STUDENTS' RESPONSE TOWARD TEACHING ONLINE IN ENGLISH READING CLASS.

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ABSTRACT

Pandemic COVID-19 is not over yet, however as an educator we should be more creative and innovative to motivate our students in teaching and learning processes. One of the important aspects of learning The English language is increasing reading comprehension. It is challenging for the educator to make it happen when doing online teaching and learning processes. To evaluate and analyze the problem the writer makes this research. The purpose of this study is to find out teacher strategies in teaching online reading classes during pandemics. The subjects are the third-semester students of The English Department, Language and Culture Faculty, Universitas 17 Agustus 1945 Semarang. The research was held during the even semester of the academic year 2020/2021. This study uses a descriptive qualitative method. The instruments of the data used in this study are questionnaires filled by the students. The objective of this study is to know some problems that happened during online teaching and learning process in reading class that give an impact in improving their reading comprehension skill. In this research, the writer collected students' responses and did evaluations to make them more effective and interested in the teaching process. The research indicated that there are some problems faced by the students dealing with learning processes such as teaching strategies, technical problems during online teaching and learning process and they also need extra motivation to improve their reading comprehension. The findings suggested that educators can use diverse teaching strategies in reading class such as scaffolding, QARs (Question and answer relationship), and other strategies to stimulate them being active in online learning processes, the other problem is a technical problem as a signal when they are joining in a class by virtual meeting application. The learners also stated that they need motivation and guidance to use various methods in reading a text. Thus, the process of teaching online doesn't have a big impact on improving reading comprehension but there are other problems should be noticed.

Keywords: EFL Classroom, Online, Teaching Strategies, Reading Comprehension

INTRODUCTION

In 2019 the world has been hit by the Covid-19 outbreak which not only has an impact on the economy but also the world of education. There are many researchers who try to do some research to approve these statemen, one of them is (Ariyanti, 2020) shows that there many problems which caused by some aspects such as internet access, healthy

reasons and the limitation of their ability in conducting technology. Almost all governments around the world enforce online teaching and learning processes. This does not only have a negative impact on students but also on teachers because as teachers, they must be able to innovate in order to increase the enthusiasm and achievement of students. In this study, the author who is also a lecturer at UNTAG wants to conduct research in the conditions that occur after the implementation of online teaching and learning system

English language, which is a foreign language in Indonesia, has a high demand at the university level. This is because almost all jobs require employees to have active English language skills, both oral and written. Therefore, many students at the university level choose English majors to make it easier for them to get a job. Those who have various backgrounds also have a variety of basic skills in English. This is to be a challenge for educators to manage online learning facilities that can be used by students and there are no students left behind in the learning process.

There are four aspects of language that need to be mastered in learning English, namely speaking, writing, listening, and reading. In accordance with the field of learning taught by the researcher, this study examines the process of mastering English, especially in the reading class. Most of the learners complain that practicing reading comprehension in English is uninteresting than in other subjects. This is because the reading culture of Indonesians is taken into consideration lacking as compared to other countries. Coupled with the lack of knowledge of students in mastering vocabulary in English.

As stated by only a few of them are identified to have proper English reading habits as suggested through their eagerness to frequently spend time reading numerous types of English texts and their excessive motivation to examine English for pleasure. The EFL college students examine English for some purposes, i.e. for faculty assignments, for satisfaction, and for the expertise and English abilities development. Their positive perception about reading does no longer motivate them to read English for pleasure; instead, it is college assignments that seem like their biggest motivation. As stated, (Andriani & Ariyanti, 2021) The development of reading habits should be started from an early age, the intensity of reading can improve their ability of reading comprehension. However, the reading interest in Indonesia is much lower than the other countries in Asia, particularly for students.

It is a challenge to the education area, considering that reading has a considerable role in learning activities. In addition, most college students in Indonesia do not have high motivation in reading books or articles; they only want to read if they have any purposes like doing assignments and preparing for their tests. According to (Sofiana & Mubarok, 2020) who do research about the motivation of reading using English game-based Mobile Application (EBMA) shows that students' motivation in mastering differed extensively after the implementation of EBMA. It changed for the better since the practice engaged and stimulated them to study. Consequently, it shows that using EBMA has a remarkable effect on college students' reading fulfillment and studying motivation. This s is one of the statements based on the research that the students especially in Indonesia need some interesting learning strategies to stimulate them in improving their reading comprehension.

As foreign language teachers, especially in reading classes, teachers should be able to develop and adapt to various conditions. Basically, we have encountered difficulties in cultivating the enthusiasm of students in improving their reading skills, therefore as a teacher, we must have many ideas in developing their teaching strategies. There are various kinds of teaching methods that can be applied so that it can stimulate students to participate in reading class actively. As stated by (Käsper et al., 2018) teaching method can give positive and negative impacts on students reading comprehension, it can motivate students in enjoying reading or make it worse. It will be getting worse if we do not have any strategies and do not have any evaluation. However, teaching methods are not the one and only factor affecting students' reading comprehension, and this will be proven in this study which analyzes other existing problems.

