

AN UNDERGRADUATE THESIS

**STUDENTS` PERSPECTIVE OF ASYNCHRONOUS ENGLISH
READING LEARNING BY USING LMS AT IAIN METRO**

By:

SINTA NOVENDA

Student Number: 1801070059



TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

AN UNDERGRADUATE THESIS

**STUDENTS` PERSPECTIVE OF ASYNCHRONOUS ENGLISH
READING LEARNING BY USING LMS AT IAIN METRO**

Presented as a partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

SINTA NOVENDA

Student Number: 1801070059

Tarbiyah and Teachers Training Faculty

English Education Department

Sponsor:

Syahreni Siregar, M.Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : STUDENTS' PERSPECTIVE OF ASYNCHRONOUS ENGLISH
READING LEARNING BY USING LMS AT IAIN METRO
Name : Sinta Novenda
St. Number : 1801070059
Department : English Education
Faculty : Tarbiyah and Teachers Training

APPROVED BY:

To be examined in munaqosyah in Tarbiyah Faculty and Teachers Training of State
Institute for Islamic Studies of Metro.

The Head of English Education
Department

Andianto, M.Pd

NIP. 198711022015031004

Metro, 14 November 2022
Sponsor

Syahreni Siregar, M.Hum

NIP. 197608142009122004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : 1 (one) File
Matter : **In order to hold the Munaqosyah of
Sinta Novenda**

To:
The Honorable the Dean of Tarbiyah Department of
State Institute for Islamic Studies of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research thesis script
which is written by:

Name : Sinta Novenda
St. Number : 1801070059
Department : English Education
Faculty : Tarbiyah and Teachers Training Faculty
Title : STUDENTS' PERSPECTIVE OF ASYNCHRONOUS
ENGLISH READING LEARNING BY USING LMS AT
IAIN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers
Training in order to be discussed on the munaqosyah. Thank you so much.

Wassalamu'alaikumWr. Wb.

Metro, 14 November 2022

The Head of English Education Department

Sponsor

Andianto, M.Pd
NIP. 19871102 201503 1 004

Syahreani Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : 1 (satu) Berkas
Perihal : **Mohon dimunaqosyahkan Skripsi
Sinta Novenda**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang telah disusun oleh:

Nama : Sinta Novenda
NPM : 1801070059
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : STUDENTS' PERSPECTIVE OF ASYNCHRONOUS
ENGLISH READING LEARNING BY USING LMS AT IAIN
METRO

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikumWr. Wb.

Metro, 14 November 2022

Ketua Jurusan Tadris Bahasa Inggris

Dosen Pembimbing

Andianto, M.Pd
NIP. 19871102 201503 1 004

Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
iaimetro@metrouniv.ac.id

RATIFICATION PAGE

No: B-5672/11.28.1/D/PP.00.9/12/2022

An Undergraduate thesis entitled: STUDENTS' PERSPECTIVE OF ASYNCHRONOUS ENGLISH READING LEARNING BY USING LMS AT IAIN METRO, written by: Sinta Novenda, Student Number 1801070059 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on December 02nd, 2022, at 09.00-11.00 a.m.

BOARD OF EXAMINERS

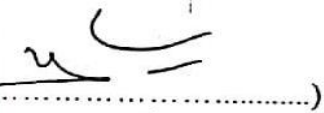
Chairperson : Syahreni Siregar, M.Hum

()

Examiner I : Drs. Kuryani, M.Pd

()

Examiner II : Yeni Suprihatin, M.Pd

()

Secretary : Leny Setyana, M.Pd

()



The Dean of Tarbiyah and Teachers Training Faculty



ABSTRACT

STUDENTS` PERSPECTIVE OF ASYNCHRONOUS ENGLISH READING LEARNING BY USING LMS AT IAIN METRO

By:

SINTA NOVENDA

The objectives of this research are to describe the use of asynchronous English reading learning by using LMS at IAIN Metro and to analyze the students' perspective about asynchronous English reading learning by using LMS at IAIN Metro. This research was conducted on the basis of the phenomenon of using LMS during the Covid-19 learning period.

The method of this research is qualitative research in the form of a case study in the type of descriptive qualitative. The primary resources of this research are the lecturer of Evaluative Reading and thirteen students at the third semester students of English Education Department at IAIN Metro. The data were collected by observation, interview, and documentation.

The results of the first research result proved that the use of asynchronous English reading learning by using LMS at IAIN Metro is very important and the application of LMS in the reading learning process is divided into 3 phases, namely before reading, during reading, and after reading. The second research result is related to students' perspective of asynchronous English reading learning by using LMS at IAIN Metro. The students give perspective about LMS that LMS had great function in reading learning to achieve learning objective.

Keywords: *Asynchronous, English Reading Learning, Learning Management System (LMS), Qualitative Research.*

ABSTRAK

PERSPEKTIF MAHASISWA TERHADAP PEMBELAJARAN MEMBACA BAHASA INGGRIS ASINKRON DENGAN MENGUNAKAN LMS DI IAIN METRO

Oleh:

SINTA NOVENDA

Tujuan dari penelitian ini adalah untuk mendeskripsikan penggunaan pembelajaran membaca bahasa Inggris asinkron dengan menggunakan LMS di IAIN Metro dan untuk menganalisis perspektif siswa tentang pembelajaran membaca bahasa Inggris asinkron dengan menggunakan LMS di IAIN Metro. Penelitian ini dilakukan atas dasar fenomena penggunaan LMS selama masa pembelajaran Covid-19.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus dengan tipe deskriptif kualitatif. Narasumber utama penelitian ini adalah dosen Evaluative Reading dan tiga belas mahasiswa semester tiga Jurusan Pendidikan Bahasa Inggris di IAIN Metro. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi.

Hasil penelitian pertama membuktikan bahwa pelaksanaan pembelajaran membaca bahasa Inggris asynchronous dengan menggunakan LMS di IAIN Metro sangat penting dan penerapan LMS dalam proses pembelajaran membaca dibagi menjadi 3 fase yaitu sebelum membaca, saat membaca, dan setelah membaca. Hasil penelitian kedua berkaitan dengan perspektif siswa terhadap pembelajaran membaca bahasa Inggris asynchronous dengan menggunakan LMS di IAIN Metro. Siswa memberikan perspektif tentang LMS bahwa LMS memiliki fungsi yang besar dalam pembelajaran membaca untuk mencapai tujuan pembelajaran.

Kata Kunci: *Asinkron, Pembelajaran Membaca Bahasa Inggris, Sistem Manajemen Pembelajaran (LMS), Penelitian Kualitatif.*

STATEMENT OF RESEARCH

The undersigned:

Name : Sinta Novenda
Student Number : 1801070059
Faculty : Tarbiyah and Teachers Training
Department : English Education Department (TBI)

States that this undergraduate thesis is originally the result of the researcher's research, in expectation of certain part which are excerpted from the bibliographies mentioned.

Metro, December 2022

The Researcher,



SINTA NOVENDA

St. Number: 1801070059

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini.

Nama : Sinta Novenda
NPM : 1801070059
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dari peneliti, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2022

Peneliti,



SINTA NOVENDA

NPM: 1801070059

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden a person but according to his ability.”

(Q.S. Al-Baqarah (2): 286)

“Nothing is impossible if Allah wills”

(The researcher)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My heaven, Mr. Sugiyono and Mrs. Endah Setia Purbaningsih.
Thank you for the love that has been given and gave me the opportunity to take higher education, may Allah bless you every step of the way.
2. My beloved siblings, bro Ilham Bagus Permana and sis Raisya Dea Kirana.
Thank you for being my dear younger brother and sister, may success be with you all.
3. My sweet friends, Kinanti, Miftahul Jannah, Divia Khairunita, Valentin Intan K.W, Linda Nur Ainah, & Fatikhatur Rohmah who always support, give me ideas, suggestions, and everything until I was able to finish this thesis well. Three little words for you, girls.
4. My Almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

Bismillah, Alhamdulillah. All praise and gratitude we pray for the presence of Allah SWT who had given His Mercy and Guidance to all people inside the form of knowledge and charity, in order that we are always in His grip with complete resignation. Blessings and greetings may continue to be bestowed upon the enlightener of the universe with the light of faith. Namely with the presence of the Prophet Muhammad SAW who had added us from the realm of lack of knowledge to this realm of knowledge.

This undergraduate thesis entitled “STUDENTS’ PERSPECTIVE OF ASYNCHRONOUS ENGLISH READING LEARNING BY USING LMS AT IAIN METRO”.

First of all, the researcher would to say thank you Mrs. Syahreni Siregar, M.Hum as the sponsor in the process of making the undergraduate thesis, for the guidance, advice, and motivation given. Secondly, also like to say thanks for my parents for their prayers, guidance, and motivation during this time.

The researcher realizes that this thesis proposal is not unfastened from various shortcomings. The researcher hopes for suggestions and criticisms for perfection and development, therefore in the end this undergraduate thesis report can provide benefits for the field of English Education Department and its application in the field, and can be developed in addition. Amen.

Metro, 14 November 2022

The Researcher,



SINTA NOVENDA

St. Number: 1801070059

TABLE OF CONTENT

COVER	i
TITLE.....	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
INTERNAL MEMO	v
RATIFICATION PAGE.....	vi
ABSTRACT	vii
STATEMENT OF RESEARCH.....	ix
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGEMENT.....	xiii
TABLE OF CONTENT	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES.....	xix
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Questions	5
C. Objectives and Benefits of the Research.....	5
D. Prior Researches.....	7
CHAPTER II REVIEW OF LITERATURE	12
A. The Concept of Perception.....	12

1. The Definition of Perception	12
2. Differences of Perception and Perspective.....	12
B. The Concept of Asynchronous English Learning	13
1. The Definition of Asynchronous English Learning	13
2. The Features of Asynchronous English Learning	15
3. The Causes of Asynchronous English Learning	19
4. The Differences Between Synchronous Asynchronous in LMS ...	19
C. The Concept of Learning Management System.....	21
1. The Definition of Learning Management System	21
2. The Features in Learning Management System.....	23
3. The Characteristic of Learning Management System.....	24
4. The Benefits of Learning Management System.....	25
D. The Concept of Reading Learning	26
1. The Nature of Reading.....	26
2. The Definition of Reading Learning.....	27
3. The Importance of Reading Learning	28
4. The Aspects of Reading Learning	29
5. The Indicators of Reading Learning	30

CHAPTER III RESEARCH METHOD **31**

A. The Types and Characteristics of Research	31
B. Data Resources	32
C. Data Collection Techniques	33
D. Data Analysis Technique.....	36

CHAPTER IV RESULT OF THE RESEARCH	38
A. Description of Research	38
1. The History of IAIN Metro.....	38
2. The Profile of English Education Department of IAIN Metro	39
B. Description of Research Result	40
1. The Use of Asynchronous English Reading Learning in LMS at IAIN Metro	40
2. The Students' Perspective about Asynchronous English Reading Learning by Using LMS at IAIN Metro	46
C. Discussion of Research Result	52
 CHAPTER V CONCLUSION AND SUGGESTION	 57
A. Conclusion.....	57
B. Suggestion	58
 BIBLIOGRAPHY	 60
APPENDICES	63
CURRICULUM VITAE.....	112

LIST OF TABLES

Table 1.1 The Pre-Survey Result	3
Table 4.1 The Faculty and The Majors of IAIN Metro.....	39
Table 4.2 The Vission Mision, and Goal of English Education	40

LIST OF FIGURES

Figure 1: Polling Pattern	16
Figure 2: Callback Pattern.....	17
Figure 3: Publish-Subscribe Pattern.....	17
Figure 4: Callback with Ack Pattern.....	18
Figure 5: Publish-Subscribe with Ack Pattern	18
Figure 6: Tools of Moodle	24
Figure 7: Analysis Components of Miles and Huberman Model	36
Figure 8: The Function of LMS in English Learning Process	47
Figure 9: The Function of LMS in Reading Learning	48
Figure 10: The Media used by Lecturer in Reading Learning	49
Figure 11: How Effective of LMS in the Reading Learning Process	50
Figure 12: The Obstacle in the Reading Learning by using LMS	51

LIST OF APPENDICES

Appendix 1: Observation Sheet	64
Appendix 2: Blueprint of Interview Sheet	74
Appendix 3: Interview Sheet.....	76
Appendix 4: The Result of Interview.....	77
Appendix 5: Blueprint of Documentation Sheet.....	91
Appendix 6: Documentation Sheet	92
Appendix 7: Proposal Guidance Card.....	100
Appendix 8: Pre-survey Permit Letter	101
Appendix 9: Pre-survey Permit Reply Letter.....	102
Appendix 10: Notification Letter of Seminar	103
Appendix 11: Internal Memo of Seminar	104
Appendix 12: Approval Page of Seminar	105
Appendix 13: Thesis Guidance Letter.....	106
Appendix 14: Research Permit Letter	107
Appendix 15: Research Permit Reply Letter	108
Appendix 16: Thesis Guidance Card	109
Appendix 17: Liberation Free Letter of Majors	110
Appendix 18: Library Free Letter	111

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning means a method or tactic by a teacher therefore the learning process occurs in students to achieve goals. Learning English is an effort made to help a person or group of people in such a way as to make the learning process more efficient and effective at the same time. Learning English had been taught at the elementary school level, as an effort to build the basic foundation of quality Indonesian people, ready to compete in the global community. Therefore, learning English is directed to improve the ability to speak English in a contextual and acceptable manner according to the context as well as the terms and daily situations of students.

The benefits of learning English in the globalization era, including of increasing knowledge, being easy to communicate with others, and being confident in communicating with other people from different country. In addition, English is very important in academic education to be helpful in getting scholarships abroad. By mastering English, people can be the tour guides, the translators, and the teachers. English mastery can help people to adapt with new environment, improving self-ability, knowing technology, being a means to introduce country culture.

Furthermore, one of the important phenomena in learning English is the LMS (Learning Management System). The LMS incorporates functions for teaching, evaluating, administrating courses. It makes them available to

all students. One of the most important functions of an LMS is an interaction between learners through chat, instant messaging, discussion board, email, and monitoring and tracking student activities.

Moreover, through the use of LMS, the students who kept track of their online assignments by with the aid of logging into the online course and reading course materials frequently performed well. The results reveal the benefits of self-attained knowledge and the ability to front-load specifications to support student attainment. Although data logged by an LMS could support a progression of indicators, there is no guarantee it could increase the probability of the student's achievement.

One of the phenomena that occurs in learning English using the LMS is asynchronous learning provides flexibility as learners can reflect and complete tasks. Asynchronous English learning is one of the online English learning models that is applied in the current pandemic situation. Asynchronous English learning is an online English learning method because learners are not time bound and can respond in their spare time. Asynchronous English learning is learning where the material had been prepared by the lecturer with LMS and can be accessed by students flexibly which can be accessed anytime and anywhere.

In connection with the explanation above, the researcher had conducted a pre-survey to find out the problems of students in learning English, especially in the third semester in the English Education reading course. The researcher gets data about the grade of Evaluative Reading from

a reading lecturer who provides archives, assignments and grades from students.

The researcher conducted a pre-survey of third semester on the Evaluative Reading course because the Evaluative Reading course during this pandemic was carried out with the completeness of LMS media. In other word in reading skills, especially in the Evaluative Reading course, there is a phenomenon of asynchronous English reading learning through the use of LMS. The results of the pre-survey are illustrated in the following table:

Table 1.1 The Pre-Survey Result

No.	Grade	Score	CATEGORY	FREQUENCY	PERCENTAGE
1	81-100	A	Excellent	5	12.5%
2	71-80	B	High	12	55%
3	61-70	C	Good	7	13%
4	51-60	D	Fair	5	12.5%
5	0-49	E	Poor	1	7%
Total				30	100%

Based on the results of the pre-survey which is illustrated in the table above, it can be seen that the students' reading ability is dominated by the incompleteness of the score B. It shows that the students' reading ability is classified as low. On addition the pre-survey processed, the researcher made observations with reading lecturers. The researcher conducted an online interview via WhatsApp, because the learning process at IAIN Metro during this pandemic is still done online.

In the pre-survey process, the researcher conducted online interview with Mrs. Dr. Umi Yawisah, M.Hum as a lecturer of Evaluative Reading

subject in the third semester of TBI on December 20th, 2021, and the students of English education department, particularly with the lecturer who teaches Evaluative Reading course. Based on the results of the pre-survey, the researcher gets information that in studying reading during the pandemic condition, some students do not have good mood enough mastery in English grammar and structure. In addition, they have limited vocabulary mastery. The lecturer said that there are some problems in using LMS in learning English, such as there is no connection or bad signal and limited quota. Sometimes the students are not in good mood. Some of them turn off camera, and the others are late to join meeting with the lecture.

From the results of observations and interviews, the researcher found the phenomenon of asynchronous English reading learning in the LMS process. Asynchronous English reading learning through the use of LMS when this pandemic makes the students very easy to collect tasks, conduct examinations such as online or other quizzes. However, asynchronous English reading learning through the use of LMS makes the lecturers difficult to check students, whether reading or understanding a matter or not.

