

Students' Strategies and Challenges to Understand Materials in Asynchronous Learning

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ABSTRACT

Pandemic in Indonesia makes people in the education environment have to do learning from home, and students must do online learning. Asynchronous learning is one of the learning methods used in education as learning from home. This study aims to know the students' strategies and challenges in implementing the strategies in understanding the material in asynchronous learning. This study uses a descriptive qualitative design. To collect the data using an interview with six participants from the English Language Education Department at one of the private universities in Yogyakarta. The researcher found nine strategies used by students: reading the material, looking for additional material, making a note, watching the video, learning independently, studying together, translating the material, asking the friend and the teacher, and boosting the mood. There are five challenges that students face when implementing the strategies, namely, exhaustion, difficulty in comprehension, lack of confidence, absence of help, and mood swing.

Keywords: asynchronous learning, understanding material, strategies, challenges

INTRODUCTION

The world was hit by the Covid-19 pandemic, and everyone felt the impact of the pandemic. The impact is that everyone who previously did activities outside the home now has to do it from home. One of them is in education, which has to do with learning from their respective homes, or it can also be called online learning.

Online learning is carried out remotely using technology and internet networks (Dewi & Sadjiarto, 2021). The implementation of online learning is carried out simultaneously 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). That way, it can be said

that online learning is learning done by students and teachers simultaneously with the help of the internet network to use various applications that support learning.

Online learning is divided into two types: synchronous and asynchronous learning. Synchronous learning is a process between teachers and students carried out simultaneously and has real meetings using chat or teleconference (Khotimah, Astuti, & Apriani, 2019). Asynchronous learning is learning in which teachers and students learn and get the material at different times. (Khotimah, Astuti, & Apriani, 2019). Based on that, synchronous learning is carried out between teachers and students in real-time and asynchronous learning is learning teachers and students carry out at different locations and times.

Synchronous learning is carried out in real-time, where the material is delivered simultaneously, or the learning can be recorded. 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 that the students can use. Furthermore, materials usually found in asynchronous learning are reading materials, animation, simulation, educational games, tests, quizzes, and assignment submissions (Astini, 2020). So, the teacher will teach synchronous learning materials directly, while asynchronous learning materials will be provided on the platform used for learning.

Asynchronous learning can be said to be easy learning. Because we only need to download and learn it ourselves, many students still find it challenging to follow asynchronous learning. For example, limited networks make it difficult for students to be able to carry out learning. Especially in areas that are difficult to get internet service, students sometimes find it difficult to attend classes and can even be late in submitting assignments.

During this pandemic era, students must do online learning. Based on Engko and Usmany's (2020) research,

there are three obstacles to their learning: the limited time to understand the material provided, an unstable network, and the material presented not be sufficient for students to understand. In addition, students also feel other obstacles; that is, students feel not focused on learning and feel the difficulties when understanding the learning material.

Recently research discussed the effectiveness of synchronous and asynchronous learning on students' Academic Performance (Dada, Alkali, & Oyewola, 2019). A study conducted by Basri, Husain, and Modayama (2020) related the implementation by using Google Form Apps and Screencast-O-Matic as asynchronous learning media. From the previous research, no one has focused on strategies and challenges in implementing strategies in asynchronous learning.

Overall, by looking at the current situation and previous research, this research intends to focus on matters relating to asynchronous learning materials. This study aimed to determine the strategies used by students in understanding the material from asynchronous learning. In addition, it is also to be able to find out what challenges students feel in implementing the strategies used by students in understanding asynchronous learning material. The research questions in this study are as follows:

- What are students' strategies to understand the material in asynchronous learning?
- What are students' challenges in implementing the strategies to understanding the material in asynchronous learning?

This research is expected to help future teachers know the strategies and challenges of implementing the strategies used by students to understand the material from asynchronous learning. It can also be a reference to improve teaching material provision. For students, it is expected to be a piece of information so that students can have a strategy for understanding the learning material.

