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## Asynchronous Learning In Reading Comprehension During The Pandemic Era

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### Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang pembelajaran asinkron dalam pemahaman membaca pada masa pandemi pada siswa kelas 8 SMP N 2 Trucuk. Penelitian ini menggunakan metode deskriptif kuantitatif, dengan menggunakan angket untuk pengumpulan data yang terdiri dari 25 pertanyaan untuk siswa dan metode kualitatif dengan melakukan wawancara. Data diambil dari 64 siswa kelas VIII SMP. Hasil penelitian ini menunjukkan bahwa siswa memberikan persepsi positif tentang pembelajaran asynchronous dalam pemahaman bacaan bahasa Inggris. Hasil angket dan wawancara mengungkapkan bahwa pembelajaran asinkron dapat memotivasi siswa untuk belajar lebih aktif sambil juga mencapai hasil terbaik dalam pemahaman bacaan selama pandemi, dan mereka mendapat lebih banyak waktu untuk memahami teks bacaan mereka untuk menyelesaikan tugas membaca mereka.

**Kata Kunci:** *Persepsi, Pemahaman Membaca, Pembelajaran Asinkron, Era Pandemi*

### Abstract

This study aimed to determine students' perceptions of asynchronous learning in reading comprehension during the pandemic era in 8th-grade students of SMP N 2 Trucuk. This study used descriptive quantitative method, by using a questionnaire for collecting the data, consisting of 25 questions for students and qualitative method by conducting an interview. Data were taken from 64 students in grades 8 junior high school. The results of this study showed that students gave positive perceptions of asynchronous learning in English reading comprehension. The results of the questionnaires and interviews revealed that asynchronous learning could motivate students to study more actively while also achieving the best results on reading comprehension during the pandemic, and they got more time to comprehend their reading texts to complete their reading assignments.

**Keywords:** *Perception, Reading comprehension, Asynchronous learning, Pandemic era*

### INTRODUCTION

English is one of the international languages that has become the major language of communication. It can be business, technology, politics, and education. English has made a great contribution to the development of human civilization. The progress that mankind has made in this field of science, technology, and culture is

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inseparable from the role played by this language so far. Reading is one of the English skills to develop because before we speak, listen and write, we have to read first. According to Maknun (2019), reading is an English skill that must be possessed by every student and is one of the activities that students need to develop early on to prepare students for every level of education. The ability of students' English reading comprehension is highly important to develop.

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In step with Syatriana (2011), the reading comprehension approach understands what has been examined. It is an active wandering procedure that depends not only on comprehension skills but additionally on college students' enjoyment, and previous understanding comprehension involves knowledge of the vocabulary, seeing the relationship between words and ideas, organizing ideas, and recognizing the writer's making judgment and comparing. To obtain comprehension in reading, effective readers want to implement such practices as touching on their background enjoyment with the text, summarizing data, drawing conclusions, and posing questions about the text (Kirmizi, 2010).

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Kirmizi (2010) showed that comprehension entails constructing which means this is affordable and correct with the aid of connecting what has been examined to what the reader already is aware of and thinks about all of these records. Furthermore, Mikulecky and Jeffries (2007:74) point out that interpretation comprehension means understanding what the reader is reading and connecting the ideas in the text they already know and Duffy (2009:14) simply defines reading comprehension as the essence of reading, because if we do not understand information, we are not reading. Maknun also said (2019), that the ability of students' English reading comprehension is greatly important to develop. Junior high school (SMP) students in Indonesia need to be capable of understanding practical texts and text types in English within the school environment and recognize the textual content structure and linguistic factors to carry out social functions. English reading comprehension materials would be more attractive and interesting if they have appropriate content, design, and evaluation based on students' needs.

