



The Problems of Teaching Reading with Online Learning

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Abstract COVID-19 pandemic change the world, especially for the education. Nearly 1.6 billion learners in the world affected by this phenomenon. So, Indonesia's government must issue the rule of online learning for the sake of everyone's safety. It also affects the English language learning as well, especially reading. This study is about the problems of teaching reading with online learning especially in IAIN Purwokerto, Central Java, mainly with the use of Zoom and Google Meet. The author of this article is interested and wants to know very much about it. So, he conducted the research to find the answer about it. The research used qualitative approach, and the data collection technique is interview and literature review of the journals and books. Some results are found, such as the limitation of technologies, students that don't activate the camera during learning, the teacher can't observe the students' respond to the material that have been prepared, and other problems that will be explained further in this article. The author also hope that this article can help making better future of the education, especially for the online learning.

Keywords: *Reading; Online Learning; Pandemic; Zoom; Google Meet*

Abstrak Pandemi COVID-19 mengubah dunia, khususnya dunia pendidikan. Hampir 1.6 milyar pelajar di seluruh dunia terdampak oleh fenomena ini. Maka, pemerintah Indonesia harus mengeluarkan aturan mengenai pembelajaran daring demi keselamatan semua pihak. Hal itu juga mempengaruhi pembelajaran Bahasa Inggris, khususnya pengajaran reading/membaca. Studi ini menerangkan permasalahan-permasalahan pembelajaran daring khususnya di IAIN Purwokerto, Jawa Tengah, terutama dengan penggunaan aplikasi Zoom dan Google Meet. Penulis artikel ini merasa tertarik dan

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ingin mengetahui lebih banyak permasalahan tersebut. Maka, si penulis mengadakan penelitian untuk menemukan jawaban atas keingintahuan tersebut. Penelitian ini menggunakan pendekatan kualitatif, pengumpulan data berupa wawancara dan kajian literatur dari jurnal ilmiah dan buku. Beberapa masalah ditemukan, seperti misalnya keterbatasan teknologi, mahasiswa yang tidak mengaktifkan kamera selama pembelajaran, dosen/guru tidak dapat mengamati respon mahasiswa terhadap materi yang telah disiapkan, dan masalah lainnya yang akan dijelaskan lebih lanjut dalam artikel ini. Penulis juga berharap artikel ini dapat membantu menjadikan masa depan pendidikan yang lebih baik, khususnya untuk pembelajaran daring itu sendiri.

Kata kunci: *Membaca; Pembelajaran Daring; Pandemi; Zoom; Google Meet*

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The Indonesia's Covid-19 Task Force Report, as of October 18th, 2020.

INTRODUCTION

The year 2020 marks the new era of education. Covid-19 pandemic that started on March 2020 on Wuhan, China, change the entire world nowadays, especially on educational sector. It affecting nearly 1.6 billion learners in more than 190 countries in all continent (*Policy Brief: Education during Covid-19 and Beyond*, 2020). In Indonesia, in case of infected people, had reached more than 4.000 cases for a month (*The Indonesia's Covid-19 Task Force Report, as of October 18th*, 2020). So, most all of the schools must apply online learning in the form of Belajar dari Rumah (Learn from Home/LFH).

The Indonesia's government launch the rules of LFH considering the health and safety of students, educators/teachers, education staff, and the community, including students' parents. It defined that learning process at school is moved to home. As an addition, the government, in this case is The Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan/Kemdikbud) also making, cooperate with, and recommend many apps, websites, and online video conference for use on online learning. They are:

- a. Released from Kemdikbud:
 - AKSI Bahasa
 - Bank Soal Kemdikbud
 - Rumah Belajar

- Rumah Belajar Edu Game
- Bersama Hadapi Korona (Together We Face Coronavirus)
- Buku Sekolah Elektronik (BSE, Electronic School Books)
- Guru Berbagi
- Suara Edukasi (The Voice of Education)

b. Released from other app makers:

- Zenius
- Ruangguru
- Microsoft Educator Center and Microsoft Teams (from Microsoft

Corporation)

- Google Classroom
- Google Meet
- Edmodo
- Duolingo
- Cambridge English
- Zoom
- Kahoot.com
- WhatsApp (Kemendikbud Tambah Aplikasi Dan Situs Kuota Belajar,

Berikut Daftarnya, n.d.)