Based on all the explanations above, the researcher considers that the use of LMS in learning English is an important phenomenon to be studied more deeply. This is because based on the results of the pre-survey, the researcher found the phenomenon that there is asynchronous learning in English with the use of the LMS. Therefore, the researcher intends to

conduct qualitative research with the intention of examining more deeply asynchronous learning with the use of LMS in learning English reading at IAIN Metro. In this case the researcher conducted a Qualitative Research entitled "Students` Perspective of Asynchronous English Reading Learning by using LMS at IAIN Metro".

In this case, the researcher conducted qualitative research with the type of case study to achieve the research objectives, namely to find out students' perspectives on asynchronous English reading learning by using LMS at IAIN Metro and determine the use of asynchronous English reading learning in LMS at IAIN Metro.

B. Research Questions

The researcher sets the research questions, among others as follows:

1. How is the use of asynchronous English reading learning in LMS at IAIN Metro?
2. What are the students' perspective about asynchronous English reading learning by using LMS at IAIN Metro?

C. Objectives and Benefits of the Research

1. Objectives of the Research

- a. To describe the use of asynchronous English reading learning in LMS at IAIN Metro
- b. To analyze the students' perspective about asynchronous English reading learning by using LMS at IAIN Metro

2. Benefits of the Research

This research is expected to provide benefits not only for the researcher, but also for students, lecturers and other the researcher, including the following:

a. For the Students

This research is expected to be useful for students by providing information related to the application of LMS in learning English. Through this research, students can find out the positive or negative effects of using LMS in learning English. Therefore, students are expected to be able to take appropriate measures or attitudes in responding to the results of this research in the future.

b. For the Lecturer

This research is expected to be useful for English lecturers as information related to the use of LMS in English learning, especially those related to asynchronous learning. Therefore, it is hoped that the lecturers can respond to the results of this research in the future by taking appropriate efforts in addressing the use of LMS in learning English.

c. For the Other Researchers

This research is expected to be useful for other the researcher by providing information that is not only related to the concept of using LMS in learning English, but also the real application of studies on using LMS in learning English. Through

this research, other the researcher can easily access information related to the effects of using LMS on English learning. Therefore, other the researcher can develop this research into other forms of research.

D. Prior Researches

This first research was conducted by considering several relevant studies conducted by Yogi Wiratomo and Fauzi Mulyatna with the title "Use of Learning Management Systems in Mathematics Learning During a Pandemic". The method used is the action research method with the research objective to describe learning process that is suitable to be applied during a pandemic and learning outcome in form of learning media that are effective, practical, easily obtained, economic and easily understood by university students in receiving material. Sources of research data are students from Indraprasta University PGRI in the 8th semester of Mathematics Education major, while the results of the research are (1) by applying simple applications and using tutorials; (2) learning outcomes in the form of mathematics learning media with android-based applications.¹

The research that was conducted by the researcher and the research conducted by Yogi Wiratomo and Fauzi Mulyatna have several similarities and differences. The similarity of the research topic lies in the use of the LMS in the learning process. While the difference lies in the research

¹ Yogi Wiratomo and Fauzi Mulyatna, "Use of Learning Management Systems in Mathematics Learning during a Pandemic," *Journal of Mathematical Pedagogy* 1, no. 2 (2020): 62.

method, it is because the researcher's research method is a qualitative method while Yogi Wiratomo and Fauzi Mulyatna's research method is action research. Another difference lies in the purpose of the research, this is because the researcher's research objective is to reveal asynchronous learning with the use of the LMS, while the research objective of Yogi Wiratomo and Fauzi Mulyatna is to find the right use of the LMS implemented in online learning. The data sources for the researcher's research are IAIN Metro students in the English Education Department, while the research subjects Yogi Wiratomo and Fauzi Mulyatna are 8th semester students at Indraprasta University PGRI in the Department of Mathematics Education.

The second prior research was conducted by B. Saputro, H. S. Tortop, M. Zuhri, Mansur, and M. Saerozi with the title "The Effectiveness of The Learning Management System of SAQURAL Learning Application on The Scientific Interpretation Learning Outcomes." The method used is a quantitative method with the aim of research to obtain an effective BERSAQURAL LMS on the learning outcomes of BERSAQURAL interpretation through digital literacy. The source of research data is from 3rd semester students at IAIN Salatiga in the science education department, while the research results (1) the BERSAQURAL learning management system in the dashboard consists of the navigation menu, interpretation of science, nature, al-Qur'an, e-Problem Based Learning, evaluation, explore material, user, my profile, settings, and logout; (2) BERSAQURAL learning

management system is effective on learning outcomes of BERSAQURAL interpretation through digital literacy based on the Wilcoxon test (t count - 4.802, $p = 0.00$).²

The research that was conducted by the researcher and the research conducted by B. Saputro, H. S. Tortop, M. Zuhri, Mansur, and M. Saerozi have several similarities and differences. The similarity of the research topic lies in the use of the LMS in the learning process. While the difference lies in the research method, it is because the researcher's research method is a qualitative method while the research method of B. Saputro, H. S. Tortop, M. Zuhri, Mansur, and M. Saerozi is quantitative. Another difference lies in the research objectives, this is because the researcher's research objective is to reveal asynchronous learning by using a LMS, while the research objectives of B. Saputro, H. S. Tortop, M. Zuhri, Mansur, and M. Saerozi are to obtain an effective BERSAQURAL LMS on the learning outcomes of BERSAQURAL interpretation through digital literacy. The research data sources are the students of IAIN Metro in the English Education Department, while the research subjects B. Saputro, H. S. Tortop, M. Zuhri, Mansur, and M. Saerozi are third semester students at IAIN Salatiga majoring in science education.

This third research was conducted by considering several relevant studies conducted by I. D. Sumitra, W. Karwati, D. A. Mariam, and D. E.

² B. Saputro, et al., "The Effectiveness of the Learning Management System of SAQURAL Learning Application on the Scientific Interpretation Learning Outcomes," *Jurnal Pendidikan IPA Indonesia (JPPI)* 10, no. 1 (2021): 111.

S. Simangunsong with the title "E-Learning as Information Technology-Based Learning Media for Students". The method used is a quantitative method with the aim of research to determine the effectiveness of the LMS as an information technology-based learning medium for students of the Indonesian Computer University. The source of research data is from students in semesters 3 - 7 at the Indonesian Computer University majoring in Informatics Engineering, while the results of this research conclude that LMS E-Learning is effectively used as an Information Technology-based learning medium for students of the Indonesian Computer. University. Learning can be states to be effective if the four indicators of learning effectiveness are effective. LMS effectiveness indicators consist of quality, facilities, student readiness to use, and readiness to receive and understand course material.³

The research that was conducted by the researcher and the research conducted by I. D. Sumitra, W. Karwati, D. A. Mariam, and D. E. S. Simangunsong have several similarities and differences. The similarity of the research topic lies in the use of the LMS in the learning process. While the difference lies in the research method, that is because the researcher's research method is a qualitative method while the research method of I. D. Sumitra, W. Karwati, D. A. Mariam, and D. E. S. Simangunsong is quantitative. asynchronous learning using the LMS, while the research

³ I. D. Sumitra, et al., "E-Learning as Information Technology-Based Learning Media for Students," *International Journal of Education, Information Technology and Others (IJEIT)* 4, no. 1 (2021): 112.

objective of I. D. Sumitra, W. Karwati, D. A. Mariam, and D. E. S. Simangunsong is to determine the effectiveness of the LMS as an information technology-based learning medium for students of the Indonesian Computer University. The data sources for the researcher's research are IAIN Metro students in the English Education Department, while the research subjects I. D. Sumitra, W. Karwati, D. A. Mariam, and D. E. S. Simangunsong are students in semester 3 - 7 at the Indonesian Computer University majoring in Informatics Engineering.

The novelty of this research is to explore the use of LMS in asynchronous English reading at the university level. This novelty adds the phenomenon that LMS is used in literacy particularly in English reading learning process; not only in mathematics, religion, and technology. Particularly, the novelty of this research is focused on the effort to explore the students' perspective about asynchronous English reading learning by using LMS and to know the use of asynchronous English reading learning at the university level.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Perception

1. The Definition of Perception

The perception is just sensory registration under complex information processing.¹ The meaning of perception is that someone can analyze information based on experience. The perception cannot develop its views in conveying information to the other people. Therefore, the perception is included in the transmission of primitive information or the delivery of the past mind.

The perception is a type of representational state, with non-deflationary veridicality conditions as part of its nature and with potential for grounding explanation.² Perception depends on what will be represented from the object or state. In conveying perceptions, a person will be based on an object or situation when he wants to express a point of view. The perception in other words, perception is a statement from someone who has a basis in an explanation.

2. Differences of Perception and Perspective

Perception is a matter of receptors as well as of brain.³ The meaning of perception more personal, how do you see a problem or something in your view. In other words, perceptions are included in

¹ Tyler Burge, "Origins of Perception." *Disputatio* 4, no. 29 (2010): 1.

² *Ibid.*, 5.

³ Andrej Demuth, *Perception Theories* (Burge: Sciendo, 2013), 30.

closed opinion statements. Therefore, when conveying perceptions, someone only sees from a narrow perspective.

Perspective is an interpret various textures, shadows, colorations and brightness by forming a picture of object.¹ The meaning of perspective is more general, in perspective you can be evaluation or analysis of something. Perspective is also included in the statement of opinion from the side of someone who is open. Therefore, someone judges something from point of view.

Based on the explanation above, it can be concluded that the difference between perception and perspective lies in the specificity of the source that gives perception and perspective. This is because perception is more specific to the response of the individual personally. While a more general perspective that can include a broader response to a thing.

B. The Concept of Asynchronous English Learning

1. The Definition of Asynchronous English Learning

Asynchronous learning is online learning of teaching presence was categorized as all the actions engaged in during the design and organization of a course, facilitation of the discourse, and during direct instruction taking place in a course.² Asynchronous learning is a complex

¹ *Ibid.*, 40.

² Seugnet Blignaut and Stanley R. Trollip, "Developing A Taxonomy of Faculty Participation in Asynchronous Learning Environment – An Exploratory Investigation," *Computers and Education* 41, no. 1 (2003): 152.

combination of elements to mediate perceptions for students about their educational experiences in the pandemic era. Asynchronous learning is very suitable to be used during pandemic condition that can replace the role of face-to-face learning as online learning. Asynchronous learning can be easily implemented by lecturer and students in the learning process especially online learning.

Asynchronous learning occurs through community forums or online platforms without real-time interactions.¹ Asynchronous learning is a solution in learning that can be done online without being limited by place or time. In asynchronous English learning, teachers and students do not have to meet face to face when a learning process occurs. Therefore, the teachers and students experienced a few obstacles, namely the delay in learning time.

Asynchronous English learning is the most adopted method for online education, because learners are not time bound and can respond at their leisure.² Asynchronous English learning is also the same as learning in general. Asynchronous English learning is very flexible, and can be done anywhere. Learners can take part in online learning while doing other activities. Therefore, that asynchronous English learning is easily accepted among learners.

¹ Murni Fadhilah, et al., "An Exploring Methods in Online Learning: Synchronous and Asynchronous," *Indonesian Journal of Research and Education Review (IJRER)* 1, no. 1 (2021): 76.

² Ayesha Perveen, "Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan," *Open Praxis: International Council for Open and Distance Education (ICODE)* 8, no. 1 (2016): 22.

Asynchronous English learning is distance learning refers to an English learning process provided through online videos and course materials; the learners and the instructor are separate both in terms of place and time.¹ Lecturers who use asynchronous English learning can prepare material in advance and learning interactions are carried out flexibly and do not have to be at the same time. Asynchronous learning can make it easier for students to access material, attendance, and more. Therefore, when online learning occurs, the appropriate method is asynchronous learning.

2. The Features of Asynchronous English Learning

Asynchronous English learning has the main features in each pattern. The patterns in asynchronous English learning have fifth kinds, as follows:

- a. In the Polling pattern, the main features of asynchronous English learning are very simple to use but not efficient. Examples of its use are B2C E-Commerce and Web Portals.
- b. In the Callback pattern, the main features of asynchronous English learning are difficult to implement, but more efficient. An example of its use is long running async information retrieval services.
- c. In the Publish-Subscribe pattern, it is the same as the Callback pattern, the main features of asynchronous English learning are

¹ Yoany Beldarrain, "Distance Education Trends: Integrating New Technologies to Foster Student Interaction and Collaboration," *Distance education* 27, no. 2 (2006): 139.

difficult to implement, but more efficient. An example of its use is in news and business information.

- d. In the Callback with Ack pattern, the main features of asynchronous English learning are Inherits Callback features, adding initial synchronous information. An example of its use is found in the variant of Callback, which is very useful in verifying published data reception.
- e. In the Publish-Subscribe with Ack pattern, the main features of asynchronous English learning are Inherits Publish-Subscribe features, adding initial synchronous information. An example of its use is in the variant of Publish-Subscribe, useful for tracking purposes and in B2B WS transactions.¹

Briefly the features of asynchronous English learning are illustrated in the following figure:

1) Polling Pattern

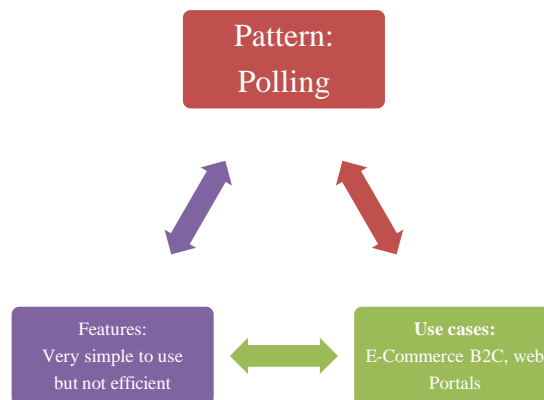


Figure 1. Polling Pattern

¹ Girish M. Tere, B. T. Jadhav, and R. R. Mudholkar, "Web Service using Asynchronous Communication," *International Journal of Computer Application (IJCA)* 1, no. 1 (2012): 10.

2) Callback Pattern

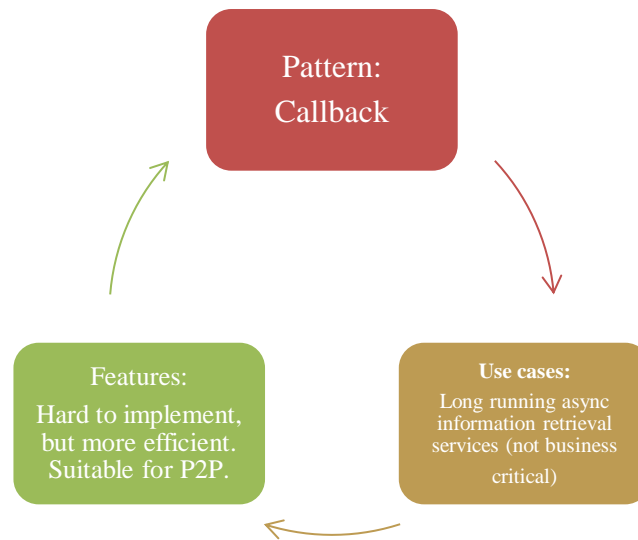


Figure 2. Callback Pattern

3) Publish-Subscribe Pattern

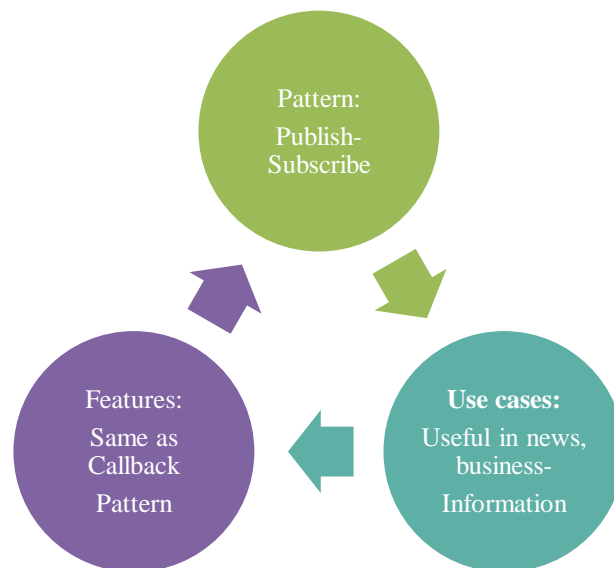


Figure 3. Publish-Subscribe Pattern

4) Callback with Ack Pattern

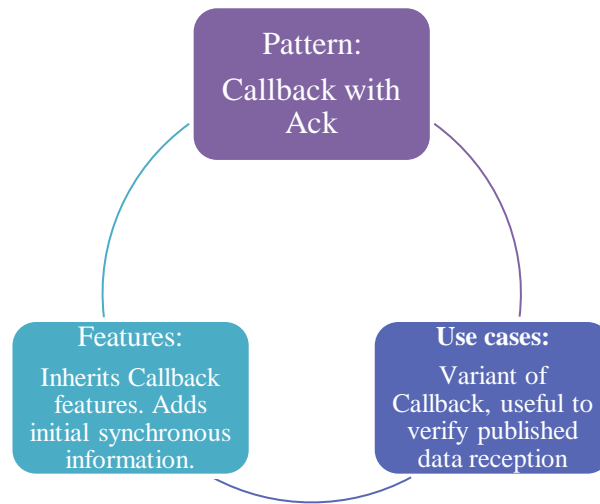


Figure 4. Callback with Ack Pattern

5) Publish-Subscribe with Ack Pattern

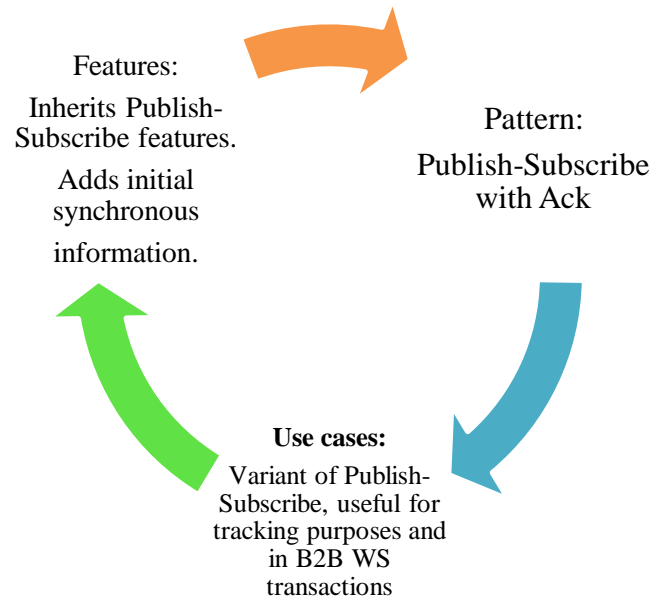


Figure 5. Publish-Subscribe with Ack Pattern

3. The Causes of Asynchronous English Learning

Asynchronous English Learning can be an ideal medium for language learning because of its potential to utilize multiple teaching methods, strategies, and learning systems.¹ By utilizing various methods in learning, creating new learning strategies, as well as electronic learning systems. Therefore, asynchronous English learning causes ideal learning.

