9. Quite satisfied 10. Agree 11. Agree	1. Pretty good so far. It's just not as effective as face to face. 2. It's quite satisfying. But it's still need to adapt to this online learning. 3. Mobile phone 4. WA 5. Quite satisfied. If I can rate 1-10. It's 7,5 6. Which makes me stressed because of the many obstacles that occur when online learning begins which affects the understanding of the material so that it is often difficult to make assignments. Apalagi dapet dosen yang cuek tros dihubungi susah, is udh lah 7. The advantages: 1. It is certain in terms of material 2. Learn new things that are usually done face-to-face (all things related to the web, blog & internet) 3. Can learn while lying down,

				relax at home 4. In terms of subject matter: some lecturers provide material that can be easily searched on the internet to anticipate any time there are problems with assignments. 8. So far I have not encountered any significant difficulties. only the signal is sometimes not good. 9. Asynchronous online learning because my experience learning online so far the only problem is the signal and not everyone (both lecturers and students) has good internet access.
35	FE	1. Yes 2. Yes 3. 20 min 4. Yes 5. Yes 6. All of the above 7. All of the above 8. None of the above 9. All of the above	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. Maybe at university I use both because usually after explaining the material via zoom or google meet then next to do the task it will be done via e learning or can be sent via e mail 2. I feel less than optimal and dissatisfied because online learning has many obstacles, especially on unstable networks so that sometimes many students miss online absences because the network is too bad 3. Laptop & mobile phone 4. WA, zoom & google meet 5. As I said before I am not satisfied with online learning like this because access will be limited by the connection capabilities we have 6. Maybe with the bad connection, it will bother us especially in terms of learning

				7. Maybe only the bad connection that i have 8. I personally think that what makes ma challenges is when we don't understand the material explained through zoom. because sometimes while explaining, the network suddenly disappears, so we automatically miss the explanation 9. Synchronous, because according to me more scheduled and we can adjust our schedule too
36	RYI	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Not time bound, not place bound & allows time to reflect 7. No face to face interaction with teacher, no simultaneous answer & all of the above 8. Face to face interaction with teacher, simultaneous answer & all of the above 9. None of the above	1. Strongly agree 2. Strongly agree 3. Agree 4. Agree 5. Agree 6. Disagree 7. Agree 8. Disagree 9. Strongly agree 10. Quite satisfied 11. Agree	1. Some lecturers convey the material well and are responsible for giving assignments. however, there are also some lecturers who only give assignments without explaining the assignments and even they only give assignments without explaining the material. 2. I feel bored and uninspired. firstly because of an ineffective place to study, secondly a bad signal and thirdly because there are several lecturers who do not fulfill their obligations as lecturers, they only ask to fill out the attendance list without attending and explaining the material 3. Laptop & mobile phone 4. WA, zoom, google classroom & google meet 5. I never felt it 6. Bad internet connection 7. I can attend my classes while working and I can save my money for public

				transportation 8. Sometimes I find it difficult to understand the material given by the lecturer and we have limited time to do zoom meetings 9. Synchronous online learning. Because I can interact directly with the lecturer if there is something I don't think I understand
37	FE	1. No 2. No 3. 30 min 4. No 5. No 6. All of the above 7. All of the above 8. All of the above 9. All of the above	1. Agree 2. Agree 3. Agree 4. Agree 5. Quite satisfied 6. Quite satisfied 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. Use zoom or google meet 2. I feel bored 3. Laptop & mobile phone 4. Zoom 5. I can understand the material 6. I can't understand the material 7. I can understand when i use technology and other 8. When i give my task, my signal sometimes bad. It's difficult to me. 9. I don't know.
38	NA	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Not place bound & all of the above 7. All of the above 8. Face to face interaction with teacher & all of the above 9. All of the above	1. Agree 2. Agree 3. Disagree 4. Disagree 5. Agree 6. Disagree 7. Disagree 8. Disagree 9. Agree 10. Quite satisfied 11. Quite satisfied	1. less attractive but the foam is said to be quite good but not really 2. really bad 3. Mobile phone 4. WA, zoom & google meet 5. WA & zoom 6. Many assignment 7. Not yet 8. Not yet 9. Synchronous
39	RPN	1. Yes	1. Strongly	1. We use zoom and gmeet

		2. Yes 3. 60 min 4. No 5. Yes 6. Allows time to reflect 7. No face to face interaction with teacher & no simultaneous answer 8. Face to face interaction with teacher 9. Time bound	agree 2. Strongly agree 3. Agree 4. Strongly agree 5. Strongly agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Disagree	2. Not interesting because many problem from our network 3. Laptop & mobile phone 4. WA, zoom & google meet 5. Nothing special 6. Our lecturer give us many task and part of lecturer not explain the materials it makes emotion 7. From the experience maybe we can knows which friend to a workteam 8. The biggest challanges is understand the materials by ourself. 9. Imo Synchronous because we study face to face and there is interaction between lecturer and student.
40	NC	1. Yes 2. Yes 3. – 4. Yes 5. Yes 6. Not time bound 7. No face to face interaction with teacher 8. Face to face interaction with teacher 9. Time bound	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. My university provides learning courses with synchronous and asynchronous learning methods 2. According to me online learning is more calm, more relaxed, it can be done at home and more focused on doing tasks 3. Mobile phone 4. WA, zoom, Google classroom 5. Quite satisfying and easier to learn 6. I think it's a network problem 7. Learning is more relaxed, more time saving Because more time is spent in face-to-face lectures than online lectures, due to changing hours between courses and other courses, sometimes there are long pauses, thus requiring you to wait on

