

Online-based English Reading Learning Model in the New Normal Era (Post-Pandemic Covid-19)

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Abstract

This article is part of research entitled "Online-based Student English Learning Models in Facing Curriculum Changes in the New Normal Era." This research was conducted to see and identify online-based reading learning models for students. The research method is a descriptive qualitative method using a questionnaire and the final assignment of the Project course (Lesson Plan and Instruction). The number of samples used was 52 students who took the Project course (Lesson Plan and Instruction). Of the 52 students, 7 students chose to teach the reading skill. Data analysis includes observation, open coding, and axial coding. The results reveal that the media used by students in learning reading skills is divided into online media 57.14% (4 students) and 42.85% offline (3 students) in learning reading skills. Applications used by students in learning reading are divided into Zoom, face-to-face/offline, Quizzes, PPT, and YouTube. The learning methods that students apply in learning reading are Communicative Language Teaching (14.28%), Guided Discovery Learning (14.28%), Audio Lingual Method (14.28%), Suggestopedia (14.28%), Discovery Learning (14.28%), Total Physical Response (14.28%) and Community Language Learning (14.28%). The topics presented included: Comparison; Narrative text; Personal Letters; Description, and Notice.

Keywords: Curriculum, learning, new normal, online, reading.

INTRODUCTION

From Ancient Greece until the present day, there has been a development in English learning methods. The direct method, the reading method, the grammar-translation technique, the communicative method, the audio-lingual method, and more innovative methods like task-based language education and content-based language teaching are among the well-known types that are accessible.

During teaching English to students, teachers must be able to select the most effective teaching strategy. In the process of teaching and learning, numerous methodologies are used and developed. Because the objectives for speaking and writing are different, various strategies will be employed to develop each ability. Speaking focuses on producing spoken language, whereas writing focuses on the ability to produce written language. To get the desired results, the technique for teaching English skills must be customized for each skill. To learn what the teacher teaches, students must use the proper learning strategy. The teaching approach must take every

student's conditions and talents into account. The teaching approach used in grade seven will be different from that used in grades eight and nine. When students are very motivated to learn, the teacher uses a different approach than when they are less motivated.

In Indonesia, it is more common for English to be taught and studied as a foreign language. This indicates that English is learned and taught more in the classroom than in normal conversation. Indonesian English language learners need help accessing English as a language for communication outside of the classroom. According to Oxford & Shearin (1994), a language only learned through formal education qualifies as a foreign language in this context. As a result, Indonesia provides different challenges for teaching and learning English that are absent in places like Hong Kong, where English is more often spoken daily.

The Indonesian government's approach to teaching English as a foreign language has certain challenges, according to research on teacher competency, curriculum, and English language instruction. Furthermore, Halim (2022) argues that the Indonesian government's definition of professional competence is overly limited and read in the social context of teacher professionalism. Additionally, many rules and procedures in Indonesian EFL classrooms require more consistency (Lie, 2007). To address this problem, Lie (2007) said that there is a pressing need to provide policymakers with improved information and guidance on the development, application, and assessment of the EFL curriculum. To help students, obtain better jobs in the future, the competency-based curriculum for teaching English in junior and senior high schools aims to expose them to English texts and help them develop their English language proficiency.

In Indonesia, curriculum reform policies have been implemented frequently over a long period of time, and this also happened when the Covid-19 Pandemic arrived. The educational sector is currently experiencing the effects of the Covid-19 pandemic. This was done in order to stop the transmission of Covid-19. It strongly advises all educational institutions to avoid from working normally. This can prevent the spread of Covid-19. Lockdown or quarantine procedures are created to restrict the interaction of multiple people who can provide access to the spread of Covid-19, as has been done by different countries exposed to this disease. Related to the spread of the coronavirus and its influence on teaching and learning programs, several questions arise that must be answered (Atmowardoyo, Weda & Sakkir 2020; 2021).

