

**EFL TEACHER METHODS IN ONLINE TEACHING
OF READING COMPREHENSION DURING COVID-19: A CASE STUDY
AT A JUNIOR HIGH SCHOOL IN JOMBANG**

Muhammad Rosihan Nofal¹, Ima Chusnul Chotimah²

1 STKIP PGRI Jombang

2 STKIP PGRI Jombang

Janti Jogoroto Jombang, 61485, Indonesia

Email: rosihannoal10@gmail.com

Abstract

This study is considered a contemporary phenomenon of EFL teacher online teaching methods in teaching reading comprehension which is of concern to be studied in the field of education during the Covid-19 pandemic. More than this school has been affected by the Covid-19 pandemic in this country. Therefore, it is very important to determine the appropriate teaching method. However, it is often difficult for the teaching staff to determine such a thing. The purpose of this study was to discuss: (1) how the online teaching method of EFL teachers in teaching reading comprehension at MTs Al-Hikmah, and (2) how do students' response to their teacher's online teaching method in teaching reading comprehension at MTs Al-Hikmah

This study uses a qualitative approach with case study method, which is use descriptive case study type. This emphasizes on describing the online teaching method of EFL teachers in teaching reading comprehension during the pandemic. Data collection by means of questionnaires and interviews. The data analysis used qualitative data analysis. To achieve the trustworthiness, the instruments and data were validated used triangulation by expert validators.

As a result, this study revealed findings such as the following. First, EFL teachers use the discussion method in teaching reading comprehension through online teaching with the help of a platform, namely Google Classroom. The second finding reveals students 'responses to teachers' online teaching methods in teaching reading comprehension at MTs Al-Hikmah. The response is divided into 3 according to Steven M. Chaffee's theory, namely cognitive response, positive by 90% and negative by 10%. Affective response, positive by 62% and negative by 38%. Response conative / behavior, 76% positive and 24% negative.

Keywords: Online Teaching, Teaching Methods, Reading Comprehension, Students' Response

Abstrak

Studi ini dianggap sebagai fenomena kontemporer dari metode pengajaran online guru EFL dalam pengajaran pemahaman membaca yang menjadi perhatian untuk dipelajari di bidang pendidikan selama pandemi Covid-19. Lebih dari itu, sekolah ini telah terkena pandemi Covid-19 di negeri ini. Oleh karena itu, sangat penting untuk menentukan metode pengajaran yang tepat. Namun seringkali sulit bagi tenaga pengajar untuk menentukan hal semacam itu. Tujuan dari penelitian ini adalah untuk membahas: (1) bagaimana metode pengajaran online guru EFL dalam pembelajaran membaca pemahaman di MTs Al-Hikmah, dan (2) bagaimana respon siswa terhadap metode pengajaran online gurunya dalam pembelajaran pemahaman membaca di MTs Al-Hikmah

Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, yang menggunakan tipe deskriptif studi kasus. Hal ini menekankan pada mendeskripsikan metode pengajaran online guru bahasa Inggris dalam mengajar pemahaman bacaan selama pandemi. pengumpulan data dengan cara kuesioner dan wawancara. analisis data kualitatif. Untuk mencapai derajat kepercayaan, instrumen dan data divalidasi dengan triangulasi oleh validator ahli.

Hasilnya, penelitian ini mengungkap temuan seperti berikut ini. Pertama, guru EFL menggunakan metode diskusi dalam mengajarkan pemahaman bacaan melalui pengajaran online dengan bantuan platform yaitu Google Classroom. Temuan kedua mengungkapkan tanggapan siswa terhadap metode pengajaran online guru dalam pengajaran pemahaman membaca di MTs Al-Hikmah. Respon tersebut menurut teori Steven M. Chaffee terbagi menjadi 3 yaitu respon kognitif, positif 90% dan negatif 10%. Respon afektif, positif 62% dan negatif 38%. Respon konatif / perilaku, 76% positif dan 24% negatif.

Kata kunci: Pengajaran Online, Metode Mengajar, Pemahaman Membaca, Respon Siswa

Introduction

Online teaching is relatively new, especially during the current Covid-19 pandemic. Teaching moved from face-to-face to online. Teachers need to learn how best to adapt their teaching to the new environment especially during the current Covid-19 pandemic which is very different from what most instructors had before the pandemic.

According to Susan Ko (2010:3) Online teaching means conducting a course partially or entirely through the internet. So what's makes online teaching unique is that it uses the internet, especially the World Wide Web, as the primary means of communication. Online teaching provides instructors with greater flexibility to address varying learning styles and use different technologies. And online classes may encourage participation from students who may not actively participate in traditional classroom settings. Ease of internet access and cheap devices to access the internet make internet users in Indonesia continue to grow. Nowadays online teaching programs have started to be organized by educational institutions, and continue to grow.