				campus. With a more efficient time so it can be taken by working 8. The difficult challenge is synchronous online learning when the lecturer asks students to practice teaching via zoom, because sometimes network problems become 9. In my opinion the easier is asynchronous online learning because it is more flexible in time
41	AMS	1. No 2. No 3. 30 min 4. Yes 5. Yes 6. Not place bound 7. No face to face interaction with teacher 8. None of the above 9. All of the above	1. Agree 2. Strongly agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Quite satisfied 10. Quite satisfied 11. Agree	1. It was less fun and I found it difficult to interact more closely with others 2. Sometimes, I don't understand the meaning of some of the professors. Therefore, the lack of direct interaction and the discussions during the pandemic is sufficient for me. 3. Mobile phone 4. Zoom 5. I'm just good enough when I use it 6. I feel not excited when i've getting the bad internet network 7. Yes, because by accessing social media or other Internet I know some of the other sciences in English 8. Sometimes I don't understand what the professor means or understands. So I would ask my friend again about the subject matter 9. I think both are easy but surely some of the people have their strengths and weaknesses, so maybe I

				prefer the both of it
42	ZPN	1. Yes 2. Yes 3. 60 min 4. Yes 5. Yes 6. Not place bound, allows time to reflect & other 7. No face to face interaction with teacher & no simultaneous answer 8. Simultaneous answer & none of the above 9. Time bound, connectivity bound & Immediate response	1. Agree 2. Agree 3. Strongly agree 4. Strongly agree 5. Strongly agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. By providing material directions that are simple and easy to learn. 2. I feel very bad, because I can't interact, talk to lecturers and friends directly to be more flexible. 3. Mobile phone. 4. Whatsapp, zoom, google classroom & google meet 5. I am satisfied if the signal is smooth, and I am very upset if the signal is lost. 6. Circumstance, conditions, atmosphere that is constantly constrained and restricted makes it difficult for me to move and distance from people. 7. Maybe the value is helped a little by the lecturer, because the lecturer understands the conditions for online learning. 8. Lack of vocabulary, lack of explanation/references, poor signal that misses information due to lost connections. 9. Synchronous, why is that because the learning will be directed towards its goal so that it is more disciplined and gets the right answer from the lecturer.
43	SP	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Not time bound, not place bound & allows time to	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Disagree	1. The university delivering good courses in e-language learning during this pandemic. 2. In my experience, learning a language is more interesting than this but with conditions like this it is quite good in my opinion. I enjoyed the moment

		reflect 7. No face to face interaction with teacher 8. Face to face interaction with teacher & simultaneous answer 9. Time bound & connectivity bound	11. Agree	3. Mobile phone 4. WA, zoom & google meet 5. Quite satisfied 6. Nothing 7. I don't think so 8. No significant difficulties 9. Synchronous online learning of course. Because when you learn the material it directly reaches you.But sometimes you need asynchronous online learning to add new insights and enthusiasm to learn to discover new things.
44	EN	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Allows time to reflect 7. No face to face interaction with teacher 8. Face to face interaction with teacher 9. Connectivity bound	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Strongly agree 8. Disagree 9. Strongly agree 10. Disagree 11. Agree	1. Via zoom and e-learning 2. I'm having trouble because it's easier if i learn face to face 3. Mobile phone 4. Zoom & e-learning 5. I feel satisfied when using e-learning because i can open learning material anytime and anywhere 6. Bad network 7. I can open the material anytime and anywhere 8. Sometimes i have a hard time understanding the material 9. Synchronous online learning because i can ask the question with my lecture and we have comunication each other
45	SNP	1. Yes 2. Yes 3. 40 min 4. Yes 5. Yes 6. All of the above 7. All of the above	1. Strongly agree 2. Agree 3. Quite satisfied 4. Agree 5. Strongly agree 6. Agree	1. I think The pandemic comes a surprise to lecturer who find their way of teaching or general operations disrupted by the new way of learning. For lecturers who are not accustomed and trained to creating and delivering teaching materials for

		8. All of the above	7. Agree	online platform, this may be a significant challenge.
		9. Time bound	8. Agree	2. Actually, I don't like e-language learning course bcs I can not improve my english skill without face to face interaction in real life. I know that in online class, we still do that interaction with our lecturer but it's not worth it enough bcs sometimes we have many advantages like bad connection or not clearly understand the material.
			9. Strongly agree	
			10. Disagree	
			11. Agree	
				3. Laptop
				4. Zoom
				5. I rate it 9/10 because with zoom, we can have conversation and face to face interaction with our lecturer that can make our english improve a lot.
				6. Bad connection is really makes me stress while e languange learning during this pandemic.
				7. Yes of course. There must be advantages that I found while e language learning, I feel like more confindent when I speak english in zoom class because I imagine that my friends are not there. And during this pandemic, I have a lot of time to improve my english.
				8. I always forget to submit my absen in e learning although I have joined the zoom class. It still count absen.
				9. I think synchronous online learning is easier for me because we can have face to face interactions to ask what

				we don't understand yet so the lecturer will explain about it.
46	RAF	1. Yes 2. Yes 3. 30 min 4. Yes 5. No 6. Allows time to reflect 7. No face to face interaction with teacher & no simultaneous answer 8. Face to face interaction with teacher 9. Connectivity bound	1. Disagree 2. Agree 3. Agree 4. Agree 5. Strongly agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Disagree 11. Agree	1. Some lecturers apply synchronous learning and some are asynchronous learning. 2. The worst thing when learning online is bad internet. making it difficult to understand the material given online. 3. Laptop & mobile phone 4. WA, zoom, google meet & google classroom 5. If the internet is not having problems I will feel happy to learn online. 6. Bad network 7. Yes, the advantage when studying online during a pandemic can be done anywhere just by using a mobile phone and also being able to learn more about the material given because you have a lot of time. 8. Bad network that makes me unfocused and not listening well. 9. I think it's easier to synchronous learning because it's on time so that I can divide my time well.
47	YNS	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Written responses 7. No face to face interaction with	1. Agree 2. Agree 3. Disagree 4. Disagree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. During this pandemic our university delivering e-language learning course with zoom application or sometimes using whatapp group and e-learning from our university 2. I feel so bored. Because we only study it from home the material sent by the lecturer while we don't necessarily

