

# READING COMPREHENSION PROBLEM AND SOLUTION IN ONLINE CLASSROOM

Suhufam Mudia  
Universitas Muhammadiyah Jember  
Jl. Karimata No. 49 Sumpalsari, Jember  
Email: suhufammudia3@gmail.com

## Abstract

Mudia. Suhufam. 2023. *Reading Comprehension Problem and Solution in Online Classroom at SMP Muhammadiyah 01 Jember In 2020/2021 Academic Year*. Thesis, English Education Program, Faculty of Teacher Training and Education of Universitas Muhammadiyah Jember. Advisor: (1) Yeni Mardiyana Devanti, M.Pd (2) Nurkamilah, M.Pd

**Keyword:** *Reading, Comprehension, Online*

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.

## INTRODUCTION

Reading is not only a cognitive activity, but also a social activity. Hartney (2011) conveys that 'reading is a complex cognitive process requiring visual, auditory and motor skills to enable a child to recognize words and symbols. In EFL context, it is important that reading instructors and students need to be actively involve and have a good collaboration in reading activities to understand meaning of text. In the Indonesian context, understanding the reading process and the relationship between this process and the

acquisition of messages, knowledge, or information from reading texts become essential points. Cahyono & Widiati (2006) assert that the main focus of EFL reading in Indonesia is on intensive reading, in spite of the many advantages of extensive reading. To conclude that in reading there are recognition of letters, words, phrases, and clauses. It is related to the whole learning process in effort to acquire the successful reading comprehension.

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. According to Huberman, Miles & Saldana (2014, p. 1) qualitative data are a source of well-grounded, rich descriptions and explanations of human processes. In addition, qualitative research is in the form of description of human action and specific information about the form of opinions, values, behaviours, and social contexts. Meanwhile, Reeves & Kuper (2014, p. 631) Qualitative research also rely heavily on theories drawn from the social sciences and humanities to guide their research process and illuminate their findings. And all the data in this research will be in the form of words and sentences.

Based on the statement above the researcher will conduct research by applying qualitative research. The results of this research are in the form of descriptions of the interview with the students regarding to the problems and the strategies to overcome the problems in reading comprehension online learning.

The researcher adopts the framework developed by Miles and Huberman (2014) to describe the main phases of data analysis: data reduction, data display, drawing conclusions. In taking data form the researcher use questionnaire and interview collecting tehcnique, first the researcher gave 16 students questionnaires sheets and after that took 6 students to be interviewed.and this session the researcher use 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.

## **RESULT AND DISCUSSION**

After finding some desired data, both from interview research results the researcher analysed existing findings and modify existing theories then build new theories and explain the implications of the implementation of the movie as a media to teach narrative text and practice 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 the results of the analysis 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 Problems and Internal Problems.

External Problems are problems that are not a direct performance of the teaching and learning process, but complementary things that support the teaching and 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 and 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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