The online teaching and learning process has been going on for almost 2 years, starting with limitations in technological knowledge experienced by students and teachers, then various kinds of obstacles emerged during online teaching such as technical and infrastructure problems. This certainly adds to the series of problems experienced by teachers in addition to the teaching methods provided which must be more creative in adjusting to the online teaching system. Therefore, this study wanted to find out about various obstacles faced by students during the teaching and learning process in reading class.

According to Prihatini (2020), There are some problems in improving reading comprehensions such as literal comprehension, inferential comprehension, critical comprehension, and creative comprehension, however, the most problem faced by the students is in the level of creative comprehension. This is caused by some factors such as from the teacher in teaching methodology, limitation of their vocabulary, and less motivation in improving reading comprehension. Literal comprehension has also to be concerned by some limitations of students' knowledge and motivation in looking for literature to improve their reading comprehension. In addition, each level of education and environment has different difficulty factors, and it is analyzed in this paper.

METHODOLOGY

The purpose of this study is to evaluate and analyze the result of teaching and learning reading comprehension using online. By getting the result of this study it will help the educators to be more creative and innovative in teaching reading using online. The design of this research is descriptive qualitative as stated by burns and grove (2009) qualitative studies are a systematic and subjective method to focus on and provide an explanation for day-by-day life experiences and to similarly give them the right meaning. This study focuses on the progress of students' learning process during online classes, especially in reading classes. They answered some questions from a questionnaire, and it was used to evaluate to find answers from this study.

The research participants of this study are the third-semester students of the University of 17 Agustus 1945 Semarang. They have already joined the reading class from the first semester and all of them have gotten it by online class.

The subject of this research is 16 students who answer 10 questions from the questionnaire. They are students of the third semester of the Language and Culture Faculty of UNTAG Semarang. The questions were about the progress of their understanding in the learning process using online methods and some factors which affect their understanding. The data collected from some aspects such as observation during teaching and learning processes, the researcher asked the students of the third semester in reading for business purposes' class to answer the questionnaire.

FINDINGS AND DISCUSSION

Research Findings

There are 10 questions given to the students and they responded based on their experience during teaching and learning processes during joining the class. Some of the responses 100% agree with the questions however there are some questions that said no or sometimes, and most of them asked about the problem faced by them. In this research, the researcher only analyzes some questions and answers that need to be discussed to support the findings.

As a lecturer we should be creative and innovative in giving material from the internet, we can get a lot of media that can help them to practice their reading skill. In this section, the lecture gives the questions about the strategy in guiding the students in improving their reading comprehension in the online class.
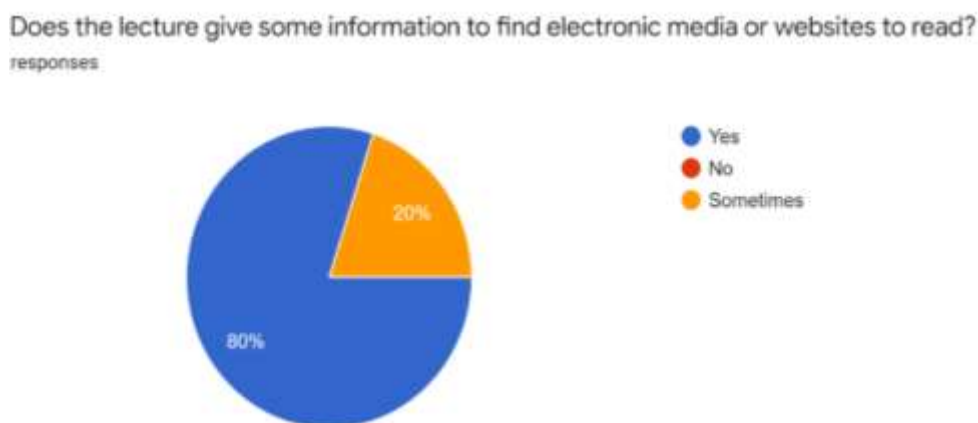

Figure 1: Findings Information from Electronic Media

According to the graph above, 80% of students said the lecturer gave them instructions on how to find various types of information in the media or on the internet as student assets for practicing and enhancing their reading skills. This is crucial because lecturers will struggle to provide printed materials in this online learning environment. By giving students practice searching for text on the website, they will improve their understanding of finding references to support their topic searches and will be forced to read and comprehend the contents of the text.

