

EFL TEACHER'S CHALLENGES AND STRATEGIES IN TEACHING READING COMPREHENSION ONLINE

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Abstract

This research is carried out to investigate the challenges faced by EFL teachers in teaching reading comprehension online and to explore their strategies in teaching reading comprehension online. Three EFL teachers who teach reading comprehension online were the respondents. The data was collected by conducting an interview adopted from Utami (2020) and the researcher used semi-structured interviews. As results, there were some challenges faced by EFL teachers divided into three parts; in pre-reading, during-reading, and post-reading. The challenges in pre-reading are lack of student's motivation, lazy to read long passage, reading is boring. Besides, the challenges in during-reading involve student's insufficient vocabulary, students difficult to pronounce word well, poor reading ability. Not only that, the challenges in post-reading involve less of teacher's preparation, low of student's comprehension, teachers do not master the technology. On the other side, the teachers use some strategy at each stage. In pre-reading, the teachers use providing pictures or vocabulary and questions-answering strategy. In during-reading, the teachers use reading aloud, translation, quizzes strategy. In addition, in post-reading, the teachers use discussion also evaluation strategy. Furthermore, the result of the teacher's interview showed that these strategies are effective to help students in the online learning process. For the teachers suggest to improve their quality in teaching in pre-, during-, and post-reading. Additionally, for future research suggests with more instruments and samples in data collection, such as questionnaire, observation

Keywords: online reading class; teacher's challenges; teacher's strategies

Introduction

Reading plays a significant role in the process of language learning (Jayanti, 2016). It means that reading skills is needed by the students in learning English. It is in line with Taka (2020) who states that reading as the basic skill that must be

possessed by the students to know the students' development and to increase their knowledge in many fields of science. It means that reading can improve students' ability and can expand knowledge in various fields. Conversely, the students feel lazy to read and not interested in reading. According to Ganie et al. (2019), the students think that reading is boring and they also have less interest in learning English. It means that the students feel bored to read and they lack of motivation in reading.

Based on Atmojo & Nugroho (2020) who state that the government give regulation to implement online learning where the teacher and the students do teaching and learning process from home during the pandemic. According to Sujarwo et al. (2020), online learning is education that is carried out via the internet. Teaching and learning process cannot be done by face-to-face, teachers and students can only study with online learning by using applications such as WhatsApp, google meet, zoom, google classroom, etc. Similarly, Mishra et al. (2020) point out that online education is a pedagogical change from traditional technique to the modern approach such as teaching and learning from classroom to zoom, from personal to virtual and from seminars to webinars. It means that the transformation of pedagogical teaching and learning from initially using books or traditional methods to use online-based applications or can be called modern way.

The transformation from teaching offline to teaching online becomes challenges for teachers. According to Anderson et al. (2011), the challenges of this transition involves the willingness and capacity of teachers to deliver material in the new conditions. It means that teachers must be able to teach in different situations and capable to convey material well using online teaching in a pandemic. Not only that, it is in line with Fareh (2010) who states that as a result, the challenges faced by teachers such as lack of teacher's preparation, lack of student's interest, unsuitable teacher's strategies, and inadequate assessment methods. It means that lack of teacher's preparation to teach, insufficient student's motivation, inappropriate teacher's strategies, deficiency assessment methods become the challenges faced by the teachers in teaching reading comprehension online.

According to Wright (1987), there are four crucial factors that influence the success of teachers in teaching such as teacher belief, teacher personality, teacher strategy, and teacher motivation. It means that the teacher's belief, the teacher's attitude in teaching, the strategies used by the teachers, and the motivation that the teachers have to teach are very influential to assist and support the teacher in teaching. It is in line with Sary (2012) who states that one of the factors is teaching strategy used by the teachers. Teacher's strategies is the important role in classroom especially in reading. The teachers teach reading by using strategy or method. The best teaching strategy can make the reading class become successfully. According to Deli & Suyadi (2020), teaching strategy is a technique that teacher used to teach the students easier. It means that teaching method can help the teacher to teach the students well-structured and the learning process become fluently in good environment. In addition, teaching strategy is used by the teacher to teach the students with the aim of making it easier for them to be learned. It is in line with Rahmiyanti (2019) who states that teaching strategies are the activities or the methods that are carried out and applied by teachers for students to help them in learning.

