



Reading Comprehension Problem and Solution in Online Classroom

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Abstract: The research focus on finding the problem and solution of reading comprehension in online learning class at ninth grade in 2022/2023 Academic Year. The research problems are focused on; 1. How do students learn reading comprehension in online learning class? 2. What kind of problems faced by students in studying reading comprehension in online learning class?, 3. What strategies can be used by students to solve the problems in online learning class?. To find the answer of the problem above descriptive qualitative research was conducted. The results of this research were in the form of words and sentences. It was found that some strategies were used by students as scan reading to save time and reduced eye strain due to gadget light, form a small group study with students who are near home to join reading class together and discuss about the material. if students found it was hard to read by smartphones or laptop some students print out the assignment given by teacher. Therefore, students could read easily, and underline the important information directly. Different from previous studies, this research, in addition to finding problems, also offers useful solutions for online reading learning.

Keywords: reading, comprehension, online

Introduction

Reading is not only a cognitive activity but also a social activity. Hartney (2011) conveys that 'reading is a complex cognitive process that requires the use of visual, auditory and motor skills to enable a child to recognise words and symbols'. In EFL context, it is important for reading teachers and students to actively participate and cooperate in reading activities to understand text meaning (Díaz, 2022; Goodrich, 2019; Hadianto, 2021; Lapasau, 2022; Ng, 2021). In the Indonesian context, understanding the reading process and the relationship between this process and acquiring messages, knowledge or information from reading texts becomes essential (Becker, 2020; Macadangdang, 2019; Sanz, 2020). Cahyono & Widiati (2006) claim that the focus of EFL reading in Indonesia is on intensive reading, despite the many advantages of extensive reading. In conclusion, reading involves the recognition of letters, words, phrases and sentences. It is linked to the whole process of learning to read in order to achieve successful reading comprehension (Can, 2020; Cartwright, 2022; Farooq, 2020; Garcia, 2019; Li, 2022; Mohammadi, 2020; Passolunghi, 2022; Spencer, 2018; Stephany, 2021; Wijekumar, 2020).

The researcher will use a case study in qualitative research. Qualitative data is a source of grounded, rich descriptions and explanations of human processes, according to Huberman, Miles & Saldana (2014, p. 1). In addition, qualitative research is designed to describe human action and provide specific information about opinions, values, behaviours and social contexts (Cho, 2022; Fuchs, 2019; Nicolas, 2018; Özcan, 2018). On the other hand, qualitative research also relies heavily on theories drawn from the social sciences and humanities to guide the research process and illuminate the findings, according to Reeves & Kuper (2014, p. 631). And all the data in this research will be in the form of words and sentences. The researcher will conduct research by applying qualitative research based on the above statement. The results of this research will be in the form of descriptions of interviews with students about problems and strategies to overcome problems in online reading comprehension learning.

Taboada and Guthrie's (2006) earlier work with traditional texts suggests that questioning reading is different in important ways from non-questioning reading. A second component of successful Internet reading is the ability to read and find information to suit your needs (International ICT Literacy Panel, 2002; Guinee, Eagleton, & Hall, 2003; Frutas, 2019; Öztürk, 2020; Torppa, 2020). The literacy skills needed to find information on the Internet can act as a gatekeeper: If you cannot find information, you cannot solve problems. New online reading skills and strategies are needed to generate effective keyword search strategies (Kuiper & Volman, 2008), to read and deduce which links are most useful within a set of search engine results (Henry, 2006), and to efficiently search for relevant information within sites (Rouet, 2006). The research focus on finding the problem and solution of reading comprehension in online learning class at ninth grade students those are how the students learning reading online class, the obstacles and strategies used. The difference between the previous study is how the rural area apply this kind of media to be implemented in class. The focus is only describe how the students learning reading online class.

Methodology

The researcher will use a case study in qualitative research. According to Sutopo (2002, p.35) in the qualitative research the data collected are in the form of words, sentences, or picture which has meaning rather than numbers or frequencies. Qualitative data is a source of grounded, rich descriptions and explanations of human processes, according to Huberman, Miles & Saldana (2014, p. 1). In addition, qualitative research is in the form of descriptions of human action and specific information about the form of opinions, values, behaviours and social contexts. Meanwhile, Reeves & Kuper (2014, p. 631) Qualitative research to guide their research process and illuminate their findings, they also rely heavily on theories from the social sciences and humanities. And all the data in this research will be in the form of words and sentences.

