

The Study of Teaching Reading Comprehension During Online Class in Diponegoro Senior High School: Student's Perception

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ABSTRACT

The purpose of this study was to investigate students' perceptions of teaching online reading comprehension, which included class management and activity during online class, student obstacles, students' perceptions of teaching reading during online class, students' perceptions in reading, and classroom management. This study used descriptive qualitative research. The subjects were four students from each class of social science major of SMAS Diponegoro Tumpang. Then to collect the data, the researcher takes teacher document and conducted in-depth-interviews as the research instrument. The researcher conducted in-depth interviews to collect the data. The researcher conducted in-depth interviews to collect the data. The researcher found three main points of students' perception. First, the teacher managed the class using a platform of Google Classroom, Google Meet, Zoom, and Whatsapp. For the reading class activity, students analyze and interpret the text from any sources. Second, it was about the student's faced the obstacles such as unstable signals and a lack of explanation by the teacher. Finally, all participants state that during learning reading online, they enjoyed the class and give them new experienced in online learning. Student understand the explanation of the material given by the teacher, and the teacher will review the material at the end of the lesson. Students in the class participate in both of discussion group and question and answer session, from this online class, they feel that their reading ability quite improved than before. Based on the findings, this study had a limited scope and several limitations. It will be better in the future to add another instrument and a different method. The suggestion was addressed to the teacher to increase students' enthusiasm in an online reading lesson, and the teacher should add interactive and interesting exercises.

Keywords: Reading Comprehension, Online Learning, Students' Perception

Introduction

Language is one of the cultures which every country has its own, and it can be a symbol of their identity. Beside that, through language, we can deliver and express our feelings. Moreover, language has structures like syntactic, logical structure, phonological, and rules,

Lusianti (2019). English is the international language used in some countries in the world and one of the important skills in English is Reading. Reading by comprehension will enrich our knowledge. According to Laddoo (2007), while reading, the reader's brain cells will work on being well organized as this makes the reader keen and brilliant. Reading cannot be separated from comprehension, because the reader should understand about the text they read. Kandeou, McMaster, & Christ, (2016) state that the most complex human activity that can be performed is called reading comprehension. Reading comprehension is the ability to process information from a text to generate meaning (Seymour, 2017).

The World Health Organization (WHO) designated a new coronavirus, often known as covid 19, a worldwide pandemic in March 2020. This coronavirus has spread to all cities in Indonesia affecting in many industrial sectors, centers of trade development, and education being affected by this virus. In this case, the Indonesia Ministry of Education and Culture issued circular letter No. 40 of 2020, which states "implementation of education policy in an emergency" period of the coronavirus disease (Covid 19)". Many changes were made during the pandemic, including changes to the school examination system, abolishing national examinations, registering new students, and establishing the process of studying from home. Many students in Indonesia are not used to online learning. Therefore, learning online is now a new experience for them. Online learning means that students must independently understand the material or lesson the teacher explains, which takes a long time for students to understand. Sometimes even the teacher does not give direct feedback on the material students have understood. According to Arief and Nugroho (2020), online learning is a set of learning activities on a subject whose activities are delivered over an internet network. Singh & Thurman (2019) said that online learning is like a tool that the learning model has now become student-centered, allowing them to be more imaginative and adaptable in their knowledge later on. Students may attend online classes wherever they are. Which does not need to come into the classroom building. They can take online classes while they are outside the house, such as in the library, office area, or anyplace else.

Sadeghi (2019) said that distance learning means you are not required to attend face-to-face classes, but it is done online and fulfills learning requirements without having to participate in meetings in classrooms, buildings, or campuses within a university. Distance learning means that we don't need to come into the school to take lessons or fill in absences because only through the learning media used when online classes mean that we have followed the learning process as well as learning in offline classes. Senior high school students must not only read the material but also comprehend it thoroughly to understand it. It is needed for the reader to fulfill the ability in comprehending a text and how they get information that is delivered from a text. The reader must know the suitable technique that they should conquer in order to support their reading comprehension. This situation has an impact on those who run online classes.