According to Atmojo & Nugroho (2020), the teachers also gripe about their deficiency of preparation and readiness in doing the online learning. It means that the teachers have lack of preparation and they are not ready to do online learning because of pandemic covid-19. Not only that, based on Hamdani (2020) states that as a result, the reciprocal teaching method can be used as an alternative method to teach reading, so that the students are able to understand the texts comprehensively. It means that reciprocal teaching methods develop the students' understanding. In addition, Kusumawati (2019) states that SQ3R method combined with some activities using technology in the pre-, during-, and post-reading activities can improve students' understanding. So this strategy is beneficial for the students to understand the reading well.

Based on the findings of the previous studies above, the researchers did not explain in detail the challenges faced by EFL teachers in teaching reading

comprehension online. Not only that, the researcher only focuses on teacher's strategies in offline and online learning. In addition, the researcher did not explain in detail about pre-, during-, and post-reading stages. Therefore, this study will investigate more deeply about the challenges faced by EFL teachers in teaching reading comprehension online when pre-reading, during-reading, and post-reading also will explore more deeply about EFL teacher's strategies in teaching reading comprehension online when pre-reading, during-reading, and post-reading at UNISMA.

Research Method

The research design for this research was descriptive qualitative research design. The researcher concern with the challenges faced by EFL teachers and EFL teacher's strategies in teaching reading comprehension online. Furthermore, this research was conducted in English Education Department in University of Islam Malang, which is located on Jl. Mayjen Hariyono 193 Malang. The participants of this research were three EFL teachers who teach reading comprehension online of academic year 2020/2021 in UNISMA. The teachers were recruited based on the criterion that they have teaching experience for about four years. The teachers were ranging from thirty five to forty years old. The researcher collected data by using interview as the instrument and the researcher used semi-structured interviews. Interview used Indonesian language to avoid ambiguity. The researcher adopted the interview from Utami (2020). The time of interview was about 60 minutes. The interview is recorded by Zoom application. Interviews were conducted three times to obtain the validity of data. The data are analyzed by qualitative data analysis which organizes into meaningful whole. According to Creswell (2009), there are six steps to allow the researchers interpret the information from the data more effectively.

Finding

Challenges faced by EFL Teachers in Teaching Reading Comprehension Online

The researcher discusses the challenges faced by EFL teachers in teaching reading comprehension online that the researcher got this data from the interview. There are some challenges faced by EFL teachers in pre-reading, during-reading, and post-reading. It can be concluded from the result of interview, the challenges in pre-reading are the students have lack of motivation because they do not interest in online class and submit the task lately, lazy to read long passage, and students feel that reading is boring because of whole text is writing. Besides, challenges in during-reading are students have insufficient vocabulary because they difficult to know the meaning of the new words, students difficult to pronounce word well because of less of practice, and poor reading ability. Not only that, challenges in post-reading are less of teacher's preparation, low of student's comprehension, and teachers do not master the technology.

EFL Teacher's Strategies in Teaching Reading Comprehension Online

Based on the result of the interview, the respondents use some strategy at each stage. In pre-reading, the teachers use providing pictures or vocabulary to activate student's knowledge and they use questions-answering strategy to measure the student's understanding. Besides, in during-reading, the teachers use reading aloud, translation, quizzes strategy to improve the student's vocabulary and pronunciation. Then, in post-reading, the teachers use discussion also evaluation strategy with review the material. Furthermore, the result of the teacher's interview showed that these strategies are effective to help students in the online learning process.