Figure 1. Some various apps that recommended by Kemdikbud for use of online learning. Taken from: Various sources.

In this situation, the teacher and the students, usually or always, use the Zoom and/or Google Meet app for online learning. The appearance of online learning apps like Zoom or Google Meet makes the teacher forced to prepare, use, and work with the collection of the non-printed material such as journal or e-books. On many theories that applied by teachers and learners, online learning have many definitions, theories, terms, and meanings, such as:

- a. European e-Learning Action Plan defined online learning as the use of new multimedia technologies and the internet websites to improve and develop the quality of learning by giving and facilitating access to many resources and services as well as remote exchanges and collaboration (COM, 2001; Holmes & Gardner, 2006)
- b. Hartley (2001), as cited by Wahono (2003; Widhiarta, 2009) defined that online learning or e-learning can be seen as a kind of teaching and learning process that allows the teacher to give the learning material to the students with the use of internet, WLAN, or other computer-based learning media.
- c. There are two approaches to do an online learning, it is synchronous and asynchronous (Feldman et al., n.d.). Synchronous learning is instruction and collaboration in real time via the Internet. Typically, it involves tools such as:
 - live chat
 - audio and video conferencing
 - data and application sharing
 - shared whiteboard
 - virtual "hand raising"
 - joint viewing of multimedia presentations and online slide shows.

Asynchronous learning is a method that use the time-delayed capabilities of the internet. Tools that typically involved can include:

- e-mail
- threaded discussion
- newsgroups and bulletin boards
- file attachments.

- d. The United Kingdom Open University said and suggested that most of online learning sit on two continuum courses, “partially online courses” and “fully online courses”. Partially online course is the course that integrate many existing resource materials or books, either printed or non-printed form such as textbooks, PDF, etc. that combined with some elements of online learning. This might include the use of an integrated learning management system or simply a mailing list for some asynchronous discussions (Naidu and Oliver, 1999; Dhull & Sakshi, 2017). On the other hand, fully online course is the course that will have most of teaching and learning activities, including most of basic learning courses, carried out online. During Covid-19 pandemic, most all of schools in Indonesia implement this course for the online learning.
- e. Online learning refers to instructional environment on school supported by the internet (Bakia et. al., 2012). Online learning can be fully online or blended with face-to-face interaction on school. Each of them will be described below:
 1. Fully online learning is a form of distance education which all the instructions and assessments are carried out within online, Internet-based delivery (Picciano and Seaman, 2009; U.S. Department of Education, 2007; Bakia et al., 2012). In this brief, almost all the material designed to instruct without the presence of the teacher meet the definition of fully online learning if they include the instructional media or materials that can be accessed exclusively through the Internet.
 2. Blended learning (this also called hybrid learning) is a course that allow the students to receive significant portions of the teacher’s materials from the face-to-face learning and also online learning as well.



Figure 2 The illustration of online learning. Taken from Kompas.com.

The e-learning or online learning can be accessed by everyone to improve and master their English skills. One of them are reading. Reading, based on Linse (2005: 69, as cited by Susilo, 2015) is a set of skills that involves making senses and deriving meanings from the printed words. Other theories or definitions of reading are:

1. Based on Nunan (1991, as cited by Vaezi, 2006), reading, in the traditional view, is basically decoding a series of written symbols or words into their aural equivalent to making sense of the text. It means that reading is receiving means of the text by decode a series of characters including words .
2. There are two kinds of information that the readers can get from reading a book or text, including visual information and non-visual information. Visual information is on the texts or books or other forms or sources that written on the paper. Non-visual or non-verbal information is a form of information that the reader already knows about reading, about language, and about world in general (Smith, 1973: 6, Ngabut, 2015).
3. In general, there are four types of reading that are being done by the reader, and that also include four purpose of reading (Clarke and Silberstein, 1979; Grellet, 1987; Ngabut, 2015, (the writers may have slightly different or diverse terminologies)). They are skimming (in order

to gain the general ideas of the author), scanning (in order to gain the text's specific fact or terms or piece of information), intensive reading (in order to gain an advance or comprehensive understanding of a reading text, or in this case, reading for detail information), and critical reading (in order to evaluate and filtering the information to determine where it fits into one's own system of belief). These types of reading can also be called the strategy of reading for obtaining necessary information and making proper approaches or technique for a reading task.