In the current paradigm, with the covid-19 pandemic the teacher's dominance is reduced and most only act as facilitators and not as the only source of learning. As a facilitator the teacher should be able to facilitate students or students to be able to learn at any time wherever and whenever students feel the need. As a result of the covid-19 pandemic virus, many things must change. One of them is the process of teaching and learning which students must now turn to online learning. This change certainly makes the teacher must change various aspects of the teaching method. The teaching method especially in teaching reading must remain interesting and be able to achieve the learning objectives even if done without face to face.

Reading is one of the four language skills taught in English language learning process besides listening, speaking and writing. However, among of all the skills reading is considered as the most important skill. Nuttal (1982:03) state that “you read because you wanted to get something from the writing: facts, ideas, enjoyment, even feeling of family community (from a letter): whatever it was, you wanted to get the message that the writer had expressed”.

Teaching reading means helping students get information or text ideas. Teaching reading is a way of transferring knowledge from the teacher to students by using certain approaches, techniques, strategies, methods and materials to master reading itself. Teaching reading is a very important skill because this is the stage where students' knowledge begins to flight. According to Harmer (2001: 68) making students read English texts is very important as a teacher because many students want to be able to read texts in English both for their careers, for learning purposes or just for pleasure.

So, the purpose of this study is to describe the online teaching method used by EFL teachers in teaching reading comprehension and the students' responses. The findings of this study will provide insight into the online teaching methods used by teachers in online learning and help raise awareness about the importance of choosing the right online teaching method especially in teaching reading comprehension.

Research Methods

In this research, the researcher applied a qualitative research approach. The type of qualitative approach used case study. Subjects in this research is the English teachers of Mts AL-Hikmah Jombang who teaches the ninth grade which consists of 1 Male and 1 Female. While the second subject is the ninth grade students of the 2020/2021 academic year which consists of two classes A and B. The number of class A is 21 students, consisting of 11 males and 10 females. Then the number of class B 21 students consisting of 12 Males and 9 females.

In this research, the primary data source can be obtained from the conducting of observation, questionnaire and interview gotten from the subjects of this study who are the English teachers and the students.

Result and Discussion

First Finding

From the interviews, the data show that the two EFL teachers used the discussion method. Discussion through WhatsApp group or Google classroom. Then, using the student centre / teacher system as facilitators, the two EFL teachers answered that they used a student centre and hoped to encourage students to be actively involved in building their own knowledge so that they would gain deep understanding. This means that the teacher is only a facilitator.

So, the researcher found that there is a method used by teachers in online teaching, especially in reading comprehension. The use of methods is indispensable for teaching and learning purposes and must vary. The use of methods can facilitate the teaching and learning process so that the targets or goals that have been set can be achieved optimally. The following method used by teachers in teaching English, especially online reading comprehension that is discussion method.

Second Finding

Researcher collected student data from a questionnaire. There were several students' responses about EFL teacher methods in teaching reading comprehension. The first for the students' response in cognitive component, which is contained in the questionnaire instrument item number 4, 20, 21, 9, 12, 13, 15, 18, and 25. Based on question number 4, the questions in the questionnaire showed that there were 3 negative responses and 39 positive responses from students about the perceptions of each individual about the existence of questions from the EFL teacher about the lessons being taught. In question number 20, the questions in the questionnaire show that there are 6 negative responses and 36 positive responses from students about whether EFL teachers often help and guide in solving problems or difficulties in learning English, especially in reading comprehension.

In question number 21, the questions in the questionnaire showed that there were 6 negative responses and 36 positive responses about whether the EFL teacher's explanation in teaching English, especially in reading comprehension, was easy to understand. Furthermore, in question number 9, the questions in the questionnaire show that there are 21 negative responses and 21 positive responses from students about giving quizzes or free tests conducted by EFL teachers after teaching English. Next, in question number 12, the questions in the questionnaire show that there are 30 negative responses and 12 positive responses from students regarding suggestions or ideas from students for their teachers in teaching to be more innovative and fun. Then, in question number 13, the questions in the questionnaire show that there are 8 negative responses and 34 positive responses

from students about whether students often respond when the teacher asks questions about the lesson.

Furthermore, in question number 15, the questions in the questionnaire showed that there were 7 negative responses and 35 positive responses from students about students' knowledge about distance learning program. In question number 18, the questions in the questionnaire showed that there are 9 negative responses and 33 positive responses from students about whether students face difficulties when facing English learning, especially in reading comprehension. The last question number 25, the question in the questionnaire showed that there are 10 negative responses and 32 positive responses from students about whether the methods used by EFL teachers in teaching reading comprehension make it easy for students to understand the lessons being taught.