The causes of Asynchronous English Learning of communication through multiple media connected to a multiple world in are multiple ways.² With the existence of asynchronous English learning, it causes communication between teachers and students to be very broad. Due to the connection of online learning media in various ways from various countries in the world.

4. The Differences Between Synchronous and Asynchronous in LMS

Synchronous learning is learning in real time students and lecturers can talk to each other by online media.³ Synchronous learning using LMS, namely the use of learning is limited to one time only. In other words, when students cannot participate in synchronous learning, these students cannot access learning at the time and place that has been

¹ Ayesha Perveen, "Synchronous and Asynchronous E-Language Learning", 25.

² *Ibid.*

³ Muji Endah Palupi, "The Difference Between Synchronous and Asynchronous Online Learning Communication During Covid-19 Pandemic," *Journal of English Language and Literature (JELL)* 7, no. 1 (2022): 10.

provided. Therefore, synchronous learning is included in the closed learning method, which can only be carried out at a predetermined time.

Asynchronous learning is learning that does not occur directly, and can access it whenever.¹ Asynchronous learning using LMS, namely the use of learning is not bound by time, and can be accessed anytime and anywhere. When learning occurs students can access learning materials at unlimited times. Therefore, this asynchronous learning method is included in open learning, which has the flexibility to make it easier for students to take part in distance learning.

The difference between synchronous and asynchronous lies in the flexibility of the application, synchronous learning is a direct learning method, namely lecturers or teachers interact directly with students at the same time or virtual live through web-based media applications such as Google Meet, Zoom Meeting, and others. Therefore, synchronous learning is learning that occurs at one time and the learning time is scheduled so that students have discipline in time and the learning process is directed, but has limited time in learning.

Meanwhile, asynchronous learning is an indirect learning method, namely the lecturer or teacher does not interact directly with students at one time. From asynchronous learning, there are several steps before learning begins, namely before class, during class, and after class. Asynchronous itself is learning in a course or material that is done

¹ *Ibid.*

before class, during class, and after class. As for before class, each student is required to at least read the description of the material, which can be in the form of PPT, videos, and others. When during class, every student must know what material the lecturer will deliver on the day the learning is carried out, at least there is background knowledge so that in the end students can follow what the lecturer explains. And the last is after class, at this step it is very important for lecturers to measure the ability and the extent to which students understand the material that has been delivered in the form of an assignment or exam for students. Therefore, asynchronous learning makes it easier for students in the learning process, students can learn anywhere and anytime and make students more independent in learning.

C. The Concept of Learning Management System

1. The Definition of Learning Management System

The LMS (Learning Management System) is a web-based software consisting of courses that contain electronic tools including a discussion board, files, grade book, electronic mail, announcements, assessments, and multimedia elements.¹ LMS is a new instrument in teaching based on online learning. LMS is one of the information technology instruments that can be used in distance learning, which facilitates E-Learning and allows teaching and learning to occur without

¹ Chynthia Gautreau, "Motivational Factors Affecting the Integration of a Learning Management System by Faculty," *The Journal of Educators Online* 8, no. 1 (2011): 4.

any space and time limitations. The LMS using web-based software. The use of the LMS is very appropriate in distance learning during this pandemic.

LMS is composed of computer software that incorporates functions for teaching, evaluating, and administrating courses.¹ LMS becomes an interactive learning between teachers and students. LMS had an efficient, effective, and innovative value in online learning. With the LMS, students can collect their work easily. During this pandemic, the use of LMS is very useful in online learning systems.

LMS is a tool that organizes and regulates classroom administrative tasks, supports teachers and students in the teaching and learning process, and informs parents of their children's progress and school activities.² LMS is also used as an intermediary for online learning. LMS is a digital system-based learning media in which an interaction occurs between the teacher and students. In the LMS, teachers can upload teaching materials and provide feedback to students on learning achievements. Even during the pandemic, students are not left behind or become an obstacle in online learning at home.

LMS as educational technology becomes more prevalent in higher education, teaching is no longer restricted to face-to-face

¹ Rashid A. Khan and Hassan Qudrat-Ullah, *Adoption of LMS in Higher Educational Institutions of the Middle East* (Cham: Springer, 2021), 13.

² Ramzi Nasser, Maha Cherif, and Michael Romanowski, "Factors that Impact Student Usage of the Learning Management System in Qatari Schools," *The International Review of Research in Open and Distance Learning (IRRODL)* 12, no. 6 (2011): 39.

instruction.¹ The LMS is an online learning system equipped with advanced technology that can be used at various levels of education, especially higher education because students can learn independently. The LMS is also very helpful in the teaching and learning process in the era of online learning during the pandemic. The LMS is very influential on asynchronous English reading learning for English education students at IAIN Metro.

2. The Features in Learning Management System

LMS has examples there are Canvas, Blackboard, Desire2Learn, Sakai, and Moodle. During the pandemic era, IAIN Metro used LMS as an online learning tool, namely using Moodle.

MOODLE (Modular Object-Oriented Dynamic Learning Environment) is a free web tool that helps teachers construct engaging online learning environments.² Moodle is a variation of a LMS, which can be used in a variety of situations, including education, training and development, and business. Moodle is used as a means of learning activities that have material access features, discussions, questions and answers, and evaluations that can be carried out through the website display using the help of a browser.

¹ Hsiu-Ping Yueh and Shihkuan Hsu, "Designing A Learning Management System to Support Instruction," *Communications of The ACM* 51, no. 4 (2008): 59.

² Kavita Chalal and Maneesh Patel, "Features of Learning Management System (LMS) for Learning Teaching and Learning," *Journal of Interdisciplinary Cycle Research (JICR)* 13, no. 11 (2021): 198.

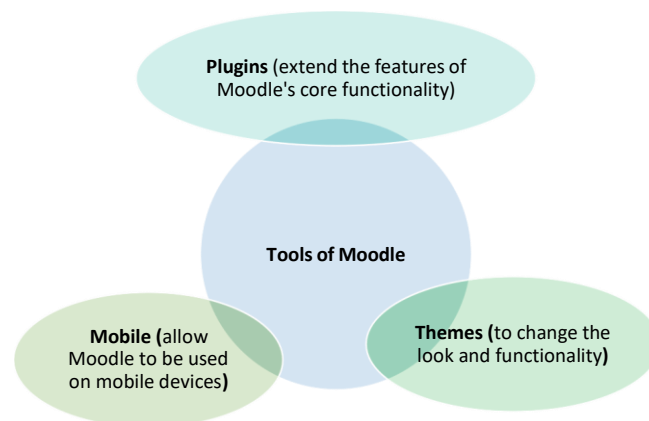


Figure 6. Tools of Moodle

3. The Characteristic of Learning Management System

The LMS make a usability evaluation of standard modules in Moodle for online learning.¹ LMS is used as a means of communicating between students and lecturers in a virtual study room. Using Moodle, students can download course materials, take online quizzes, and submit assignments online. Therefore, Moodle in asynchronous English reading learning, it is hoped that online learning can be carried out in accordance with the standards of teaching and learning modules at IAIN Metro.

The LMS while make some contribution to student learning, online learning environments that restrict themselves to delivering static resources do not characterize quality online learning environments.² With the LMS, it is hoped that the online teaching and learning process can provide freedom for students to express their

¹ Gorgi Kakasevski, et al., "Evaluating Usability in Learning Management System Moodle," *Information Technology Interface* 1, no. 1 (2008): 613.

² *Ibid.*

creativity during the pandemic. The LMS is very useful especially in asynchronous English reading learning at IAIN Metro.

The characteristics of E-Learning summarized as follows:¹

- a. Every E-Learning course is created because there is a learning need.
- b. An E-Learning course is designed with one or more learning objectives in mind.
- c. An E-Learning course is created with a particular audience and its need in mind.
- d. E-Learning is created with the help of subject matter experts.
- e. E-Learning is self-paced and reaches a wider audience.
- f. E-Learning is connected to electronic media.
- g. E-Learning courses always have assessments.
- h. The development of E-Learning follows a streamlined process.

4. The Benefits of Learning Management System

The benefits of LMS are providing the ability to instruct online using a variety of modalities to meet learners' diverse needs.² In other words, LMS is very helpful and beneficial for students when distance learning occurs. The LMS can be used and accessed anywhere and anytime without any time limitations in following online learning.

¹ Mohammad Shkoukani, "Explore the Major Characteristics of Learning Management Systems and their Impact on E-Learning Success," *International Journal of Advanced Computer Science and Applications (IJACSA)* 10, no. 1 (2019): 296-297.

² Chynthia Gautreau, "Motivational Factors Affecting", 4.

According to Ramzi Nasser, LMS have fifth benefits¹, there are:

- a. LMS is designed to manage administrative tasks of schools and other organizations.
- b. LMS had functions as management tracking, instructions, and integration throughout the system.
- c. In the LMS we can receive emails, online discussions, question and answer sessions between students and lecturers, and can share learning content in the courses that have been provided.
- d. Most LMS activities require a computer, internet and email to support online learning activities.
- e. LMS can help teachers to achieve learning activities that occur in the classroom (traditional), can be realized through online learning through the LMS.

D. The Concept of Reading Learning

1. The Nature of Reading

Reading is the most natural activity in the world.² The reading activities do not require heavy activities in doing so. Through reading activities, many people can find out all the important information that is processed from understanding the contents of the reading. Therefore, the

¹ Ramzi Nasser, Maha Cherif, and Michael Romanowski, "*Factors that Impact Student*", 40.

² Frank Smith, *Understanding Reading* (London: Lawrence Erlbaum Associates Publishers, 2004), 2.

reading process is needed in the learning process, because through reading a lot of knowledge and information is obtained as the soul of learning itself.

Reading is a needed channel of communication with the global community.¹ With the ability to reading, we can interact with other people in a wide range. Reading activities are part of the communication process, because through reading the readers get information from reading sources. Therefore, reading activities can provide a structured study in learning.

2. The Definition of Reading Learning

Reading learning is fundamental skill upon which all formal education depends.² Reading learning is the ability to get useful information to achieve understanding. Therefore, reading skills are needed by students of English education department in the teaching and learning process using LMS in asynchronous English reading learning at IAIN Metro.

Reading learning is the essential in today's society and teaching students to become proficient readers.³ With reading learning students can have the ability to knowing experience from someone in a reading. Therefore, reading learning at the higher education level especially at

¹ Guy Loraine Bond, et al., *Reading Difficulties Their Diagnosis and Correction* (Boston: Allyn and Bacon, 1994), 1.

² Peter Westwood, *What Teachers Need to Know About Reading and Writing Difficulties* (Victoria: Acer Press, 2008), 2.

³ Åsa Elwér, *Early Predictors of Reading Comprehension Difficulties* (Linköping: Department of Behavioural Sciences and Learning, 2014), 7.

IAIN Metro, it is hoped that students of English education department can be explore and hone their reading skills until they graduate.

3. The Importance of Reading Learning

The great importance of reading learning are the expressed attitudes and observed actions of the teacher.¹ By paying attention to the explanation of the material from the lecturer regarding reading learning, students can digest and understand the reading material well. Therefore, there is a need for assistance in intense reading learning, that these students can master the reading material that had been taught by the lecturer.

The importance of reading learning is of the alphabet is that it enables people to make marks on paper in a simple and consistent manner.² When learning to read occurs it can create a greater concern for reading skills in the growing child than ever before. Therefore, when the speakers speak of the language, words always look same by the written.

Reading learning is important not just for understanding text, but for broader learning success in education, and employment.³ The importance of studying reading learning from an early age, can be a reference for seeking knowledge broadly that can be useful in the

¹ Guy Loraine Bond, et al., *Reading Difficulties.*, 11.

² Frank Smith, *Understanding Reading.*, 6.

³ Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (London & New York: Routledge, 2015), 1.

future. In reading learning, it is expected to build a clear mentality of a person so that when understanding words and sentences from the text, one can find out the intent and purpose of the author through the text that has been read. Therefore, when we studying reading learning can understand the meaning and sentences in a reading on the reading subject.

4. The Aspects of Reading Learning

The aspects of reading learning are one important implication of this perspective that attention needs to be paid to the teaching of both.¹ With the ability to reading skill, students can explore further about their knowledge and abilities in reading learning. Therefore, reading learning is very influential on aspects of life, especially in the world of education to make it a basis for exploring knowledge by reading.

The aspects of reading learning are in the early stages of students reading development, students are concerned with the mechanical aspects of reading.² Reading learning teaches students to be able to understand word for word in a reading. As for aspects of learning to read that need to be considered, such as when there are pronouns and integration of clauses that are connected by connecting words in the completion of reading. Therefore, students are taught to practice their thinking skills in reading learning therefore educators can find out students' shortcomings early.

¹ *Ibid.*

² Guy Loraine Bond, et al., *Reading Difficulties.*, 40.

5. The Indicators of Reading Learning

The objectives of reading learning are achieved when the readers point out the following indicators:

- a. The readers are able to comprehend the main idea in the text

The main idea is an idea that becomes the core of a text. Each paragraph must have a main idea, so that the reader knows what the author is saying in a piece of writing.

- b. The readers are able to comprehend with expression

Expression is an expression of feelings towards something. In reading learning, expressions can express feelings, intentions, and ideas in reading.

- c. The readers are able to comprehend supporting idea

Supporting idea is the content contained in a paragraph or reading. Through supporting ideas, readers will find additional information that complements the main ideas in the reading.

- d. The readers are able to comprehend vocabulary in context

Vocabulary in context is the background of a word or vocabulary where the reader will hear the word in a conversation. With the vocabulary in context, the reader will increase one's vocabulary of a text.¹

¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, Inc, 2004), 206.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

A qualitative research study is an approach for exploring and understanding the meaning individuals, groups ascribe to social, or human problems.¹ It can be states that qualitative research reveals phenomenon from an educational perspective. Qualitative research is the research that is aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by students' perspective about LMS in English reading learning at IAIN Metro. The case study is a study of some phenomenon broader than the unit under investigation.² The researcher decides to use qualitative research to investigate the students' perspective about LMS in English reading learning at IAIN Metro.

The type of this qualitative research is a case study had been associated with qualitative methods of analysis. By using this qualitative method, it can make it easier for the researcher to get data. The case study in this research focuses on the qualitative research. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.³ The researcher takes a survey that it can be used to describe phenomena and summarize. The aim of using survey for

¹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (California: Sage Publications, 2018), 2.

² John Gerring, *Case Study Research: Principles and Practices* (New York: Cambridge University Press, 2007), 85.

³ Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (New Jersey: John Wiley & Sons, Inc. 2005), 16.

descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. In line with the explanation above, the purpose of this research to know to reveal asynchronous learning with the use of the LMS.

B. Data Resources

In this research, the researcher divides the sources into two items. They are primary and secondary.

1. Primary Sources

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. The primary sources present information in its original form; it had neither been interpreted nor condensed nor evaluated by other the researcher. The primary sources of this research are the results of an interview with 13 third semester English education students to gather data on their perspectives on LMS in English reading learning at IAIN Metro.

2. Secondary Sources

A secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often use them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is

from the research setting: documentation, journals, e-books, and articles that are related to the research.

C. Data Collection Techniques

The data collection taken from process analyzing data become theory or interpretations. Creswell states that data collection must be done by understanding the context or setting of the participants through visiting this context and gathering information personally.⁴ The data collection is the accumulation of specific evidence that enables the researcher to correctly analyze the results of all activities according to her research design and procedures. The researcher for this research uses documents to collect the data. The researcher took documents from students' perspectives about LMS in English reading learning at IAIN Metro.

In the process of collecting the data, the researcher collects the results of the students' perspective on LMS in English reading learning at IAIN Metro. In this research, the researcher used three techniques to collect the data: observation, documentation, and an interview.