Nowadays, online class has an important role in the learning process during a pandemic because it has several benefits such as, it is easy to monitor, it has good ability to connect with people in many places, and it is effective in time and place aspects.

Senior High School of Diponegoro had run the online class during the pandemic. Although learning activities were conducted through an online class, students must be able to master the materials as well as when learning through the offline class. In this condition, sometimes students do some class activities individually, especially in reading class activities, the activities involved students' comprehension and skills to understand what students have been reading. Students may have had difficulty when participating in online reading class activities. As a result, the researcher became interested in investigating the students' perceptions of teaching reading comprehension in an online class.

Meanwhile, the previous study, which has been conducted by Tino (2021) showed that students' perceptions are good since the majority of students feel that online learning has helped them enhance their reading comprehension skills. The previous researcher used a questionnaire as the research instrument and only focused on students' perception of online reading comprehension in general. Therefore, here the researcher wanted to analyze in-depth related to the student's perception during learning reading in the online class. Then, related to the reason, the researcher determined to conduct the research study that focused on students' perception on detail, which included focuses on the class activity in online reading, students' obstacles, and students' perception of classroom management.

Methods

Research design is a model that researchers use to determine the way of their study. The researcher employed a descriptive qualitative approach in this study. Based on Sugiyono (2014), describing a phenomenon or event using the either quantitative or qualitative design is the meaning of descriptive research. In the conducted descriptive method, the researcher not only explores but also describes the phenomena to explain and predict the phenomena based on the data in the field. The researcher uses a descriptive method design which is qualitative to describe students' perception on teaching reading comprehension during online classes in Diponegoro Senior High School.

The setting of the research was in Diponegoro Senior High School. It is located at Tunggul Ametung 18 Tumpang, Malang East Java 65156. It is one of the Senior High Schools in that area, it has 3 majors, language, social science, and natural science. The researcher chose this school because this school had run online classes during the pandemic and this school was also quite well known to many people. Even though this school is private, this school is capable and can compete with other schools in the surrounding area. The subjects of this research were four students of the second year of social science majority who had run the online class. The researcher chose this participant based on the special criteria and based on the teacher advice. The instrument of this research was a structured interview with 9 questions made by the researcher and validated by the English teacher before used in data collection.

The interview questions were related to students' perception in detail, which included focuses on the class activity in online reading, students' obstacles, and students' perception of

classroom management. The result of the interview was transcribed by a recording of the interview session. The procedure of data collection of this study was, the researcher takes the document of teacher, The function is to get valid evidence from the data and conducted in-depth interview using interview guide approach, the question that given to the participants always a line with the data that is needed. The questions of the interview were answered by the student of the second year of social majority who have experience in online reading class. The interviews were conducted by face to face with the participants in the school. Then, the result of data interview transcribed from recording of interview sessions in details.

After the data have been collected, the researcher then analyzed the data, do data reduction and made a conclusions. The purpose is to make easy to understand, interpret and make sense out of the collected data.

Firstly, the researcher organizes and collects all the data that has been collected. Moreover, the researcher organized the recorded interview by transcribing it and translating the results of the interview, after that the researcher familiarized it by retelling. Then the researcher combines all the data that has been obtained and processed. Second, the researcher reduces the data with the aim of reducing data that is not needed in the study. In addition, the researcher also explained the data in a simple way but full of meaning in context, with the intention that it was easier for readers to understand it. Last, make conclusions based on the data that was done with the statement and information. After doing the data analysis, the data will easy to present and interpret the data that have found.

Finding and Discussions

After all, data had been accomplished well, the researcher found 3 findings, described below:

Class Activity During Online Class

The class activity is required in the classroom to assist the teaching and learning process. The researcher asked all participants what strategies the English teacher used to manage the online reading class. All participants stated that teachers usually used Google Classroom during online learning. Here, Google Classroom as the main medium collected the assignment.