		8. Face to face interaction with teacher 9. Connectivity bound		understand the material we are studying. So I think more effective if face to face to our lecturer. 3. Mobile phone 4. Zoom 5. No, I don't feel excited during using the application of learning process 6. Because during this pandemic we can't face to face to our lecturer in the university, and also because don't understand the material given by the lecturer through online classes 7. I think there's no advantage 8. During the process the difficult I find like, it is more difficult to understand the material given even though it has been explained, it is difficult to find existing material through other media. 9. Synchronous online. Because it makes us more easy to understand even sometimes we don't understand about the material. But make it easy than asynchronous online I think.
48	MDF	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Not time bound 7. No simultaneous answer 8. Face to face interaction	1. Disagree 2. Strongly agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Quite satisfied 9. Disagree 10. Disagree	1. Given our material gifts have been great, but...dut to a lack of good signal problems... the delivery of matter lacks the understanding of the whole. 2. I felt at ease in receiving the material presented, but within a short period of time, the material could not be fully delivered. 3. Mobile phone

			11. Agree	4. Zoom
		with teacher 9. Time bound		5. Does not interfere with other activities or activities. I could use a vacation. 6. Signal disruptions as well as limited time in material delivery. 7. Yes, We're not rushing into class, not tired of going back and forth to college. 8. Internet access difficulties and less Internet quotas. 9. Asynchrounous, because reduced loads on campus, more free time and less fatigue to go to college.. It's easy to do assignments from professors.
49	RR	1. Yes 2. Yes 3. 40 min 4. Yes 5. Yes 6. Not time bound, not place bound, allows time to reflect & written responses 7. No face to face interaction with teacher & no simultaneo us answer 8. Face to face interaction with teacher & simultaneo us answer 9. Time	1. Quite satisfied 2. Strongly agree 3. Agree 4. Quite satisfied 5. Agree 6. Agree 7. Quite satisfied 8. Quite satisfied 9. Agree 10. Agree 11. Agree	1. My university still provides the best language learning course during this pandemic. Such as using e-learning as a medium, and continuing to use the zoom application to present material and interact with the students. Even we can still ask things we don't understand via whatsapp. 2. Does not reduce my enthusiasm for learning. Because the teaching and learning process can still be done well. 3. Mobile phone 4. WA, zoom, google meet & google classroom 5. I am very satisfied using social platforms to carry out the learning process as long as there are no problems such as bad networks. 6. I feel stressed when studying online if there are network problems due to bad weather.

		bound, connectivity bound, high bandwidth, & immediate response		7. The advantage when learning online is that we feel the learning process is carried out more relaxed than face to face. And also all activities carried out in the learning process are stored on the cellphone so that we can repeat them any time. 8. There is not any. It's just a little difficult to buy an internet kuota because of economic difficulties during a pandemic like this. 9. Synchronous online learning because there is feedback that occurs between lecturers and students
50	AM	1. Yes 2. Yes 3. 60 min 4. Yes 5. No 6. Allows time to reflect & written responses 7. All of the above 8. All of the above 9. All of the above	1. Agree 2. Agree 3. Disagree 4. Agree 5. Strongly agree 6. Agree 7. Strongly agree 8. Strongly agree 9. Agree 10. Quite satisfied 11. Agree	1. With zoom and google meet 2. I'm not feel satisfied and not much understanding with the material that deliver by lecturer 3. Mobile phone 4. Zoom 5. Not need to meet face to face if there is easly way for learning process 6. The bad connection 7. The advantages i found is more efficient time 8. The challenge is understanding the material when e-language learning 9. Synchronous because we can easly for ask to lecturer and get clear answer.
51	NP	1. Yes 2. Yes 3. 30 min 4. Yes 5. No 6. All of the above	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree	1. By making E-learning so that learning can take place easily between lecturers and students 2. My feelings when learning e-languages during this pandemic, I am not happy

		7. All of the above 8. None of the above 9. All of the above	8. Agree 9. Agree 10. Agree 11. Agree	and not focused when learning online because I find it difficult to understand what is being taught only through learning modules and learning videos without adding an explanation from the teacher who teaches. 3. Laptop 4. Other 5. I am not satisfied because I do not really understand what is being taught through learning applications because usually teachers give more assignments and some teachers do not provide explanations about the material being explained. 6. The assignments from the lecturers are piling up 7. I didn't really feel the benefits because it was taught online and sometimes the lecturers also only gave assignments so I didn't find the benefits of the online lessons. 8. Lack of explanation of the material given by the lecturer 9. Synchronous online learning because it can interact directly with teachers and other students
52	SA	1. Yes 2. Yes 3. 40 min 4. Yes 5. Yes 6. All of the above 7. None of the above	1. Agree 2. Agree 3. Agree 4. Agree 5. Strongly agree 6. Disagree 7. Quite satisfied	1. Good 2. Not bad 3. Mobile phone 4. Zoom 5. Satisfied 6. Sometimes bad connection 7. Just little advantages 8. Sometimes don't understand material