The following questions explain the technical issues they encounter when doing online learning in the following questions. Technical issues can manifest

themselves in a variety of ways, including issues with online learning facilities such as cellphones that do not support various online learning applications, laptops that have limitations in adjusting the capacity of new applications that support online lectures, and signals that are frequently troubled that can make them unable to join with the online class. Most of them are from a variety of regions that have different qualities of a signal. This may affect learners' comprehension of the material presented.

Figure 2: The Impact of Technical Problems in Students' Understanding

According to the results of the survey shown in the diagram above, 70% of participants believed that technical difficulties can occasionally impair their ability to understand the content, and 30% think that technical constraints can considerably affect their ability to understand the topics. This can be seen directly when the online teaching and learning process takes place. Reading classes require student participation to show they are actively attending lectures or not. It is very difficult to ask students to turn on their camera for various reasons, the reason that is very often encountered is that they have difficulty getting an internet signal which if forced to be on camera they will not be able to listen to lectures clearly and vice versa. There are also other reasons including technical problems, namely not all junior semester students have laptops, or if they have laptops, many of them complain that their laptops do not support several applications or the web that is now used to support lectures.

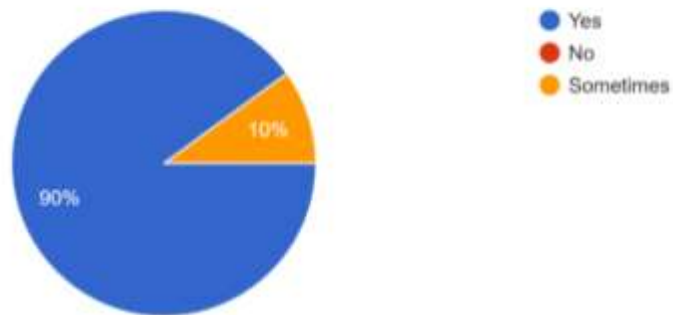Does the lecture motivate the learners to read using online media?
responses

Figure 3: Motivation from Lecture to Improve Reading Activity

Motivating students during teaching and learning processes is one of the important factors that can support them in improving their reading comprehension. Researchers asked questions about the importance of lecturers in motivating students to improve their reading skills, which resulted in the diagram above. 10% of students claimed that not every meeting was motivated by the lecture, whereas 90% said that they always received that motivation. These findings suggest that instructors consistently encourage students to maintain their confidence and continue to enhance their skills.

Do the learners understand the materials that given by the lecture?
responses

Figure 4 : Understanding Material by Learners

The following graphic shows the most important factor in determining a lesson's effectiveness, specifically, students' comprehension of the material presented by

their lecturers. As a result, half of them believe they comprehend the reading material, while the other half do not. However, this presents the new question that everyone's knowledge of a subject is influenced by distinct elements. Some of these variables, such as lecturers' ineffective teaching strategies, students' varying abilities, and technical limitations, cause them to be less clear in their attention to the learning process.

Figure 5: Students' Respond in Reading Learning Processes

The figure above responses to questions about student perceptions of online learning. Seventy percent of them are comfortable with online learning, whereas thirty percent are often uncomfortable. Many students choose online schools because they are more flexible and relaxed than going to campus every day, but online schools have their own set of limitations, one of which being technical barriers that can make it difficult for students to understand the subject on the campus. In addition, with the existence of online lectures, there are very high cases of plagiarism committed by students. They often look for sources from the internet when doing assignments and cite without citing sources. This of course supports the opinion of those who prefer online because their level of self-confidence is higher in a way that is not good and certainly does not improve their reading skills.

CONCLUSION

There are several factors that support the success of the teaching and learning process, especially in the scope of mastering reading comprehension in English. In addition to the connection of reading habits that should be nurtured from an early age,

the environment is also supported in increasing student motivation. There are several factors that can support the motivation of students in improving reading comprehension such as educational knowledge that must be continuously updated in order to direct students in providing information related to online and offline reading sources, besides those special efforts are needed to improve the quality of library in schools and universities where not only interesting buildings or spaces but also reading sources that are always updated. An equally important factor is the educators who can provide varied and interesting teaching methods so that students are interested and make it easier to improve their reading skills.

In addition to internal factors that can be pursued by teachers and students, there are also external factors that are difficult to minimize which gave the bad impact, such as the quality of the internet signal, which not all regions have a good signal. The quality of the internet signal greatly affects the ability of students to understand learning because they cannot hear and participate in the class clearly. In addition, some of the students have economic deficiencies before and after the pandemic which affects them in providing electronic devices to support online learning.

This research is expected to be an evaluation for the online teaching and learning process so that it can become a consideration and learning material for educators to find solutions based on existing deficiencies and can improve the quality of learning so that it is more considered in detail.

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