1. Observation

Observation is the process of gathering open-ended, firsthand information through the use of LMS in English reading at IAIN Metro. In this research, the researcher observed asynchronous learning by using LMS for English reading learning at IAIN Metro. In collecting data through observation techniques, the researcher observed the

⁴ John W. Creswell and J. David Creswell, *Research Design.*, 8.

process of learning English reading by using LMS to determine the use of asynchronous English reading learning through LMS. In addition, the researcher observed the results of the Evaluative Reading assignments taught through this LMS. The learning process at IAIN Metro is carried out online during this pandemic, so there is no direct face to face learning. Therefore, in observing the use of the LMS, the researcher observed the learning process by asking permission from the lecturer in charge of the Evaluative Reading course to join the LMS. As a result, it is hoped that the researcher will be able to observe the process of learning English using LMS.

2. Documentation

Qualitative research may additionally use documents or other artifacts to aid in an understanding of the phenomenon under study. To collect data for this research, the researcher employs the document collection technique. Documents can be a valuable source of information in qualitative research. In this research, the researcher documented important data such as the history of IAIN Metro, organizational structure, and total number of lecturers and students. In collecting data through the documentation technique, the researcher collected data in the form of archived documents for the Evaluative Reading course assignment, which contains the phenomenon of asynchronous English reading learning through the use of LMS. This documentation was conducted to determine the effect of asynchronous

English reading learning on students' reading skills. In addition, the researcher documented all supporting data related to administrative completeness and information about IAIN Metro, such as the history of IAIN Metro, organizational structure, total of lecturers and students, administrative staff, and IAIN Metro location plans.

3. Interview

Interviews are guided question-and-answer conversations or an "interchange of views between two persons about a theme of mutual interest." However, they differ from different conversations by having a specific structure and purpose. In this research, the researcher used interviews to gather data on students' perspectives of asynchronous English reading learning using LMS in the IAIN Metro. In collecting data through interviews, the researcher interviewed students to find out the students' perspectives related to asynchronous English reading learning. The number of students who were the source of the interview is 13. Furthermore, the researcher conducted online lecturer interviews to learn about the use of asynchronous English reading learning at IAIN Metro using the LMS. The researcher conducted an interview with the lecturer of the Evaluative Reading course in this research, asking questions about asynchronous English reading learning at IAIN Metro using LMS. In addition, an interview was also conducted with students online via Video Call in WhatsApp due to anticipating the learning process that is still being carried out online by asking questions

contained in the Video Call in WhatsApp to find out students' perception of asynchronous English reading learning through the use of LMS.

D. Data Analysis Technique

Analyzing data is an important part of a research study because the result becomes the conclusion of all the research. Data analysis entails studying the tabulated material to determine characters' facts or meanings. It included breaking down existing complex factors into simple parts and putting the parts correctively in new arrangements for the purpose of interpretation. The researcher applied Miles and Huberman's model to analyze the data.⁵

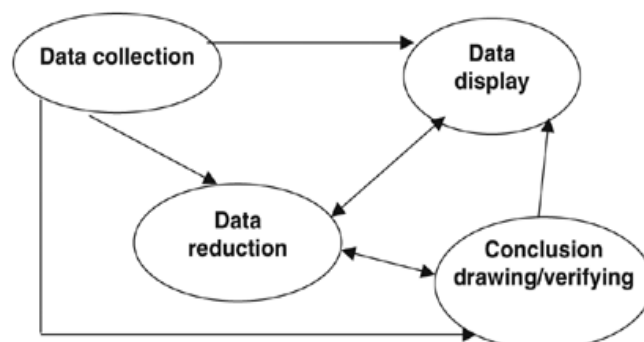


Figure 7. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:⁶

1. Data collection is the step when the researcher gathered all data which are used to complete the research.

⁵ Matthew B. Miles and A Michael Huberman, *Qualitative Data Analysis*, (London: Sage Publication, 1994), 12.

⁶ *Ibid.*

2. The researcher reduced the data got by summarizing and choosing specific things.
3. To display the data, the researcher usually used graphics, figures, or charts. The display should be able to describe the content entire the data.
4. Lastly, the researcher was verified this research by making conclusion of data findings.

Therefore, it is far from conclusive that the analysis of data had a few functions in analyzing the research data that include making sense of the raw data, getting the significant results, describing inferences or making generalizations, and calculating the parameters. In conducting this research later, the researcher collected data to find out the students' perspectives on asynchronous English reading learning at IAIN Metro using the LMS. In collecting data, the researcher conducted interviews with IAIN Metro students in the Evaluative Reading course, using LMS in the learning process. The process of collecting data is by questionnaire the students, concentrates on collecting data related to their perspective on the use of LMS. Furthermore, while collecting data, the researcher observed the learning process with IAIN Metro students using an LMS. Following data collection, the researcher categorized the data by focusing on research objectives related to English reading learning via LMS at IAIN Metro and student perspectives on that. After sorting the data, the researcher presented the data by describing the descriptive words and completing it with a table. Then the last stage is data inference to get answers to research questions.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research

1. The History of IAIN Metro

The IAIN Metro is located in Metro City, Lampung Province. The IAIN Metro was built on April 23rd to 25th, 1997 based on Decree of President RI No. 11, 1997 on March 21st, 1997. As an Islamic institute, which was one of the universities in Metro City, IAIN Metro had vision and missions. Its vision was to "become an innovative Islamic collage of education in socio-eco-techno-preneurship synergy based on Islamic values and Indonesian."

The IAIN Metro had 4 faculties, which are divided into two campuses. Campus 1 is the main campus, which had a rectorate building, a postgraduate building, and two faculties, namely the Faculty of Tarbiyah and Teachers Training (FTIK) and the Faculty of Ushuluddin Adab and Da'wah (FUAD). Campus 2 is a wide campus with two other faculties, namely the Faculty of Islamic Economics and Business and the Faculty of Shariah. Not only that, the second campus of IAIN Metro had recently operated the Al-Hikmah Library and the Religious Moderation Monument.

Table 4.1 The Faculties and The Majors of IAIN Metro

No.	The Faculty	The Majors
1.	FTIK	<ul style="list-style-type: none"> • Islamic Education Department (PAI) • English Education Department (TBI) • Arabic Language Education (PBA) • Elementary School Education Department (PGMI) • Islamic Childhood Education Department (PIAUD) • Mathematics Education Department (TMTK) • Biology Education Department (TBIO) • Social Education Department (TIPS)
2.	FUAD	<ul style="list-style-type: none"> • Language and Arabic Literature (BSA) • Communication and Islamic Broadcasting (KPI) • Islamic Extension Guidance (BPI)
3.	FEBI	<ul style="list-style-type: none"> • Shariah Economy (ESY) • Shariah Banking (PBS) • Islamic Accounting (AKS) • Pilgrimage Management (MHU)
4.	F. SYARIAH	<ul style="list-style-type: none"> • Islamic Law (AS) • Islamic Economy Law (HESY) • Islamic Constitutional Law (HTN)

2. The Profile of English Education Department of IAIN Metro

The English Education Department is a department with Strata-1, which was established in 2007. This department is an old one at IAIN Metro. The vision, mission and goals of the English education department are as follows:

Table 4.2 Vision, Mission, and Goal of TBI

Vision	:	Making English study program highly qualified in educational insight and knowledge of English language and literature based on faith and ihsan as well as moral and ethical values of social and state life.
Mission	:	Creating an English language education program that is not only of high quality, but also beneficial for the Indonesian people to meet the needs of the real world of work, both in the field of education and in non-educational fields at the national and international levels.
Goal	:	The aims are to produce graduates who are knowledgeable, skilled, and qualified in teaching English or carrying out non-educational tasks, such as secretarial and banking to fulfill the world of work, both at the domestic and foreign levels.

B. Description of Research Result

The description of the research result refers to the explanation of answers to research questions which including find out the use of asynchronous English reading learning by using LMS at IAIN Metro, and the students' perspective about asynchronous English reading learning by using LMS at IAIN Metro. Description of the result of the research are given out in the following results:

1. The Use of Asynchronous English Reading Learning in LMS at IAIN Metro

In collecting the research data, at the first step the researcher interviewed the lecturer of Evaluative Reading in order to know the use

of asynchronous English reading learning by using LMS at IAIN Metro. The interview was done directly at IAIN Metro on September 16th, 2022. In addition, the researcher observed the process of implementation of asynchronous English reading learning by using LMS at IAIN Metro by asking the screenshot of reading learning process by using LMS. In learning evaluative reading, the researcher observed the process of English reading learning activities by using LMS. At this documentation stage, the researcher documented the use of using LMS in asynchronous English reading learning, with the aim of strengthening interview and observation data.

Based on the observation, there were three activities in the Evaluative Reading, which are divided into three parts: before reading, during reading, and after reading.

1) Before Reading

In the reading learning process, the first step of before reading is a way to stimulate the students to explore their background knowledge about topics and languages using LMS.

The data obtained are follow:

“I think it is very important because the background knowledge can support all as a basic of the students reading skill, for as English learning important to build in.”

Based on the interview, it can be concluded that strengthening students' background knowledge in the reading process is very fundamental because it can strengthen and equip

students in the reading process. Therefore, the students can better understand the text that is read perfectly. In addition, the process of strengthening background knowledge can reduce students' misunderstanding of the contents of the reading therefore students can capture important information contained in the text.

“To build students background knowledge, I think the students should read more about some different texts. So, they can improve their background knowledge.”

Based on the interview, the researcher got information about ways to strengthen students' background knowledge before the reading process related to reading texts, namely by asking students to read various sources before the reading process in class began. This is very important to do in order to encourage students to read more intensely outside the classroom before the learning process begins. In addition, it strengthens reading habits therefore students are better prepared for the reading process in class.

The second step of before reading, the lecturer demonstrates the key strategies that students can use when reading texts using LMS in reading learning. The data obtained are follow:

“Of course, I think is very important because the students should know about the reading strategies.”

Based on the interview, it is critical for students to understand effective reading strategies during the reading process. Some reading strategies that are very supportive in the reading learning process include skimming, scanning, being interesting,

and other. Therefore, in the reading process, students are able to capture key information in an effective way without wasting a lot of time. In addition, debriefing on reading strategies can help students avoid boredom therefore they are more motivated during the reading process.

The third step of before reading, the lecturer posts the learning media such as video to a learning management system like canvas for students to provide our students with important aspects of pre-reading instruction. The data obtained are follow:

“The important of video in LMS, video can help the teachers, can help the students, to make them easier to know the text.”

Based on the interview, that it is important that the efforts made by the lecturers in connecting the pre-reading phase and the reading to connect to relate phase are important with interesting activities using visual or audio-visual learning media that can increase students' motivation and interest in learning. process of learning to read. This is because the reading process involves more silent and serious processes, so the presence of these audio-visual and visual media can encourage students' interest to be more persistent in the reading process later. In addition to providing a stimulus therefore students are more interested in the reading process later, the provision of audio-visual media during the connection process can provide important aspects related to

reading text as well, because the content provided on the audio-visual or visual media is related to the topic of the reading text.

The last step of before reading, the lecturer asks the students to use google doc, for example, to write reflections on key issues in a text, which can help them think about the topic and establish an accessible point of entry into to work. The data obtained are follow:

“Yeah, I think its need, because the content of the reading related to the student experience. So, the students can know about the content of the text examined and clearer.”

Based on the interview, that in the connection process between the pre-reading phase and the reading phase, it is very important to have a reflection process on students' understanding and experience of the topic of reading. This can be done with several efforts, including the use of Google Docs when the learning process involves other online media. The process of reflection carried out by students about their experiences and understanding of reading can stimulate and develop their understanding of the topic therefore, in the reading process, they capture important information related to the text they are reading.

2) During Reading

In the reading learning process, the first step of during reading is the lecturer asks the students to read the text. The data obtained are as follow:

“Because the LMS, I think, the students should read more, more texts, in some difference skilled.”

Based on the interview, it can be concluded that in the reading process, it is important for lecturers to find out what students get from the reading they do. This can measure the extent to which students actually understand the important information contained in the reading. One of the media that can be used to determine student responses to text reading is the LMS. Through the use of the LMS, students can read more texts from various text sources, and they can relate the contents of the readings to their lives, their experiences, and their understanding to be shared through the LMS.

The second step of during reading is the teacher asks the students about their responses of reading text by relating components of texts with their lives, ideas, and experiences by sharing it through LMS. The data obtained are as follow:

“I thinks learning reading for the students, I here via offline or online. English case LMS (Learning Management System), I think different by teaching the students face to face it is a clearer. The teacher can see the students face, can see the students how they pronounce the words, how they understand about the texts. But a by using LMS online, I think it is a we cannot get back their pressure result.”

Based on the interview script, that the lecturer efforts to form an explanation of reading strategies through the LMS are very important. However, according to English lecturer, the use of LMS had limitations compared to face-to-face meetings. This is because

the use of an LMS requires online meetings without direct meetings with students. As a result, lecturers or teachers are unable to determine students' actual abilities or whether they have a good understanding of the text, whereas direct or offline learning allows the lecturer or teacher to determine students' understanding of the actual text.

3) After Reading

After reading read a text, the lecturer creates opportunities for them to take the responses and interpretations they have developed and use those insights to connect the text to big-picture issues in the world around them. The data obtained are as follow:

“I think by they can know by reflection they can know about what is the texts about, and they can relate with there are their day, the daily activities then daily like about the texts.”

Based on the interview script, that after the reading process, efforts were still needed to determine the students' ability to understand the text by asking them to relate and interpret the contents of the reading with the experiences they had in their daily lives. That is because with this process, the teacher can measure the students' ability based on their understanding of the actual reading.

2. The Students' Perspective about Asynchronous English Reading Learning by Using LMS at IAIN Metro

In collecting the data, the researcher interviewed 13 students of the third semester by giving the questions of interview. The result of

this research is obtained by means observation, as a form of data search and online interview technique in the through of WhatsApp group which then the researcher analyzed and documented obtained from the screenshot of participant's Videocall via WhatsApp.

The findings in the form of student answers through the question found on WhatsApp group can be seen as follows:

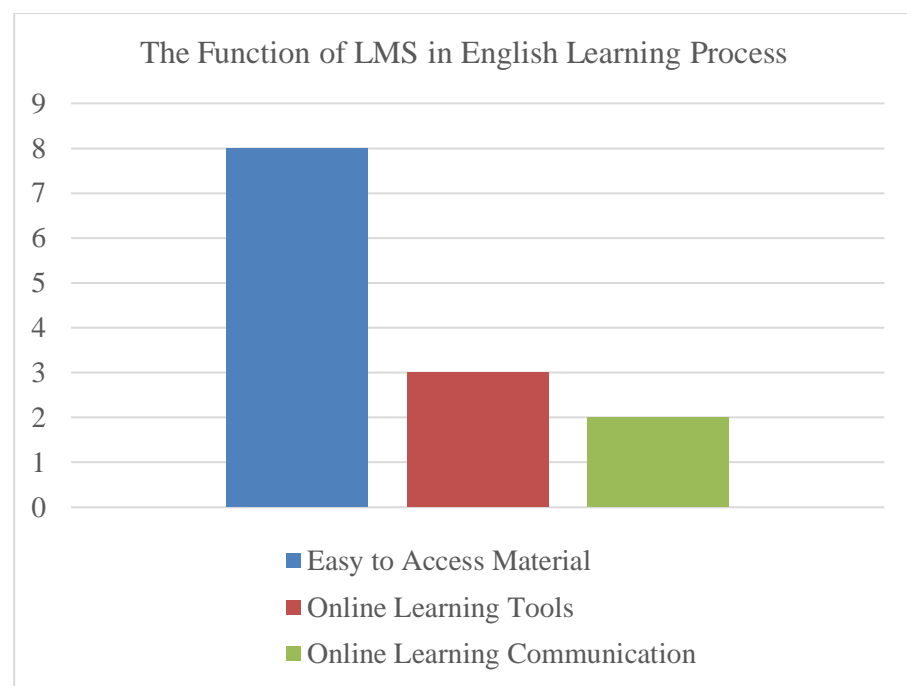


Figure 8. The Function of LMS in English Learning Process

The researcher provided the students with the first interview, “What is the function of the LMS in the English learning process?”. As the result of the first question, 8 students said “easy to access material”, 3 students said “online learning tools”, and 2 students said “online learning communication”. Based on the interview results, it can be concluded that the function of the LMS in the online reading learning

process in English is effectively used in the learning process, from the planning process to evaluation.

