Chapter One

Introduction

This chapter discusses the general description of the problems that would be discussed in this research. This chapter consists of the background of the study, identification of the problem, delimitation of the problems, research questions, research objectives, significance of the research, and organization of the chapter.

Background of the Study

Almost all over the world has been hit by the Covid-19 pandemic include Indonesia. Everyone has been impacted by the pandemic and require people to stay at home, work from home, study at home and other activities that should be done at home. For this issue, the teaching and learning process also should be done by both teacher and students keep staying at home or we can say study at home by online learning activity.

The changing of most activity in any fields, the education field also move from face to face meeting become online learning (Aisyah & Chotimah, 2021). Those activities should be done to continue the learning process, so that the students still has learning atmosphere. Dewi and Sadjiarto (2021) stated that online learning is learning that is carried out remotely using technology and internet networks (p. 1910). The implementation of online learning is carried out at the same time between students and teachers using various applications, such as zoom meeting, google meet, google classroom, and others, so that online learning can occur (Dewi & Sadjiarto, 2021). From that, it can be said that online learning is learning carried

out by students and teachers from a distance using technology that can be used to open an application by internet network.

Online learning is divided into two types which are synchronous learning and asynchronous learning. "Synchronous learning is a learning process between teachers and students carried out simultaneously and has real meetings using chat or teleconference while asynchronous learning is learning in which teachers and students learning and get the material at different times", (Khotimah et al., 2019, p. 360). Based on that, it can be said that synchronous learning is learning that conducted with real time between the students and the teacher, while asynchronous learning is carried out at different times.

"Synchronous learning uses some devices such as audio conferencing, web conferencing, video conferencing, chat, instant messaging, white boarding, or various other applications that can be used for virtual meetings", (Obasa at al., 2013 as cited in Simarmata, 2018, p. 15-16). Obasa et al. (2013) stated that the tools used for asynchronous learning are discussion boards, weblogs (Blogs), messaging (e-mail), audio streaming, video streaming, narrated slideshows, learning objects (WEB-based training), document libraries, databases, web books, surveys, and polls, shared calendars, and website links, (as cited in Simarmata, 2018, p. 17-19).

Moreover, online learning also uses technology or application to support the learning. Aisa and Lisvita (2020) stated that The technologies used in online learning during the pandemic are e-learning, learning houses, moodle, Whatsapp group, google classroom, edLink, Edmodo, online Schoology classes, zoom cloud meetings, google form, google drive, and email (p. 49). Additionally, Wilson (2020)

found that there are nine popular applications used for online learning in college such as "Whatsapp Group, Google Classroom, Edmodo, Zoom, Google Meet, Webex, Loom, Quizziz, and Duolingo", (p. 68-69).

This phenomena still exist, that is synchronous learning that carried out in real-time where the material is delivered in the same time or the learning can be recorded which later the recorded results can be used for studying by students (Perveen, 2016). On the other hand, asynchronous learning materials will provide the uploaded material in e-learning platform that can be used by the students whenever or with time limitation. Furthermore, Astini (2020) stated that the materials usually found in asynchronous learning are reading materials, animations, simulations, educational games, tests, quizzes, and assignment collection (p. 250).

Although asynchronous learning can be said to be learning that is easy for students, there are many students face some difficulties in the implementation level. For example, the limited internet network makes it difficult for students to attend online classes. Especially if the students live in remote area which internet network quite uneasy to catch. Therefore, it makes some students late in submitting the assignments or even absent in some classes.

In the meantime, research relating to asynchronous learning has not been discussed more by scholars. Scholars tend to put their research on the synchronous learning, and only few of them are interested with the asynchronous learning research. For instance, Basri et al. (2020) conducted a study related to the implementation of asynchronous learning in pandemic. Dada et al. (2019) conducted research about learning effectiveness with asynchronous and

synchronous learning on the students. Perveen (2016) conducted research relating to the impact of synchronous and asynchronous learning activities in virtual learning. From those related research to asynchronous learning, no one put their focus on the strategies and the challenges in implementing the strategies.