		8. All of the above 9. All of the above	8. Disagree 9. Agree 10. Agree 11. Agree	9. Synchronous because more easy and good can face to face with lecturer
53	FR	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Written responses 7. No face to face interaction with teacher 8. Face to face interaction with teacher 9. Connectivity bound	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. My lecturer delivered the material clearly 2. I fell unsatisfied 3. Laptop 4. WA & zoom 5. My feeling is fifty fifty 6. Sometimes, My network connection 7. Yes, it is. It makes me more be active 8. About the network connection 9. According to me, synchronous online learning
54	RN	1. Yes 2. No 3. 30 min 4. Yes 5. No 6. All of the above 7. All of the above 8. Face to face interaction with teacher 9. Time bound	1. Disagree 2. Agree 3. Quite satisfied 4. Strongly agree 5. Agree 6. Disagree 7. Agree 8. Agree 9. Agree 10. Quite satisfied 11. Agree	1. Universities provide e-learning learning during this pandemic, students must learn and receive learning through zoom, google meet, google classroom. So in the time of covid-19 at home. 2. According to my experience during this pandemic learning is very complicated because the network is sometimes not connected, if students want to communicate with lecturers via zoom and when sending assignments. 3. Laptop 4. Zoom 5. If I feel happy when using the application in the learning process, I will be satisfied with the results of my assignments given by

				the lecturer and there are no delays in sending assignments. 6. I will be stressed when learning e-language during this pandemic, if the assignments from the daedline lecturer are sometimes too fast. 7. The advantage I get when learning e-languages during this pandemic is that the lessons or discussions given by the lecturers are not too hasty in discussing learning materials, so all students can understand the learning easily. 8. The difficulty that I found during e-language learning during this pandemic was when the network zoom was sometimes not good, when sending assignments via e-learning, google classroom, or e-mail it was very difficult if the network was not in good condition. 9. I think which is easier for me; Synchronous online learning because it can be understood and understood.
55	SRH	1. Yes 2. Yes 3. 20 min 4. No 5. Yes 6. Not place bound 7. No face to face interaction with teacher 8. Simultaneous answer	1. Disagree 2. Disagree 3. Disagree 4. Disagree 5. Disagree 6. Agree 7. Agree 8. Strongly disagree 9. Disagree 10. Strongly disagree 11. Strongly disagree	1. Online learning 2. I dont get everything 3. laptop & mobile phone 4. WA, zoom & google meet 5. Online course 6. No face to face 7. No more learning 8. Internet connection 9. Is it important

		9. Connectivity bound		
56	MRP	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Not time bound & not place bound 7. No face to face interaction with teacher & no simultaneous answer 8. Face to face interaction with teacher & simultaneous answer 9. Time bound & connectivity bound	1. Agree 2. Strongly agree 3. Strongly agree 4. Agree 5. Agree 6. Strongly agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. University Muhammadiyah of North Sumatra launched the idea of "Global Network at Home," as part of the campus internationalization program in response to the Covid-19 pandemic. 2. I feel excited because in E-language learning it not depends time and place, the location it can be in home or caffe and the time or duration, sometimes it finished before the next subject will be study 3. Mobile phone 4. WA, zoom & google meet 5. I am satisfied because the application used for the learning process is easy to use 6. Sometimes lags when used, especially when it suddenly rains, the video stops (sometimes the network indicator turns red) 7. It can be accessed easily because learning activities can be done anywhere, anytime using a smartphone, then the study time is flexible, learning can be done anytime without being tied to study hours. Then have a broader insight, because we can find the source of the problem being discussed from an internet browser such as Google, it's different if face-to-face the source that is often used is books 8. Network connection, even if there is an internet package

				but if it is not stable then there will be lag, more terrible if my the network pointer changes to a red cross, this once happened when it rained at my house 9. Synchronous online, Where when you don't know what the lecturer's words mean you can ask him/her and sometimes time than usual during face-to-face learning on campus
57	SHM	1. No 2. No 3. 30 min 4. No 5. Yes 6. All of the above 7. No face to face interaction with teacher 8. All of the above 9. Connectivity bound & immediate response	1. Strongly disagree 2. Strongly agree 3. Strongly disagree 4. Strongly agree 5. Strongly agree 6. Strongly agree 7. Strongly agree 8. Strongly agree 9. Strongly agree 10. Strongly agree 11. Strongly agree	1. With wa group, zoom meeting 2. I feel a little uncomfortable to study 3. Laptop & mobile phone 4. WA, zoom & google meet 5. Satisfied because it's not so complicated 6. Stress because I feel I don't get enough knowledge from the lecturer 7. Nope 8. Communication between students and lecturers 9. Synchronous online learning Because it's more of a learning atmosphere
58	AS	1. Yes 2. Yes 3. 40 min 4. Yes 5. Yes 6. All of the above 7. No face to face interaction with	1. Agree 2. Strongly disagree 3. Disagree 4. Agree 5. Agree 6. Agree 7. Agree 8. Disagree 9. Agree 10. Disagree	1. In my university, lecture delivering the material during online learning with social platforms such as Whatsapp, Zoom, Google Meet and also on E-learning 2. I am satisfied with the way of some lecture delivering the material with social platform and also free e-learning website provided

			11. Strongly agree	by university to facilitate online learning for students and lectures
		8. Face to face interaction with teacher 9. All of the above		3. Laptop & mobile phone 4. WA & zoom 5. I am satisfied with the easiness while using it 6. Sometimes I did not get understand the material. Because, it is hard to understand if not explained with face to face by lecture and it quite make me stress while doing some assignments 7. Yes, there are some advantages in online learning such as online learning can be done in anywhere with mobile phone or laptop. So, students don't need to go to university. Also, in online learning I have learned new thing, learn to use social platform in online learning such as Zoom and E-learning that I never use before. 8. The difficulty I find during online learning is sometimes I can't deal with the network. Which is, we need strong network to access the application and e learning website. 9. I think Synchronous online learning is easier for me. Because, in synchronous online learning there is lecture to delivering the material and the material will be easier to understand
59	RTA	1. Yes 2. Yes 3. 30 min	1. Agree 2. Agree 3. Agree	1. This study highlights the challenges and factors influencing the acceptance,

