

A Study on Teaching Reading Comprehension at SMK Wijaya Kusuma Surakarta

Ihwan Aji Suryana

English Language Education, Slamet Riyadi University Surakarta
E-mail: Ihwanajisuryana@gmail.com

Abstract

Pandemic covid-19 or corona virus disease forced many schools in Indonesia to apply online learning. The purpose of the study was to describe the problems in teaching reading comprehension before and during pandemic covid-19. The method of this research was descriptive qualitative research. The subject of the research was the English teacher of eleventh grades and the students of XI-C in SMK Wijaya Kusuma Surakarta. The data were collected through questionnaires and interview. The questionnaires were given to English teacher and the students of XI-C SMK Wijaya Kusuma Surakarta. The data were analyzed used qualitative data analysis. The data were analyzed through the process of 1) data reduction, 2) data display, 3) data collection, 4) conclusion drawing/verification. Interestingly, the study found that the problems of teaching reading comprehension before pandemic covid-19 were: 1) the students had difficulty to finding main idea and detail information, 2) the students had difficulty to comprehend sentence in teaching reading comprehension, 3) the students get nervous and less motivation when reading English text, 4) the different ability of students. While, during pandemic covid-19 the problems in teaching reading comprehension were: 1) internet connection and signal, 2) limited internet quota, 3) slow responds, 4) prefer face to face learning. The study recommends that other researcher to development kinds of media online learning to implement effective teaching and learning process.

Keywords: Reading Comprehension, Teaching Reading, Online Learning.

INTRODUCTION

Reading is one of English skills that to master by all of the students in learning the language. The skill needs sources to get information and process to explore knowledge for readers. Having good reading skill is very important to the students. It can help the students to get a lot of information. The students should have reading skill to comprehend texts. Sweet and snow (2003) define reading as a process of constructing meaning from text.

Reading comprehension is one of the greatest problems that students faced in eleventh grades of SMK Wijaya Kusuma Surakarta. Based on English teacher interview, the students' difficulties in reading comprehension were finding main idea of the text, understanding the meaning of words and sentences, finding detail information and understanding specific information.

Besides, from the English teacher interview, the students' problem in understanding the content of learning materials caused by some factors. The factors were the students felt difficult to combine the meaning of words or sentences in the message. The students had less motivation and interest in learning reading. It can be seen from the activity

when the English teacher teach reading in the classroom. They were not engaged and shy if the English teacher ask them to read the reading text in front of the class.

The problems of teaching reading becomes an important section in teaching and learning. Therefore, the teacher should choose an appropriate technique in teaching reading which are relevant with students' need. While, the aim of teaching reading is to develop the students' ability, so they can read and understand the English text efficiently and effectively. In fact, to get the purpose of teaching reading, the English teacher faced several problems in teaching reading comprehension either before pandemic covid-19 or during pandemic covid-19.

In SMK Wijaya Kusuma Surakarta before pandemic covid-19 the English teacher teach the students especially in teaching reading comprehension with face to face learning in the classroom. The English teacher used one of the techniques to teach the students, for the example is cooperative learning. It does allow the students to do some activities to improved their reading skills. The activities were: 1) the teacher sometimes make group discussion in teaching reading, 2) the teacher often give background knowledge

about the reading text, 3) the students often read for specific information, 4) the students always write summary about what they have read in after reading process.

Almost all cities in Indonesia face the scary viruses namely covid-19 or coronavirus disease in March 2020. The coronavirus spread affected all aspects of human life including education aspect. Consequently, the coronavirus forced the teachers moved their way of teaching from face to face learning in the classroom to applied online learning.

In the pandemic covid-19 the teaching and learning process is moved at home to applying online learning by using various technological devices such as smartphone, computer and notebook. Nowadays, there are a lot of technology equipment is available to support online learning that can be used by the teacher and the students such as Google classroom, whatsapp messenger, Google meet, and zoom. The types of online learning media should be interesting and easy to access for the students.

The implementation of online learning in teaching reading comprehension during pandemic covid-19 at the eleventh grade of SMK Wijaya Kusuma Surakarta will help the students to be more active and easier to understand the material in teaching

and learning process. Lister (2004) states that online learning involves choosing components that help improve students to engage with the content. In addition, Pusvyta (2015) states that online learning is an alternative that can be applied in the era of technology and communication that is overgrowing now. One of the kinds of online learning media is whatsapp. The English teacher chooses whatsapp as the medium in teaching reading comprehension during pandemic covid-19 by the agreement all of the teachers in SMK Wijaya Kusuma Surakarta.

