

CHAPTER I

INTRODUCTION

This chapter discuss about the background of research which describes the reason why the researcher conduct this study, statement of research problem, objectives of theresearch, significance of the research, scope and limitation, and definition of key term.

A. Background of the Research

At the end of 2019, the world was in an uproar about the terrible pandemic called Corona Virus Disease (Covid-19). Then on 2nd of March 2020, Indonesia became one of the countries affected by the pandemic which affected various sectors, one of the sector was in the education. Indonesian government has directly issued a policy to maintain social distancing and physical distancing through the Ministry of Education and Culture, the Government has banned universities from carrying out face-to-face (conventional) lectures and ordered lectures to online learning (Surat Edaran Kemendikbud Dikti No. 1 tahun 2020).

Not a few universities responded quickly to government instructions, including IAIN (*Institut Agama Islam Negeri/ State Islamic Institute*) of Tulungagung especially in English Department. By issuing a leaflet of instruction in preventing the spreading of Corona Virus Disease (Covid-19) in campus environment, the campus began to change the learning strategy from face-to-face to non-face-to-face or distance learning.

Online learning, according to Moore, Dickson-Deane, and Galyen (2011), is learning that takes place via the internet and is characterized by accessibility,

connectivity, flexibility, and the potential to develop a variety of learning interactions. According to research cited by Zhang et al., (2004), the usage of the internet and multimedia technologies can change the way knowledge is conveyed and can be a viable alternative to traditional classroom learning. Online learning, according to another expert, is distance learning or education that takes place via the internet. Various internet platforms are used to facilitate the learning process (Bartley & Golek 2004; Evan & Hasee 2001).

Distance learning has always meant giving learners and instructors with access to instructional content while also assisting them in overcoming communication hurdles such as distance, time, and, more recently, geography (Churton 200). It's a tool that can help make learning more student-centered, innovative, and adaptable. Learning experiences in synchronous or asynchronous situations using various devices (e.g., mobile phones, PCs, or laptops) with internet connection are another description of online learning. Students can learn and engage with professors and other students from anywhere (independent) in these environments (Singh & Thurman, 2019).

Online learning is defined as learning that uses the internet to bring students and lecturers together to conduct learning exchanges (Kuntarto, E. 2017). With online learning, students' participation in lectures can be improved. The purpose of online learning is to maximize the amount of material available in the form of lectures that can be accessed from anywhere. According to Anderson (2008), online learning has several advantages, including the elimination of time zones, location, and distance. Students can access the resources over the internet.

However, because online learning has both advantages and problems, this does not inevitably have a good impact on students' teaching and learning activities.

The thing that is most highlighted by this phenomenon is the learning process in the reading subject at the fourth semester students of English Department IAIN Tulungagung, because one of the crucial subjects is reading. Reading is one of the most basic important skills and has main role in the study and also life. Reading has significant place in English learning. According to Tarigan (2008), reading is a process through which a reader acquires a message that is delivered by a writer using words that are both visible and invisible to the reader.

The level of reading competence in college, according to the syllabus guideline, is the ability to think critically, identify the main concept, specific information, word meaning, phrase, and sentence of functioning text. Referential Reading Comprehension, Inferential Reading Comprehension, Critical Reading, and Extensive and Prosaic Reading are the four levels of pre-requisites for the reading topic.

Reading ability is also defined as a process that guides a student through a text form to interact with and obtain meaning from written language (Whalon et al. 2009). Harmer (2003) states reading is a bridge to understanding the textbook, and it is one of the English receptive skills. Despite this, the four linguistic skills are intertwined. Reading, according to Nunan (2003), is a fluent process in which the reader uses a combination of word recognition, intelligence, and emotions, as well as past knowledge, to comprehend the messages being transmitted. It means that

the participant or reader understands the message presented by transferring the meaning of the text and providing an assessment of the text.

Understanding the reading subject is an ability which has to be developed and growth to the students and need a hard effort and more attention. Moreover, reading as a target language to build literature for English lesson. It is realized that reading skill will open knowledge widely and give more information. So, more reading means more knowledge. Then, English Department of IAIN Tulungagung is one of formal education which prepare the students not only to become professional teacher but also be able to comprehend their reading skills in any situations whether offline or online learning.

Unfortunately, related to Indonesian's reading interest, based on data of UNESCO states that Indonesia is second ranks from the bottom of world literacy, meaning that reading interest is very low. It showed that index of reading interest just 0,001. It means that from 1000 population, only one resident who is interested in reading (Kemendikbud 2019). Especially in a pandemic situation like this which requires students to study independent or online from their home, it cannot be denied that they also have various problems in learning reading activities online, including internal or external problems which experienced by the students. Related to the explanation above, the researcher realizes that this phenomenon happened in fourth semester students of English Department IAIN Tulungagung.

As an educator, we cannot judge the phenomenon just from one side. Students also have reason why they face problems in online reading. The first one is internal problem, during distance learning or online learning done from home,

the students spent many times to study alone. They got many assignments from the teacher and the material is not just in the text book but also in the computer, laptop or cell phone.

Reading activity is an exercise by the eyes and brain. This condition gives bad influence for health such sore eyes, dizziness, and etc. so the students will not follow or join the class for a long time. The next internal problem is students are limited in vocabulary knowledge. The role of vocabulary is important in reading skill, so if the students are limited in vocabulary, they did not excite in reading activity anymore. In addition, there is no strategic approach or students are less than strategic approach.

The second one is an external problem which means that this case from outside such a lack of facilities, no signal to download the material and unstable electrical conditions, it is the fact that he most Indonesian students came from village so the facilities is not available there. Another external problem is less support from family environment during online learning. The role of support system is important for students in this situation because online learning is a part of parents' responsibility. From this case, as an independent student in this condition, the students need strategies to continue their education. Before discuss about strategies in reading online, we should know about the strategy is.