		4. Yes 5. Yes 6. Allows time to reflect 7. No face to face interaction with teacher 8. Face to face interaction with teacher 9. All of the above	4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	and use of e-learning as a tool for teaching within higher education. Thus, it will help to develop a strategic plan for the successful implementation of e-learning and view technology as a positive step towards evolution and change 2. I feel enjoyed and happy with learning e-language during this pandemic 3. Mobile phone 4. Zoom 5. I'm so excited with that apps and i enjoyed 6. I'm so excited 7. The advantage is that we are facilitated by the existence of applications that support these courses so that we can learn easily 8. The difficulty I face is the difficulty of the network in my area 9. Synchronous online learning
60	MOL	1. Yes 2. Yes 3. 30 min 4. Yes 5. No 6. None of the above 7. No face to face interaction with teacher 8. None of the above 9. Connectivity bound	1. Disagree 2. Disagree 3. Disagree 4. Disagree 5. Disagree 6. Disagree 7. Disagree 8. Disagree 9. Disagree 10. Disagree 11. Disagree	1. Yes 2. It's not good i think ,because it's not effective in learning 3. Mobile phone 4. Zoom 5. No, but it's must continue, 6. Connection 7. So, many have time to my family 8. So many problems, 9. The both same
61	SP	1. No 2. No	1. Disagree 2. Disagree	1. With zoom meeting 2. So boring

		3. 30 min 4. No 5. No 6. Not place bound 7. No face to face interaction with teacher 8. Simultaneous answer 9. Time bound	3. Disagree 4. Disagree 5. Disagree 6. Disagree 7. Disagree 8. Disagree 9. Disagree 10. Disagree 11. Disagree	3. Mobile phone 4. Zoom 5. I always attend every class 6. Sleeping 7. I think no because the material not deliver efficient 8. Signal 9. I don't know
62	AZ	1. No 2. No 3. 60 min 4. Yes 5. Yes 6. Not time bound & not place bound 7. None of the above 8. None of the above 9. Time bound	1. Agree 2. Agree 3. Strongly agree 4. Agree 5. Agree 6. Strongly agree 7. Strongly disagree 8. Strongly agree 9. Agree 10. Agree 11. Agree	1. During the pandemic, learning at cake university uses synchronous learning 2. In my experience, I feel more comfortable because I am not tied to a place which means I can take classes anywhere. 3. Laptop & mobile phone 4. WA, zoom & google classroom 5. I'm not so excited because there are many obstacles during the online learning process through the application 6. Network constraints, inadequate devices to install some learning applications so that they often get errors, and require sufficient data quota to be able to take part in online learning 7. Not bound by place so learning can be done anywhere 8. Unstable network that sometimes lags behind some of the lessons that have been discussed 9. In my opinion, Asynchronous online learning is easier because it

				is not bound by place and time and the material has been provided.
63	RP	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Not time bound 7. No face to face interaction with teacher 8. Simultaneous answer 9. Time bound	1. Strongly disagree 2. Agree 3. Strongly disagree 4. Strongly disagree 5. Disagree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. To give online through WhatsApp, google classroom 2. Not to understand learning 3. Mobile phone 4. Google classroom 5. Not understand satisfied 6. Stress in the not understand learning 7. Afforddable coast 8. No network 9. Synchronous online learning because to easy to understand learning
64	TA	1. No 2. No 3. 20 min 4. No 5. No 6. Written responses 7. No face to face interaction with teacher 8. Simultaneous answer 9. Time bound	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Agree 10. Agree 11. Agree	1. Online 2. Good 3. Mobile phone 4. WA, zoom, google meet, & google classroom 5. Not really 6. So many homeworks 7. No 8. Internet connection 9. Both
65	DP	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Not time bound 7. No face to face interaction with teacher &	1. Disagree 2. Disagree 3. Agree 4. Agree 5. Disagree 6. Agree 7. Agree 8. Disagree 9. Disagree 10. Agree 11. Disagree	1. Used elearning, google classroom as online learning 2. I thing online learning make me confused and im not comfort for them 3. Mobile phone 4. Zoom & google classroom 5. No I'm not 6. Not only the material which is hard to understand but the signal is sometimes unstable 7. Flexible

		no simultaneous answer 8. Simultaneous answer 9. Time bound		8. No signal in my house 9. Asynchronous
66	PRSH	1. Yes 2. Yes 3. 20 min 4. Yes 5. Yes 6. Not time bound 7. No face to face interaction with teacher 8. Simultaneous answer 9. Time bound	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Disagree 7. Agree 8. Agree 9. Agree 10. Disagree 11. Agree	1. During pandemic my university do online learning 2. Not so bad 3. Laptop & mobile phone 4. WA, zoom & google classroom 5. I think when im using online learning it's make me having time to do everything at home 6. No, I'm don't 7. Its flexible and saving time 8. Maybe sometime signal in my village not good 9. Synchronous
67	IM	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. Not time bound 7. No face to face interaction with teacher 8. Simultaneous answer 9. Time bound & connectivity bound	1. Disagree 2. Disagree 3. Agree 4. Agree 5. Agree 6. Agree 7. Agree 8. Agree 9. Disagree 10. Agree 11. Agree	1. Online learning 2. I felt bad 3. Laptop & mobile phone 4. WA, zoom & google classroom 5. First time i feel comfort, but long time i feel bored and i think thats not work for me 6. Im not understand with the material because the lecturer explaine a lilttle bit only the material 7. Flexible 8. Meeting time is limited and the signal greatly affect 9. Asynchronous
68	NP	1. Yes 2. Yes 3. 20 min 4. Yes 5. No 6. Allows	1. Agree 2. Agree 3. Agree 4. Agree 5. Agree 6. Agree	1. The university delivering language learning discourse by giving a material related to the language use, sometimes the lecturer give a question just to make sure

