

**AN ANALYSIS OF SYNCHRONOUS AND ASYNCHRONOUS AS A  
MODE DELIVERY TO BUILD STUDENTS AUTONOMOUS LEARNING  
STYLES IN POST PANDEMIC TIME**

***SARJANA'S* THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF LAMBUNG MANGKURAT**

**BANJARMASIN**

**2024**

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MODE DELIVERY TO BUILD STUDENTS AUTONOMOUS LEARNING  
STYLES IN POST PANDEMIC TIME**

***SARJANA'S* THESIS**

**Presented to Faculty of Teacher Training and Education as a Partial  
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*  
Program in English Language Education Study Program**

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**BANJARMASIN**

**2024**

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This is to certify that the *Sarjana's* Thesis entitled "An Analysis of Synchronous and Asynchronous as a Mode Delivery to Build Students Autonomous Learning in Emergency Remote Learning" has been approved by the thesis advisors for oral examination.

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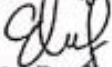
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## ABSTRACT

Naufal, Muhammad Haris. 2023 *An Analysis of Synchronous and Asynchronous as a Mode Delivery to Build Students' Autonomous Learning Styles in Post-Pandemic Time*. English Language Education Study Program, Faculty of Training and Teacher Education, Lambung Mangkurat University, Banjarmasin. The first advisor Nasrullah, M.Pd., B.I and the second advisor Fahmi Hidayat, M.Pd

*Keyword: pandemic, post-pandemic, online learning, autonomous learning styles*

Digitalization in education has revolutionized learning modes, offering flexibility to students and educators. This research focuses on how synchronous and asynchronous online learning impacts autonomous learner development. It explores the characteristics of synchronous and asynchronous modes, aiming to understand how these experiences shape students' autonomous learning styles. Notably, limited attention has been given to how synchronous and asynchronous implementation fosters autonomous learning. This research addresses the gap by examining students' experiences, shedding light on autonomous learning nuances in synchronous and asynchronous online education. Reclined on Gibbons's (2002 concerning autonomous learning styles entitled *The Self-Directed Learning Handbook : Challenging Adolescent Students to Excel* and Chitashvili's (2007) theory, therefore this research was conducted to explore how are the implementation synchronous and asynchronous mode to build students' autonomous learning styles during the post-pandemic time.

This research applied qualitative descriptive using structured questionnaires and structured interviews as the instruments to collect data with thematic analysis. Thematic analysis is a method used to examine collected data in order to uncover recurring patterns and identify themes. The subjects of this research were 20 students of the English Language Education Study Program of Lambung Mangkurat University selected by using purposive sampling. The researcher used triangulation data for trustworthiness of the data, which were open-ended questionnaires, in-depth interview and documentation.

Findings indicate that post-pandemic, respondents implemented both synchronous and asynchronous delivery modes, with a relative decrease in platform usage intensity during the learning process. Despite this, lecturers continued using some media introduced during the pandemic. The research highlights a notable impact on students' inclination towards self-directed learning in the post-pandemic era. The researchers found key insights covering students' self-awareness and control of learning, development in English skills, learning behaviour and interventions post-pandemic, management and creativity in learning, and self-motivation and experiences in the post-pandemic period. The gathered data suggests a decline in students' motivation and self-initiated learning attributed to internal and external factors. Consequently, it proves that students must put more effort into enhancing self-awareness to support their independent learning capabilities.

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A handwritten signature in black ink, consisting of stylized, overlapping letters that appear to be 'MHN'.

Muhammad Haris Naufal

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