Therefore, this study focused on asynchronous learning. The researcher would deepen the information about understanding material in asynchronous learning focusing on the strategies used by students in asynchronous learning material. In addition, the challenges students in implement the strategies to understanding material also was revealed in this research.

Identification of the Problem

During this pandemic, students must do online learning. From online learning, there are fourth problems experienced by students. First is the limited internet network. This makes students sometimes left behind or difficult to follow the lessons given by the teacher. In addition, the students can also be late in submitting assignments due to the absence of an internet signal in the area.

Second, students do not focus on their learning. Students sometimes get distraction from their surrounding when they are doing direct learning, so they lose their focus. For instance, there is a notification sound from the cellphone, parents calling for help, or it could be from the noise that occurs outside the house. Students' unfocused learning can hind learning and make students lose interest in learning.

Third, students feel the difficulties or challenges when they have to understand the learning material. Sometimes the learning materials given are in the form of articles or power points without a detailed explanation, so students find it

difficult to fully understand the material. Usually, the material given is only in the form of writing without a video explanation, sometimes it makes difficult for students to understand the material without a direct explanation from the teacher. Based on these problems, several solutions will be offered in this study.

Finally, students also must have a strategy to understand and learn the learning material provided by the teacher from online learning. Without learning strategies, students cannot understand what the information from that learning material is. From these problems, it can be said that each student has its challenges in online learning. Therefore, this research focuses on students' challenges and strategies to understand the material provided by the teacher in online learning.

Delimitation of the Problem

This research focuses on two topics in asynchronous learning. The first is focusing on the strategies used by students in understanding the learning materials given by lecturer in asynchronous learning. Then, the second is focusing was on the challenges in implementing their strategies to understand the material in asynchronous learning. Additionally, this research was conducted at one of the private universities in Yogyakarta.

Research Questions

1. What are student's strategies to understand the material in asynchronous learning?
2. What are student's challenges in implementing the strategies to understanding the material in asynchronous learning?

Research Objective

1. To find out the learning strategies used by students to learn the material given from asynchronous learning.

2. To find out the student's challenges in implementing the strategies to understand the material in asynchronous learning.

Significance of the Research

The results of this study are expected to provide useful information for students, teachers, and other researchers.

Students

The results of this research are expected can provide the strategies that students can use when they face the same problem in understanding material from asynchronous learning. In addition, this research was able to know the student's challenges in implementing those strategies for understanding the material in asynchronous learning. Therefore, the students also can prevent the problem by prepare themselve well.

Teachers

This research is expected can add information related to students' experiences and strategies in learning the learning material. By knowing students' learning strategies, teachers can find out the strategies used by students and the teacher can help the students to achieve the learning objectives.

Other Researchers

The result of this research is expected can provide information, knowledge, and can be the reference related to the topic for other researchers. It can also be used to compare with pre-existing research related to the topic.

Organization of the Chapter

In this section, the researcher would explain what is contained in this research in five chapters. In chapter one, it discusses the background of the research, problem identification, problem boundaries, research questions, research objectives, and chapter organization. In chapter two, it discusses the literature review. Additionally, chapter two talks about asynchronous learning, asynchronous learning material, students' strategies and problem in implementing the strategies in understanding material in asynchronous learning. Then, it explains matters related to the topics discussed in this study based on theoretical studies from previous research, both from books and journals. It followed by several reviews of related studies from their similarities and differences between the current research and the previous research. In chapter three, it discusses the methods used to obtain research data. It talks about research design, setting, and participants, data collection methods, research instruments, data collection procedures, data analysis, and trustworthiness. In chapter four, it discusses the finding and discussion. Furthermore, it explains about information obtained from interviews conducted by researchers with participants. The last is the chapter five which discusses the conclusion and recommendation. The conclusion would show the main information

from this research and the recommendation would give some recommendation to students, teachers, and other researchers.