The researcher asked all participants again for the media live meeting application that the English teacher usually uses in the student's reading process. Based on the question that has been asked by the researcher. P1, P2, and P4 said that the English teacher used the Google meet platform for live meetings to discuss materials or if there is a material that needs practice. In contrast, the P3 statement showed that the English teacher does not use the Google meet platform in the learning reading process but uses the Zoom platform in live meetings.

The researcher asked again to all participants about the activities provided by the English teacher when learning reading online and students learning reading resources. P1, P2, and P3 responded that the teacher mostly gave assignments in the form of analyzing sentences or text in

paragraphs and interpreting paragraphs in every reading lesson. Meanwhile, a statement from P4 showed that teacher provide material in the form of appropriate analysis vocabulary based on the context of sentences in a paragraph, whose reading source comes from student worksheets, or a text created by the teacher.

In short, the main media used in reading learning by English teacher are Google Class Google Meet, and Zoom for meetings to discuss and practice the material. Meanwhile, the material for reading learning activities provided by the English teacher is in the form of analyzing sentences in paragraphs, analyzing vocabulary according to the context of sentences, and interpreting sentences in a paragraph from many sources like student worksheets or teacher texts.

Student Obstacles During Online Class

Each participant must have obstacles that they faced when running online classes. The researcher asked the participants about the obstacles that students confront. All the participants said that the obstacles they often faced were a lack of signal. They felt that signal was the main obstacle when the teacher's explanation was unclear due to the intermittent internet connection. P1 stated that unstable signals become her obstacles in the online class because in her area the provider that she used in her phone has a weak on the signal. From statement P2, he said that sometimes there are power outages, so he cannot join the meeting class or it can be late to collect the task. The statement from P3 is also the same with others that she had a bad internet connection in her house and should move to another place to find a good signal. P4 statement shows that the obstacles that she faced is also an unstable signal, because of the unstable signal, she lost of explanation teacher when a live meeting took place.

In conclusion, the challenges that participants had when learning reading in online classes were a lack of signal connection, power outages and a lack of thorough explanation.

Students' Perception of Classroom Management

Teachers must be able to create exciting classroom environments to motivate students to be more enthusiastic about learning. To create classroom conditions, teachers and students should interact in the way teacher must also be capable of guiding students to participate in the teaching and learning process.

a. Student's Perception in Teaching Reading During Online Class

Each participant in an online class has their own perspective on teaching reading during an online class. According to all participants' statements, most of them give positive results. As said by P1, she enjoyed learning reading during an online class. Not only that, the P2 demonstrated the same thing, that studying reading during online class provides him with new experiences, and that the presentation of the subject is more colorful since the content presented is not monotonous as it is in offline class. Statement from P3 indicated that she does not enjoy reading while online, since she has difficulty and does not understand if it is just an online

explanation. She needs another explanation outside of online learning. From the statement made by P4 that she quite enjoyed learning reading during online class, especially the understanding from the teacher was simple for her to understand. To sum up, all the participants enjoy the learning reading during online class

b. Student's Perceptions Toward Teaching Reading

Classroom activities and class management are the main things in every learning, which will impact on the situation and understanding of the students. The participants answered quite clearly for the explanation and presentation of the material presented by the English teacher. P1 statement shows that the explanation from the English teacher was clear enough for her, which means she does not have a problem when the teacher explains the material. Statement from P2 indicated that the teacher's presentation of the material was quite clear even though there were some things that were not explained in detail, which showed that it was not that much of a problem for him. The P3 statement indicates the explanation by the English teacher should not be clear and detailed for her, which means she is quite difficult to understand the explanation of the material from the teacher. Besides that, the P4 statement shows that she did not encounter any problem in delivering the material delivered by the English teacher.