LITERATURE REVIEW

Previous Studies

First, Basri, Husain, and Modayama (2020) investigated university students' perceptions of implementing asynchronous learning. The population is students from the English Education department at the Pacific University of Morotai and includes students in even semesters. The samples are forty-five students from the English Education department. The method used was qualitative design with the descriptive approach using a questionnaire, open-ended questions, and interviews to obtain research data. This research chose Screencast-o-Matic and Google Form apps as asynchronous learning media to be researched. The study results stated that both

Screencast-o-Matic and Google Form have benefits and obstacles. The benefits obtained from both were that they could promote students' writing skills compared to other skills, while the most perceived obstacle was limited internet access.

Second, Prasajo and Srisudarso (2021) investigated the perception and how vocational high school students overcome challenges in asynchronous learning during a pandemic. This research uses a qualitative exploratory design and three instruments: observation, interview, and documentation. Researchers conducted online interviews using zoom, and the interviews were recorded and documented. The population is students from grade 3 at SMK 8 Bekasi City, and the samples are two people with different majors, accounting and animation majors. Students find it challenging to understand learning if only from asynchronous learning and the lack of direct interaction between the teacher and students. In addition, the learning material that students like is material in the form of videos because they can watch and study it repeatedly.

Asynchronous Learning

Asynchronous learning is electronic learning (E-learning), where learning can be done anytime and based on learners' needs. Students are given time, process, and content according to their flexibility (Dada, Alkali, & Oyewola, 2019). Alfonsius (2021) stated that asynchronous learning is prevalent in E-learning because students can access learning material whenever and wherever students want and do and complete learning at any time, according to a predetermined schedule.

Additionally, according to Karnawati and Istianingrum (2021), "asynchronous learning is learning that can be done freely. Furthermore, it is not bound by time, and students can understand specific material based on the time that students choose for themselves when they can do it". From some of the research, it can be said that asynchronous learning is included in e-learning learning. Then, asynchronous learning means learning that can be done wherever and whenever students want, according to their conditions.

Asynchronous Learning Materials

Perveen (2016) stated that asynchronous learning materials are provided in audio/video, handouts, articles, and power points related to the material being studied and can be accessed anywhere and anytime that belongs to the student in the asynchronous learning platform. In addition, Lapitan et al. (2021) stated that in asynchronous learning, teachers could record learning videos and upload them on the platform used for asynchronous learning so that

students can access and download the video material according to the convenience and time they want.

Based on the statement, learning materials are reading materials used by students to gain knowledge of a lesson. In asynchronous learning, the learning material can be given in videos, articles, or power points related to the material provided on the platform used for asynchronous learning. So, students can access the material anywhere and anytime, according to the student's condition.

Students' Strategies to Understand Material in Asynchronous Learning

1. Interactions.

Oktaviana, Rahmawati, and Sumardjijati (2021) stated that a good cooperative relationship between teachers and students could lead to good learning. Therefore, Yuangga and Sunarsi (2020) stated that strategies could be done by utilizing the interaction between the teacher and students to interact comfortably. Students can ask questions to the teacher if they do not understand the provided material. In asynchronous learning, sometimes students have difficulty understanding the material then students ask the teacher for clarification as means of interaction. We can better understand the material that we did not understand before by asking.

2. Studying in a group.

Oktaviana, Rahmawati, and Sumardjijati (2021) stated that students could have discussions with other students about learning material outside of learning hours and have discussions together, especially with their peers; students can more easily understand the learning material. It can be said that studying together can help students understand materials through discussion with each other.

3. Looking for a reference.

Oktaviana, Rahmawati, and Sumardjijati (2021) found that students look for book references that the teacher does not give. Oktaviana, Rahmawati, and Sumardjijati (2021) stated that books or literature for learning could be obtained from private collections or by searching relevant sources, such as e-books. Based on that statement, we can search for reference books or materials other than those given by the teacher to help us understand the material.

4. Repeated Reading.

Repeated reading can improve students' vocabulary knowledge and help to understand a reading (Samuels as cited in Lee, 2021). By doing a repeated reading, students can confirm explanations that might have been missed from the first reading and the learning explanations stored in the first reading can change after rereading (Yum as cited in Lee, 2021). Based on the statement, students can confirm the explanations stored in students' minds according to the explanations given. Also, by doing the repeated reading, students can understand more about the reading material because of reading repeatedly.

