

CHAPTER I

INTRODUCTION

1.1 Background of the Research

By the globalization era, English plays more and more important role as a mean of communication. According to Baugh (2002), English is spoken over than 360 million people in the world. It makes English is the most frequent foreign language spoken by people so that English is used in politic and events. Because of it, mastering English recently is a must for the people to communicate internationally.

Indonesian government is aware of it so that English is taught as a compulsory subject in national education system. English is started to be taught formally from junior high school until higher education. Depdiknas (2003) states that teaching English is focuses to make the students to be able to communicate by using English. Here, teaching English focused into four language skills, namely: speaking, reading, writing, and listening. In education context, reading is mostly taught. It can be seen from the time allocation for this skill.

Reading is categorized into receptive skill which means that the students have to respond on text or discourse (Harmer, 2006). Actually, there are two types of reading emphasized, reading aloud and reading comprehension. However, reading comprehensive is taught starting from junior high school because the focus is on undestanding texts. Manzo, Manzo and Albee (2003) states that reading comprehension is fluently organizing word in print while applying strategies for schema activation, metacognition, and 'fix-up' of comprehension or

word identification, as needed, to make supportable reconstruction of a writer's stated and implied meaning.

According to Celce-Murcia in Dharma (2014), there are four purposes of teaching reading comprehension as follows.

- a. To search information
- b. For general comprehension
- c. To learn new information
- d. To synthesis and evaluate information

To reach the purposes, reading should be taught professionally. Richards and Renandya (2002) state that teaching reading underlying on the condising various factors, such as : method of teaching, learners' need, motivation, materials and process itself. The method should direct the students into understanding on the text content. by considering the factors, teaching reading can be more meaningful and enjoyable for the students. hence, the goal of reading comprehension can be achieved.

To create quality learning reading conditions, certain condition should be true. First, teaching reading should be collaborative and interactive (Brown, 2004). It means that during teaching reading, the students have chance to work together with their friends and the teachers facilitate them. Second, teaching reading should use multivarious methods and materials hence it can be fun (Harmer, 2007). It can makes the students feel fun during reading. Third, during teaching reading, the students hshould be given clear instruction and guided well (Frank, 2004). Here, the teachers should supervise the students during reading

instruction to ensure that they are not confused and in good tract to understand the text.

It was also supported by Indonesian National Curriculum or Curriculum 2013. This curriculum regulated that teaching English as foreign language should be directed into language usage or language as a tool for communication. Teaching English language skills should involve the students actively in learning process. In the context of teaching reading, learning process must be interactive. Moreover, the teacher must guide the students to get information about text.

However, condition of teaching and learning process changes after Covid-19 pandemic in the world, including in Indonesia. It makes teaching reading condition can not be done ideally as being mentioned previously. It causes learning should be done from a distance with the help of internet device. Learning is done via online mode through various platform, such as : Google Classroom, Google Meet, Skype, Zoom, and Thunderbird. It makes the teacher and students can not meet directly or they just meet virtually. This condition is frequently called online learning (Hartley, 2001).

Online learning is a way to connect learners and other learning sources (teachers, library, and data base) which is physically separated but they still can communicate and collaborate each others (Molinda, 2005). Here, both teachers and students can access materials or meet each other just from the computer screen. They do not need to come to school to learn. It just need preparing computer and internet access so learning can be done. Recently, smartphone or tablet can be used.

Online learning is viewed as the new revolution in education especially in providing various learning materials. Through online learning, the students can access materials from many sources and do interactive with the students (Gilbert and Jones, 2001). By having multivarious source of learning, the students are expected to have more knowledge and understanding about certain phenomena.

To know how online learning was done especially in reading skill, an observation was done in Madrasah Tsanawiyah Negeri 3 Jembrana. Observation was done in eighth grade students. This grade was selected because online learning was done regularly starting from meeting up virtually and giving assignment. Moreover, reading in this grade was done variously from short conversation, short functional text and genres. From the observation, it was known that teaching reading in online learning was so different from offline learning. The main different lied on the use of lecturing method dominantly. There was no variation of teaching reading.