The second for the affective component this is contained in the questionnaire instrument item numbers 1, 6, 7, 8, 22, 10, 17, 19, 26. Based on question number 1, the questions in the questionnaire showed that there were 15 negative responses and 27 positive responses from students about feeling happy with English lesson. In question number 6, the question in the questionnaire shows that there are 9 negative responses and 33 positive responses from students about whether the EFL teacher create a pleasant atmosphere while the lesson is in progress. In question number 7, the questions in the questionnaire shows that there are 10 negative responses and 32 positive responses about whether EFL teachers in teaching English do not deviate from the discussion. Furthermore, in question number 8, the questions in the questionnaire showed that there were 19 negative responses and 23 positive responses from students about the differences in attention to superior students and students who were less superior by EFL teachers. Next, in question number 22, the questions in the questionnaire shows that there are 26 negative responses and 16 positive responses from students about student satisfaction with the results achieved during English lessons, especially in reading comprehension.

Next, in question number 10, the questions in the questionnaire shows that there are 16 negative responses and 26 positive responses from students about whether students like the methods used by EFL teachers in online teaching. In question number 17, the questions in the questionnaire shows that there were 22 negative responses and 20 positive responses from students about whether students felt happy with the home learning program or distance learning. In question number 19, the questions in the questionnaire showed that there were 31 negative responses and 11 positive responses from students about whether students often felt bored with English lessons, especially in reading comprehension. The last question number 26, the question in the questionnaire shows that there are 17 negative responses and 26 positive responses from students about whether the methods used by EFL teachers in teaching reading comprehension through online make students enthusiastic about learning English.

The third for the conative / behaviour component is contained in the questionnaire instrument item numbers 2, 3, 5, 11, 14,16, 23, 24 and 27. Based on question number 2, the questions in the questionnaire show that there are 16 negative responses and 26 positive responses from students about whether students focus on paying attention to EFL teacher instructions when receiving online English lessons. In question number 3, the questions in the questionnaire showed that there were 15 negative responses and 27 positive responses from students about whether during difficulties, students tried to ask the teacher. In question number 5, the questions in the questionnaire shows that there are 8 negative responses and 34 positive responses about whether students actively participate in English learning on schedule. Furthermore, in question number 11, the questions in the questionnaire show that there are 15 negative responses and 27 positive responses from students about whether EFL teachers often use creative and interesting online teaching methods in teaching English.

Next, in question number 14, the questions in the questionnaire shows that there are 31 negative responses and 11 positive responses from students about whether students often repeat lessons that have been taught by the teacher at their respective homes. In question number 16, the questions in the questionnaire showed that there were 31 negative responses and 11 positive responses from students about whether students often took online learning before the government's distance learning program existed. In question number 23, the questions in the questionnaire showed that there were 4 negative responses and 38 positive responses from students about whether students wanted to study more actively to master English lessons, especially in reading comprehension. Furthermore, in question number 24, the questions in the questionnaire showed that there were 6 negative responses and 36 positive responses from students about whether EFL teachers often gave assignments or homework after learning English, especially in reading comprehension. The last question number 27, the question in the questionnaire shows that there are 12 negative responses and 30 positive responses from students about whether the methods used by EFL teachers in teaching reading comprehension through online make students more disciplined in following instructions from EFL teachers.

Conclusion

This research has two objectives; There are several main conclusions that can be drawn. The conclusion is related to the online teaching method of EFL teachers in teaching reading comprehension. Then, dealing with the students' response to their teacher's online teaching method in teaching reading comprehension. Based on the results of the research, the researcher saw that EFL teachers in teaching reading comprehension through online used the discussion method with the help of a platform in the form of Google classroom. Which is to do a discussion through the discussion dashboard or comments in Google

classroom. The discussion process is carried out in the discussion column or dashboard in Google Classroom. But it has obstacles, namely students are less active in commenting or discussing. For the discussion material in terms of reading, namely Analyze label, which requires students to read then analyze the label.

Student responses to EFL teacher teaching methods in reading comprehension through online, there were some students who responded with positive responses and there were also students who responded with negative responses. Student responses can be categorized as quite positive, this can be seen from the percentage results that researcher do which show: Cognitive response tend to be positive is 90% and tend to be negative is 10%. Affective response tend to be positive is 62% and tend to be negative is 38%. Conative / behavior response tend to be positive is 76% and tend to be negative is 24%.

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