5. Making a note.

Kiewra (1991) stated that taking notes in learning can help students understand what is being taught easily (as cited in Özçakmak, 2019, p. 581). Students who take notes are able to get the most important points of the material and recall the content of the learning (Kiewra and Fletcher, 1984, as cited in Özçakmak, 2019, p. 581). From this statement, from note-taking the material, students can better understand what is meant by the learning.

6. Watching a learning video.

In Lin and Gao's (2020) study, they stated that when presented with video material, students watch the learning video for as long as they want (p. 176). Students watch learning videos repeatedly to understand them more deeply and can also pause the videos at any time to understand them (Lin & Gao, 2020, p. 174). Thus, by being given material in the form of a learning video, students can pause the video and repeat it in order to understand the material well.

7. Learning independently.

Asynchronous learning can encourage students to do independent learning. (Lin and Gao, 2020, p. 176) Lin and Gao stated that students feel more concentrated by doing self-learning (p. 174). It can be said that students do independent learning to be able to focus on their learning.

8. Translating the material.

Maulida (2017) states that translating can help students understand English learning materials (p. 64). By using Google Translate, students are helped to understand learning materials (Maulida, 2017, p. 65). Thus, it can be

said that Google Translate as a translation tool can help students understand an explanation that they do not understand from the learning material.

9. Mood.

One of the things that help students to implement their learning strategies is being in a good mood. Mainly, students need to be in a good and positive mood to learn. Juleha, Khuzaemah, and Cahyani (2014) stated that having a positive mood can increase learning enthusiasm and concentration so that students can understand what they are learning (p. 99).

Students' Challenges in Implementing the Strategy in Asynchronous Learning

1. Exhaustion.

Yudhistira and Murdiani (2020) stated that when undergoing online learning, students become easily tired and find it difficult to understand the learning material (as cited in Wahyuni, Octaviana, & Wahyuni, 2022, p. 2964). Soekanto and Rianti (2021) stated that students easily experience tiredness during online learning because they cannot understand the learning material (as cited in Wahyuni, Octaviana, & Wahyuni, 2022). The emergence of tiredness in learning is due to the current learning demands (Schaufeli et al., 2002, as cited in Wahyuni, Octaviana, & Wahyuni, 2022).

2. Difficulty in comprehension.

Students find it difficult to understand the content of reading in English. Their low vocabulary understanding makes what they read difficult to understand (Megawati, 2016, p. 153). Moses and Mohamad (2011) argue that students with English not as their first language feel that their lack of vocabulary knowledge makes it difficult for them to learn (p. 3386). From that statement, it can be said that the lack of vocabulary knowledge makes it difficult for students to understand learning materials.

3. Lack of confidence.

Rohmat and Lestari (2019) state that a person's lack of self-confidence can affect a person's belief in their own abilities (p. 76). Students who lack confidence feel inferior and can fail to achieve their life goals (Rohmat & Lestari, 2019, p. 76). From this statement, it can be said that students who feel less confident make them unsure of their abilities and can fail to achieve their goals.

4. Limitations of Communications.

The lack of communication and interaction between students and teachers makes students feel less successful in learning because of the lack of direct interaction between teachers and students in online learning (Nartiningrum & Nugroho, 2020). Blackmon and Major's (2012), in their study, stated that some students felt that they did not have the opportunity to build relationships with other friends in online learning (p. 83). Based on the statement, the lack and limitations of interaction and communication between students and teachers or students and students become one of the problems in helping students understand the material given by the teacher.

5. Mood swing.

Taylor, Peplau, and Sears (2009) stated that the influence of a student's mood affects the enthusiasm to do something (as cited in Malentika, Itryah, & Mawardah, 2017, p.99). Juleha, Khuzaemah, and Cahyani (2014) stated that if the mood is not good, all concentration will dissolve with negative thoughts, and concentration will be lost (p. 99). It can be said that mood swings can affect a person's concentration to be able to do something.