Furthermore, interview was done to the English teacher. From the interview with the English teachers, it can be known that learning was done from distance by using google classroom and google meet. However, google meet was applied rarely because it needed much internet cell to do. Hence, learning was only done via google classroom. The students were sent reading assignment via google classroom, then, on certain time they have to collect it via google classroom too.

Further interview showed that the teachers were dissatisfied with online learning because the teaching reading could not be done ideally as the demand of Curriculum 2013. They stated that there were 3 dissatisfied conditions in online learning. First, the students could not discuss their answer with friends. Second,

interactive teaching reading could not be applied. Third, the students cheated their friends' work or their assignment was done by their parents.

During online learning, reading comprehension dominates English class. Here, the students were given assignment to answer question. The questions were mostly in the form of multiple choice test. Based on the syllabus analysis, the indicators of reading comprehension for grade 9 were as follows.

- a. Finding main ideas
- b. Finding textual reference
- c. Finding implicit information
- d. Finding explicit information
- e. Finding synonym and antonym of words.

Those indicators should also be achieved by the students in online learning. However, teaching reading as in conventional classroom can not be done. Ideally, teaching reading is done interactively where the students have discussion with their friends. Moreover, the teachers can guide the students in the classroom during teaching reading in offline learning. Those conditions were different from online learning.

Research on the area of reading comprehension has been done by some experts. Pammu (2017) does a research on English reading profile of university students. It discovers that the students still have problem in comprehension especially in skimming and scanning. Besides that, lexical problem also becomes the problem for the students. Further research is done by Aditomo and Hasugian (2018) who investigate reading comprehension of seventh and eighth grade

students in Surabaya based on the gender. It discovers that there is no gender differences in EFL reading comprehension.

This research aims at describing students reading proficiency profile while online learning implementation on ninth grade students of Madrasah Tsanawiyah Negeri 3 Jember. There are two differences between this research from the previous researches. First, it investigates reading proficiency of the students while online learning. From here, it can be known the students reading comprehension profile while online learning is implemented. Second, it focuses on 5 indicators based on the syllabus in junior high school.

1.2 Research Problems vs. Research Question

Based on the background of the research, research problems can be formulated as follows.

- a. How is the profile of the students reading proficiency while online learning implementation?
- b. How is the profile of students classical reading proficiency mastery while online learning implementation?

1.3 Research Objectives

Based on the research problems, the objectives of this research can be formulated as follows.

- a. To investigate the profile of the students reading proficiency while online learning implementation.
- b. To investigate the profile of students classical reading proficiency mastery while online learning implementation.

1.4 Research Significances

Theoretically, this research enriches the references for teaching English as a foreign language (EFL), especially for teaching reading comprehension while online learning is implemented.

Practically, this research is expected to bring advantages for three stakeholders in educations, namely: EFL teachers, students, and other researchers.

1. Teachers

This study is expected to bring several advantages for the teachers as follows.

- a) As reflection for the English teachers who have implemented online learning. By knowing the students reading proficiency, they can formulate quality online learning in the future.
- b) It gives description on the students reading proficiency holistically and analytically. Holistically, they can know their reading proficiency in general. Analytically, they can understand in what indicators or dimensions of reading that the students achieve well.

2. Students

This study is also expected to give positive effects toward the students as follows.

- a) It can be reflection on their proficiency in reading comprehension after Covid 19 pandemic. From here, they can know whether or not they can achieve the reading learning goals well.

- b) It can motivate the students to study harder than before especially in online learning. Furthermore, they can do better effort in studying via online learning.

3. Other Researchers

A reference for further research in the teaching of English as a Foreign Language (TEFL) in general or in teaching the English reading in particular.