| | | time to reflect
7. All of the above
8. All of the above
9. All of the above | 7. Agree
8. Agree
9. Agree
10. Disagree
11. Agree | the students understand about the material and trying to speak.
2. This is a modern method of learning. Actually a lot of us need to use a technology in learning process. This is make us will be good by following a modern technology. In other side, a bad quality of signal makes a difficulty in learning process during pandemic by using technology.
3. Laptop & mobile phone
4. WA & zoom
5. For those app, it easy to use. Whatsapp as an app that give us place to deliver our opinion when learning process. Then zoom, make us interaction with teacher is easier because we can see the lecturer while delivering daterial.
6. A signal and a lot of material make us stress while e - language learning. The conversation also it's hard to do.
7. There is an advantages while e-language learning this pandemic. Some students feel brave and confident to express their opinion, because there is not face to face with the lecturer. The learning process more flexible.
8. The difficult one during e-language learning is about the material delivering. Sometimes a lecturer to fast to deliver the material. And we as a students sometimes hard to understand about the |

				material.
				9. Synchronous online learning is easier for me. Because it makes me dicipline with the study.
69	WN	1. Yes 2. Yes 3. 60 min 4. Yes 5. Yes 6. Other 7. No face to face interaction with teacher 8. Face to face interaction with teacher 9. Other	1. Agree 2. Agree 3. Agree 4. Agree 5. Disagree 6. Agree 7. Agree 8. Agree 9. Agree 10. Disagree 11. Agree	1. Good 2. I feel bored and there's still a lot of material that I don't understand 3. Mobile phone 4. Google classroom 5. No i'm not 6. Bad signal 7. Can learn anywhere and become more aware that there are many applications that can be used for online learning 8. Have to understand the material by myaself and do assignments that sometimes the lecturer has not explained first 9. Asynchronous
70	IM	1. Yes 2. Yes 3. 30 min 4. Yes 5. Yes 6. All of the above 7. No face to face interaction with teacher 8. Face to face interaction with teacher 9. All of the above	1. Strongly agree 2. Strongly agree 3. Agree 4. Strongly agree 5. Strongly agree 6. Disagree 7. Disagree 8. Agree 9. Strongly agree 10. Disagree 11. Strongly agree	1. My university delivering the material during pandemic using e-learning, zoom and WhatsApp 2. I think this is difficult because of the distance between lectures and students. So that students cannot be so free to express their opinion do to time and network. 3. Laptop & mobile phone 4. WA, zoom & google meet 5. I feel happy and quite satisfied if my network is good so that the material delivered by the lectures can be heard clearly. 6. My network because learning during a pandemic we really need a good network

				7. Save time and money in learning
				8. The difficulty is that it is difficult to understand the material being taught. Moreover, grammar lessons are very difficult to understand.
				9. Synchronous online learning because we can listen to the explanation given by the lecturer for 30 minutes. and we can ask questions when we do not understand the material being taught.

Appendix 2 Lesson Plan

1. Fakultas/Program Studi : FKIP/Pendidikan Bahasa Inggris

2. Mata Kuliah & Kode :Intermediate Structure   Kode ENG

   219

3. SKS :Teori :1SKS Praktik   : 1 SKS

4. Waktu :Sem:5   Waktu :_____

5. Kompetensi Dasar : Have knowledge of nouns according to

   their

                                    kinds

6. Indikator Ketercapaian :-Ableto identify proper nouns

                                    - Able to identify common nouns

- Able to use proper nouns insentences

- Ableto use common nouns insentences

7. Materi Pokok/Penggalan Materi   :Nouns according to their kinds

8. Kegiatan Perkuliahan   :

Komponen Langkah	Uraian Kegiatan	Estimasi Waktu	Metode	Media	Sumber Bahan/ Referensi
PENDAHULUAN	The lecturer provides the students a text with proper and common nouns init. S/he asks the students to spot their differences.	15 Minutes	Lecturing and question and answer discussion.	A text	Newspaper

PENYAJIAN (INTI)	The lecturer explains the differences of proper andcommon nouns; how they are written and used in sentences. The lecturer also gives some exercises related to proper and common nouns.	65 Minutes	Lecturing and whole class discussion		Forlini,Gary,etal.1987.Grammar and Composition.Englewood Cliffs, New Jersey:Prentice-Hall, ssss Inc.
PENUTUP	The lecturer and students summarize the materials.	15 Minutes			
TINDAK LANJUT	The lecturer assigns the students homework related to the topic.	5 Minutes			

  9. Evaluasi   : Oral and written

1. Fakultas/Program Studi   : FKIP/Pendidikan Bahasa Inggris

2. Mata Kuliah & Kode   :Intermediate Structure   Kode

   :ENG219

3. SKS   :Teori :1SKS Praktik   :1 SKS

4. Waktu   :Sem:5   Waktu :2x100 minutes

5. Kompetensi Dasar   : Have knowledge of nouns according to

   their

   Grammatical distinction

6. Indikator Ketercapaian   :-Able to identify countable nouns

   - Able to identify uncountable nouns

   - Able to use countable noun

     sinsentences

   - Able to use uncountable nouns

     insentences

7. Materi Pokok/Penggalan Materi : Nouns according to their grammatical

   distinction.

8. Kegiatan Perkuliahan   :

Komponen Langkah	Uraian Kegiatan	Estimasi Waktu	Metode	Media	Sumber Bahan/ Referensi
PENDAHULUAN	The lecturer gives the students various nouns. She/he asks the students to classify them.	2 x 15 minutes	Lecturing		

PENYAJIAN(INTI)	The lecturer explains the differences of countable and uncountable nouns; how they are used insentences and some exceptions may occur. The lecturer also gives some exercises related to countable and uncountable nouns.	2 x 65 minutes	Lecturing and whole classdiscussion		Azar,Betty Schrampfer.1985. *Fundamentals of English Grammar.* Englewood Cliffs,NewJersey:Prentice-Hall,Inc. Englewood Cliffs,NewJersey:Prentice-Hall,Inc. Woodward, Suzanne W.1997.Fun with Grammar. New Jersey;Prenticehall Regents
PENUTUP	The lecturer and students summarize the materials.	2 x 15 minutes			
TINDAK LANJUT	The lecturer assigns the students homework relevant to the material.	2x5 minutes			

9. Evaluasi : Oral and written

Appendix 3 Syllabus

Fakultas   :Fakultas Keguruan dan Ilmu Pendidikan

Program Studi   :Pendidikan Bahasa Inggris

Mata Kuliah & Kode   :Intermediate Structure   Kode:

Jumlah SKS   :Teori 2SKS Praktik: -SKS

Semester   :1 (satu)

Mata Kuliah Prasyarat & Kode   : -

Dosen   : -

I.   DESCRIPTION

This course deals with basic structure of English sentences with emphasis on concords, articles, personal pronouns, verbal and pronominal questions, negative statements, punctuations, and spelling. The topics are sequenced from simple to complicated, when possible. Lecturing will be the technique in delivering the theory of English sentence structure and then students are assigned to dostructured work both individually and in small groups in the classroom or at home.Class discussion will be used to discuss students'work.
.