Based on the description above, it is necessary to pay close attention to the teaching methods of English teachers in teaching EFL amid the changes in the curriculum that have occurred in Indonesia. So, this study needs to be conducted with the following title: "How is the online-based learning model for students' English reading in dealing with curriculum changes in the New Normal period?"

METHOD

Research Design

The term "qualitative research" can be used to describe a range of study types, depending on the viewpoint from which the research is seen. From the viewpoint of the subject being studied, this study is more appropriately referred to as qualitative descriptive research. A qualitative research method that aims to describe and interpret items that correlate with reality is the qualitative experiment design. The descriptive technique was used since the data analysis was presented descriptively and the findings were compiled in writing rather than statistically.

Regarding this definition, this study looks to find answers to how online-based students' English learning models deal with curriculum changes in the New Normal period, especially in English reading skills.

A questionnaire and a final project, in this case, the design of lesson plans and their video implementation based on online learning, were provided as part of the research process.

Students enrolled in the sixth semester of the English Education Study Program served as the participants in this study, majoring in English because there were Project (Lesson Plan and Instruction) courses in that semester where this research wants to see how the online-based student English learning model is in the face of curriculum changes in the new normal period designed by students. Sixth-semester students of the 2021/2022 academic year who take the course 1 class consist of 52 students.

Data Collection

a. Questionnaire

Research that is qualitatively descriptive might use a variety of data collection techniques. Review of documents, interviews, and observation are some of the techniques. Another method to use this data-fishing technique is to offer tests and surveys. To fully understand the learning model developed by students for English language instruction in junior and senior high schools, each of these approaches is used in combination with the others. Surveys are used to choose the academic level, instructional methods, and level of language competency to be addressed in the classroom.

b. Interview

Interview techniques are carried out in several types of activities, which include evaluative interviews, open interviews, focused interviews, and selective interviews. Evaluative interviews were conducted during teaching studies to find students who met the criteria as research subjects, namely having proficiency in English. As a result, evaluation interviews with some students who the English teacher thought had exceptional skills were conducted. This activity is conducted in English.

Open interviews were conducted with several prospective subjects who, based on the results of evaluative interviews and document review, were identified as having outstanding achievements in English. In open interviews, prospective subjects were asked to describe experiences that led them to English proficiency. Then, based on the results of open interviews, subjects who have the most interesting experiences and deserve to be investigated further are selected.

After the open interview, a focused interview was conducted to dig up information related to the research focus. This interview activity was carried out in a structured manner using interview guidelines.

The next type of interview is a selective interview. This activity is carried out to complete the information that still needs to be explored in more depth. In addition, selective interviews were also conducted to confirm previously obtained information. Selective interviews were also conducted with interview guidelines that included questions about the relationship between one incident and another. The framework of the paradigmatic relationship pattern, which contains

causative circumstances, major phenomena, context, accompanying conditions, and consequences, served as the base for the creation of the interview guide.

c. Final Test

To analyze and identify the learning model produced by students in the process of teaching English in schools, the assignment of a final project in the form of a project is carried out. This information is needed to complete the data relating to the individual background conditions of the subject. This task was also carried out to adjust the results of the previous questionnaire with the type of Open-Ended Questions.

Data Analysis

The inductive data analysis utilized to generate the research's conclusions is one of the characteristics of qualitative research. Through pre-and post-test, interviews, and observation, the researchers first collected verifiable evidence. Furthermore, the pertinent data is gathered and integrated to create a theme. The investigation's findings are then presented, followed by a description of the theme.

According to these characteristics, this study employs some analytical techniques known as "codification," according to Strauss & Corbin (1997) (coding). The processes are open codification, axial codification, and selective codification. Specific phenomena were originally discovered through the three types of interactive codification. These phenomena are then categorized after that.

The categories found are still relatively basic. Therefore, to be excellent, it is required to investigate the category's related features and dimensions. The researcher employs both inductive and deductive reasoning during this analysis process. When discussing it, Strauss & Corbin (1997) uses the phrase moving between inductive and deductive reasoning.