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Currently, the COVID-19 pandemic has changed everything, including the education system in Indonesia. Teachers and students carry out technology-based distance learning activities or what can be called E-learning. According to (Mustofa, et al, 2019:153) online learning is one of the online learning methods done through a network internet. Meanwhile, according to (Kurtanto, 2007:101) online learning is learning that was originally used to describe a learning system that utilizes internet technology computer-based learning (CBL) but as time goes by, computers are replaced by cell phones. Learning activities use a lot of applications, such as zoom, google meet, and many more.

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There are several types of online learning models or distance learning methods that are often used by teachers during the covid outbreak to teach asynchronous learning. Mac Donald and Creanor (in Sutriyanti, 2020) explain that asynchronous learning means communication activities that do not require all students to be online at the same time, the most common example is online discussion forums that can be read and responded to at any time, such as using Google classroom, WhatsApp, Edmodo and so on. Furthermore, asynchronous learning is the most commonly used method of online education (Parsad & Lewis, 2008) because learners are not limited by time to answer calmly.

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Also, using asynchronous learning means using e.g., canvas discussions, tasks, pages, and inboxes (conversations). Despite its complicated name, Markhlouf (2014) calls asynchronous learning highly simple: it is a learning method used to access courses that everyone completes at a different time, unencumbered by

classroom instruction or accessing modules at specific times. Which causes different experiences and perceptions in students.

The term perception is usually used to describe the experience of an object or event that is experienced. In the standard dictionary, it is explained that perception is considered an influence or an impression by the object using sensory observations. According to (Indri, Ariani, et al, 2014) The term perception is usually used to describe the experience of an object or event that is experienced. In the standard dictionary, it is explained that perception is considered as an influence or an impression by the object using sensory observations. Based on (Abdul, 2004) This perception can be defined as a process that combines and organizes our sensory data (sensing) to develop in such a way that we can realize around us, including being aware of ourselves. Therefore, the student's perception is a direct response to absorption or the process of someone/student knowing several things through sensing. Perception has a subjective nature because it depends on the abilities and circumstances of each individual, which are interpreted differently from one individual to another.

According to Walgianto as quoted in Nugraheni (2011:13) two factors influence perception, namely: Internal factor and external factor. Internal factors include interactions with each other in the individual's internal factors to form perceptions. Regarding situations that can affect the results of perceptions from two sources, namely psychology, emotions, cognitive skills, frames of reference, motivation will affect people in making perceptions. While external factors include the environment or the state of perception will be influenced mainly by the background senses. Especially if the target concept is a man. The stuff that goes behind things that are hard to share is wholeness and unity. The same thing can cause different influences from different social backgrounds.

Due to covid 19, the condition is unstable, the case of covid 19 sometimes goes up and down. Therefore, it has affected SMPN 2 Trucuk for holding teaching and learning activities offline and online by arranging asynchronous learning for provided materials and assignments and also offline learning for discussion sessions about materials and feedback for assignments. All of this is due to the limited time in class so they use this method to catch up with their time and materials. And the real problem is how teachers make creative and interactive teaching materials so that students don't get bored during learning to read comprehension asynchronously.

The research objective in this study is the researcher wanted to find out the students' perceptions of asynchronous learning on students' reading comprehension during the pandemic era.

## METHOD

According to Sugiyono (2018), qualitative research methods are methods of research used to examine the condition of natural objects, where the researcher is the key instrument. Based to (Lexy J. Moleong 2000) qualitative namely research procedures that produce descriptive data in the form of words written or spoken by the people and actors being observed, directed from the background behind the individual as a whole without isolating the individual and organization in variables but view it as part of a wholeness. Researchers describe how students find themselves while studying in reading comprehension in asynchronous learning modes, record and analyze the data, and ultimately interpret it based on student perceptions of the data in English synchronous and asynchronous learning modes.

Subject selection is highly important in conducting research. The subjects of this study were 8th-grade students of SMP N 2 Trucuk. There were 64 participants from classes A and B taken randomly by using random sampling. From grades 8 SMP N Trucuk consists of classes A, B, C, D, E, F, G, and H.