II.   STANDARISASI KOMPETENSI MATA KULIAH

At the end of this course students are expected to have acquired:

- A good understanding of basic English structure
- Skills of constructing correct English sentences
- Ability to recognize mistakes insentences and correct them
- Positive attitude to English sentence structure

III. POKOKBAHASAN DAN RINCIAN POKOK BAHASAN

Minggu Ke	Pokok Bahasan	Rincian Pokok Bahasan	Waktu
1	- Orientation to the Course and pre-test		100 minutes
2	- Personal pronouns	- Subject Pronouns - Singular /Plural Pronouns - Object Pronouns - Possessive Pronouns - Possessive Adjectives - Indefinite Pronouns - Reflexive Pronouns	100 minutes
3	- Concord of: 1.Subject and Verb (Subject-Verb Agreement)		100 minutes
4	- 2. Masculine and Feminine Pronouns		100 minutes
5	- 3. Singular and Plural Nouns		100 minutes
6	- 4. Determiners and plural Countable Nouns		100 minutes
7	- 5. Determiners and Uncountable Nouns		100 minutes
8	- 6. Tenses		100 minutes
9-10	- Article a, an, the		200 minutes
11-12	- Finite and non-finite verb groups		200 minutes
13	- Verbal Questions		100 minutes
14	- Pronominal Questions (Wh- Questions)		100 minutes
15	- Negative Statements		100 minutes
16	- Punctuation and Spelling		100 minutes

IV.   REFERENSI/SUMBERBAHAN

A. Wajib: Azar, Betty Schrampfer .(1993). Understanding and
Using English.Prentice-Hall,Inc.
B. Anjuran: Close,R.A.(1975).A Reference Grammar for Students of
English.London:Longman.
Frank,M.(1972). Modern English:A Practical Reference
Guide.Englewood Cliffs,NewJersey:PrenticeHall.
Leech,G.And Starvtvik, J.(1973).A Communicative Grammar of

English.Essex,UK:Longman.

V.   EVALUASI

No	Komponen Evaluasi	Bobot (%)
1	Partisipasi Kuliah	10%
2	Tugas-tugas **(Reports)**	20%
3	Ujian Tengah Semester	20%
4	Ujian Semester **(OralTest)**	50%
	Jumlah	**100%**

Appendix 4 Permohonan Persetujuan Judul Skripsi
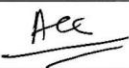
MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Afriska Sirait

NPM : 1702050101

Program Studi : Pendidikan Bahasa Inggris

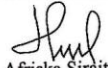| Judul	Diterima
Investigating Synchronous And Asynchronous E-Language Learning : A Study Of English Online Learning During Pandemic At UMSU	Acc

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 31 Maret 2021

Disetujui oleh
Dosen Pembimbing

Hormat Pemohon

Mandra Saragih S.Pd,.M.Hum

Afriska Sirait

Appendix 5 K1

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Afriska Sirait
NPM : 1702050101
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS   IPK = 3,62

Persetujuan Ket/Sekret, Prog.Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
31 03-201	Investigating Synchronous And Asynchronous Language Learning : A Study Of English Online Learning During Pandemic At UMSU	
	Slang Words Formation Processes In An Instagram Account	
	The Students Perception Of The Media Used By Teacher In Teaching English	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 31 Maret 2021
Hormat Pemohon,

Afriska Sirait

Keterangan:
Dibuat rangkap 3   : - Untuk Dekan Fakultas
                          - Untuk Ketua/Sekretaris Program Studi
                          - Untuk Mahasiswa yang bersangkutan

Appendix 6 K2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website :http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

Form K-2

KepadaYth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikumWr.Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa   : Afriska Sirait
NPM   : 1702050101
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut ini :

-   Investigating Synchronous And Asynchronous E-Language Learning : A Study Of English Online Learning During Pandemic At UMSU

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

-   **Mandra Saragih S.Pd,.M.Hum** Acc ⁰⁷/₀₁-₂₀₂₁

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terimakasih.

Medan, 31 Maret 2021
Hormat Pemohon,

Afriska Sirait

Keterangan:
Dibuat rangkap 3   : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua/Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan

Appendix 7 K3

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : 887 /II.3/UMSU-02/F/2021
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
              Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Afriska Sirait
N P M   : 1702050101
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Investigating Synchronous and Asynchronous E-Language Learning : A
                  Study of English Online Learning During Pandemic At UMSU

Pembimbing   : Mandra Saragih, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 6 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal   :
Medan,   23 Sya'ban   1442 H
         06 April   2021 M

Dekan

Prof. DY. H. Elfrianto Nst, S.Pd, M.Pd.
0115037302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

Appendix 8 Berita Acara Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama   : Afriska Sirait
NPM   : 1702050101
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Investigating Synchronous And Asynchronous E-Language
                 Learning: A Study Of English Online Learning During
                 Pandemic   At Umsu

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
03 Juni 2021	Chapter 1	
15 Juni 2021	Chapter 1	
22 Juni 2021	Chapter 1	
28 juni 2021	Chapter 2 & 3	
05 juli 2021	Chapter 1,2, & 3	
07 juli 2021	ACC	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Medan, 07   Juli 2021
Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

(Mandra Saragih, S.Pd., M.Hum.)