Theoretical Framework

Asynchronous learning is one of the lessons used during the COVID-19 pandemic. Based on Karnawati and Istianingrum (2021), asynchronous learning is learning that is not bound by time, and students can understand material based on the time that students choose for themselves when they can do it. Students will be given learning materials on the platform to study asynchronous learning. Based on Perveen (2016), asynchronous learning materials are provided in audio/video, handouts, articles, and power points related to the material being studied. They can be accessed anywhere and anytime that belongs to the student in the asynchronous learning platform.

In helping to understand the material, students use nine strategies to understand it. That is interaction with the teacher so students can understand the material. Based on Yuangga and Sunarsi (2020), the strategy can be done by carrying out interactions between teachers and students to interact comfortably. Students can ask questions to the teacher if they do not understand the material given. Then, study in a group with friends and look for references. Based on Oktaviana, Rahmawati, and Sumardjijati (2021), students can discuss with their friends related to learning materials and look for material references other than those given by the teacher. The next is repeated reading to

understand the material well and clearly. Repeated reading can help understand a reading material (Samuels as cited in Lee, 2021).

Then, making a note to help understand the material. Students who take notes are able to get the most important points of the material and recall the content of the learning (Kiewra and Fletcher, 1984, as cited in Özçakmak, 2019). The next is watching a video learning and learning independently. Based on Lin and Gao (2020), they stated that when presented with video material, students watch the learning video for as long as they want and also students feel more concentrated by doing self-learning. Then, translating the material. Maulida (2017) states that translating can help students understand English learning materials. The last is having the mood for learning. Based on Juleha, Khuzaemah, and Cahyani (2014), having a positive mood can increase learning enthusiasm and concentration so that students can understand what they are learning.

Students find it difficult to implement their strategy. Students feel five challenges. The first is exhaustion. Based on Yudhistira and Murdiani (2020), when undergoing online learning, students become easily tired and find it difficult to understand the learning material (as cited in Wahyuni, Octaviana, & Wahyuni, 2022). The second is difficulty in comprehension such as English not their first language. Based on Mohamad (2011), students with English not as their first language feel that their lack of vocabulary knowledge makes it difficult for them to learn.

The third is lack of confidence. Students who lack confidence feel inferior and can fail to achieve their life goals (Rohmat & Lestari, 2019). The fourth is the limitations of communication between students and teachers so that students have difficulty asking if there is the material that is not understood. Blackmon and Major's (2012) stated that some students felt that they did not have the opportunity to build relationships with other friends in online learning. The last is mood swing. Based on Juleha, Khuzaemah, and Cahyani (2014), they said if the mood is not good, all concentration will dissolve with negative thoughts, and concentration will be lost.

The main focus of this study is the strategy for understanding asynchronous learning materials. The first is researching the strategies that students use to understand asynchronous learning materials. That is done to help students understand the material properly, correctly, and clearly. The second is researching the challenges students feel in implementing their strategy to understand the material. That way, students can think of a way so they do not find it difficult to carry out their strategy.

METHOD

This study uses descriptive qualitative research. According to Creswell and Creswell (2018), "Qualitative research is an approach to finding a deeper understanding of the meaning related to social or human problems based on individual or group experiences". The qualitative descriptive approach incorporates detailed descriptions of people's opinions, and the description results become a narrative (Creswell, 2012).

Based on the explanation from the expert, by using descriptive qualitative, the researcher was able to explore and find out the thoughts and opinions of the participants regarding the topic. Also, the researcher was able to analyze the obtained data by combining the results of the description carried out with the participants and making the results into a narrative to be written in the research finding and discussion section.

The population in this study were students from the batch 2019, majoring in English education at a private university in Yogyakarta. Choose their students because the university applies asynchronous learning in its courses. The sample was six students selected by predetermined criteria. They have participated in asynchronous learning, have a grade of greater than B for half of the previous semester's courses, and feel that they do not understand the material from asynchronous learning through a small-scale survey.

