

**ENGLISH TEACHERS PERCEPTION ABOUT
SYNCHRONOUS AND ASYNCHRONOUS ONLINE
LEARNING: COMPARING RURAL AND URBAN
HIGH SCHOOLS IN KARANGASEM REGENCY**

SKRIPSI

**Diajukan kepada Universitas Pendidikan Ganesha
Untuk Memenuhi Salah Satu Persyaratan Dalam Menyelesaikan Program
Sarjana Pendidikan Bahasa Inggris**



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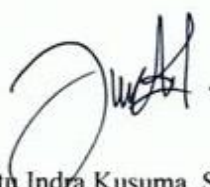
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**Whatever it is, never
regret your choice,
because your choice is
your responsibility.**



(NI MADE NOVI DWI CAHYANI, 2018)

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DEDICATIONS

This thesis is highly dedicated to :

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My Parents :

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My Siblings :

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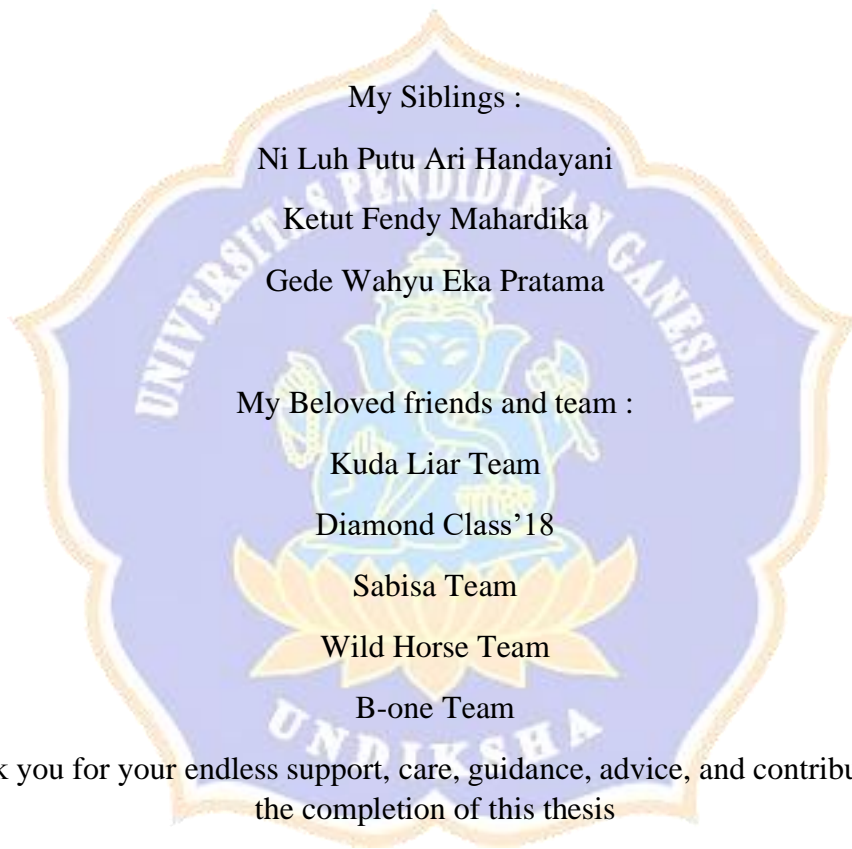
Diamond Class'18

Sabisa Team

Wild Horse Team

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ENGLISH TEACHERS PERCEPTION ABOUT SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING: COMPARING RURAL AND URBAN HIGH SCHOOLS IN KARANGASEM REGENCY

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi guru di sekolah perkotaan dan pedesaan tentang penggunaan Synchronous dan Asynchronous dalam pembelajaran online, serta kelebihan, kekurangan serta kendala yang mereka dapatkan dalam menggunakan kedua metode tersebut. Penelitian ini menggunakan rancangan penelitian explanatory sequential mixed-method. Ada dua tahap dalam desain penelitian ini. Tahap pertama menyajikan data dalam penelitian kuantitatif dengan menggunakan kuesioner sebagai instrumen untuk mengumpulkan data. Kuesioner digunakan untuk memperoleh data persepsi mahasiswa terhadap Synchronous dan Asynchronous online learning. Kemudian, tahap kedua menggunakan pedoman wawancara sebagai tindak lanjut untuk mendapatkan data, hasilnya dapat diinterpretasikan secara mendalam melalui penelitian kualitatif, dan untuk menjawab pertanyaan tentang kelebihan, kekurangan serta kendala dalam menggunakan Synchronous dan Asynchronous online learning. Setting penelitian ini adalah 3 guru di SMA 1 Bebandem sebagai sekolah di area pedesaan dan 3 guru di SMA N 1 Amlapura sebagai sekolah di daerah perkotaan. Mereka menggunakan Synchronous dan Asynchronous untuk pembelajaran bahasa Inggris online sejak Covid-19 mempengaruhi sistem pendidikan hingga saat ini. Data yang dianalisis adalah data dari pedoman wawancara yang digunakan untuk mengetahui kelebihan, kekurangan dan kendala yang didapatkan dalam penggunaan Synchronous dan Asynchronous dalam pembelajaran bahasa Inggris online, dan data angket yang digunakan untuk mengetahui persepsi guru terhadap penggunaan Synchronous dan Asynchronous dalam pembelajaran bahasa Inggris online. Kemudian, data yang diperoleh menunjukkan bahwa hasil angket terkait persepsi guru menunjukkan bahwa penggunaan Synchronous dan Asynchronous dalam pembelajaran bahasa Inggris online menunjukkan respon yang sama dan positif. Sementara data wawancara menunjukkan bahwa selama penerapan Synchronous dan Asynchronous, guru di sekolah pedesaan dan perkotaan memiliki persepsi yang sama mengenai kelebihan yang ditemukan. Namun dalam segi kendala, Guru di sekolah perkotaan dan guru di sekolah pedesaan memberikan persepsi yang berbeda dalam penggunaan Synchronous. Ini di karenakan lingkungan siswa dan sekolah di daerah pedesaan sangat mempengaruhi performa guru dalam mengajar menggunakan Synchronous.