According to Sugiyono (2014: 230), a questionnaire is a data collection technique by which researchers provide a list of questions or written statements to be answered by respondents. In this study, researchers distributed questionnaires via WhatsApp. In this study, a questionnaire was given to find out more about the opinions that affect students in asynchronous learning. Arikunto (2013) claimed that a questionnaire is several written questions that can be used to attain facts from respondents within the experience of reports about their personality or things they recognize. The researcher adapting the records used a questionnaire whose contents are a version from Nurdiana Holida's thesis with the title "Students' perception on speaking class in online learning at English Education Study Program of State Islamic University Sultan Thaha Saifuddin Jambi. The research questionnaire includes 25 closed questionnaires focusing on students' perceptions of asynchronous learning in reading comprehension during the pandemic. This research note was collected by the percentage of questionnaires via What's App.

The questionnaire in this instrument used a Likert Scale. Sugiyono (2014) claimed that the Likert Scale is used to degree attitudes, opinions, and perceptions of a person or institution of humans about social phenomena. The Likert scale has four options, namely strongly agree (4), agree (3), disagree (2), and strongly disagree (1). Questionnaire statements consist of closed questions.

Table 1. Percentage of Questionnaire Responses Table (Sugiyono, 2014)

Statement	Criteria
Strongly Agree	Very positive
Agree	Positive
Disagree	Negative
Strongly Disagree	Very Negative

Then, the percentage of all styles of comments becomes calculated. The formula for analyzing percentage data according to Creswell (2009)

$$P = \frac{W}{QRS}$$

QRS

P= Percentage

Q= Maximum score per point

W= Total score

S= Total respondent

R= Total question

Interviews are used to strengthen the data that has been obtained from the questionnaire so that the data becomes valid and unbiased. According to Esterberg in Sugiyono (2015: 72), an interview is a meeting conducted by two people to exchange information or an idea using question and answer, and because of that, it can be reduced to a conclusion or meaning in a particular topic.

Findings and Discussion

## Findings

Findings of the student's perception of asynchronous learning on students' reading comprehension during the pandemic era, in this chapter, the researcher outlines the findings on evaluation of student's perceptions about the online knowing understanding of reading English during the covid-19 pandemic. The reason for this research is to find out students' perceptions about learning English reading comprehension online all through the covid-19 pandemic at SMP N 2 Trucuk.

Researchers took two classes as research objects for analysis. The sample changed to class VIII total of 64 students. Information collected in this study used a questionnaire that its content has been adapted. In this questionnaire, there are twenty-five questions about mastery of reading comprehension English through online mastery during the covid-19 pandemic. Students only provide a checklist in a container equipped with Google form. In this questionnaire, the questions are presented in Indonesian so that in providing this fact, the researcher translates questions into English. The following shows the data that is a questionnaire that students have filled in with aspects of asynchronous learning problems in reading comprehension during the pandemic era.

### 3.1 Student's perception of the problem in teaching and learning activities during asynchronous learning.

#### Students' perception of the problem in teaching and learning activities during asynchronous learning.

No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
	Menemukan kesulitan selama pembelajaran jarak jauh berlangsung dengan google classroom (Finding difficulties during distance learning)	18,8%	64,1%	14,1%	3,1%
	Selama pelajaran jarak jauh, pembelajaran bahasa inggris menyenangkan dengan google classroom (During online learning, learning English is fun with google classroom)	7,8%	57,8%	26,6%	7,8%
	Apakah materi pemahaman membaca Bahasa Inggris yang disampaikan dapat dijangkau? (The English reading comprehension material delivered can be understood)	6,3%	60,9%	31,3%	1,6%
	Mengalami kebosanan selama pembelajaran jarak jauh dengan google classroom (Experiencing boredom during online learning with google classroom)	28,1%	56,3%	12,5%	3,1%

classroom)					
Kurangnya minat belajar pemahaman membaca bahasa Inggris selama pembelajaran jarak jauh dengan google classroom (Lack of interest in learning English reading comprehension during online learning with google classroom)	20,3%	62,5%	14,1%	3,1%	