The data collection technique uses a small-scale survey to select and get participants who fit the predetermined criteria. Then, interviews will be conducted to obtain data that can be used in this study. To be exact, use a semi-structured interview. Interviews were conducted via WhatsApp calls, where the conversations would be recorded. The data from the interview will be analyzed by transcribing the data and then coding it. The results of coding the data are used in this study.

RESULT AND DISCUSSION

Participants were given several questions related to asynchronous learning. Below is a summary of the answers given by the participants during the interview.

Students' Strategies in Understanding Asynchronous Learning Material

1. Reading the material

P2 says, "*If the material is an article, my strategy is to read half the material.*"

P3 said, "*For understanding the material, I read the material first.*"

P4 says, "*The strategy is reading the material.*"

P6 said, "*My strategy is to read the material, then do the assigned task.*"

P1 said, "I am repeatedly reading, usually twice. First, read the full material, and second, memorize the material more."

P2 said, "Usually, repeat it about three to four times because it is a bit difficult to understand the heavy reading."

P3 said, "After reading about three to five times, I finally understood the material."

P4 said, "Finally, I can understand the material sometimes two to three times reading."

P5 said, "Read repeatedly depending on understanding; read it usually about four to five times."

P6 says, "Usually, repeat the reading two to three times."

Reading this learning material means that when students receive material from the teacher, they read and repeated reading the material provided. Students read the material first to be able to understand the material. Students can also read half of it first and can read the whole material if they have started to understand. To be able to understand the material, students repeated reading. Repeated reading can improve students' vocabulary knowledge and help them understand the reading (Samuels as cited in Lee, 2021). Based on that, repeated reading can make students get to know more vocabulary. Students repeated about two to five times. By doing the repeated reading, students become more confident with what is explained in the material.

2. Looking for additional material

P1 says, "My strategy is looking for other material than what the teacher has given."

P1 says, "Looking for other than what the teacher gave me, I usually look for it on YouTube or other articles that discuss the material."

P2 said, "My strategy when I read the material and get difficult words, I look for the word's meaning."

P2 said, "Usually search on google, dictionary application, word equation application, or Google translation [machine]."

P4 says, "My strategy for understanding the material is to search on google."

P4 says, "If I still do not understand the material from repeating the reading, I will use Google to understand it."

P4 says, "Usually looking for the material with the help of web translating by

translating the meaning of reading to find out the meaning of the explanation of the material."

P4 says, "To search on google, usually, I look for words that are not understood in google translate."

P5 said, "When the question was answered with a slow response, I searched on the internet to help understand the material."

P6 says, "Usually find out the lack of understanding of a material on google."

Students will look for other references if there is material that they do not understand. Based on Oktaviana, Rahmawati, and Sumardjijati (2021), reference is used to get specific information. Finding a reference or additional material can help students understand the material in depth. Students can search for it by searching on Google, YouTube, or others. When a word or sentence is not understood, students can look it up with google translate, web translating, or an application that can be used for translating the material.

3. Making a note

P2 says, "My strategy is I made notes about the main points of the material."

P5 said, "Another strategy is to make note-taking."

P5 said, "From note-taking, I understand more and clearly understand because I can write down the outline of the material being studied."

Taking notes about the material can help students understand the material. If the material is given in more than two forms, such as videos and articles, it can be noted. So, making notes can help students to understand it, especially by writing in their own language. It was supported by Kiewra and Fletcher (1984), stated that through taking notes, students know and remember the material and important points of the material (as cited in Özçakmak, 2019).

4. Watching the video

P2 says, "If the material given is a video, I watch it first and then note the point."

P2 says, "To understand the material, watch the video two to three times because there are still some misunderstandings of some of the words mentioned in the video, so it must be

repeated to understand the meaning of the material clearly."

The student was watch the material first while noting the important points when the material is a learning video. To understand it, they can also repeat the video to understand the material more clearly. It was supported study by Lin and Gao (2020), from repeatedly watching the video, students can understand it more deeply and pause at any time to understand it. From watching learning videos, students feel like they are learning directly from the teacher because there is an explanation delivered through sound and not only through writing.