Kata Kunci: *Persepsi Guru, Asinkronus, Sinkronus, Pembelajaran Online Bahasa Inggris.*

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ABSTRACT

This study aims to determine the perceptions of teachers in urban and rural schools regarding the use of Synchronous and Asynchronous in online learning, as well as the advantages, disadvantages and obstacles they get in using both methods. This study used a mixed-method explanatory sequential research design. There are two stages in the design of this research. The first stage presents the data in quantitative research using a questionnaire as an instrument to collect data. Questionnaires were used to obtain data on student perceptions of Synchronous and Asynchronous online learning. Then, the second stage uses interview guidelines as a follow-up to obtain data, the results can be interpreted in depth through qualitative research, and to answer questions about the advantages, disadvantages and obstacles in using Synchronous and Asynchronous online learning. The setting of this research is 3 teachers in high school. 1 Bebandem as a school in rural areas and 3 teachers at SMA N 1 Amlapura as a school in urban areas. They use Synchronous and Asynchronous for online English learning since Covid-19 has affected the education system to date. The data analyzed were data from interview guidelines which were used to determine the advantages, disadvantages and constraints found in the use of Synchronous and Asynchronous in online English learning, and questionnaire data which was used to determine the teacher's perception of the use of Synchronous and Asynchronous in online English learning. Then, the data obtained showed that the results of the questionnaire related to teacher perceptions showed that the use of Synchronous and Asynchronous in online English learning showed the same and positive response. While the interview data shows that during the implementation of Synchronous and Asynchronous, teachers in rural and urban schools have the same perception of the strengths found. However, in terms of constraints, teachers in urban schools and teachers in rural schools give different perceptions in the use of Synchronous. This is because the environment of students and schools in rural areas greatly affects the performance of teachers in teaching using Synchronous.

Keywords: *Teachers' perception, Asynchronous, Synchronous English Online Learning*

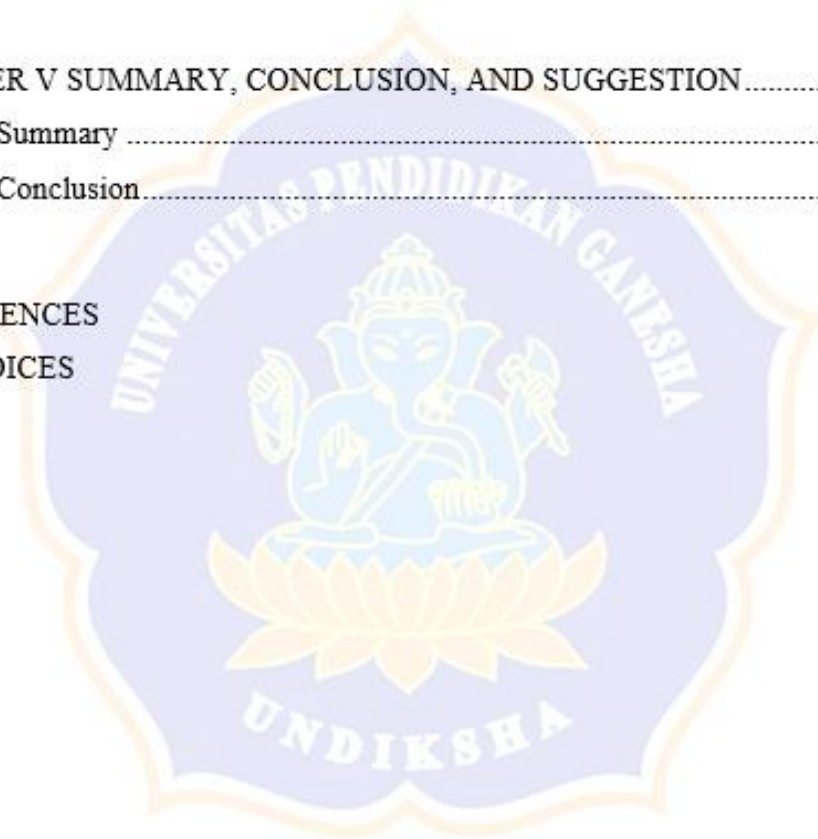
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