Table 3.1 Showing responses to questions indicating difficulties during students' online learning using Google Classroom. In statement 1, most of the student's answers agree with a percentage of (64.1%) followed by strongly agree with a percentage of (18.8%) and disagree with (14.1%) The latter strongly disagrees with (3.1%). These data show that students agree that they have difficulties with online learning. In statement 2 students associate that learning with reading comprehension in English is fun. This statement is based on data with the highest score filled by agreeing on a percentage of (57.8%) then followed by disagreeing with a percentage of (26.6%) and the last one is filled out by strongly disagreeing and strongly agreeing with a percentage of (7.8%) each. Likewise in question number 3, most students understand English reading comprehension material with a percentage of SA (6.3%) A (60.9%) D (31.3%) SD (1.6%). Also, number 4, most students agree that they experience boredom during online classes with Google Classroom. SA (28.1%) A (56.3%) D (12.5%) SD (3.1%). The last statement related to students' difficulty indicators during online classes. Students agree with the lack of interest in learning during online learning. SA (20.3%) A (62.5%) D (14.1%) SD (3.1%). The data from the questionnaire was corroborated by the interview conducted by the researcher with two 8th-grade students.

"The problem is only in the signal, Miss, sometimes the buffering runs out in the middle of class. It's the same, sometimes I feel lazy because I'm tired of studying alone without friends" (Student 1)

"The obstacle I experienced was the slow signal. Then sometimes some materials took a long time to open because the signal was slow. It's just as wasteful to the internet during online learning" (Student 2)

From the questionnaire data and interviews on students' perceptions of the problems in asynchronous learning, students agreed to experience problems during asynchronous learning, due to the slow internet connection which causes students to have difficulty accessing language reading comprehension material. Students spend more money to buy internet data because not all students are facilitated by Wi-Fi.

### 3.2 Student's perception of the media during asynchronous learning

Students' perception of the media during asynchronous learning.

No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
	Penggunaan aplikasi penunjang pembelajaran dapat diakses pake ponsel (The use of learning support applications can be accessed using a	12,5%	74,3%	10,9%	3,1%

cellphone)				
Guru sering kali jarak jauh link link, seperti link youtube atau web sebagai referensi selama pembelajaran jauh (Teachers often include links, such as YouTube or web links as references during online learning)	12,5%	79.7%	3,1%	4,7%
Penggunaan aplikasi google classroom efektif dan efisien (The use of the google classroom application is effective and efficient)	12,5%	67,2%	17,2%	3,1%
Saya merasa senang belajar pemahaman membaca bahasa Inggris menggunakan aplikasi google classroom (I enjoy learning English reading comprehension using the google classroom application)	37,4%	35,9%	21,9%	4,7%
Guru aktif dalam menjawab pertanyaan selama pembelajaran jarak jauh berlangsung (The teacher is active in answering questions during online learning)	4,7%	71,9%	15,6%	7,8%
Guru sangat membantu ketika ada masalah selama pembelajaran jarak jauh (Teachers are greatly helpful when there are problems during online learning)	6,3%	85,9%	4,7%	3,1%

Table 3.2 Displays responses to the student's perception of the media during asynchronous learning. In question number 6, the majority of students agree that the application can be accessed with a cellphone to support learning English reading comprehension with percentages SA (12,5%) A (74,3%) D (10,9%) SD (3,1%). In statement number 7, teachers often include links such as YouTube links to support learning English reading comprehension. The data above can be concluded that students agree with the statement by a percentage. SA (12,5%) A (79.7%) D (3,1%) SD (4,7%). Question number 8 states that online learning with Google Classroom is effective and efficient. Most students agree with the question, all evidenced by the presence of data with percentages SA (12,5%) A (67,2%) D (17,2%) SD (3,1%). Likewise with question number 9 which states that students enjoy learning English reading comprehension with google classroom on average they choose strongly agree and agree the data percentage is SA (37,4%) A (35,9%) D (21,9%) SD (4,7%). Also, number 10 with questions Teachers often provide feedback during online learning. From the data obtained, students agree with the question with the following percentage: SA (4,7%) A (71,9%) D (15,6%) SD (7,8%). And the last question