The activities in teaching reading comprehension before and during pandemic covid-19 were totally different. The activity in teaching reading comprehension during pandemic covid-19 were: 1) the teacher never made group discussion in teaching reading, because the teaching and learning process held in the different place or in distance learning, 2) the teacher sometimes-gave background knowledge about the reading text in pre-reading activities, because there were limited activity through online learning, the teacher often give English text and then questions related to the material, 3) the students sometimes read for specific information in while reading process, because the teacher cannot observe them directly, 4) the students often write

summary about what they have read in while reading process.

This article focused on the comparative of problems in teaching reading comprehension before and during pandemic covid-19.

LITERATURE REVIEW

Teaching Reading

Reading is an activity to get information from the text. Reading makes the students can access worlds of ideas and feelings. Moreover, reading can be inspiring and give experience for the students when they can understand the message from the text. It caused, why reading is very important to be taught in the school especially in Vocational High School. The aims of teaching reading are to develop the students' ability in comprehend text, so they can read and understand the English text efficient and effectively. Harmer (1998:68) states that there are many reasons why getting students to read English text is an important of the teacher's job. It is important for study purposes, for their career, for improving the process of language acquisition, for study language, vocabulary, grammar, punctuation, and the way construct sentence, paragraph, and texts. It can be concluded that teaching reading

is important for students to studying language and to improve the process of language acquisition.

Cooperative Learning

In the area of teaching reading for Vocational High School, the students are expected to be able understand written text to reach the functional level including the ability of understanding many kinds of short functional text. One of the teaching strategies which can be used by the English teacher in teaches reading comprehension is cooperative learning. Brown (2001:47) states that cooperative learning is one strategy that involves students to work together in pairs or groups and they share information. It means that the students or learner involves to work together it can be pairs or group so they can share information together.

Online Learning

Online learning is one type of distance learning. Stem (2019) states that online learning is the education that take place over internet. It's mean that any learning can be run in different place not in the same classroom. The teacher can used online learning to improve and enhance the students' ability using kinds of applications through online learning such as whatsapp, Zoom, Google classroom, etc. The students can learn through online learning in the

different place without face to face learning in the classroom.

RESEARCH METHODOLOGY

This research is a qualitative descriptive study. Arifin (2012) states that comparative study is a research method which is used to compare two objects or more objects as the variables of the research. The results of the analysis are focused on the differences of the objects. The data used in this paper were obtained through questionnaires distributed via Google forms, and interview. Questionnaires were distributed to English teacher at SMK Wijaya Kusuma Surakarta and the students of the eleventh grade of SMK Wijaya Kusuma Surakarta. The questionnaires were distributed to determine the process of teaching and learning reading comprehension and also determine the problems in teaching and learning reading comprehension in SMK Wijaya Kusuma Surakarta. Interview was conducted with the English teacher at the eleventh grade of SMK Wijaya Kusuma Surakarta. The interview selected related to the teaching and learning before and during pandemic covid-19 in SMK Wijaya Kusuma Surakarta.

The interview was conducted to find out more in-depth information related to the

online learning process. Informant were interviewed is English teacher of the eleventh grade in SMK Wijaya Kusuma Surakarta. The questions consist of the process, strategies and problems during pandemic covid-19 through online learning.

The data were analyzed through the process of 1) data reduction, 2) data display, 3) data collection, 4) conclusion drawing/verification.

RESULTS AND DISCUSSION

The problems in teaching reading comprehension before and during pandemic covid-19 are totally different. The results of the study showed that the problems in teaching reading comprehension before pandemic covid-19 are: 1) the students had difficulty to finding main idea and detail information of the text, some of the students were lack vocabulary so they find it difficult to finding main idea and detail information, 2) the students had difficulty to comprehend sentence in teaching reading comprehension because some of them depend on dictionary when they find difficult and new words, 3) the students get nervous and less motivation when reading English text because they not interest to reading English text so they were rarely practice to read English, 4) the different ability of students, some of the students

learned the material easily and other learned it with some difficulties.