A strategy is a plan that is designed to attain a specific goal (Hornby, 2000:427). Strategy is a term adopted from the military, according to Study Lecturer Notes (2021). The areal meaning is to make use of a country's entire strength through large-scale planning and development in order to assure security

or triumph. The science or art of arranging big military movements is referred to as strategy. Lawton, in the other hand, describes teaching strategy as a broad lesson plan that includes the structure of the learner's expected behavior in terms of the instructional aim.

As a result, teaching strategy refers to the approaches used to assist students in learning the required lesson and developing a realistic goal for the future. The way students learn is referred to as strategy. They require it to assist them in acquiring, remembering, and expressing knowledge. Kyle Redford (2014) says that it minimizes the amount of effort students put on their brains and allows them to focus their energy on thinking rather than acting. That is the definition of strategy in general teaching. Then, other expert looked into English reading strategies in order to tackle the reading challenges that students face, particularly in today's world. Reading techniques are seen to be the most important aspects in the development of a student's reading ability (Syafri: 2000).

It can be mentioned that reading strategies play an important part in achieving a high level of success in the reading subject, Wenden (1987:11).

However, to provide the originality of this research the researcher presents the previous studies that deal with. The previous study carried out by Ni'matul Izzati (2019) in analysis "*Online Reading Strategies used by English Education Students of UIN Antasari Banjarmasin*". Her study focuses on describing and explaining about online reading strategies that are used by English student while using online reading source. And the result of this research is direct and indirect problems. Next, study with different subject and method is done by Huda Babu

(2020) entitled “*An Analysis of Students’ Difficulties in Reading Comprehension at MTs Darel Hikmah Pekanbaru Riau*”. Her study only focuses on analyzing the students’ difficulties in reading comprehension of Islamic junior high school. Therefore, the researcher finds five indicators which affected students’ difficulties in reading comprehension.

Subsequently, the researcher will conduct a descriptive qualitative method entitled “*The Analysis of Student’s Problems in the Practice of Online Reading and the Strategies Employed by the Students’ to Solve Them During Pandemic Covid-19 Era*” to describe what the problems of English Department students in reading online during pandemic Covid-19. The researcher uses the strategy from O’Malley and Chamot (1987).

Cognitive strategy; the learners engage to learn the material by manipulating it (such as creating mental images or linking new knowledge to previously learned concepts or abilities) or physically manipulating (more meaningful categories or taking notes and making summaries). Metacognitive strategy; these include the executive process in learning planning, monitoring comprehension and production, and assessing how effectively one has met a learning goal. Socioaffective; Learners either interact with another individual to help them learn or become partners in order to acquire meaningful learning. These three subcategories keep their motivation to join a reading lesson.

B. Statement of Research Problem

Based on the explanation from background of study above, there are two following question:

1. What are the students' problems in online reading practice during pandemic Covid-10 era?
2. What are the students' strategies to solve the problems?

C. Objectives of the Research

The researcher aimed to describe what the students' problems (internal and external problem) in the practice of online reading during pandemic Covid-19 era. And the researcher knows the students' strategies to solve the problems.

D. Significance of the Research

By this study, hopefully the researcher can give contribution for:

1. The students

This study is very useful for students because they can speak up about their problems in online reading, how the students fix the exam, they use the strategies to solve the problems in the practice of online reading. In addition, the students more aware about the reading activity and help them to joyful reading. It can plant to the student's mind from the motto of the reading that is "more reading means more knowledge". Then students can make the reading activity as their hobby. Last but not least, the students easily solve every learning problem especially in reading subject. It can be a bridge for students

to encourage them practice online reading by reading strategies from the expert.

2. The lecturers

Even though this study just focus on the students' problems in reading online, but this study also useful for lecturers because lecturers know about the student's problems in reading online during pandemic. It means the lecturers probably can use another strategy such metacognitive, cognitive and social-affective in reading online to make students more enthusiasts in the reading class. By knowing the students' reading strategies from expert, the lecturer could also select the appropriate teaching materials and techniques. Besides, by identifying reading and its strategies, it could be expected that some valuable findings could be implemented in the process of reading in order to make reading online better.

3. The researcher

The researcher can deeply understand the concept of a theory used in this study and the researcher can use the finding of this study to know the problems in online learning especially in reading subject and also the way to solve the problems including subcategories from reading strategies during this situations and conditions in pandemic era. Then the researcher can get more experience to learn in the next time. Hence, the researcher hopes that the result of the study can be used as reference for those who want to conduct a research in reading object.

E. Scope and Limitation of the Research

From the phenomenon which describe by the researcher above, the scope of this study is online reading during pandemic Covid-19 era. Meanwhile, the researcher limits the study only describes about the student's problems (internal and external) and the three ways students' strategies (metacognitive, cognitive, socioaffective) to solve the problems in reading online practice.

F. Definition of Key Terms

Online learning – is a non-face to face learning or distance learning which the process is done by the internet. The material from lecturers can be accessed everywhere and every time, it can include audio, video, and text information. This is a tool which can make the learning process more student-centered.

Reading ability – is activity with a purpose, so reading ability is understanding the meaning and main idea from text book by the eyes and brain. Student may read in order to enhance the knowledge and information. Reading ability is not only related to development of knowledge but also related to students thinking capability.

Strategy – is plan for lessons or method use to help students learn the desired lessons. This is for improved memory to better studying or test-taking. Strategies need to be chosen carefully in order to contribute the most effective learning. Example: a student uses a small notebook in their pocket and writes a new vocabulary.