In short, all the participants agreed that the teacher's explanation during learning reading online was clear enough for them even though there is a lack of detailed explanation but it is not a big problem for students.

c. Students' Perception Toward Teaching Reading Problem Solving

The researcher asked about the teacher's strategy to overcome when there were students who did not understand the material the teacher explained to all participants. Based on their statements, mostly the answer from them when the teacher encountered a problem with his student who did not understand the material that the teacher explained, the teacher repeated the part that the student had not understood and usually discussed in a live meeting forum on google meet the application. P1 statement shows that there is an explanation again from the teacher if the student still did not understand the material. Statement P2 indicates that when a student does not understand the material that has been provided, the Google Meet forum is used as a discussion forum. This is slightly different from statement P3, that in that class, the teacher did not repeat the explanation to all students when some students did not understand the material, but the teacher told the student to contact them personally with the purpose to ask for material that students did not understand well. In addition, the P4 statement shows that there is an initiative from teachers to review the material that has been delivered to their students, to remember or patent the presentation of the material that was delivered so that students do not feel confused or embarrassed by the lack of understanding of the material.

From participants' statements, it can be concluded that the teacher will repeat the explanation of the material if there are students who do not understand related to the explanation of the material presented.

d. Students' Participation in Teaching Reading During Online Class

The researcher asked again about the participation of students in the class during learning and reading. Because student participation is one of the elements in the learning process, the role of the student is quite essential in this regard. Based on the statement from P1, P2, and P4 said that there was participation between students and teacher in the classroom, both discussion groups and question, and answer sessions while learning English reading (see appendix 3). P1 and P2 also shared the same idea that their classmates were quite involved in learning activities, especially in group activities that required each student to actively discuss. Slightly different from P3, the statement indicated that, in her classroom, the classmate rather did not participate in learning reading online but her classmate participated enough in the discussion group. Here, the lack of class participation depends on the individual's interests. P4 statements show that there is interaction in class between students and teacher in the question and answer session. In short, students in class participate enough in the learning process during online class both in discussion groups or question and answer sessions.

e. Students' Reading Comprehension During Online Class

During online learning, each participant has their own perspective on their reading comprehension. According to the participants' remarks. They demonstrated positive perceptions, stating that the online reading class had a beneficial influence on their reading comprehension. In general, they all stated that their reading comprehension during online classes was quite good. It is because the majority of their exercise during learning online involves reading from a range of sources. Statement P1 shows that her reading ability online quite improved, this caused the task given by the teacher, where she can know the pattern of sentence structure and word analysis, which means she learns a lot from the material that was given by the teacher.

A statement from P2 indicated that his previous reading ability was not good enough for him, because of the limited source of reading text. P4 also felt the same with others, she confessed that her reading ability during online learning had increased. Although she believed that she learned by herself, she obtained words or vocabulary from reading activities. On the other hand, a statement from P3 shows that while reading during online classes she had confusion while learning by herself, this was evidenced by her statement. Therefore, she is slightly disinterested in learning reading during online classes. In conclusion, according to the participants' responses, their opinion toward reading comprehension during the online class was mostly positive.

Discussion

Based on the statements made by participants, during learning reading in online classes, the teacher used the platform of Google Classroom, Google Meet, Zoom, and Whatsapp to support the learning process. Febrianto, Mas' udah & Megasari (2020) said that by maximizing

the use of technology, even though the students and lecturers cannot meet in person, they can still be involved in interactive learning. Sukmawati, et.al (2020) emphasized that students can access anywhere and anytime because e-learning is flexible. Furthermore, for reading learning activities during online classes, the English teacher gives tasks in the form of analyzing sentences, analyzing vocabulary, and interpreting a paragraph. Statement from Atmojo & Nugroho (2020) a teacher should not give complicated instruction, which means the instruction given to students must be simple, clear, and correct, correct about what students should do, how to do it, and where students have to submit their task.

