

Students' Reading Proficiency Profile After Online Learning Implementation (a Descriptive Study in Eighth Graders of MTS N 3 Jembrana)

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ABSTRAK

Pandemi Covid 19 menyebabkan pembelajaran harus dilakukan secara daring (jarak jauh) yang karakternya berbeda dengan sebelumnya. Perbedaan yang mendasar ada pada interaksi yang terjadi selama proses belajar mengajar. Tujuan penelitian ini adalah untuk mengetahui profil kemampuan membaca bahasa Inggris dan ketuntasan membaca bahasa Inggris siswa kelas 8 MTS N 3 Jembrana setelah pembelajaran daring diterapkan. Penelitian ini merupakan penelitian deskriptif kuantitatif. Penelitian menggunakan teknik sampling survei dengan melibatkan 73 responden. Data kemampuan membaca dikumpulkan dengan tes kemampuan membaca bentuk pilihan ganda. Data yang terkumpul dianalisis secara deskriptif dengan menghitung rerata nilai tiap siswa dan tiap dimensi membaca. Hasil penelitian menunjukkan bahwa 1) secara umum kemampuan membaca siswa berada pada kategori cukup, tetapi secara spesifik kemampuan menemukan ide pokok terkategori cukup, menemukan referensi tekstual terkategori rendah, menemukan informasi tersirat terkategori rendah, menemukan informasi tersurat terkategori sangat tinggi dan menemukan sinonim dan antonim terkategori sangat tinggi dan ketuntasan klasikal hanya 41,01%. Hasil ini berimplikasi pada perubahan paradigma pembelajaran membaca secara daring harus dibuat sesuai prinsip-prinsip pembelajaran membaca yang komunikatif.

ABSTRACT

The Covid 19 pandemic makes learning should be done via online (distance learning) which has different characteristics than before. The basic difference is on the existence of interaction during teaching and learning process. This research aims at investigating the students' reading proficiency profile and classical learning mastery of eighth graders in MTS N 3 Jembrana after online learning is implemented. This research research was categorized into descriptive quantitative. This research used survey sampling technique so 73 respondents were selected. The data of reading proficiency were collected by using test in the form of multiple choice. The collected data were analyzed descriptively by calculating the general and dimension mean of reading proficiency. This research discovers that 1) students' reading competency is categorized into average, but specifically, finding main idea is categorized into average, finding textual reference is categorized into low, finding implicit information is categorized into low, finding explicit information is categorized very high, and finding synonym and antonym is categorized in to very high and 2) the reading classical mastery is 41,01%. It implies that teaching reading online should be done based on communicative teaching reading principles.

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1. INTRODUCTION

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.

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 understanding 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 hould 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.

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 MTS Negeri 3 Jembrana. 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 teaching reading could not be done as before. The teachers only explained materials and gave assignment. Here, there was only less interaction between teacher-students and students-students. Frequently, there were only three or four students worked, then they shared their answers to their friends. In some cases, the stduents were less motivated. They ignored the teachers' explanation and turned off the video. most of the students also did not collect the assignment given by the teachers.

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 8 were as follows. (a) Finding main ideas, (b) Finding textual reference, (c) Finding implicit information, (d) Finding explicit information, (e) Finding synonym and anthonim of words.

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. The previous reseraches did not investigate the profile of reading comprehension in detail and also the students reading classical mastery. Hence, this research was done to complete the previous researches by researching the students' reading proficiency profile (general and its demension) and reading classical mastery.

This research aims at describing students' reading proficiency profile after online learning implementation on eighth grade students of MTS Negeri 3 Jembrana. There are two differences between this research from the previous researches. First, it investigates reading proficiency profile and classica mastery of the students after online learning. From here, it can be known the effectiveness of online learning for reading comprehension. Second, it focuses on 5 indicators based on the syllabus in junior high school.