Alternative learning should be chosen by the teacher during pandemic covid-19 in SMK Wijaya Kusuma Surakarta. This decision is made as the anticipation the spread of coronaviruses. Online learning appears as the answers in teaching and learning process during pandemic covid-19. It's allows the teacher and the students run the teaching and learning process without face to face learning. The teaching and learning process in 2020/2021 academic year must continue although in pandemic covid-19. The physical and social distancing cannot force the processes of teaching and learning especially teaching English in face to face learning or can meet each other in a classroom.

The result of the study also showed that the problems in teaching reading comprehension during pandemic covid-19 are: 1) internet connection and signal, the location of students house affect to the internet connection and signal to join online learning, 2) limited internet quota, online learning wastes much internet quota to send and receive material, the students and the teacher should have internet quota to join online learning, 3) slow responds, it can be seen from students' time duration when

they collected their assignment, besides some of the students late when they respond the teacher instruction, 4) limited memory storage, all of documents through online learning saved in the memory storage in smartphone, all of documents such as picture, video, ms.word and pdf file saved in the memory, it makes the memory storage in the smartphone full quickly, 5) prefer face to face learning, because the goal of teaching reading can be achieved one hundred percent, the students and the teacher can teach and learn directly so the teaching and learning material clearly.

Table 1. Results of the Research

The Problems in Teaching Reading Comprehension Before Pandemic Covid-19	The Problems in Teaching Reading Comprehension Before Pandemic Covid-19
<ul style="list-style-type: none"> • The students had difficulty to finding main idea and detail information of the text • The students had difficulty to comprehend sentence • The students get nerveous and less motivation • The different ability of students 	<ul style="list-style-type: none"> • Internet connection and signal • Limited Internet quota • Slow responds • Prefer face to face learning

Rochyani & arif (2020) clarifies there are six problems arose during online learning. The arising teaching problems are: 1) the teachers' disability in accessing technology, 2) school facilities in supporting e-learning, 3) the difficulties in explaining material, 4) students' limitation in accessing the internet, 5) students' economically disadvantages family background, 6) parents' support system.

Moreover, Yanuarti & Yana (2015) describes that there are four problems in teaching reading comprehension. The problems are: 1) lack of students' vocabulary mastery, 2) lack of motivation in reading, 3) students were not used to read a lot on a regular basis, 4) teaching time allocation.

Overall, the English teacher and the students had tried their best solutions to facing their problems in conducting online learning during pandemic covid-19 to achieve the goal of teaching especially in teaching reading comprehension.

CONCLUSION

Based on the description and analysis of data, problems of teaching reading comprehension at SMK Wijaya Kusuma Surakarta are still found.

Firstly, the problems faced by the students and the English teacher in teaching reading comprehension before pandemic covid-19 are: 1) the students had difficulty to finding main idea and detail information of the text, 2) the students had difficulty to comprehend sentence in teaching reading comprehension, 3) the students get nervous and less motivation when reading English text, 4) the different ability of students.

However, There are problems in teaching reading comprehension during pandemic covid-19: 1) internet connection and signal, 2) limited internet quota, 3) slow responds, 4) limited memory storage, 5) prefer face to face learning.

BIBLIOGRAPHY

- Arifin, Z. (2013). *Evaluasi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Brown, D.H. (2001). *Teaching by Principle*. New York: Longman.
- Harmer, J. (1998). *How to teach English: An Introduction to The Practice of English Language Teaching*. London: Longman.
- Lister, M. (2016). *Trends in the Design of E-Learning and Online Learning*. *Journal of Online Learning & Teaching*, 10(4),671.
- Pusyvyta, S. (2015) memotivasi belajar dengan menggunakan E-Learning. *Jurnal Ummul Quro*, 6(2),20.
- Rochyani, L., & Arifin, W. (2020). *Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During Covid-19 Outbreak*.
- Stem, J. (2019). *Introduction to Online Teaching and Learning*. Retrieved on 16th November 2020 from <http://www.edu/online/documents/otl.pdf>.
- Sweet, A.P., & Snow, C.E. (2003) *Rethinking Reading Comprehension*. New York: Guilford Press.

Yanuarti, A. & Yana. (2015). *Teachers' Technique and Problems in Teaching Reading*. 2 (2).217.