When online class learning took place, some participants experienced in obstacles of online learning. Many participants experienced problems in the form of an unstable signal so sometimes the explanation of the material explained by the teacher faltered. If there are technology issues, good pedagogy will be rendered useless (Burston, 2014). Nonetheless, technology may assist teachers and students in carrying out the teaching and learning processes. According to a statement from Cakrawati (2017) aside from the classroom, students and teachers can employ technology devices to assist in language acquisition. In addition, sometimes they also find a little confusion about the material being explained, this is because the teacher lacks detail in explaining the material. This statement is similar to Seno & Zainal (2019) learning materials become less understandable when learning is not supported by an explanation from the teacher directly.

In this study, researchers explore students' perceptions of classroom management. Some of them said that behind the obstacles and confusion faced by the participants, as far as reading learning In online classes, they quite enjoyed it, because the material was varied and not monotonous like in offline classes. Enjoyment or satisfaction is also essential in improving student motivation (Niemiec & Ryan, 2009). Also, the teacher's explanation for them is quite easy to understand, although sometimes it does not deny that they get a little confused, and that does not mean it is a big problem for them. This is the same as the statement of Atmojo & Nugroho (2020) who stated that teachers must also be creative and innovative in providing activities for students in an online learning environment.

Even the attitude of the teacher when there are students who do not understand, with the initiative of the teacher to repeat materials that have not been understood by the student, or the teacher asks the student to contact the teacher directly to ask directly about the unclear explanation. Harmer (2008) stated the teacher must be ready as a facilitator to help the student in learning English. When there is contact between teacher and students, the learning process is considered to be successful. In this case, the participants argue that quite a number of children in each class participate in reading learning during online classes. Interaction between the teacher and learners is a challenge for all online teachers to be considered in the implementation of e-learning (Pustika, 2020). During the online reading, the students also provided feedback on their reading comprehension. The majority of participants said their reading comprehension improved throughout the online learning, indicating that the online reading class had a favorable influence

on their reading comprehension. An earlier study from Tino (2021) found that the majority of students believe that learning online has helped them enhance their reading comprehension.

Conclusion and Suggestions

The researcher describes several conclusions that have been found and discussed in the previous chapter. After conducting the interview process by asking 9 questions, the results showed the 3 main points obtained in the perception of students. The first is about the class activity when learning reading during online classes, and it makes use of the platforms Google Class, Google Meet, Zoom, and WhatsApp which are media for learning reading during online classes. As for the activities in the classroom provided by the English teacher in the classroom during learning, reading is in the form of analyzing sentences, vocabulary, and interpreting sentences in a paragraph. Second, about student obstacles that almost every participant faces during learning reading in online class is a lack of signal. Then about student perceptions about classroom management during online classes. Most of them said that learning reading during online classes was quite fun, apart from getting new experiences they were also interested in learning because the presentation of the material was quite colorful, not monotonous like in offline classes. Regarding the understanding of the teacher's explanation during online class, many of them still understand the material presented by the teacher, although there is a slight misunderstanding for students, that does not mean a big problem for them. For problems faced by teacher when there are students who are not clear about the explanation of the material, they say the teacher will re-explain the material that has not been understood by the students. Then, regarding the participation of students in each class during reading learning during online classes, the participants said that quite some students participated whether in discussion groups or part of question and answer in the reading learning process during online classes. Finally, participants said that reading online has a good impact for them, as a result, they believe that reading activities have improved their reading comprehension.

To sum up, many of them have a good perception of learning reading during online classes. This is evidenced by the statement made by the participants that learning reading during online classes was quite well received and reading activities increased the student's reading.

According to the findings of the researcher investigation, it would be better if in the future it would be further refined by other researchers using different instruments and methods to produce different studies so that they would make another version of this study.

For English teachers, it is expected to maximize again when explaining the material, especially during online classes, because sometimes the limited time during reading learning takes place making the explanation of the material quite short and concise so that students sometimes need detailed explanations to understand the material in depth.

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