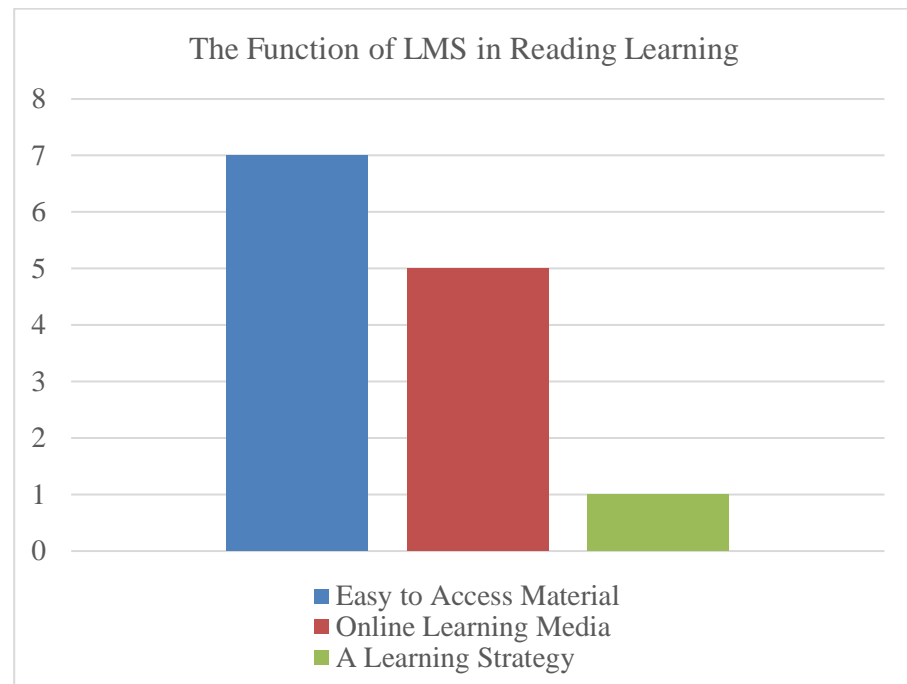


Figure 9. The Function of LMS in Reading Learning

The researcher provided the students with the second interview, “What are the function of the LMS in the reading learning?”. As the result of the second interview, 7 students said “easy to access material”, 5 students said “online learning media”, and 1 student said “a learning strategy”. Based on the interview results, LMS in the reading course makes it easy for students to open the material that had been given, which can be read anywhere and anytime, and to increase the effectiveness when we read. Therefore, LMS is the solution when distance learning takes place.

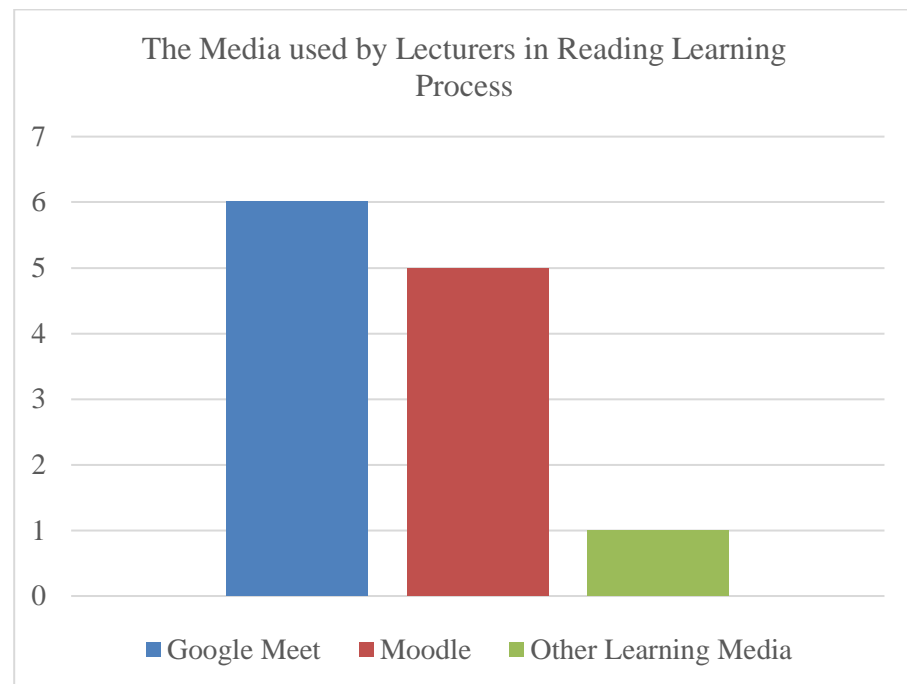


Figure 10. The Media used by Lecturer in Reading Learning Process

The researcher provided the students with the third interview, “What are the media used by lecturers, especially reading lecturer in the reading learning process using the LMS?”. As the result of the third interview, 6 students said “Google Meet”, 5 students said “Moodle”, and 2 students said “other learning media”. Based on the interview results, the students usually used E-Learning: E-Learning allows learning activities to be carried out on time like conventional learning, and the students also usually use Moodle for percentages and discussions. The lecturers use things like power point, text online, sometimes audio, but mostly power point, and they also usually use feature templates to write or use files and documents like PDF, PPT, DOC, XLS, and JPG.

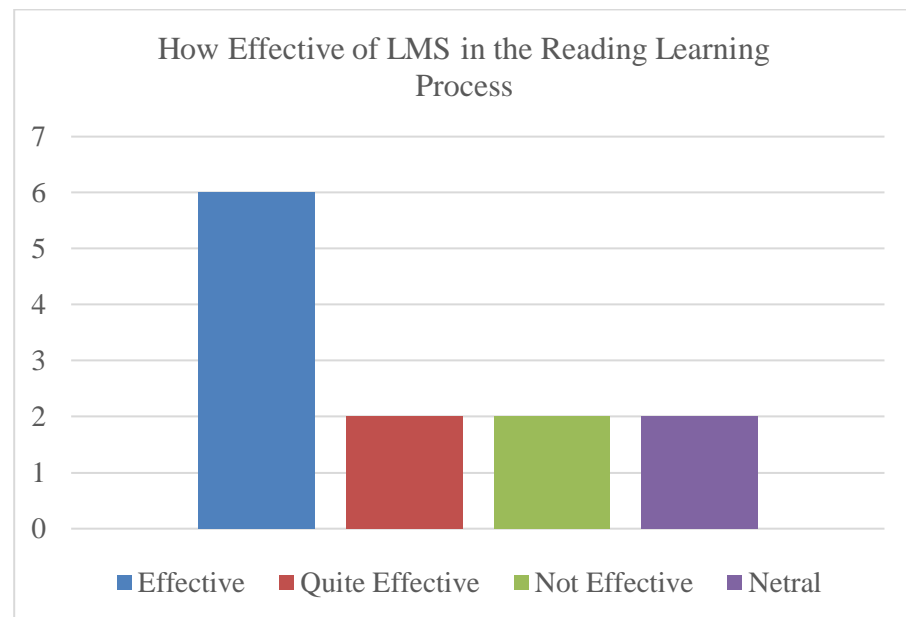


Figure 11 How Effective of LMS in the Reading Learning Process

The researcher provided the students with the fourth interview, “How effective is the application of the LMS in building interaction between students and lecturer in the reading learning process?”. As the result of the third interview, 6 students said “effective”, 2 students said “quite effective”, 2 students said “not effective”, and 3 students said “neutral”. Based on the interview results, the students can easily access material that is not understood and look for additional information through the LMS, such as during presentations or when doing something else at the same time or at any time. The students can interact with lecturers indirectly, can learn material in real time without fear of deleting it, and facilitate lecturers and students in conveying information. However, some students believe that LMS are less effective because online learning suffers from signal disruptions and makes it difficult to understand the material. Build interaction between

lecturers and students. In other words, a LMS allows different interactions with conventional or face to face learning. In conventional learning, we often encounter students who do not dare or do not have the opportunity to express opinions or ask questions when discussing. LMS allows students to be more courageous because it appears indirectly, and they can express their opinions or ask questions at any time. So, with the use of an LMS in the distance learning process, the interaction between lecturers and students was faster and more effective.

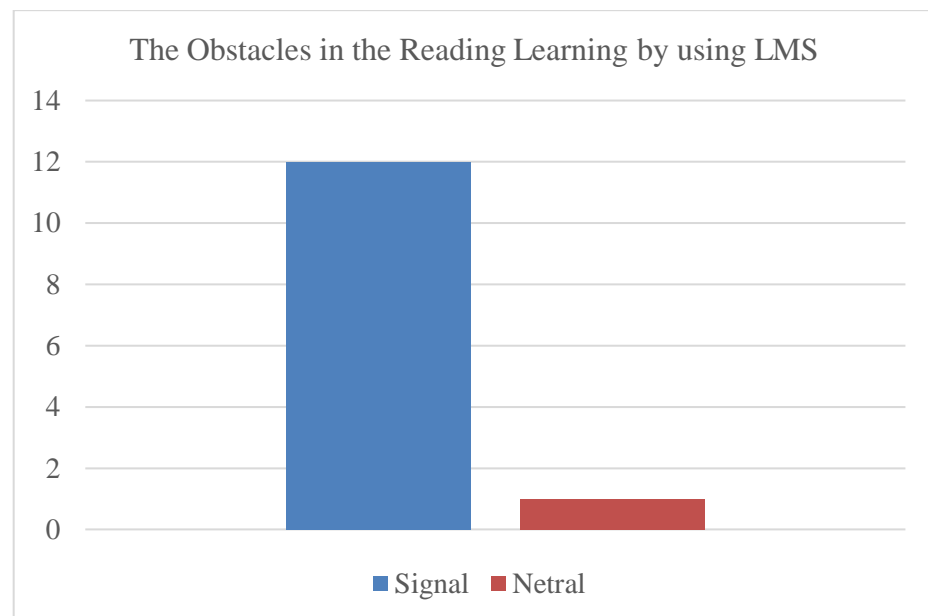


Figure 12. The Obstacle in the Reading Learning by using LMS

The researcher provided the students with the fifth interview, "Are there any obstacle that you get in the process of learning to read using the LMS?". As the result of the third interview, 12 students said "bad signal", and 1 student said "neutral". Based on the interview

results, the students that what usually occurs in LMS course reading is the signal that it is difficult to access, so it is often late for attendance or sending the assignment. Where the students can access E-Learning is an adequate signal, it cannot be accessed with a signal that may be inadequate, such as signal interference in certain areas that do not get a good signal network or internet or network problems therefore it slightly hinders learning and leaves other things behind. If a roadblock surely exists, it is an inadequate Internet network or connection because we are studying at a different shelter. The next barrier is a lack of overall matter capture; there are no possible only signal problems, and also if the server experiences a server downturn, constraints that are frequently encountered are quotas and internet connections, learning facilities, time constraints, and others. The most frequent obstacle the students find is the absence of an internet connection or being disrupted. The students must always provide a data plan to access the internet, and the computer or smartphone battery runs out when they want to use it or the battery is weak. Therefore, the signal is one of the obstacles for the majority of students when accessing the LMS.

C. Discussion of Research Result

Based on the results of research that has been carried out by the researcher through observations and interviews with third semester students and lecturer of Evaluative Reading subject from the third semester at the English education department about the use of asynchronous English

reading learning by using LMS at IAIN Metro and students' perspective about asynchronous English reading learning by using LMS at IAIN Metro. This discussion is conducted to answer the research question in this research, namely: How is the use of asynchronous English reading learning by using LMS at IAIN Metro? and What are the students' perspective about asynchronous English reading learning by using LMS at IAIN Metro?

In the previous chapter it was explained that, LMS is to manage online learning and teaching. With the used LMS is very influential on asynchronous English reading learning for education students at IAIN Metro. results show that LMS is implemented in Moodle.

Based on the research result, the use of asynchronous English reading learning by using LMS at IAIN Metro in the before reading phase are in the form of emphasizing student background knowledge related to the topic and language of the text to be taught. In addition, the lecturer also demonstrated the key strategies that was used by students in the process of reading English texts. Another activity related to the use of asynchronous English reading learning by using LMS at IAIN Metro before the before reading phase is that the lecturer uses audio-visual or visual media through LMS to emphasize important aspects in reading learning to link reading content through media. the. In addition, the use of before reading is in the form of asking students to use LMS to write reflections on key issues related to the text. Therefore, students are helped to think about the topic of reading.

The use of the used of LMS is also carried out during the reading phase, while what is done by lecturer in this effort include asking students to write responses to reading texts by linking the components of the text to their lives, ideas, and experiences by sharing them through the LMS. In addition, the lecturer also helps students to understand reading strategies that help them in the reading process, therefore their understanding of the content of the text becomes better by sharing it through LMS.

The use of LMS is also carried out by after reading lecturers by providing opportunities for students to connect their interpretation responses to the important content of their readings and experiences and then share them through the LMS.

Based on the research results of the interview with students that the students' perspective of asynchronous English reading learning by using LMS had fifth results. The first result based on the interview is where the 8 students said "easy to access material", 3 students said "online learning tools", and 2 students said "online learning communication", that the function of the LMS in English learning process is to make learning easier and can help student to access material. It is means that their give positive perspective to the using LMS for asynchronous English learning process during pandemic.

The second result based on the interview is where the 7 students said "easy to access material", 5 students said "online learning media", and 1 student said "a learning strategy", that the LMS in reading learning have

function there are make it easier for students to open the material and can be read anywhere and anytime. It is means that their give positive perspective on LMS in reading learning, because the learners can learn anywhere and can consume their time to gain knowledge of what they want to know and when they need to know it. Therefore, the students had greater interest in asynchronous activities when they had credit in terms of marks.

The third result based on the interview is where the 6 students said “Google Meet”, 5 students said “Moodle”, and 2 students said “other learning media”, that the media used by lecturer in the reading learning process is Moodle, Google Meet, Zoom Meeting. It is means that their usually used LMS for learning activities such as to conduct attendance, presentations, discussions, and others which are carried out using LMS.

The fourth result based on the interview is where there are 6 students said “effective”, 2 students said “quite effective”, 2 students said “not effective”, and 3 students said “neutral”, It is means that most of students' give perspective that in this situation using LMS for English reading learning is effective. The reason is in pandemic all of the activities by from distance, therefore teaching and learning process by face to face changed to online learning.

The fifth result based on the interview is where the 12 students said “bad signal”, and 1 student said “neutral”, that had any obstacles in the reading learning process using LMS are the most important is the signal. It is means that most of students' give perspective that where the students can

access LMS is a bad signal, such as signal interference in certain areas that do not get a good signal, and when the students must always provide a data plan to access the internet, the computer or smartphone battery runs out if to used it. Therefore, asynchronous learning with LMS is not good enough for students in the pandemic era.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that has been done, it can be concluded that the use of asynchronous English reading learning on the third semester of English education department at IAIN Metro by using LMS is very important, lecturers can interact with students through English reading learning activities such as attending students, explaining material and the lecturer conveys the assignments given through the LMS. In carrying out the asynchronous English reading learning activities, the lecturer is divided into three phases, namely before reading, during reading, and after reading. For reading learning media used by lecturers in the form of video in LMS which contains learning materials, and also makes it easier for students to find out the material. The strategy carried out by the lecturer of Evaluative Reading subject is to build students' background knowledge before reading learning process should read more about some different texts so that students can improve their background knowledge of reading material. In asynchronous English reading learning by using LMS is effective, students can use LMS as a medium in English learning and for easier learning in the pandemic era.

Furthermore, the students' perspective of asynchronous English reading learning by using LMS at IAIN Metro have a good perspective. The reason based on the students' perspective the used LMS in English reading

learning is effective during pandemic, but the delivery of lessons by lecturers through LMS is difficult to understand than through face-to-face learning, while LMS has advantages and disadvantages when used to teach English. some students think that learning to use LMS is difficult to understand, as for the advantages of using LMS in learning English according to students such as LMS is make learning easier, the material can be read anywhere and anytime, helping student to access material, and when presenting the learning materials in LMS is more creative, interesting, and not monotonous.

B. Suggestion

Based on the conclusion above, it is can delivered some suggestion to be shared more attention in teaching and learning process to go:

a. For the Students

It is recommended for students to be more active and creative in the process of learning English, especially the process of learning to read. It is expected that students can apply technology to the learning process both online and offline by using several learning media such as LMS. Therefore, the students can achieve learning objectives effectively.

b. For the Lecturer

It is recommended for lecturers to motivate students in the process of learning English, especially reading by actively using online learning media, one of which is LMS. Therefore, learning can be done

flexibly and encourage student independence to get various sources of knowledge from online learning media.

c. For the Other Researchers

It is suggested to other the researcher to develop this research into various more useful studies. Other the researchers are expected to consider the results of the study to be followed up in more depth.

BIBLIOGRAPHY

- Beldarrain, Yoany. "Distance Education Trends: Integrating New Technologies to Foster Student Interaction and Collaboration". *Distance Education* 27, no. 2 (2006): 139.
- Blignaut, Seugnet, and Stanley R. Trollip. "Developing A Taxonomy of Faculty Participation in Asynchronous Learning Environment – An Exploratory Investigation". *Computers and Education* 41, no. 1 (2003): 152.
- Bond, Guy Loraine, Miles A. Tinker, Barbara B. Wasson, and John B. Wasson. *Reading Difficulties: Their Diagnosis and Correction*. Boston: Allyn and Bacon, 1994.
- Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc, 2004.
- Burge, Tyler. "Origins of Perception". *Disputatio* 4, no. 29 (2010): 1, 2, 5 & 33.
- Chalal, Kavita, and Maneesh Patel. "Features of Learning Management System (LMS) for Learning Teaching and Learning". *Journal of Interdisciplinary Cycle Research (IJCR)* 13, no. 11 (2021): 198.
- Creswell, John W, and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. California: Sage Publications, 2018.
- Demuth, Andrej. *Perception Theories*. Burge: Sciendo, 2013.
- Elwér, Åsa. *Early Predictors of Reading Comprehension Difficulties*. Linköping: Department of Behavioural Sciences and Learning, 2014.
- Fadhilah, Murni, Sela Sutrisna, Siti Nuri Muslimah, and Muhammad Taufik Ihsan. "An Exploring Methods in Online Learning: Synchronous and Asynchronous". *Indonesian Journal of Research and Educational Review (IJRER)* 1, no. 1 (2021): 76.
- Gautreau, Chynthia. "Motivational Factors Affecting the Integration of a Learning Management System by Faculty". *The Journal of Educators Online* 8, no. 1 (2011): 4.
- Gerring, John. *Case Study Research: Principles and Practices*. New York: Cambridge University Press, 2006.
- Kakasevski, Gorgi, Martin Mihajlov, Sime Arsenovski, and Slavcho Chungurski, "Evaluating Usability in Learning Management System Moodle," *Information Technology Interface (ITI)* 1, no. 1 (2008): 613.