2. METHOD

This research was categorized into descriptive quantitative. It just described the profile of students' reading proficiency profile after online learning implementation. This research was done in MTS Negeri 3 Jembrana, especially in eighth grade. There are 217 students in this grade. There were three steps for collecting data. First, the English teacher gave the test for the students via online. The test was multiple choice test. before the test was applied, validation process was done by trying out the test in the field. The obtaned data were calculated by Point Biserial Formulafor content validity, Kuder-Richardson 21 (KR21) for reliability, level of difficulty test and discrimination index. Second, the students were assigned to do it for 2 hours. Third, the students collected the result via online. Forth, the students' works were scored by using scoring rubric. The score obtained were analyzed descriptively by calculating the mean (general dan per dimension) of reading and the classical mastery.

To know the reading proficiency profile, Criterion Referenced Formula with 5 classification was used. The classification can be presented in the Table 1.

Range of Score	Classification
$4,20 \leq \bar{X} \leq 5,00$	Very high
$3,40 \leq \bar{X} < 4,20$	High
$2,60 \leq \bar{X} < 3,40$	Average
$1,80 \leq \bar{X} < 2,60$	Low
$1,00 \leq \bar{X} < 1,80$	Very low

To know the classial mastery, it can be known from the number of the students passed the passing grade. Then, it was compared to the classical mastery established by the government of 85%. The formula can be presented as follows.

$$CM = \frac{n}{N} \times 100\% \quad (1)$$

Note :

<i>CM</i>	=	Classical Mastery
<i>n</i>	=	Number of Students Achieved Passing Grade
<i>N</i>	=	Number of Students

3. FINDING AND DISCUSSION

This research aims at finding out the reading proficiency profile and classical mastery after online learning is implemented. To do it, descriptive analysis was done to students' reading score in general and in each reading dimension. Actually, there were 217 students in this grade, but there were only 73 students who collected the test. hence, data analysis only involved 73 data from those 73 respondents.

Then, it was followed by calculating classical mastery. The summary of the analysis can be presented in the Table 2.

Table 2 The Summary of the Analysis

No	Dimension	Level	Score	Classification
1	Reading proficiency in general		3.39	Average
2	Finding main ideas	C2	2.86	Average
3	Finding textual reference	C2	2.47	Low
4	Finding implicit information	C2	2.55	Low
5	Finding explicit information	C1	4.6	Very high
6	Finding synonym and anthonim of words	C1	4.48	Very high

Based on the Table 2, it can be known that students' reading competency was classified into average in general with the score of 3.39. the reading competency was built up by six dimensions, namely: finding main ideas, textual reference, implicit information, explicit information and sinonym and anthonym. Finding idea was classified into average with score of 2.86; finding textual reference was classified into low with score of 2.47; finding implicit information was classified into low with the score of 2.55; finding explicit information was classified into very high with the score of 4.46; finding synonym and anthonim of words was classified into very high with the score of 4.48.

Then, it was continued into classical mastery calculation. The passing grade for reading proficiency in eighth grade was 70. Based on the calculation, it can be known the classical mastery was 41.1%. There were only 30 out of 73 students who passed the passing grade. It indicates that the reading proficiency of eighth grade students in MTS Negeri 3 Jembrana after online learning implementation is still far from the expectation.

The analysis shows that the profile of reading proficiency and classical mastery are still low or poor. It is a signals that reading which is taught in online learning is less effective. The key for teaching reading is creating warm atmosphere where the students can study together or make the class as the center of learning (Cooper, 2006). Online learning is implemented only in 30 minutes so the students have limitation to study. Normally, they get 80 minutes to study English in the classroom. Besides that, in online learning cooperation is also limited. The teacher only explained materials and gave assignment. It makes the teachers involvement is reduced. The research done by Natsir and Anisati (2016) discover that reading competency can be achieved when the teachers actively teach reading strategy and interest and create learning atmosphere.