4. Reading is a process that used by the reader to gain a message, or a method that used to communicate with the book's writer itself or sometimes the other person, by using explicit or implicit meaning of the written text (Harmanis, 2018).
5. Patel and Jain (2008: 113) stated that reading is the most important activity in any language class (Dewi, 2016). And it is not only a source information and a pleasurable activity but also a means of consolidating, combine, and extending one's knowledge of the language.
6. Reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension and conclusion built from letter to word and then to sentence. Readers make use of their existing background knowledge (schemata) to make predictions about what is coming next in the text and how some new, unfamiliar piece of information and knowledge relates to what is already known (Bojovic, 2010).

If the students can improve all of it, it should be a good combination in order to make English understandable. But things don't go smoothly.

Zoom and Google Meet for Online Learning

Basically, Zoom and Google Meet are online video conference made by zoom.us and Google LLC that can be used for meeting, conference, plenary, or any meeting that have to gather many people. But on its development nowadays, the apps can be used for online school too. These app also very flexible. Users can download it for Android, iOS, and Windows Store or computer browser. Covid-19 situation that doesn't stop immediately, forcing many schools to use that as

the learning application. So, these application may be used for teaching and learning and the teacher must prepare everything to make sure that all the students ready to accept what they learn. Including how to use Zoom and Google Meet for desktop and smartphones.



Figure 3. The illustration of using Google Meet/Zoom for the online learning. Taken from the writer's private document.

To use Zoom, first, the users can download it on Google Play, Apple App Store, Windows Store, or their download center website. For Google Meet, no need to download it if using desktop. It included on Google Chrome browser. But if using Android or iOS, it must be downloaded separately on each app store. Next, they can login with each account (Google Meet account is integrated with Gmail and other Google apps, but on Zoom, user must register separately). Second, click or touch "New Meeting" (for Google Meet) or Meeting tab then click Join Meeting (for Zoom). Of course, these app have to invite people to join. But the invitation can be sent on social media (like WhatsApp, Facebook, Telegram, etc.) or e-mail. If students that invited are joining the meeting, the teacher (as admin) can open the online learning and begin the lesson.

METHOD

The author of this research use qualitative approach for this research. Creswell (2009) stated that qualitative research means exploring and understanding the meanings of individuals or groups ascribe of social or human

problems. And the research process includes emerging questions and procedures, data typically collected in the participant's setting, data analysis that inductively build from particular to general themes, and the researcher making interpretations of the meaning of the data. According to Sugiyono (2015), qualitative method is often named as the new method cause of the popularity that begin to rise lately. This method also called the artistic method because the research process is more artistic (less patterned), and interpretive method because all the research data is more direct to the interpretation of field data.

The author makes literary research and also conducts literature review, interview, and field research to gain many data that relate to the topic. Field research is a qualitative research which the researcher observe and participate directly into a small scale of social research and observe the local culture (Maros, 2016). Interview can be described as the researcher obtain many data that related to the topic by giving questions to the interviewee. Literature review is a research of scholarly articles, books, and other sources that relevant or related to the issue or theory, and by doing so, providing a description, critic, and evaluation of these works (Ramdhani et al., 2014).

For the research place, the author choose IAIN Purwokerto (now UIN Saifuddin Zuhri Purwokerto). It is because the author wants to know what is the lecturers' problems with online learning during LFH. For the interview, the author conducts and giving some questions to Mr. Maulana Mualim, S.Pd., M.A. as the interviewee. The author is also doing an interview to an IAIN Purwokerto student to gain information, and evaluate all the data from all the gathering to understand what problems of teaching reading that have been achieved during online learning.