number 11, the teacher often helps when the online class takes place. The majority of students agree with this statement. All can be proven by the presence of data with the following percentages SA (6,3%) A (85,9%) D (4,7%) SD (3,1%). From the interviews that the researcher conducted with two students, the statements of the two students can be seen below.

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“It’s my first-time using Google Classroom, I feel I quite enjoy learning with this application because it’s economical in quota and it’s also easy to access on my cell phone” (Student 1)  
 “I enjoy learning English reading comprehension using Google Classroom because it saves internet quota and can work flexibly anywhere I can” (Student 2)

According to data from questionnaires and interviews regarding students' perceptions of learning media in asynchronous learning during the pandemic, student perceptions were highly positive. They enjoyed the asynchronous learning process using Google Classroom as long as the signal can reach the material shared by the teacher. The teacher was also actively giving feedback to students during asynchronous learning. The teacher also provided links from the website or YouTube to support asynchronous learning, it also facilitated students by learning from various sources as well.

### 3.3 Student’s perception of reading comprehension during asynchronous learning.

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#### Students’ perception of the reading comprehension during asynchronous learning.

No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Anda tetap belajar mengenai materi pemahaman membaca bahasa Inggris meskipun tidak ada tugas? (Are you still learning about English reading comprehension even though you don't have assignments?)	7,8%	64,1%	18,8%	9,4%
1	Penyajian materi pemahaman membaca Bahasa Inggris pembelajaran jarak jauh dengan menggunakan google classroom disusun secara sistematis (The presentation of online learning English reading comprehension materials using google classroom is systematically arranged)	3,1%	73,4%	20,3%	3,1%
1	Kelas online menggunakan google classroom yang mendorong anda menjadi lebih aktif dalam pemahaman	6,3%	70,3%	20,3%	3,1%

	membaca bahasa inggris (Online classes using Google Classroom encourage you to be more active in understanding reading English)				
15	Kelas online efektif dalam meningkatkan kemampuan pemahaman membaca anda (Online classes are effective in improving your reading comprehension skills)	1,6%	60,9%	28,1%	9,4%
16	Interaksi dalam kelas online lebih efektif dari pada kelas tatap muka (Interaction in online classes is more effective than face-to-face classes)	1,6%	56,3%	39,1%	3,1%
21	17 Anda rajin mengerjakan tugas membaca pemahaman bahasa Inggris yang diberikan oleh guru melalui google classroom selama pandemi covid-19 (You are diligent in doing the task of reading the understanding of English given by the teacher through google classroom during the covid-19 pandemic)	-	39,1%	40,6%	20,3%
18	Kelas online memotivasi dan mempermudah anda dalam mengidentifikasi ide pokok dalam text berbahasa Inggris (Online classes motivate and make it easier for you to identify main ideas in English texts)	4,7%	57,8%	34,4%	3,1%
19	Kelas online memiliki kontribusi yang besar dalam indentifikasi detail yang mendukung ide pokok dalam text Bahasa Inggris. (Online classes have a great contribution in identifying details that support the main idea in English texts)	4,7%	62,5%	31,3%	1,6%

