CHAPTER V

THE DISCUSSION

In this chapter, the researcher focuses on the finding of two research questions. There are about students' problems in practicing online reading during pandemic Covid-19 era by fourth semester students of English Education Department in IAIN Tulungagung and how to solve their problems. The discussions are described below:

A. **Discussion of the Students' Problems in Online Reading Practice during Pandemic Covid-19 Era**

The researcher discovered that not only students who do not like reading activity but also students who like reading had some problems in reading practice based on in-depth interview and study documentation. It happened when the habitual learning between the lecturer and the students at the classroom became online learning. The students' problem divided into two factors that are internal and external factors. The internal factor is got lack of vocabulary mastery and visual fatigue. The students difficult to recognizing word because they lack of vocabulary, so this is a fundamental problem that some students have experienced. Vocabularies contain conceptual understanding about words that extends much beyond a mere dictionary description. Students' vocabulary knowledge grows over time as they connect the term to other words, study examples and non-examples of the word and related words, and apply the word correctly within the context of the sentence. This one of the students' problems is relate with the theory.

Next problem is difficulty in determining main idea. For students which have reading problems, another challenge is to determine the main idea or central idea of the text. Students often have difficulty grasping the most important information when reading, especially when reading complex texts. When the information is online, this task becomes more difficult. According to that, this problem is not related with the theory, so this is a new finding from the researcher. The external factors are showing no interesting in reading new topic. All of the students or participants share their reason why they feel bored with reading activity, the most reason is related to the topic of reading materials. The next following problems are suitable with the theory is difficulty in following basic direction. The participants one states that the reason is about teacher's explains and the participant four said that his brain full of subject which studied before. Actually those are basic problems can lead to serious issues.

When practicing reading English with their lecturer especially at the classroom, some students enjoy in their activity. At the other hand, the students who do not like reading have problems by their ability and their motivation. Meanwhile, when the classroom began to online learning, it created numbers of problem experienced by the students who like and do not like reading activity. According to Polonen et al. (2012) reading and working close to electronic screen caused eye strain and viewing discomfort. Reading activity in online way needed extra focus reading on the screen and made their eyes worked harder.

By conducting learning all day long with online learning that students had to face the screen of their smartphone or laptop, it affected to their health and

mind. At the rest, the students felt bored and show no interesting in practicing reading on new topic. In addition, students felt difficult in following basic direction by the directions of learning of subjects at that day.

B. Discussion of the Students' Strategies to Solve the Problems

Strategy is likely to be used by everyone in every situation. In this discussion, strategy is a tool that students use to solve the problems. Almost all students who used their own strategies managed to save their test scores, which can be seen from the test results of reading subject which different way than before or call it by online learning.

Based on an in-depth interview, the students at the level of students university, especially in IAIN Tulungagung; they realize that any problems should have to overcome in reaching their own aim. They had to keep in struggling and moving forward to do.

Online reading also has problems, such as problem from internal and or external. Students try to face and overcome problems in practicing by doing cognitive, metacognitive and socio-affective. The cognitive strategy, students tried to find the meaning in some ways such as, finding in a translation tool or application, guessing the meaning, skim for main idea, predicting or summarizing the text, synthesize and paraphrase. The metacognitive strategy also conducted by students, it took routines and procedures that allow students to keep track of and evaluate their progress. Student enjoyed with developing mental map, pictures, pay attention, make connection (to connect what you read to your life, it may happened to you or you may have read before) in their reading activity. The socio-

affective strategy relates with social activities including interaction with another person or conceptual control of emotions. Some students felt free to share their knowledge or curiosity with their classmate. It motivated students directly because of their environment impact to follow up their ability.

Moreover, to continue the discussion, there are findings which suitable with the theory from O'Malley and Chamot (1987). The result of this research has the same characteristic, so these strategies are more relevant in this condition of pandemic Covid-19 era. By having online reading activity, students faced internal and external problems. At the other hand, realizing that the problems should be overcome, the students founds 3 strategies that was give them benefit ways to gain their reading skill in the Covid-19 era.