Appendix 9 Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http:/www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini   Sabtu   Tanggal   10 Juli Tahun   2021   diselenggarakan seminar
Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama	: Afriska Sirait
N P M	: 1702050101
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Investigating Synchronous And Asynchronous E-Language Learning: A Study Of English Online Learning During Pandemic At Umsu

NO	MASUKAN / SARAN
JUDUL	-
BAB I	Background of Study
BAB II	Theoritical Framework
BAB III	-
LAINNYA	
KESIMPULAN	( ) Disetujui ( ) Ditolak ( ) Disetujui Dengan Adanya Perbaikan

Medan, 10 Juli 2021

Dosen Pembahas

Habib Syukri Nst, S.Pd, M.Hum
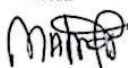
Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum

PANITIA PELAKSANA

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum

Appendix 10 Surat Keterangan Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Lengkap   : Afriska Sirait
NPM   : 1702050101
Program Studi   : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada:

Hari   : Sabtu
Tanggal   : 10 Juli 2021
Judul   : Investigating Synchronous And Asynchronous E- Language Learning: A Study Of English Online Learning During Pandemic At Umsu

Demikianlah surat keterangan ini kami keluarkan/diberikan kepada mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik, kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
Pada Tanggal   : 10 Juli 2021

Wassalam
Ketua Program studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd.,M.Hum.

Appendix 11 Lembar Pengesahan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMuchtarBasri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata–1 bagi :

Nama Lengkap : Afriska Sirait
NPM : 1702050101
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Investigating Synchronous And Asynchronous E-Language Learning: A Study Of English Online Learning During Pandemic At Umsu

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Medan, 10 Juli 2021

Disetujui Oleh:

Dosen Pembahas   Dosen Pembimbing

Habib Syukri Nst, S.Pd, M.Hum   Mandra Saragih, S.Pd.,M.Hum.

Diketahui/Disetujui Oleh
Ketua Program Studi

Mandra Saragih, S.Pd.,M.Hum.

Appendix 12 Surat Permohonan Izin Riset

MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061 6622400
Website : http://www.umsu.ac.id, E-mail : rektor@umsu.ac.id
Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

Nomor	: 1751/II.3-AU/UMSU-02/F/2021	Medan, 24 Dzulhijjiah 1442 H
Lamp	: ----	03 Agustus 2021 M
Hal	: Permohonan Riset Mahasiswa	

Kepada Yth, Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
Di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr, Wb.

Wa Ba'du, semoga kita semua sehat Wal'afiat dalam melaksanakan kegiatan /aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syaratpenyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukanPenelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	: Afriska Sirait
N P M	: 1702050101
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Investigating Synchronous and Asynchronous E-Language Learning A Study of English Online Learning During Pandemic at UMSU

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin

Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
0115057302

Pertinggal

Appendix 13 Surat Keterangan Selesai Riset

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

UPT PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
Website : http://perpustakaan.umsu.ac.id Email : perpustakaan@umsu.ac.id

*Bila menjawab surat ini, agar disebutkan
nomor dan tanggalnya*

SURAT KETERANGAN
Nomor :1733/KET/II.3-AU/UMSU-P/M/2021

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara
dengan ini menerangkan :

Nama	:	Afriska Sirait
NIM	:	1702050101
Univ./Fakultas	:	UMSU/Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi	:	Pendidikan Bahasa Inggris/S-1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi
dengan judul :

*"Investigating Synchronous And Asynchronous E-Language Learning: A Study Of English
Online Learning During Pandemic At UMSU"*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 08 Shafar   1443 H.
15 September 2021 M

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M,Pd

Appendix 14 Berita Acara Bimbingan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Afriska Sirait
NPM	: 1702050101
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Investigating Synchronous And Asynchronous E-Language Learning: A Study Of English Onlne Learning During Pandemic At UMSU

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25 - 08- 2021	Chapter IV	
	Data and Data Analysis	
01 - 09 - 2021	Chapter IV Data Analysis	
08 - 09 - 2021	Chapter IV Data Analysis	
15 - 09 - 2021	Chapter IV and Chapter V	
16 - 09 - 2021	ACC	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Medan, 16 September 2021

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum

Mandra Saragih, S.Pd., M.Hum.

Appendix 15 Surat Pernyataan Orisinalitas Riset

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa   : Afriska Sirait
NPM   : 1702050101
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : Investigating Synchronous And Asynchronous E- Language
                       Learning. A Study Of English Online   Learning During
                       Pandemic At Umsu

Dengan ini saya menyatakan bahwa :
1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas
   Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun
   dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan
   juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan
   pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali
   mengajukan judul penelitian yang baru dengan catatan mengulang seminar
   kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun
juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 10 Juli 2021
Hormat saya
Yang membuat Pernyataan

Afriska Sirait)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

Appendix 16 Curriculum Vitae

Curriculum Vitae

1. Biodata Pribadi

   Nama   : Afriska Sirait

   Jenis kelamin   : Perempuan

   Tempat/tanggal lahir   : Huta Padang/10 April 1999

   Kebangsaan   : Indonesia

   Status   : Belum Menikah

   Agama   : Islam

   Nama Ibu   : Rianti Manurung

   Nama Ayah   : Abon Maraja Sirait

   Alamat   : Jl. Gunung Martimbang No. 05, Medan Timur

   No. Hp   : 0822-5003-4155

   Email   : afriska.sirait@gmail.com

2. Riwayat Pendidikan

   SD   : SD Negeri 010112 Desa Huta Padang

   SMP   : SMP Swasta Umum Sentosa Desa Huta Padang

   SMA   : SMA Swasta Umum Sentosa Desa Huta Padang