20	Kelas online mempermudah anda dalam memahami kosa kata baru di text berbahasa Inggris (Online classes make it easier for you to understand new vocabulary in English texts)	3,1%	59,4%	34,4%	3,1%
21	Lingkungan di kelas online memiliki pengaruh besar terhadap kemampuan kemampuan mengidentifikasi referensi dalam membaca bahasa Inggris (The environment in the online class has a great influence on the ability to identify references in reading English)	6,3%	59,4%	31,3%	3,1%
22	Lingkungan kelas online meningkatkan kemampuan anda dalam membuat kesimpulan setelah membaca text berbahasa Inggris (The online classroom environment improves your ability to make inferences after reading English texts)	7,8%	59,4%	26,6%	6,3%
23	Lingkungan kelas online memberi pengaruh dalam mengembangkan ide anda dalam kelas pemahaman membaca bahasa Inggris (The online classroom environment has an impact on developing your ideas in English reading comprehension classes)	6,3%	56,3%	31,3%	6,3%

Table 3.3 This table shows the student's perception of reading comprehension during asynchronous learning. Statement number 12 states that students continue to study even though there are no assignments. Most of the students agreed with the question. The following is the distribution of the percentage of SA data (7.8%) A (64,1%) D (18,8%) DS (9,4%). In question number 13 the material for understanding reading English is arranged systematically in google classroom. Most of the students agree with the statement, it can be proven by the following percentage distribution SA (3,1%) A (73,4%) D (20,3%) SD (3,1%). Question number 14, online classes using Google Classroom encourage you to be more active in understanding reading English. 45 out of 64 students agreed with the question, which could mean that more than half of the students agreed with the question. Here's

26 the distribution of the percentage SA (6,3%) A (70,3%) D (20,3%) SD (3,1%). 15 states that online classes are effective in improving your reading comprehension skills. Almost half of the students agreed with the question. It can be proven by this percentage distribution SA (1,6%) A (60,9%) D (20,3%) SD (3,1%). 16 states that interaction in online classes is more effective than in face-to-face classes. 36 students out of 64 agreed with the question, it can be interpreted that most students agree that interactions in online classes are more effective than in face-to-face classes. The following is the distribution of the data percentage SA (1,6%) A (56,3%) D (39,1%) SD (3,1%). In statement number 17 you are diligent in doing the task of reading the understanding of English given by the teacher through google classroom during the covid-19 pandemic. 26 students chose to disagree, 25 chose to agree and the rest strongly disagreed. It can be interpreted that during online classes students rarely do assignments. The following is the distribution of the data percentage A (39,1%) D (40,6%) SD (20,3%). Statement 18 online classes motivate and make it easier for you to identify the main ideas in English texts. 37 students chose to agree with the question. It can be interpreted online classes motivate and make it easier for you to identify the main ideas in English texts, it can be proven by the percentage distribution as follows SA (4,7%) A (57,8%) D (34,4%) SD (3,1%). Question number 19 online classes have a great contribution in identifying details that support the main idea in English texts. 40 out of 64 students agree with the statement, and because of that, it can be interpreted that most students feel online classes have a great contribution to identifying details that support the main idea in English texts. Distribution of the percentage of the data SA (4,7%) A (62,5%) D (31,3%) SD (1,6%). 20 online classes make it easier for you to understand new vocabulary in English texts, 38 students answered agree and 2 answered strongly agree. 40 students agree that online classes make it easier for you to understand new vocabulary in English texts. Therefore, it can be interpreted that students agree that online classes make it easier for them to face problems in learning English reading comprehension, with the distribution of data percentages, SA (3,1%) A (59,4%) D (34,4%) SD (3,1%). Statement number 21 The environment in the online class has a great influence on the ability to identify references in reading English, most of the students chose to agree that there were 38 students. It can be interpreted that the environment in the online class has a great influence on the ability to identify references in reading English. Distribution of data percentage SA (6,3%) A (59,4%) D (31,3%) SD (3,1%). Also, in question number 22 the online classroom environment improves your ability to make inferences after reading English texts, more than half of the students choose to agree, which means students agree with the online classroom environment improves your ability to make inferences after reading English texts. It can be proven by the following data percentage distribution SA (7,8%) A (59,4%) D (26,6%) SD (6,3%). And lastly, the online classroom environment influences the development of students' ideas in English reading comprehension class, the majority of students agree with the question. It can be interpreted that the online classroom environment influences the development of students' ideas in English reading comprehension classes. The following is the distribution of the data percentage SA (6,3%) A (56,3%) D (31,3%) SD (6,3%). The data from the questionnaire was also corroborated by interviews conducted by researchers.