5. Learning independently

P3 said, *"The strategy is to keep self-study for understanding the material."*

P6 says, *"Better understand by doing independent learning."*

P6 says, *"The reason better by independent learning is because it is more focused and not divided in focus."*

To understand the material, students learn independently first because they can focus more. It was supported by a study from Lin and Gao (2020), which stated that students were more concentrated when studying alone. Because if we are learning and feel distracted by something, then what we learn will not be clearly understood.

6. Studying together

P2 said, *"From asking friends, it was finally clear what the material was being asked about because asking questions could lead to mutual discussions. Having discussions made me understand better than studying alone."*

P3 says, *"My strategy if I do not understand the material, I invite friends to have a discussion together."*

P4 says, *"We are study together and ask questions about things we do not understand."*

Based on the statement, students do a study together to understand the learning material. That way, students can share their understanding. Also, if there is something they do not understand, they can ask questions, and if nobody knows the answer, they can search together to understand the material more clearly. It was supported by Oktaviana, Rahmawati, and

Sumardjijati (2021) stated that students could have discussions with other students about learning material outside of learning hours, and by having discussions together, especially with their peers can more easily understand the learning material. Thus, if others do not understand the material, they can learn together with friends and tell and share their understanding.

7. Translating the material

P3 said, *"From independent learning, there are things that cannot be understood and then search with the help of translation to understand the material."*

P3 said, *"For translation, usually, from reading the article, I get a sentence that I do not understand, then I translate it into Google Translate."*

P6 says, *"I usually translate words or sentences I do not know the meaning of on google."*

P6 says, *"Use google translate if a sentence is not understood, and I will translate the part that is not understood."*

From reading the material on their own, students cannot understand it. To help understand it, students translate the material for words or sentences that they do not understand. Maulida (2017) supported it, arguing that Google Translate helped students to understand the learning material. With the help of google translate, students are helped in understanding the material they do not understand.

8. Asking the friend and the teacher

P2 says, *"If searching from other sources cannot be found, the solution is noted that is not understood and then asked a friend."*

P3 said, *"If I cannot understand it from translating the material, I will ask a friend what the meaning of the material is."*

P4 says, *"If from doing searching the material still does not understand, I just ask a friend."*

P5 said, *"My strategy is asking teachers or friends who understand more."*

P6 says, *"Usually if I do not understand, I will ask my classmates because we like to ask each other and share information."*

Students was asking friends or teachers to understand the material more clearly. Students was asking about the parts they do not understand. It was supported by Oktaviana, Rahmawati, and Sumardijjati (2021), stated that a good cooperative relationship between teachers and students can lead to good learning and also, discussions between peers can lead to more understanding of the learning material.

9. Boosting the mood

P6 said, *“The strategy for understanding the material is to gather the mood for learning.”*

P6 said, *“Short on time and deadlines become the standard to finally get excited about studying the material and doing the assigned tasks.”*

Boosting the mood is something that is done before the student start learning. Because asynchronous learning is given a long time, it makes the student relax. When the deadline is already looming, the student boosts the mood and then do the learning. It can be compared with the research conducted by Juleha, Khuzaemah, and Cahyani (2014), showing that having a positive mood can increase learning enthusiasm and understanding of what they learn.

Students’ Challenges in Implementing Strategies in Understanding Asynchronous Learning Material

1. Exhaustion

P1 said, *“The challenge of reading repeatedly is more to drowsiness. I’ve only just been sleepy, plus repeated reading makes me even more sleepy.”*

P4 said, *“The challenge in reading the material is that I get tired quickly, like for example, I read it using my cell phone.”*

Students felt tired and sleepy when they had to read and repeat the reading. When students felt tired, they could not concentrate on learning and could not understand the material. It is supported by Yudhistira & Murdiani (2020) stated that when undergoing online learning, students become easily tired and find it difficult to understand learning materials (as cited in Wahyuni, Octaviana, & Wahyuni, 2022).