- Khan, Rashid A., and Hassan Qudrat-Ullah. *Adoption of LMS in Higher Educational Institutions of the Middle East*. Cham: Springer, 2021.
- Marczyk, Geoffrey, David DeMatteo and David Festinger. *Essentials of Research Design and Methodology*. New York: John Wiley & Sons, Inc, 2005.
- Miles, Matthew B., and A. Michael Huberman. *Qualitative Data Analysis*. London: Sage Publication, 1994.
- Nasser, Ramzi, Maha Cherif, and Michael Romanowski. "Factors that Impact Student Usage of The Learning Management System in Qatari Schools". *The International Review of Research in Open and Distance Learning (IRRODL)* 12, no. 6 (2011): 39-40.
- Oakhill, Jane, Kate Cain, and Carsten Elbro. *Understanding and Teaching Reading Comprehension*. London & New York: Routledge, 2015.
- Palupi, Muji Endah. "The Difference Between Synchronous and Asynchronous Online Learning Communication During Covid-19 Pandemic". *Journal of English Language and literature (JELL)* 7, no. 1 (2011): 10.
- Perveen, Ayesha. "Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan". *Open Praxis: International Council for Open and Distance Education (ICODE)* 8, no. 1 (2016): 22-25.
- Saputro, B., H.S. Tortop, M. Zuhri, Mansur, and M. Saerozi. "The Effectiveness of The Learning Management System of SAQURAL Learning Application on The Scientific Interpretation Learning Outcomes". *Jurnal Pendidikan IPA Indonesia (JPPI)* 10, no. 1 (2021): 111.
- Shkoukani, Mohammad. "Explore the Major Characteristics of Learning Management Systems and their Impact on E-Learning Success". *International Journal of Advanced Computer Science and Applications (IJACSA)* 10, no. 1 (2019): 296-297.
- Smith, Frank. *Understanding Reading*. New Jersey: Lawrence Erlbaum Associates Publishers, 2004.
- Sumitra, I.D, W. Karwati, D.A Mariam, and D.E.S. Simangunsong. "E-Learning as Information Technology-Based Learning Media for Students". *International Journal of Education, Information Technology and Others (IJEIT)* 4, no. 1 (2021): 112.
- Tere, Girish M., B.T. Jadhav, and R.R. Mudholkar. "Web Service using Asynchronous Communication". *International Journal of Computer Application (IJCA)* 1, no. 1 (2021): 10.

Westwood, Peter. *What Teachers Need to Know About Reading and Writing Difficulties*. Victoria: Acer Press, 2008.

Wiratomo, Yogi, and Fauzi Mulyatna. "Use of Learning Management Systems in Mathematics Learning during a Pandemic". *Journal of Mathematical Pedagogy* 1, no. 2 (2020): 62.

Yueh, Hsiu-Ping, and Shihkuan Hsu. "Designing A Learning Management System to Support Instruction," *Communications of The ACM* 51, no. 4 (2008): 59.

APPENDICES

OBSERVATION SHEET

The activities of English learning in the Evaluative Reading course using the LMS



Display bar in Moodle

← Masuk



E-Learning IAIN Metro | Fakultas
Tarbiyah dan Ilmu Keguruan

<https://elearning.metrouniv.ac.id/ftik>

Nama pengguna

Kata sandi



MASUK

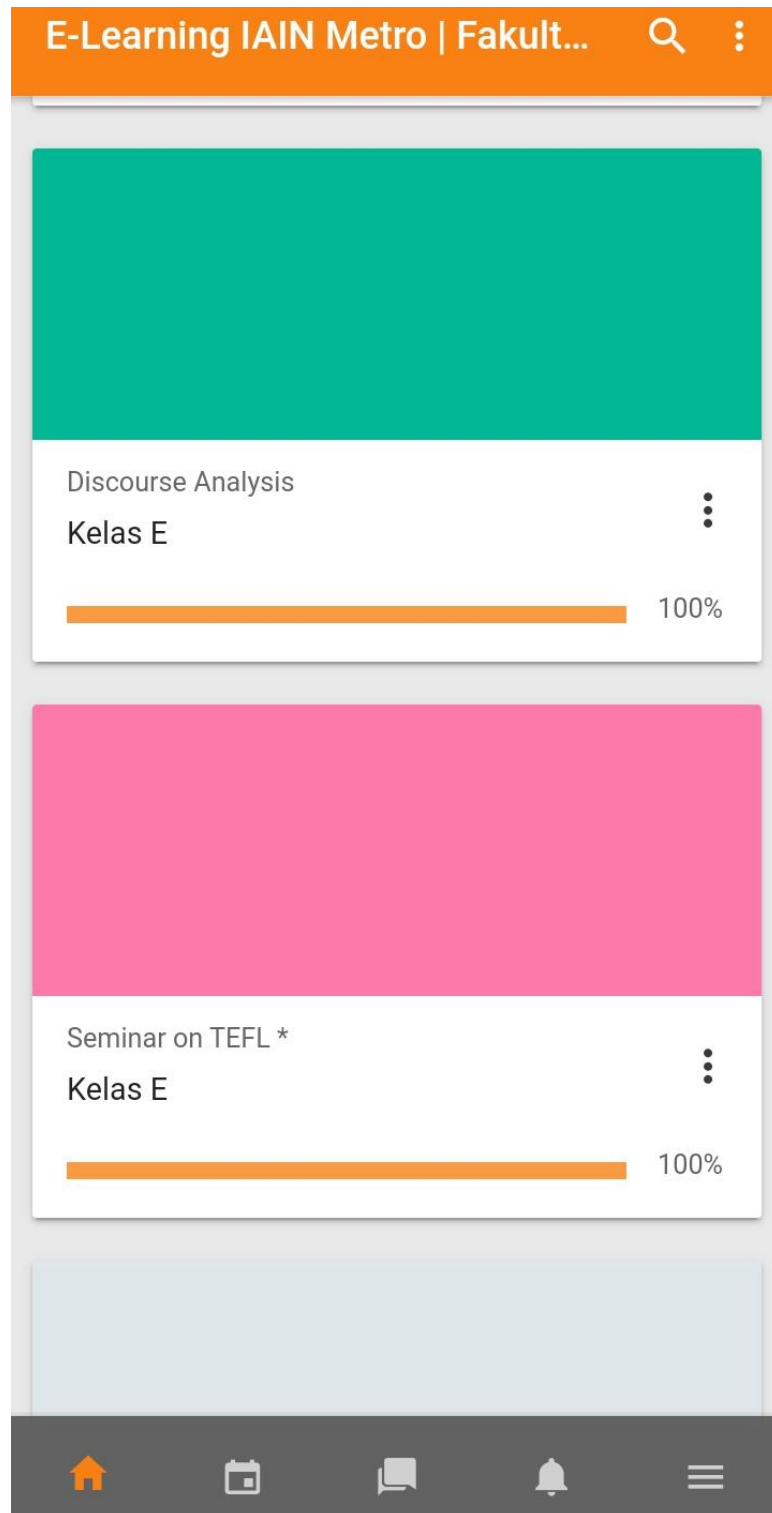
[Lupa nama pengguna dan kata sandi?](#)

Masuk menggunakan akun Anda pada:



SSO METROUNIV.AC.ID

Login to Moodle using username and password



Choice of the courses

The screenshot displays a mobile application interface for a class named "Kelas C". At the top, there is an orange header bar with a back arrow on the left, the text "Kelas C" in the center, and a three-dot menu icon on the right. Below the header, there are two tabs: "Konten" (selected) and "Peserta". Under the "Konten" tab, there is a folder icon and the text "Semua" with a dropdown arrow. Below this is a progress bar that is 100% full. The main content area is titled "General" and includes an "Announcements" section with a speech bubble icon. Below the announcements is a section titled "DAFTAR HADIR" (Attendance List). Under this section, there is a green location pin icon, the text "ENGLISH SYNTAX C", and a blue checkmark icon. Below this, there is a note: "Daftar hadir dapat diisi 15 menit sebelum dan setelah pembelajaran dimulai." (Attendance can be filled 15 minutes before and after learning begins). Below the attendance list, there are three topic sections: "Topic 2", "Topic 3", and "Topic 4". At the bottom of the screen, there is a dark grey navigation bar with five icons: a home icon, a calendar icon, a chat icon, a bell icon, and a menu icon.

List of attendees

← Kelas E
⋮

Konten
Peserta >

📁 Semua

20%

General

💬
Announcements

📄

Attendance

Before you enter the class, you can access the attendance list of this subject based on the schedule. Please record your attendance from 2.15 pm to 2.45 pm!

Meeting 1

📄

Introduction to the course, language teaching syllabus

🌐

Google Meet Link [🔗](#)

Meeting 2

🌐

Google Meet Link [🔗](#)

Meeting 3

🌐

Google Meet Link [🔗](#)

Meeting 4

🌐

Zoom Meeting Link [🔗](#)

Meeting 5

Learning content that has access to virtual conferences

The screenshot displays the IAIN Metro eLearning mobile application interface. At the top, the status bar shows a signal strength indicator, a speed of 6,86KB/s, the time 10.44, a battery level of 34%, and a notification icon. The app header features the IAIN Metro logo and the text "IAIN METRO eLearning". Below the header, a notification reads: "2. Mahasiswa tetap mengakses LMS untuk absensi." The main content area is divided into sections for Class D and Class C, each with a Google Meet link. A section titled "PERTEMUAN KELIMA" contains two items: "Membaca Jurnal terkait Assessment" with a task description and a "Link Journal" with a PDF download link. A section titled "PERTEMUAN KEENAM" includes a rubric for language evaluation and two items: "Materi Rubrik Penilaian" and "Materi Rubrik Penilaian 1". At the bottom, there are sections for "topik 8" and "topik 9". A vertical navigation menu on the left side contains icons for home, search, and other functions.

6,86KB/s 10.44 34%

IAIN METRO eLearning

2. Mahasiswa tetap mengakses LMS untuk absensi.

Class D. 09.30 am-10.15 am
<https://meet.google.com/eqz-rsjk-mes>

Class C. 11.00 am - 12.00 am
<https://meet.google.com/aco-mjmk-cwx>

PERTEMUAN KELIMA

Membaca Jurnal terkait Assessment

Tugas:
 Bacalah jurnal terlampir **SECARA INDIVIDUAL** Fokuskan bacaan Anda ke Literature Review. Terjemahkanlah bagian Literature Review ke dalam Bahasa Indonesia yang baik. Anda dipersilahkan untuk bekerja sama dalam proses pengerjaan tugas. Namun hasil tugas, sebaiknya tidak identik/tidak sama persis.
 Terima Kasih

Link Journal

Bukalah link jurnal berikut. Anda dapat mengunduh file lengkap jurnal versi PDF melalui link: <https://e-journal.metrouniv.ac.id/index.php/pedagogy/article/view/483> ;

PERTEMUAN KEENAM

Rubrik penilaian bahasa: pengantar.
 Tugas: Bacalah materi yang disajikan dalam pertemuan ini.
 Buatlah ringkasan pribadi.
 Jika ada yang kurang jelas, ajukan pertanyaan.

Materi Rubrik Penilaian

Materi Rubrik Penilaian 1

topik 8

topik 9

Learning Materials

The screenshot shows a mobile application interface for an individual task. At the top, there is an orange header bar with a back arrow on the left, the title "Tugas mandiri 1" in the center, and a three-dot menu icon on the right. Below the header, a white box contains the task instructions: "Buatlah ringkasan [Bloom's Taxonomy](#) (maksimal 1 halaman). Unggah tugas Anda di sini." Below this, the "Submission status" section shows two red buttons: "No attempt" and "Not graded". The "Submission comments" section shows "Komentar (0)". The "Time remaining" section shows "9 hari 15 jam 15 menit". The "Batas waktu" section shows "Sabtu, 10 Oktober 2020, 00:00". Below these sections is an orange button labeled "TAMBAHKAN PENGAJUAN (TUGAS/LAPORAN)". At the bottom, there is a dark grey navigation bar with icons for home, calendar, chat, notifications, and a menu.

← Tugas mandiri 1

Buatlah ringkasan [Bloom's Taxonomy](#) (maksimal 1 halaman). Unggah tugas Anda di sini.

Submission status

No attempt Not graded

Submission comments

Komentar (0)

Time remaining

9 hari 15 jam 15 menit

Batas waktu

Sabtu, 10 Oktober 2020, 00:00

TAMBAHKAN PENGAJUAN (TUGAS/LAPORAN)

Home Calendar Chat Notifications Menu

Individual Task




← tugas individu

silakan jelaskan 9 langkah penelitian, dengan kata-katamu sendiri

Submission status

Submitted for grading **Not graded**

Pengiriman berkas

Office.doc
16 Kb
Jumat, 2 Oktober 2020, 09:28

Submission comments

Komentar (0)

Last modified






Jumat, 2 Oktober 2020, 09:28

Time remaining

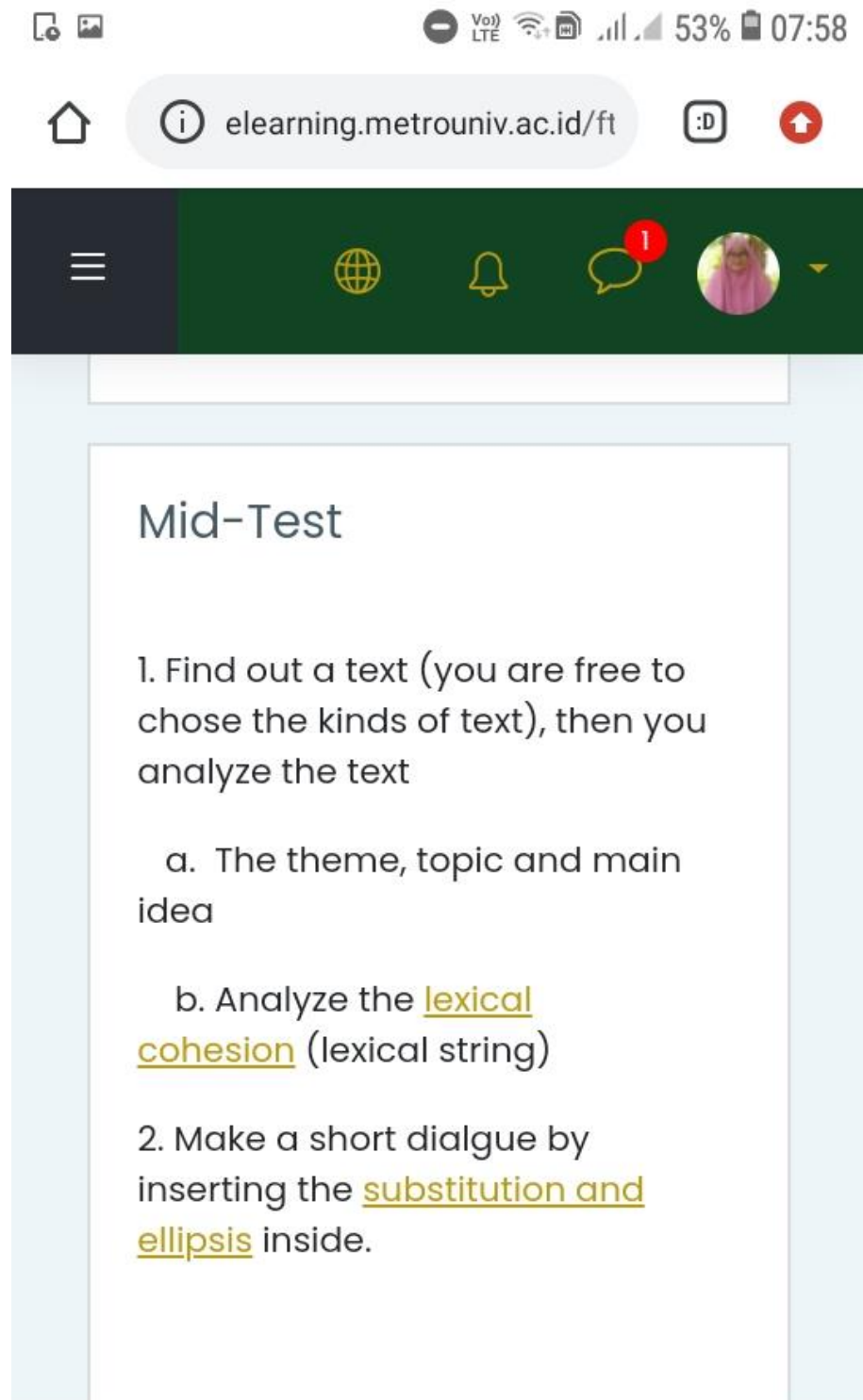
sejam 27 menit

Batas waktu

Jumat, 2 Oktober 2020, 11:00

Task Collection



The screenshot shows a mobile browser interface. At the top, the status bar displays icons for VoLTE, Wi-Fi, cellular signal, 53% battery, and the time 07:58. Below the status bar is the browser's address bar with the URL 'elearning.metrouniv.ac.id/ft'. The page content is displayed in a light blue frame with a dark green header bar containing navigation icons: a hamburger menu, a globe, a bell, a speech bubble with a red notification dot, and a user profile picture.