Research will be conducted using qualitative research based on the above statement. The results of this research are presented in the form of descriptions of interviews with students regarding problems and strategies for overcoming problems in learning reading comprehension online. The researcher describes the main stages of data analysis: data reduction, data display and drawing conclusions, using the framework developed by Miles and Huberman (2014). In taking data form the researcher use questionnaire and interview collecting technique, first the researcher gave 16 students questionnaires sheets and after that took 6 students to be interviewed and this session the researcher used semi structure interview so that the students could answer freely. But still the researcher had to use Miles Huberman (2014) technique that was data reduction. In data reduction the researcher reduce the data based on the problem of the research and only focus on the main topic.

Results and Discussion

After finding some desired data, both from interview research results the researcher analyses the findings and modifies the existing findings, then constructs a new theory and explains the implications of the use of film as a medium for the teaching of text and the practice of it through speaking. As explained in the data analysis technique in research, researchers use qualitative descriptive analysis and data obtained by researcher through questionnaire and interview from some students from school.

In this section, the researcher discussed the result of questionnaire. The questionnaire was adapted from Horwitz. The questionnaire is categorized into four those are neutral, agreed, very agree, disagree, very disagree. The percentage of students' response toward every type of questions is presented in the following diagram. In this case, the students feel destructive when reading online specially when using smartphone and the obstacles that students often face when learning reading is not all the student's own smartphone. Students were worried if they will fail in reading assignment process using online. In addition, they are also keeping worry although they are well such as weak internet connection, smartphone light that interferes with them, and the concentration that students have is reduced. As well as the results of questionnaires and student interviews. Some students mention that reading online helps them work on assignments from anywhere, easy to access and more effective (Student 3). Meanwhile there are some students who agree that learning

to read online is difficult. Based on analysis results using a thematic analysis scheme (Heriyanto, 2018) the themes formed as problems of reading comprehension problems in online classes are divided into two main categories, namely, External and Internal Problems.

External Problems are problems that are not a direct performance of the teaching-learning process, but complementary things that support the teaching-learning process during online classes. The external problems of the topic of reading comprehension of English texts during online classes derived from this study are.

- 1) Low interaction due to poor signal or unstable connection
- 2) Internet data plans are expensive.

While Internal Problems are mostly problems that directly and tangibly occur in the teaching and learning process. It is related to teachers, students and the teaching and learning process. The internal problems of the topic of reading comprehension of English texts during online classes derived from this study are; The first internal problem with reading comprehension mentioned in online classes of English subjects is the student's preference for two ways of learning (offline or online). The students were given several questions that, in conclusion, made statements indicating that they preferred offline reading over online classes. Based on the diagram (see appendix 4) most students prefer offline classes. This refers to more than 68,8% of students being dissatisfied with online classes today. The results showed that about 31,3% of the total (100% scale level) neutral with the statement saying that online reading has been satisfactory. This phenomenon can cause disruption in the teaching-learning process. Students can be said to have a low interest in online reading, this happens due to several factors. Low student interest also affects reading comprehension subjects. Interest is one of the factors considered to determine success in reading comprehension. This result is in line with the results of research (Imaniah, 2017) which states that students' reading interest needs to be improved to create reading habits, students with impressive reading habits build their comfortable reading skills.

To overcome the difficulties of reading text online, students explained some of the strategies they did, those where students used scan reading to save time and reduced eye tired due to gadget light, form a small group study with students who are near home to join reading class together and discuss about the material, story of the text, and application usage. Then, students searching and reading a lot of text to more understand. The last was if students found it hard to read by smartphones or even a laptop some students print out the assignment given by teacher. Therefore, students could read easily, and underline the important information directly.

Conclusion

According to this study, here are some of the problems that arise when teaching reading comprehension online: 1. Students learn reading comprehension in an online learning class using Quizizz, Google Form, and video using projector. 2. The problems that the students face in reading comprehension in the online learning class are two: External problems, including low interaction due to poor signal and expensive Internet data plans.

Internal problems, such as the preferences of the students for reading comprehension materials in the offline classroom. The complexity of the reading comprehension task in the online classroom. The applications or software that are used in online classes have not been fully utilized. And teaching methods that are not compatible with online systems for reading comprehension materials. 3. The strategies used by students such as school WIFI and request sharing mobile connection via hotspot to students who have internet data. scan reading to save time and reduce eye strain due to gadget light, form a small group study with students who are close to home to join the reading class together and discuss the material. When students found it difficult to read on smartphones or laptops, some students printed out the task given by the teacher. This allowed students to read quickly and underline the important information directly. In this research, there are 2 strategies that the researchers have not yet found, namely first, the applications or software that are used in online classes have not been fully utilized and second, teaching methods that are not compatible with online systems for reading comprehension materials. It is hoped that future researchers will look for strategies that researchers have not found at this time.

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