Because of time limitation, the teachers also can not design the learning well. They can not involve more intensely during reading process. In classical learning, the teachers commonly read the text as an example, then the teachers guide the students to learn. However, in online learning the materials are just explained. For example, the teachers just explain about certain genre and give them example of the text. Lastly, the teachers give assignment. This condition makes the students have less motivation and boring. Actually, teachers and students collaboration during reading can rise students' reading motivation (Guthrie, *et al.*, 1999). When the students are motivated in learning, they will push themself to achieve something in learning (Harmer, 2007). A research done by Rao (2019) and Delfi and Yamat (2017) discovers that time limitation on language learning practice brings negative effects on achievement. To get maximum achievement, the students must get more time to practice.

In language development, interaction plays significant role. The higher interaction among the students, the better language development for them (Rofiudin, 2003). In classical learning, the students commonly work in group. Here, they can share their opinion with group members and the teachers. It makes they are accustomed to communicate their mind. Reading is actually communication of mind and feeling between reader and writer so the students should also be rehearsal to communicate their mind with their friends (Tarigan, 2008). It implies that the students can be a successful readers when they can get the meaning or message from the writer.

Further analysis shows that online learning is only good in low cognitive level (C1). It can be seen from the profile of finding explicit information and finding synonym and anthonim which is categorized into very high. In cognitive level based Bloom taxonoy, it is categorized into knowledge or the lowest level of cognitive. Here, the students can get the answer by thinking simply without complex

process. For example, to know synonym and antonym, the students just need to search in dictionary or google translate. The students do not need to think and understand the word. This is a basic reading strategy that can be applied for simple reading proficiency. Hence it is also effective for basic reading proficiency only (Pammu, 2017).

Furthermore, the students finds difficulty in higher cognitive level (C2). Higher cognitive level here is comprehension. The profile shows that two dimensions are low and one dimension is average. It is a signals that the students have serious problem in comprehending or understanding text. Reading is a complex activity so that it needs complex processes (Grabe and Stoller, 2011). The process of teaching reading should provide the students situation where they are active in processing information. It is started by understanding the text structure, making sense information, understanding concept and using information to argue (Alderson, 2000). If reading activity were not done with various ways or strategies, reading competency would not be achieved maximally (Muslaini, 2017; Rahmanita and Mukminatien, 2019).

The role of learning condition in supporting reading proficiency is also argued by Van Staden and Bosker (2011). The students' experience in reading is as foundation for developing higher academic reading proficiency. Online learning gives less effective condition for the students to explore text. Since they read or work from their home, they do not get enough guidance from their teacher or interaction with their friends. It is for the students when get difficulty. They will be stuck because there is no somebody to share. In this situation is actually the role of the teachers or peer to do intervention on their reading understanding (Chen, 2006).

The low of reading proficiency is also influenced by the readers' experience. Attitude on reading leads the students to have positive effect on comprehension (Taylor and Yu, 2009). Positive attitude are essential in promoting deep reading, which is crucial for comprehension (Roberts and Roberts, 2008). When the students have good attitude on reading, they can make strategy in reading or effort to do the best in reading. Kirmizi (2011) found that attitude is a significant predictor of the use of reading strategies and consequently, of reading proficiency. In line with it, Aditomo and Hasugian (2018) also found that attitude influences positively on students' EFL reading. here, attitude is formed by the motivation.

This finding implies that there should be changing on paradigm of teaching reading in online learning or distance learning done by the English teachers. The principles of teaching reading should be kept in online learning. During teaching reading, the students should interact with each other or they have discussion session in learning. Besides discussion or interaction, the students should also be given guidance during analyzing text. They are not only given text and then they have to answer independently, but they should get guidance during answering questions relating to the text.

4. CONCLUSION

The implementation of online learning in reading has bring certain effects. The analysis shows in general, reading proficiency profile in general is average. However, specifically the profiles are various; finding main idea is categorized into average, finding textual reference is categorized into low, finding implicit information is categorized into low, finding explicit information is categorized very high, and finding synonym and antonym is categorized in to very high. In terms of classical mastery, it is only 41,01%. In stead, the minimum standard must be 85%. Further analysis shows that the students are only good in low cognitive level like finding explicit information and finding synonym or antonym categorized into C1 (knowledge). For higher cognitive level, the students get serious problem which can be seen from the profile low and average. It indicates that online learning is less effective to be implemented.

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