Mid-Test

1. Find out a text (you are free to chose the kinds of text), then you analyze the text
 - a. The theme, topic and main idea
 - b. Analyze the lexical cohesion (lexical string)
2. Make a short dialgue by inserting the substitution and ellipsis inside.

Mid Test in Moodle

7:47 AM 0,07K/d Belajar woi! 4G 51%

elearning.metrouniv.ac.id/

Final Test

Final Test

Analyze all the exercises that available in the materials of conjunction, syntactical structure, inference, and inversion.

Submission status

Submission status	No attempt
Grading status	Not graded
Due date	Tuesday,

Final test, measuring the ability of students at the end of the semester

Blueprint of Interview Sheet

No	Aspect	Sub Aspect	References
1.	The use of asynchronous English reading learning in LMS at IAIN Metro	<p>Before Reading</p> <p>a. The teacher emphasizes students' background knowledge of topics and language.</p> <p>b. The teacher demonstrates key strategies that students can use while reading a text.</p> <p>Connecting The Before-Reading Stage to Remote Learning</p> <p>a. The teacher posts the learning media such as video to a LMS like canvas for students to provide our students with important aspects of prereading instruction.</p> <p>b. The teacher asks the students to use google doc, for example, to write reflections on key issues in a text, which can help them think about the topic and establish an accessible point of entry into to work.</p> <p>During Reading</p> <p>a. The teacher asks the students to read the text.</p> <p>b. The teacher asks the students about their responses of reading text by relating components of texts with their lives, ideas, and experiences by sharing it through LMS.</p> <p>After Reading</p> <p>After students read a text, the teacher creates opportunities for them to take the connections, responses, and interpretations they have developed and use those</p>	Sean Ruday, and Taylor M. Jacobson, Remote Teaching and Learning in The Elementary ELA Classroom: Instructional Strategies and Best Practices (Routledge, 2021).

		insights to connect the text to big-picture issues in the world around them.	
2.	The students` perspective of asynchronous English reading learning by using LMS in IAIN Metro	<p>a. LMS is designed to manage administrative tasks of schools and other organizations.</p> <p>b. LMS has functions as management tracking, instructions, and integration throughout the system.</p> <p>c. In the LMS we can receive emails, online discussions, question and answer sessions between students and lecturers, and can share learning content in the courses that have been provided.</p> <p>d. Most LMS activities require a computer, internet and email to support online learning activities.</p> <p>e. LMS can help teachers to achieve learning activities that occur in the classroom (traditional), can be realized through online learning through the LMS.</p>	Ramzi Nasser, Maha Cherif, and Michael Romanowski, "Factors that Impact Student Usage of the Learning Management System in Qatari Schools," The International Review of Research in Open and Distance Learning (IRRODL) 12, no. 6 (2011): 40.

INTERVIEW SHEET

- A. The following questions are given to the lecturer of Evaluative Reading in order to know the implementation of LMS in reading learning.
1. How important is building students' background knowledge before the reading process?
 2. How are the ways to build student's background knowledge before the reading process related to student's reading texts?
 3. Is it important to explain reading strategies to students before they read the text?
 4. What is the role of media such as videos distributed in the LMS in learning reading?
 5. Is there a need for a reflection process carried out by students on the contents of the reading related to their personal experiences?
 6. How are the ways to motivate students to respond to reading content related to the components of the text and their lives or experiences to be shared through the LMS?
 7. How can students be able to apply reading strategies in the reading process through the LMS?
 8. What are the benefits of giving students the opportunity to relate and interpret the content of reading with experiences and what is happening around them?
- B. The following questions are given to the students of English education department in order to investigate their perception about the use of LMS in reading learning.
1. What is the function of the LMS in the English learning process?
 2. What are the functions of the LMS in reading learning?
 3. What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?
 4. How effective is the application of LMS in building interaction between students and lecturers in the reading learning process?
 5. Are there any obstacles that you get in the process of learning to read using the LMS?

THE RESULT OF INTERVIEW

a. Interview with Lecturer of Evaluative Reading

The transcript of interview with lecturer of Evaluative Reading subject from the Third Semester at the English Education Department of IAIN Metro, on September 16th, 2022.

Name : Dr. Umi Yawisah, M.Hum

Date : September 16th, 2022

- Researcher : "Assalamualaikum warohmatullah wabarokatuh"
 Informant : "Waalaikumsalam"
 Researcher : "Okay, today I want to interview with Mam Umi as a lecturer of Reading course in Evaluative Reading in third semester. Let me introduce myself, my name is Sinta Novenda, I'm from TBI, ninth semester, and I want to interview Mam Umi."
 Informant : "What for?"
 Researcher : "APD in my research, mam... the first question is how important is building students' background knowledge before the reading process?"
 Informant : "I think is very important, because the background knowledge can support all as a basic of the students reading skill, for as English learning important to build in."
 Researcher : "How are the ways to build student's background knowledge before the reading process related to student's reading texts?"
 Informant : "To build students background knowledge, I think the students should read more about some different texts. So, they can improve their background knowledge."
 Researcher : "Is it important to explain reading strategies to students before they read the text?"
 Informant : "Of course, I think is very important because the students should know about the reading strategies."
 Researcher : "What is the role of media such as videos distributed in the LMS in learning reading?"
 Informant : "The important of video, I think in LMS, video can help the teachers, can help the students, to make them easier to know the text."

- Researcher : “Is there a need for a reflection process carried out by students on the contents of the reading related to their personal experiences?”
- Informant : “Yeah, I think its need, because the content of the reading related to the students’ experience. So, the students can know about the content of the text examined and clearer.”
- Researcher : “How are the ways to motivate students to respond to reading content related to the components of the text and their lives or experiences to be shared through the LMS?”
- Informant : “Because the LMS, I think, the students should read more, more texts, in some difference skilled.”
- Researcher : “How can students be able to apply reading strategies in the reading process through the LMS?”
- Informant : “I thinks learning reading for the students, I here via offline or online. English case LMS, I think different by teaching the students face to face it is a clearer. The teacher can see the students face, can see the students how they pronounce the words, how they understand about the texts. But a by using LMS online, I think it is a we cannot get back their pressure result.”
- Researcher : “What are the benefits of giving students the opportunity to relate and interpret the content of reading with experiences and what is happening around them?”
- Informant : “I think by they can know by reflection they can know about what is the texts about, and they can relate with there are their day, the daily activities then daily like about the texts.”
- Researcher : “Okay Mam, thank you so much for your interview with me, and wassalamualaikum warohmatullah wabarokatuh.”
- Informant : “Walaikumsalam, good luck for you Sinta.”

b. Interview with Students of Third Semester in English Education Department

The transcript of interview with students of the Third Semester at the English Education Department of IAIN Metro, on September 17-23rd, 2022.

1. Name : Siti Maksumah
 Class/SN : B/2101051040
 Researcher : "What is the function of the LMS in the English learning process?"
 Informant : "Serves to promote learning there was a time of the pandemic."
 Researcher : "What are the functions of the LMS in reading learning?"
 Informant : "For easier learning over long distances."
 Researcher : "What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?"
 Informant : "G-meet, zoom meeting, YouTube, google Classroom."
 Researcher : "How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?"
 Informant : "I think this application is quite effective in carrying out online learning. Because in the application we can interact with professors indirectly."
 Researcher : "Are there any obstacles that you get in the process of learning to read using the LMS?"
 Informant : "If a roadblock surely exists one is an inadequate Internet network or connection because we are studying at a different shelter. The next obstacle is that we lack the overall capture of matter."

2. Name : Afriani Dwi Wahyuni
 Class/SN : B/2101052001
 Researcher : "What is the function of the LMS in the English learning process?"

- Informant : "Help student to access material."
- Researcher : "What are the functions of the LMS in reading learning?"
- Informant : "Its function is to make it easier to reach."
- Researcher : "What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?"
- Informant : "Usually us google meeting media."
- Researcher : "How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?"
- Informant : "Very effective because you can real learn the material without being afraid to delete it."
- Researcher : "Are there any obstacles that you get in the process of learning to read using the LMS?"
- Informant : "Yes of course there are for example signal constraints."

3. Name : Amalia Rahma Noviani

Class/SN : B/2101051003

- Researcher : "What is the function of the LMS in the English learning process?"
- Informant : "Through an LMS, teachers may create and integrate course materials, articulate learning goals, align content and assessments, track studying progress, and create customized tests for students. An LMS allows the communication of learning objectives, and organize learning timelines."
- Researcher : "What are the functions of LMS in reading learning?"
- Informant : "LMS is an online system or software which is used to plan, execute, and assess a specific learning process. In simple words, software used in eLearning programs and which helps in administration, documentation, tracking, and recording."
- Researcher : "What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?"

- Informant : “There are various types of educational media and multimedia technology currently utilized in teaching and learning processes which are: computer system, microphone, mobile device, interactive white board, digital-video-on demand, online media stream, digital game, pod-cast and so on.”
- Researcher : “How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?”
- Informant : “LMS: A web-based platform that enables educators to create and deliver online content to students, monitor what students are doing and how they are progressing through customized assessments and assignment completion, and use that information to grade student performance.”
- Researcher : “Are there any obstacles that you get in the process of learning to read using the LMS?”
- Informant : “Yes, there are any obstacles that you get in the process of learning to read using the LMS.”

4. Name : Sinta Devi Siswandari

Class/SN : B/2101050025

- Researcher : "What is the function of the LMS in the English learning process?"
- Informant : “A place to plan and create a syllabus, manage learning materials, manage grades and student attendance and transcribe grades.”
- Researcher : “What are the functions of the LMS in reading learning?”
- Informant : “Its function is to find out and study the material that had been sent, usually the material sent is in the form of text, audio or video, which we must then read and understand further.”
- Researcher : “What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?”
- Informant : “Media that are often used in LMS are Google Classroom, Moodle and others.”

- Researcher : “How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?”
- Informant : “Effective, because students can easily access material that is not understood and seek additional information through the LMS.”
- Researcher : “Are there any obstacles that you get in the process of learning to read using the LMS?”
- Informant : “Constraints that are often experienced are quotas and internet connections, learning facilities, time constraints and others.”

5. Name : Novia Khoirunnisa

Class/SN : B/2101051026

- Researcher : "What is the function of LMS in the English learning process?"
- Informant : “LMS is an online system or software which is used to plan, execute, and assess a specific learning process. In simple words, software used in eLearning programs and which helps in administration, documentation, tracking, and recording.”
- Researcher : “What are the functions of the LMS in reading learning?”
- Informant : “Facilitate specific learning processes to create and deliver content, monitor student participation, and assess student performance.”
- Researcher : “What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?”
- Informant : “Course Management, e.g. lists of courses, registration, credit information and syllabus, pre-requisites. Display of teaching Materials, i.e. courseware (either through content authoring and/or importing standard IMS or SCORM packages developed with an external tool).”
- Researcher : “How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?”

- Informant : “A web-based platform that enables educators to create and deliver online content to students, monitor what students are doing and how they are progressing through customized assessments and assignment completion, and use that information to grade student performance.”
- Researcher : “Are there any obstacles that you get in the process of learning to read using the LMS?”
- Informant : “Constraints in some software that often occur are internet or network problems therefore it slightly hinders learning and leaves other things behind.”

6. Name : Mia Lestari

Class/SN : B/2101051023

- Researcher : "What is the function of the LMS in the English learning process?"
- Informant : “As a communication tool or a tool to transfer knowledge throughout the world where this system had properties or characteristics in the form of components, environment, and others.”
- Researcher : “What are the functions of the LMS in reading learning?”
- Informant : “Is the function of it is to increase effectiveness when we read. It’s like general strategy when we read.”
- Researcher : “What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?”
- Informant : “In my class, lecturers especially in reading the media that her used is like power point, text online, sometimes audios, but mostly used power point.”
- Researcher : “How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?”
- Informant : “Of course, it is very effective where we can establish a chemical relationship from the interaction such as during a presentation or when working on something at the same time.”

- Researcher : “Are there any obstacles that you get in the process of learning to read using the LMS?”
- Informant : “Of course, where E-Learning we access it with an adequate signal where it cannot with a signal that may be inadequate such as signal interference in certain areas that do not get a good signal network.”

7. Name : Siska Ulum Baitulrohmi

Class/SN : B/2101051039

- Researcher : "What is the function of the LMS in the English learning process?"
- Informant : “The function of LMS in the English learning process is to present learning materials in a more creative and interesting way. The presenters can also deliver learning materials in the form of videos that are supported by visuals and interactive graphics.”
- Researcher : “What are the functions of the LMS in reading learning?”
- Informant : “In the online learning process, LMS can be used to upload teaching materials of various formats.”
- Researcher : “What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?”
- Informant : “Generally, the accepted formats for LMS are PDF, PPT, DOC, XLS, JPG.”
- Researcher : “How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?”
- Informant : “Not very effective. Maybe about 50% only. Because building interactions between lecturers and students was faster and more effective if you do face to face learning.”
- Researcher : “Are there any obstacles that you get in the process of learning to read using the LMS?”
- Informant : “Signal is one of the obstacles for the majority of students when accessing the LMS.”

8. Name : Putri Novita Sari
- Class/SN : B/2101052016
- Researcher : "What is the function of the LMS in the English learning process?"
- Informant : "Presenting learning materials in a way that is more creative, interesting, and not monotonous."
- Researcher : "What are the functions of the LMS in reading learning?"
- Informant : "In the LMS there are features in the form of text, therefore it is easy to access them by reading or doing assignment."
- Researcher : "What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?"
- Informant : "Lecturers usually use feature templates to put writing, or usually use files and documents."
- Researcher : "How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?"
- Informant : "Very effective, because the available features make it easier for lecturers and students to convey information."
- The researcher : "Are there any obstacles that you get in the process of learning to read using the LMS?"
- Informant : "So far, there is no possible only signal problems and also if the server experiences a server downturn."
9. Name : Riza Umami
- Class/SN : B/2101050023
- Researcher : "What is the function of the LMS in the English learning process?"
- Informant : "Serves to promote learning there was a time of the pandemic."
- Researcher : "What are the functions of the LMS in reading learning?"
- Informant : "For easier learning over long distances."

- Researcher : “What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?”
- Informant : “G-meet, zoom meeting, YouTube, google Classroom.”
- Researcher : “How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?”
- Informant : “I think this application is quite effective in carrying out online learning. Because in the application we can interact with professors indirectly.”
- Researcher : “Are there any obstacles that you get in the process of learning to read using the LMS?”
- Informant : “If a roadblock surely exists one is an inadequate internet network or connection because we are studying at a different shelter. The next obstacle is that we lack the overall capture of matter.”

10. Name : Sindi Oselasari

Class/SN : B/2101051037

- Researcher : "What is the function of the LMS in the English learning process?"
- Informant : “To make learning easier.”
- Researcher : “What are the functions of the LMS in reading learning?”
- Informant : “To make it easier to send syllabus.”
- Researcher : “What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?”
- Informant : “Share online books and journals.”
- Researcher : “How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?”
- Informant : “Less effective because the online learning system is difficult to understand the material.”
- Researcher : “Are there any obstacles that you get in the process of learning to read using the LMS?”

Informant : “Exists, as is the case when the connection is not supported.”

11. Name : Syifa Hanina Azka

Class/SN : B/2101051042

Researcher : "What is the function of the LMS in the English learning process?"

Informant : “The function of the LMS is to make it easier for students to collect assignments, and fill attendance.”

Researcher : “What are the functions of the LMS in reading learning?”

Informant : “The function of the LMS for reading is to make it easier for students to open the material that had been given, and which can be read anywhere and anytime.”

Researcher : “What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?”

Informant : “The media used by lecturers are Google meet, Zoom application, classroom.”

Researcher : “How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?”

Informant : “I think learning to use the LMS is very effective because it can be used anytime, but sometimes it is not effective because of signal interference.”

Researcher : “Are there any obstacles that you get in the process of learning to read using the LMS?”

Informant : “Yes, usually the obstacles experienced when learning to use a LMS are, such as signal interference, the internet package runs out.”

12. Name : Dwi Arneta Putri

Class/SN : B/2101051011

Researcher : "What is the function of the LMS in the English learning process?"