Discussion

Challenges faced by EFL Teachers in Teaching Reading Comprehension Online

All in all, based on the finding, there were some challenges that EFL teachers encountered in teaching reading comprehension online.-There are some challenges faced by EFL teachers divided into three parts; in pre-reading, during-reading, and post-reading. The challenges in pre-reading are lack of student's motivation, lazy to read long passage, reading is boring. Besides, the challenges in during-reading

involve student's insufficient vocabulary, students difficult to pronounce word well, poor reading ability. Not only that, the challenges in post-reading involve less of teacher's preparation, low of student's comprehension, teachers do not master the technology. According to Azizifar et al. (2015), student's difficulties in pre-reading comprehension occur because of non-linguistic factors such as lack of motivation and interest. Despite, based on Jayanti (2016) states that difficulties that happen in teaching reading are students' lack of interest, inadequate vocabulary, poor reading ability, and inefficiency in explaining the material. Based on Ganie et al. (2019) state that the problems of the teacher that occurred in during-reading were not using any strategy while teaching and used unsuitable strategy. Besides, if the teacher does not well prepare in teaching, it can spend a lot of time for students in learning post-reading (Phajane, 2014). While the previous study showed that many problems arise from students, teachers, and parents with valid reasons so online learning does not run well due to lack of preparation and planning in teaching the material (Atmojo & Nugroho, 2020).

EFL Teacher's Strategies in Teaching Reading Comprehension Online

The result from the interview also revealed that EFL teachers use some of the strategies in every stage of reading. Some of teachers use providing pictures or vocabulary and questions-answering strategy in pre-reading, in during-reading teachers use reading aloud, translation, quizzes strategy, and discussion also evaluation strategy in post-reading. Despite the other research, the teachers use different strategy in every stage of reading. As said by Apsari & Yana (2015) in pre-reading stage, the teacher applied previewing and vocabulary instruction technique; pre-reading questions and brainstorming and discussing text type, in while reading stage, they used question-answering, vocabulary instruction, recitation and reading aloud technique, in post-reading stage, they conducted reviewing and follow up strategy. Additionally, based on the result of the previous study, the survey indicates that the majority of students stated that the method of SQ3R combined with

technology is beneficial for them to achieve their goal in reading (Kusumawati, 2019).

Furthermore, these strategies that EFL teachers used above are effective to assist the students in online learning. According to Setiyaningsih (2013), by using three stages of reading, the students easy to understand the text effectively. Additionally, strategies can help the teachers in teaching reading comprehension. It is in line with Rahmiyanti (2019) who states that teaching strategies are the activities or the methods that are carried out and implemented by the teachers for the students to help them in learning.

Conclusion and Suggestion

The conclusion is teaching reading comprehension online during the pandemic become challenges for some teachers. There are some challenges faced by EFL teachers divided into three parts; in pre-reading, during-reading, and post-reading. The challenges in pre-reading are lack of student's motivation, lazy to read long passage, reading is boring. Besides, the challenges in during-reading involve student's insufficient vocabulary, students difficult to pronounce word well, poor reading ability. Not only that, the challenges in post-reading involve less of teacher's preparation, low of student's comprehension, teachers do not master the technology. Additionally, the strategy that teachers use in every stages of pre- reading are providing pictures, list of vocabulary, questions and answering strategy. In during-reading, the teachers use reading aloud, quizzes, and translation strategy. In post-reading, the teachers use discussion and evaluation strategy. Furthermore, based on the results of the teacher's interview these strategies above are proven effective for helping students in learning and for supporting the teachers in teaching reading comprehension online.

Finally, at the end of this study the researcher brings the suggestion. Suggestions for teachers are divided into three parts. In pre-reading, the teachers are suggested to be creative to decide the kind of pre-reading strategy that can be used

such various media to activating student's background knowledge like pictures, video, and etc. In during-reading, EFL teachers need to improve their quality in online teaching materials. In post-reading, the teachers must create innovative strategy that can make the students not bored in the online class and the teachers should control the classroom activities well. According to the findings, future researcher realized that many limitations in conducting of this research. Because of the pandemic Covid-19, which made it difficult to meet students directly, the researcher only used an online interview to collect data. For future research suggests with more instruments and samples in data collection, such as questionnaire, observation and more EFL teachers to verify the results.

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