After that, using a method known as axial codification, all of the categories are connected and grouped. Using a paradigm pattern that incorporates cause conditions, phenomena, contexts, accompanying circumstances, action approaches, and outcomes, categories are merged and related in this codification. Next, use selective codification to find the essential categories. Other tangential categories are used as supporting categories, and the core categories are then elevated to become themes.

Open codification is the area of analysis that is focused on accurately naming and classifying phenomena using data analysis. With open codification, data is divided into smaller parts, and then each is thoroughly studied and compared to the others to determine their similarities and differences.

There are various significant steps taken in support of such open codification. The first step is to identify the phenomena that are determined to be related to the research topic. To complete this phase, the sentences in the field note that describe the phenomenon are written in bold. As a result, this phase will result in some phenomena.

FINDINGS AND DISCUSSIONS

From the results of data collection and analysis that have been carried out on 7 students who choose to teach reading skills, found media, applications, methods, topics, and learning

objectives that are designed and will be applied to online-based English reading learning in the face of change curriculum in the New Normal era.

The media used in reading skill

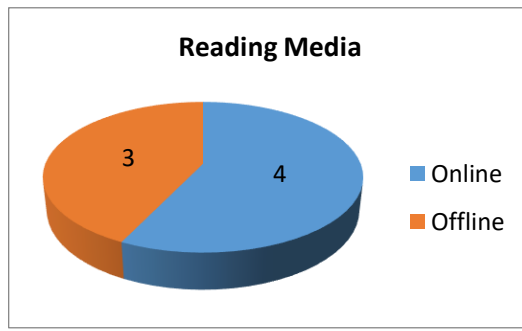


Figure 1. Reading Media

From Figure 1, it can be seen that 57.14% of students chose to use online media in learning reading skills, and 42.85% used offline media.

Applications used in reading skill

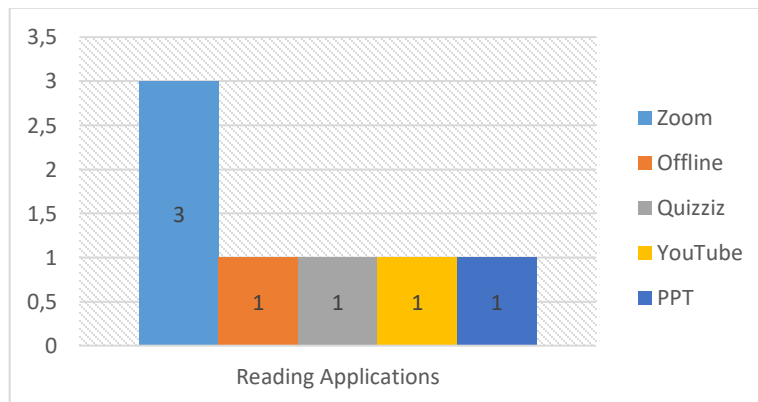


Figure 2. Reading Applications

As shown in Figure 2, it can be seen that the applications that students will use in learning reading English are divided into using Zoom online (42.86%), face-to-face/offline, Quizzes, Youtube, and PPT for 1 student each (14.28%).