2. Difficulty in comprehension

P1 said, *“The challenge of looking for material from other sources is difficult to find material that our wishes.”*

P2 said, *“The challenge is that sometimes there are words that are difficult to understand and in a google search they are not in sync with the meaning and it makes me not understand the meaning of the difficult words.”*

P4 said, *“The challenge of searching on google is that most of the information is obtained, sometimes the information is only general and the results are different from what is expected.”*

P6 said, *“The challenge of translating to be able to understand the material is having to translate it first.”*

P3 said, *“Not understanding the material because the words in the article are difficult to understand and the choice of words is not easy for us to understand.”*

P5 said, *“The challenge is to get high words so I don’t understand the material.”*

P6 said, *“The challenge of reading material and doing assignments is understanding it because English is neither my first nor my second language and more my third language.”*

P6 said, *“Usually I don’t understand the material because the language is foreign and difficult to understand.”*

Students find it difficult when they look for material from other sources because what they are looking for is not what they want and the amount of information obtained is only general. When the student tries to translate, the student finds it difficult to understand what is meant. Also, the difficulties experienced by students were because English is not their first language, the vocabulary used is not familiar, and the language is high level. It can be supported by Moses and Mohamad (2011), who said that students with English not as their first language feel that the lack of vocabulary knowledge makes learning difficult.

3. Lack of confidence

P2 says, *“The challenge of taking notes is whether the notes are right or wrong about the important points of the material.”*

P2 says, *“The difficulty of reading material written by oneself is more to doubting whether the notes are correct or not.”*

The student was not sure whether what the student wrote was appropriate or not with the material being studied. Therefore, the student is unsure of their ability and lacks confidence. It was supported by Rohmat and Lestari (2019) stated that one's lack of confidence could affect one's own belief in one's abilities.

4. Absence of help

P3 said, *"Confused about who else to ask when I don't understand the material is because I don't have many good friends to discuss with."*

P4 said, *"The challenge of learning together is more to adjust the time."*

P5 said, *"My challenge is slow response from the friend who was asked and the teacher concerned."*

Students felt the slow response from the friend and teacher who was asked about the material and did not understand it and did not have close enough friends, so students did not know whom to ask for help to understand the material had not understood. Then, Students felt that meeting and studying with friends was impossible, so students had no one to help them understand the material. It was supported by Blackmon and Major's (2012), which said that some students felt they did not have the opportunity to build relationships with other friends through online learning.

5. Mood swing

P6 said, *"My challenges are mood, boost the mood because asynchronous learning has a long deadline, so just relax."*

P6 said, *"Also because if I'm not in the mood and don't want to study, the material I'm reading won't come in."*

The student must boost the mood first to be able to learn, especially when asynchronous learning is given an extended enough learning deadline to make feel relaxed. If the student continues to carry out learning when not in the mood or does not want to learn, what is being learned cannot be understood. It was supported by Juleha, Khuzaemah, and Cahyani (2014), if the mood is not favorable, then all concentration will be dissolved with thoughts that are not favorable will be lost. Thus, if students do not have the

mood, they cannot concentration on their learning and cannot understanding the material.

CONCLUSION AND RECCOMENDATION

Due to the Covid-19 pandemic, students have to do online learning. One of the private universities in Yogyakarta conducts asynchronous learning to support students in online learning. Students have strategies and challenges in implementing the strategy when understanding asynchronous learning materials. The strategies are reading and translating the material. In addition, by watching the video, making a note of the material, learning independently, studying together, and boosting the mood. Then, when they cannot understand the material, students look for material other than what the teacher has given or can ask other people. Thus, the challenges of implementing the strategy are that students feel exhaustion, difficulty in comprehension, lack of confidence, absence of help, and mood swing.

This study provides some suggestions for others. Students can use recommendation strategies to help them understand the learning material. In addition, they can know the challenges in implementing the strategy so that students can avoid the difficulties that will be felt when learning the material. Also, it can provide the teacher or future teachers so that learning materials are not made difficult to understand. Readers can get to know students' strategies and challenges in learning the material and conduct similar research with the broader population of this study.

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