RESULT OF THE RESEARCH

Based on the data that the author find and collect, including from interview, and many reference source, the author got some result and information. And, combined with result of evaluations, the results are:

The problems of teaching reading during online learning during pandemic:

- a. The teachers can't observe the students' respond to their teaching material. They can't force their students to always use camera during learning with Zoom or Google Meet.
- b. As we know today, both Zoom and Google Meet can be accessed through the smartphones. The video call feature on camera (from Zoom or Google Meet) used many internet data plans as well as battery usage. So, it must make the students wasting their money just for using the data for online learning at home, and some of them don't have quite enough money to buy it.
- c. The teacher can't control what the students do on online learning. And they don't know how to lead and guide them optimally. It is because some students turn their camera off, even they do it all the time when they attend the Zoom or Google Meet class. Also, not all the students can attend it because the limitation of the smartphone or the apps itself.
- d. Although some students have their microphone activated, they are too long just for answering the teacher's questions.
- e. Some students don't have enough suited smartphone to support their online learning activities. Some of them only have a smartphone with too small memory or processor that cannot optimally well-performed for their activities. Sometimes, they have to quit from their learning class forcefully because their smartphone's memory is full.
- f. No intense and direct interaction between students (or the students' interaction with the teacher) during learning like what they find on offline learning at school or campus.
- g. Nowadays, the students miss the atmosphere of learning at school after COVID-19 pandemic hitting. They always wanted to meet their friends. Especially if they are on their new school or campus for the first time and don't quite recognize their friends or their school or campus really well.

Besides the problems that are mentioned above, there are some good sides of teaching reading with online learning:

1. There are many variations of assignments that the teacher can give to their students, so they can choose more easier assignment than what they usually give at school or campus.

2. The students can collect their assignments more easily from their smartphone via WhatsApp, e-mail or directly from Zoom or Google Meet, especially if the assignment is a PowerPoint presentation.
3. The teacher can have many variety of contents that can be given to their students. Especially for teaching reading. There are many contents on the internet that can't be find on the books. And it can be better if they can have the application that support their needs.
4. LFH can make learning class can be applied everywhere, both at home or at campus.
5. The students are not wasting time to go to campus and doing learning.
6. Every aspects of students' potential intelligence can be measured individually by using Zoom, Google Meet, or other apps as an evaluation tool.

REVIEW AND CLOSURE

COVID-19 pandemic makes online learning being more usable than before. As for the health and safety of the students, school and students' parents, the Indonesia's government give the rules of LFH or online learning. From the discussions that are written above, the author can gain some data. There are many obstacles that occurred all the way when teaching reading with online learning, as mentioned in the third section, Result of The Research. Although many teachers, as Mr. Mualim said in his interview, that face to face or offline learning now is still the best that they can do to teach the students, especially for teaching reading, but there are many advantages offered by the online learning. So, in other words, it doesn't mean that the offline learning is 100% perfect for the students. Because the offline learning also has its own limitations. So, it concludes that online learning still have many potential aspect that can be developed in the near future, proved by many good sides that mentioned above But the better infrastructure is still be needed for the continuity of online learning.

The author also suggested many advices for all the students or the teachers that now applying online learning for their English course in the campus or school, especially for teaching and learning reading:

- a. The students must have self-control and self-filter for the content of online learning. They must take the positive contents and throw away the negative contents.
- b. The Indonesia's government should consider the improvement of the online learning infrastructure, such as the availability of more reachable internet data from the cellular operator that can be used by students and teachers for online learning, the Wi-Fi access, more apps that can support online learning especially for campus that needed more reference for their learning, or considering the smart technology that can be accessed and more reachable by everyone that involved in teaching and learning including students and teachers.
- c. The teacher can use the online learning for the students' enhancement, measurement, and evaluation for their reception of the lesson's materials, especially for reading. Such as using online apps as a substitute for the language laboratory, because not all the schools or campus have a language laboratory for their enhancement of the language ability especially English reading ability. It can be applied not only on the era of COVID-19 pandemic, but also after the pandemic and beyond in the future.

In the end, the author hopes that this article can be a reference that can be used to consider more effective online learning. So, online learning can be an effective way to improve students' ability, including reading, listening, speaking, and writing as well. The author also pray that the pandemic is gone for good, and for the better future of Indonesia's education especially English learning after COVID-19.

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