Informant : “The function of LMS is to deliver material, especially when online learning, for communication between

- lecturers and students, monitoring learning, collecting and presenting grades. So, LMS for convenience in learning so LMS to facilitate learning.”
- Researcher : “What are the functions of the LMS in reading learning?”
- Informant : “The function LMS for reading is to share or download the material about reading from the lecturer, send or collect assignments, or also as a place for discussion about topic in reading.”
- Researcher : “What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?”
- Informant : “The media commonly used in reading are in the form of audio and visual, such as like to share link G-Meet or YouTube in LMS, and send the task in document.”
- Researcher : “How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?”
- Informant : “To be effective, lecturers and students are equally active in learning at LMS, must be able to use the digital system well, collect assignments on time and start learning on time, all must go through LMS to be controlled.”
- Researcher : “Are there any obstacles that you get in the process of learning to read using the LMS?”
- Informant : “The obstacles that usually occur in LMS course reading is the signal that it is difficult to access it, so it is often late in attendance or send the assignment.”
13. Name : Fandela
- Class/SN : B/2101051014
- Researcher : "What is the function of the LMS in the English learning process?"
- Informant : “As of march 2020, the covid-19 pandemic had entered Indonesia. The government is taking the right steps to limit activities outside the home. One of them is to eliminate face to face learning and replace it with online learning. Online learning support facilities are certainly

needed therefore everything can run smoothly, one of which is the LMS.”

Researcher : “What are the functions of the LMS in reading learning?”

Informant : “For students and educators, of course, it is very much. The first benefit of LMS for students is that it is easier to find information. For example, internet media, we can find various information on the internet in order to complete school assignments. In addition, students can also learn a lot from the information on the internet. The second, lessons can be more fun because teachers allow uploading files like audio, video and images. The third, the work results of students can be recorded, stored and even processed by the LMS system therefore it makes it easier for teachers to recapture grades. And finally, students can access teaching materials even before the schedule starts so they can learn first and many other benefits.”

Researcher : “What are the media used by lecturers, especially reading lecturers in the reading learning process using the LMS?”

Informant : “We usually use E-Learning, E-Learning allows learning activities to be carried out on time like conventional learning and we also usually use zoom meetings and google meet for percentages and discussions.”

Researcher : “How effective is the application of the LMS in building interaction between students and lecturers in the reading learning process?”

Informant : “If LMS are created appropriately and carefully, LMS can increase interactivity between educators and learners, as well as between learners and other learners, when the learning process takes place. LMS allow different interactions with conventional or face to face learning. In conventional learning, we often find learners who don't dare or don't have the opportunity to express their opinions or ask questions when they are discussing. LMS allow learners to be bolder, because they appear indirectly, and can express their opinions or questions at any time.”

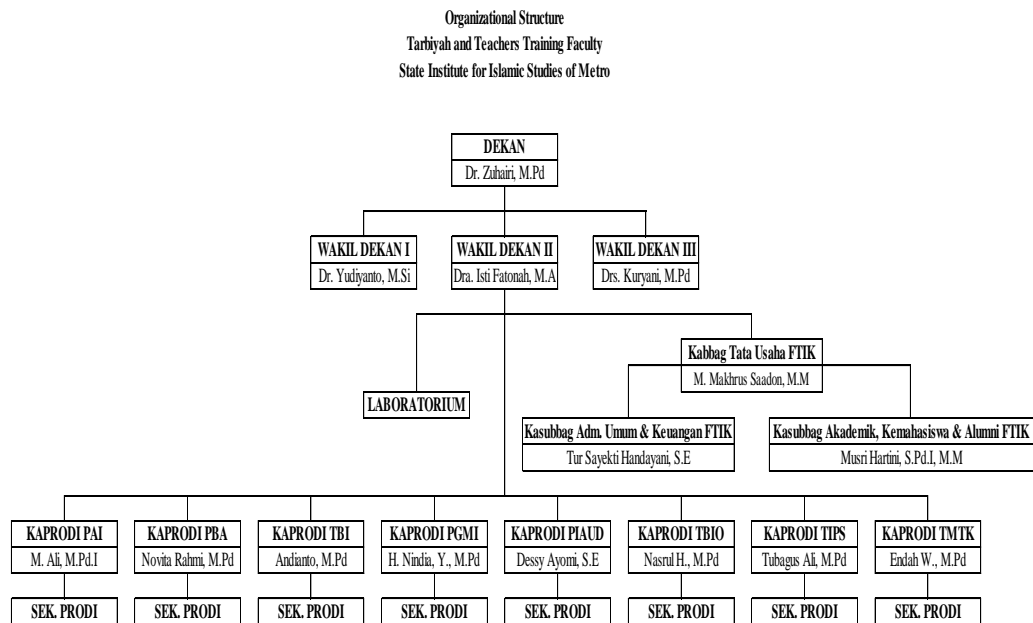
- Researcher : “Are there any obstacles that you get in the process of learning to read using the LMS?”
- Informant : “Of course, there is the most frequent obstacle I find is the absence of internet connection or being disrupted. The second, I must always provide a data plan to access the internet. The last one, computer or smartphone battery runs out when you want to use or the battery is weak.”

Blueprint of Documentation Sheet

No.	Aspect	Available	Inavailable
1.	Profile of IAIN Metro	✓	
2.	The building condition and facilities in IAIN Metro	✓	
3.	The number of students of English department in IAIN Metro	✓	
4.	Organization structure in IAIN Metro	✓	
5.	Location sketch in IAIN Metro	✓	

DOCUMENTATION SHEET

1. Organization Structure of FTIK IAIN Metro

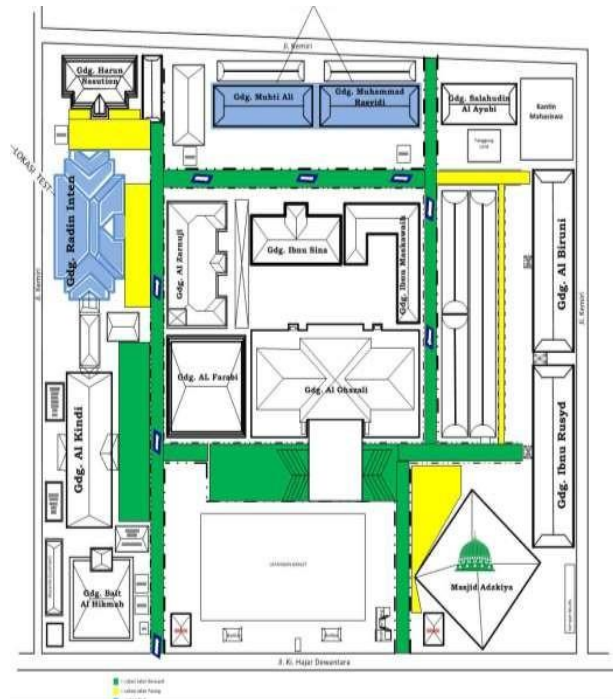


By: Sinta Novenda

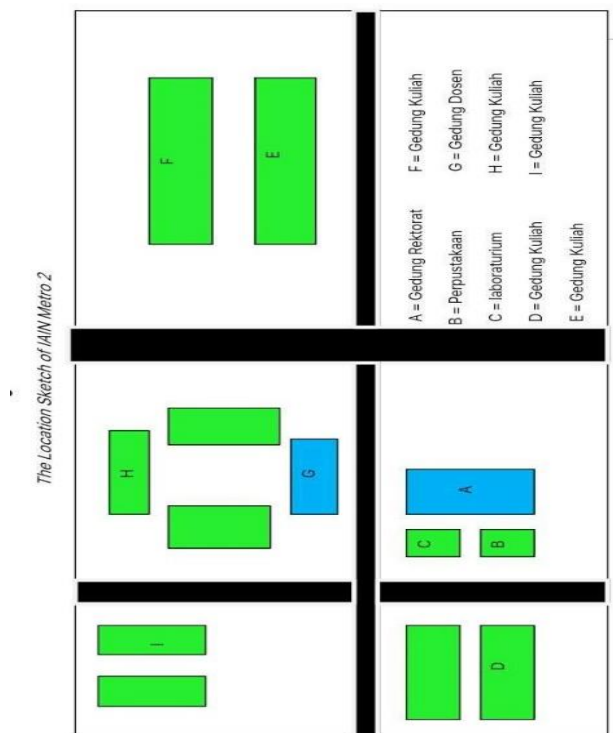
2. Facilities of IAIN Metro

No	Facilities	Total of Room
1.	Lecturer's Room	10
2.	Micro Teaching Laboratory	1
3.	Language Laboratory Unit	2
4.	Library Unit	1
5.	Computer Laboratory Unit	2
6.	Mini Bank (BMT)	2
7.	Islamic Development Unit	1
8.	Classroom	38
9.	Mosque	1
10.	Futsal Field	1
11.	Basketball Field	1
12.	Wall Climbing Field	1
13.	Volley Field	1
14.	Tennis Field	1
15.	Auditorium	1
16.	Gazebo	4
17.	Canteen	4
18.	Security Office	2
19.	Students Activities Unit	7
20.	Students Committee Office	1

3. Location Sketch at IAIN Metro



The Location Sketch of IAIN Metro (Campus 1)



The Location Sketch of IAIN Metro (Campus 2)

4. The Number of Students Class B of Third Semester in English Education Department at IAIN Metro

No	Student	St. Number
1	Afriani Dwi Wahyuni	2101052001
2	Amalia Rahma Noviani	2101051003
3	Bela Rahma Dani	2101051005
4	Diah Pravita Damayanti	2101051009
5	Dwi Arneta Putri	2101051011
6	Fandela	2101051014
7	Fitri Annisa	2101050010
8	Mahmud Dwi Saputra	2101053005
9	Marchelia Anila	2101050017
10	Mia Lestari	2101051023
11	Muhammad Abizard	2101051024
12	Novia Khoirunnisa	2101051026
13	Novika Ariani Safitri	2101050019
14	Puji Astuti	2101052015
15	Putri Novita Sari	2101052016
16	Reka Cindy Silvia	2101051031
17	Riza Umami	2101050023
18	Sindi Oselasari	2101051037
19	Sinta Devi Siswandari	2101050025
20	Siska Ulun Baitulrohmi	2101051039
21	Siti Maksumah	2101051040
22	Syifa Hanina Azka	2101051042
23	Tandi Rahmadana Putra	2101052017
24	Yeni Agustin	2101052019

5. Pictures of Interview Process

a. Interview with Lecturer of Evaluative Reading



b. Interview with The Students of Third Semester



Interview with SM



Interview with ADW



Interview with ARN



Interview with SDS



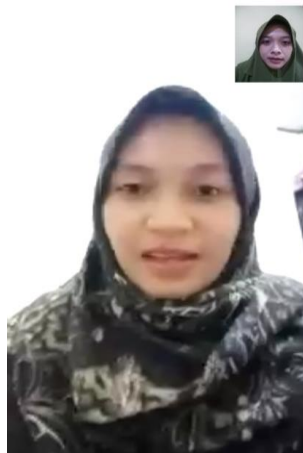
Interview with NK



Interview with ML



Interview with SUB



Interview with PNS



Interview with RU



Interview with SO



Interview with SHA



Interview with DAP



Interview with F



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id. Email: iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sinta Novenda

Jurusan/Prodi : TBI/FTIK

NPM : 1801070059

Semester/TA : VIII/2022

No	Hari/Tgl	Materi yang Dikonsultasikan	Tanda Tangan Dosen
1.	Senin, 13/12/2021	<ul style="list-style-type: none"> - Perbaikan Background of Study, letakkan teori-teori di Bab II. - Sesuaikan antara Judul dan Research Question. - Jelaskan Data Collection Technique, dokumen apa untuk melengkapi data? - Perbaikan aturan pengetikan Bibliography. 	
2.	Senin, 17/01/2022	<ul style="list-style-type: none"> - Kutipan di Bab I diletakkan di Bab II. - Tambahkan teori-teori di Bab II. - Bab III jelaskan secara detail apa yang akan dilakukan, jadi bukan hanya teori. 	
3.	Senin, 04/04/2022	ACC Bab I – Bab III.	

Mengetahui
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing

Syahreni Siregar, M.Hum
 NIP. 197608142009122004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4950/In.28/J/TL.01/12/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **SINTA NOVENDA**
NPM : 1801070059
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : STUDENTS` PERSPECTIVE OF ASYNCHRONOUS
ENGLISH LEARNING USING LMS IN IAIN METRO

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Desember 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-1395/In.28.1/J/TL.00/04/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
 NIP : 19871102 201503 1 004
 Jabatan : Ketua Jurusan
 Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : SINTA NOVENDA
 NPM : 1801070059
 Jurusan : Tadris Bahasa Inggris (TBI)
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
 Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"STUDENTS' PERSPECTIVE OF ASYNCHRONOUS ENGLISH LEARNING USING LMS IN IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 13 April 2022
 Ketua Jurusan TBI



Andianto, M.Pd
 NIP.19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : 1 (one) File
Matter : **In order to Hold the Seminar
of Sinta Novenda**

To:
The Honorable the Dean of Tarbiyah Department of
State Institute for Islamic Studies of Metro

Assalamu'alaikum Wr. Wb.

After we provide guidance and repairs as necessary, the research proposal that has been prepared by:

Name : Sinta Novenda
St. Number : 1801070059
Department : English Education
Faculty : Tarbiyah and Teacher Training Faculty
Title : STUDENTS' PERSPECTIVE OF ASYNCHRONOUS
ENGLISH LEARNING USING LMS IN IAIN METRO

We have approved it and can be submitted to the Faculty of Tarbiyah and Teacher Training at the State Institute for Islamic Studies of Metro for a seminar as a condition for writing a thesis.

That is our hope and for your attention, we say thank you.

Wassalamu'alaikumWr. Wb.

Metro, 27 May 2022

The Head of English Education Department

Sponsor

Andjanto, M.Pd

NIP. 19871102 201503 1 004

Syahreni Siregar, M.Hum

NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kola Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : 1 (satu) Berkas
Perihal : **Mohon Diseminarkan Proposal
Sinta Novenda**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Istitut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka proposal penelitian yang telah disusun oleh:

Nama : Sinta Novenda
NPM : 1801070059
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : STUDENTS' PERSPECTIVE OF ASYNCHRONOUS
ENGLISH LEARNING USING LMS IN IAIN METRO

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk diseminarkan sebagai syarat untuk menyusun skripsi.

Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikumWr. Wb.

Metro, 27 Mei 2022

Ketua Jurusan Tadris Bahasa Inggris

Dosen Pembimbing

Andjarita, M.Pd
NIP. 19871102201503 1 004

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : STUDENTS' PERSPECTIVE OF ASYNCHRONOUS ENGLISH
LEARNING USING LMS IN IAIN METRO

Name : Sinta Novenda

St. Number : 1801070059

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in the proposal seminar in Tarbiyah Faculty and Teachers Training of
State Institute for Islamic Studies of Metro.

The Head of English Education
Department



Andianto, M.Pd
NIP. 19871102201503 1 004

Metro, 27 May 2022
Sponsor



Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3766/In.28.1/J/TL.00/08/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: SINTA NOVENDA
NPM	: 1801070059
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: STUDENTS` PERSPECTIVE OF ASYNCHRONOUS ENGLISH READING LEARNING BY USING LMS IN IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Agustus 2022
Ketua Jurusan,



Andianto M. Pd
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-3883/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3882/In.28/D.1/TL.01/08/2022, tanggal 16 Agustus 2022 atas nama saudara:

Nama : **SINTA NOVENDA**
NPM : 1801070059
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "STUDENTS` PERSPECTIVE OF ASYNCHRONOUS ENGLISH READING LEARNING BY USING LMS IN IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Agustus 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-4347/In.28.1/J/TL.00/09/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
 NIP : 19871102 201503 1 004
 Jabatan : Ketua Jurusan
 Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : SINTA NOVENDA
 NPM : 1801070059
 Jurusan : Tadris Bahasa Inggris (TBI)
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
 Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"STUDENTS' PERSPECTIVE OF ASYNCHRONOUS ENGLISH READING LEARNING BY USING LMS IN IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 28 September 2022
 Ketua Jurusan TBI



Andianto, M.Pd
 NIP.19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN





IAIN METRO

Nama : Sinta Novenda


Jurusan/Prodi : TBI/FTIK

NPM : 1801070059

Semester/TA : IX/2022

No	Hari/Tgl	Pembimbing	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 08-08-2022	✓	ACC APO	
2.	Senin, 17-10-2022	✓	- Add the novelty in prior research - Compare with the other synchronously - Revise the data analysis - Conclusion (answer the problem)	
3	Monday 7/11 2022	✗	- Rense Research Question - Add the teori - Hide up chapter W	
4	Monday 14/11 2022		Acc and continue to Munadomy	

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing


Syahreni Siregar, M.Hum
NIP. 197608142009122004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : SINTA NOVENDA
 NPM : 1801070059
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 07 November 2022

Ketua Jurusan TBI

Andianto, M.Pd

NIP/ 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1186/In.28/S/U.1/OT.01/09/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Sinta Novenda
NPM : 1801070059
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070059

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Oktober 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

CURRICULUM VITAE



The name of writer is Sinta Novenda, she was born on November 17th, 2000 in Toto Harjo, Purbolinggo, East Lampung. The writer is the eldest daughter of 3 children.

The writer was completed formal education, at Kindergarten of Kartika II-8 Rindam II/Sriwijaya, South Sumatera on 2005-2006, then at State Elementary School 8 Muara Enim, South Sumatera on 2006-2012, then at State Junior High School 1 Purbolinggo, East Lampung on 2012-2015, and at State Senior High School 1 Purbolinggo, East Lampung on 2015-2018. After graduated from Senior High School in 2018, the writer continued her study as a student majoring in English Education Department at State Institute for Islamic Studies of Metro, Lampung.