The learning method used in reading skills

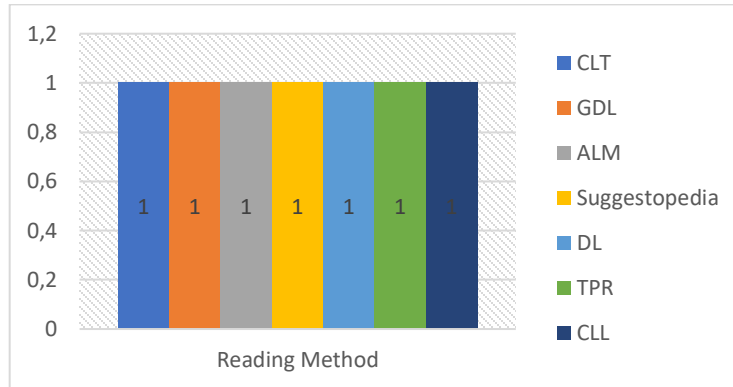


Figure 3. Teaching Reading Method

According to Figure 3, it can be seen that the methods that will be used by 7 students in learning reading skills in English are divided into Communicative Language Teaching (14.28%), Guided Discovery Learning (14.28%), Audio Lingual Method (14.28%), Suggestopedia (14.28%), Discovery Learning (14.28%), Total Physical Response (14.28%) and Community Language Learning (16.67%%).

Topics and objectives of reading skill

Topics and learning objectives used by 7 students in learning reading English skills include:

Student 11:

- Learning topic: Comparison
- Learning objective: Students can make comparison sentences.

Student 21:

- Learning topic: Narrative Text
- Learning objectives:
 - a. Helping students to be able to read texts with good and correct pronunciation.
 - b. Helping students to be able to understand reading narrative text that is heard or seen correctly.
 - c. Guiding students to be able to answer and work on the given narrative text questions.

Student 38:

- Learning topic: Narrative text
- Learning objectives:
 - a. According to the context of their use, describe the communication goals, textual features, and linguistic components of short narrative, spoken, and written texts concerning folklore.

- b. By paying attention to the message being conveyed, the text's organization, and the linguistic components of the narrative text in light of its intended audience, it is possible to explain the contents of both oral and written folk stories.
- c. Oral and written folk tales are told while taking into account the intended audience, the text's structure, and the narrative text's linguistic components, depending on the context.

Student 41:

- Learning topic: Narrative text
- Learning objective: Students can distinguish and present short and simple narrative texts related to folk legends orally and in writing by paying attention to linguistic elements correctly and in context.

Student 46:

- Learning topic: Personal Letter
- Learning objective:
 - a. Describe the social function of the text of a personal letter according to the context of its use.
 - b. Examine the language components and textual organization of personal letters in the context of the setting in which they are used.
 - c. Describe the text of a personal letter's meaning.

Student 49:

- Learning topic: Description
- Learning objectives:
 - a. Read aloud the descriptive text
 - b. Read aloud with the right intonation

Student 51:

- Learning topic: Notice
- Learning objective: Students can make notices and can know social function notices.

Students currently employ a lot of electronic or e-learning media in their learning strategies for developing their reading skills. They benefit from recent technology advancements. Students can be motivated and encouraged to gain language skills as well as English hearing, speaking, reading, and writing skills through e-learning (Sakkir, 2021). The strategy they use in facilitating online-based reading teaching in the new normal era.

This is in line with how Language Learning Strategies (SBB) are classified by O' Malley (1990) as metacognitive, cognitive, and social/affective strategies. Planning actions (like structuring spoken or written speech), observing actions, and evaluating acts are examples of metacognitive approaches. Focusing on specific linguistic elements like keywords or phrases is one aspect of planning (e.g., re-check understanding after reading or listening to a discourse). Some cognitive strategy tasks include repetition, grouping, inference, summarizing, application, using visuals to understand the meaning, and applying linguistic competence. Additionally,

cooperative activities, clarifying queries, and self-reinforcement are all examples of social/affective methods.

CONCLUSIONS

The media used by students in learning English reading skills are divided into online and offline. Of students who choose to use online media 57.14% (4 people) and 42.85% offline (3 people) in learning to read. Applications used by students in learning to read are divided into the use of Zoom, face-to-face offline, Quizzes, PPT, and YouTube. The learning methods that students apply in learning to read are Communicative Language Teaching (14.28%), Guided Discovery Learning (14.28%), Audio Lingual Method (14.28%), Suggestopedia (14.28%), Discovery Learning (14.28%), Total Physical Response (14.28%) and Community Language Learning (14.28%). The topics presented included: Comparison; Narrative text; Personal Letters; Description, and Notice.

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