28 "During the online class, I feel that I add a lot of new vocabulary in English. But when it comes to fluently reading in English, I don't think it's so fluent. When it comes to understanding the meaning in English, I usually open a dictionary to look up the meaning of words that I don't understand" (Student 1)

"During online classes, I add a little vocab. But if I'm honest, I'm still far from fluent.

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And to find out the meaning of the reading that has been shared by the teacher via Google Classroom, I usually use a dictionary, but if I'm lazy, I use Google Translate” (Student 2)

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Based on questionnaires and interviews regarding students' perceptions of reading comprehension materials during asynchronous learning, they agreed that asynchronous learning is effective to improving aspects of reading comprehension skills like identifying main idea, identifying supporting details, understanding vocabulary, identifying reference, and making inference. All of this was because the asynchronous learning environment motivated students to determine and read the material since there are no distractions while they study, and they focus on themselves. In addition, students also felt active in learning reading comprehension, easy access to the Google platform and the internet makes students active during asynchronous learning because there are no limitations in finding reading sources or materials. If learning was offline at school, they were not allowed to bring cell phones, thereby reducing their access to materials related to learning reading comprehension.

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### 3.4 Student's perception of learning outcomes during asynchronous learning

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Student's perception of learning outcomes during asynchronous learning							
No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree		
24	Pemahaman membaca bahasa inggris meningkat dengan hasil yang signifikan (English reading comprehension improved with significant results)	17,2%	57,8%	21,9%	3,1%		
25	Mengalami peningkatan pemahaman membaca Bahasa Inggris selama pembelajaran jarak jauh berlangsung (Experience an increase in English reading comprehension during online learning)	17,2%	56,3%	20,3%	6,3%		

Table 4.4 This table shows the student's perception of learning outcomes during asynchronous learning. In statement number 24 it is stated that reading comprehension in English is increasing with significant results. 37 out of 64 students agreed with the statement, which means that almost half of the students agreed with this fact. That can be proven by the percentage distribution of answers to questions SA (17,2%) A (57,8%) D (21,9%) SD (3,1%). Also, question number 25 experienced an increase in English reading comprehension during online learning. Half of the students answered agreed with this. It can be interpreted that students agree to experience an increase in English reading comprehension during online learning. This can be proven by the percentage distribution SA (17,2%) A (56,3%) D (20,3%) SD (6,3%). In addition to data from the questionnaire, researchers have conducted interview sessions with students to get a strong perception of student data regarding the results of learning English reading comprehension during online learning.

“Yes, I got a satisfactory score” (Student 1)  
 “Right, my score is extremely satisfying” (Student 2)

The student perceptions of learning outcomes in asynchronous learning during the pandemic era. Students agreed with the improvement of English reading comprehension with significant results. Asynchronous learning led students to focus on themselves and it made them have no more distractions from other classmates, being determined students to learn reading comprehension everywhere and anywhere.

## RESULT AND DISCUSSION

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The results presented above have indicated that asynchronous learning has several impacts on students in English reading comprehension. Students' perception revealed that asynchronous learning was effective to improving aspects of reading comprehension skills like identifying main idea, identifying supporting details, understanding vocabulary, identifying reference, and making inference. In this blended learning, offline learning and asynchronous learning, the teacher first asked the students to discuss the reading materials asynchronously through Google Classroom. The students got more time to comprehend their reading texts for about a week through Google Classroom to complete their reading assignments.

That kind of asynchronous learning environment had motivated students to determine and read the material since there are no distractions while they study, and they focus on themselves. In addition, students also felt active in learning reading comprehension, was getting easy to access the internet makes students active during asynchronous learning because there are no limitations in finding reading sources or materials. If learning was offline at school, they were not allowed to bring cell phones, thereby reducing their access to materials related to learning reading comprehension. Dealing with these, Zuhriyah (2022) said that in asynchronous learning, the students also did not feel shy to give their answers in this asynchronous learning. They could directly publish their answers in the Google Classroom comment columns without interacting with the reading lecturer or their friends directly. They could post their answers whenever they got the answers. The students' confidence was raised in delivering their answers because of not meet their lecturer and friends directly. This confidence contributed to their success in their reading comprehension learning.

The blended offline and asynchronous learning also could minimize the students' boredom in learning reading comprehension. They were not fed up with the reading comprehension class because the online teaching modes that the teacher used changed every other meeting. So that they did not feel something monotonous in every meeting. After they did the reading comprehension assignment asynchronously, they could have direct meeting and discussion about other reading comprehension materials on offline class with their friends and their teacher in the following meeting. This made the class reading comprehension not boring. The feeling not being bored in this reading class caused the students to enjoy learning reading more and more. This enjoyment led the students to have more commitment to the activities of learning that they were doing (Al-Shara, 2015). This high learning commitment brought them to better reading comprehension. That also explained the students' perceptions of learning media in asynchronous learning during the pandemic, student perceptions were highly positive. They enjoyed the asynchronous learning process using Google Classroom as long as the signal can reach the material shared by the teacher. The teacher was also actively giving feedback to students during asynchronous learning. The teacher also provided links from the website or YouTube to support asynchronous learning, that facilitated students by learning from various sources as well.

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However, students' perceptions of the problems in asynchronous learning, revealed that students experienced several problems during asynchronous learning, due to the slow internet connection which causes

students to have difficulty accessing language reading comprehension material. Students spent more money to buy internet data because not all students were facilitated by Wi-Fi. Despite of the problems, the student perceptions of learning outcomes in asynchronous learning during the pandemic era revealed that students agreed with the improvement of English reading comprehension with significant results. Asynchronous learning led students to focus on themselves and it made them have no more distractions from other classmates, being determined students to learn reading comprehension everywhere and anywhere.

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## CONCLUSION

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This study is to determine students' perceptions of asynchronous learning in English reading comprehension during the covid-19 pandemic. Based on data analysis, and discussion in the previous chapter, it could be concluded that students' perceptions of asynchronous learning in reading comprehension learning English during the Covid-19 pandemic had a positive perception. This could be seen from the percentage of data based on several topics that had been described in the previous chapter. Students' perceptions related to topic problems during asynchronous learning were found with a percentage of 60.32%, and students' perceptions related to topics of learning media were found with a percentage of 69.15%. Students' perceptions related to students of aspect reading comprehension and materials were found to have a percentage of 59.90%. And students' perceptions related to asynchronous learning outcomes during a pandemic were found to have a percentage of 57.05%. From the findings that had been discussed so that students could adapt and adjust to all topics contained in the asynchronous learning process. Asynchronous learning of English throughout the covid-19 pandemic had many advantages like students were able to learn and evaluate independently with feedback from the teacher. Also, students were able to study anywhere and anytime as long as the internet data could reach materials provided by the teacher.

21

Based on the research findings, the researcher gave some suggestions after finishing this study. The suggestions are that students must be communicative and open-minded to ask the teacher about the materials, finish the task or assignment from the teacher as soon as possible, and ask for feedback from the teacher on every assignment they have. For English Teachers, to overcome student boredom when learning asynchronously, teachers should implement interesting applications such as google classroom, wakelet, moodle, padlets, nearpod, Elsa, Orai, voice threads, quizzes, Kahoot, online comics, and other online platforms. For other researchers, they should implement appropriate asynchronous learning for improving other English skills. They could find other Learning Management Systems or Artificial Intelligences that are effective in asynchronous learning\

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