

**EFL TEACHER'S PERSPECTIVE OF  
RESOURCES USED IN ONLINE  
TEACHING READING COMPREHENSION  
AT AN ISLAMIC-BASED UNIVERSITY**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for  
Gaining the Degree of Bachelor of English Language  
Education



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#### ADVISOR NOTE

To

The Dean of Education and Teacher Training Faculty  
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*Assalamualaikum Wr. Wb.*

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

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Title : **EFL Teacher's Perspective of Resources Used in Online Teaching  
Reading Comprehension at An Islamic-Based University**

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*Wassalamu'alaikum wr. wb.*

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## **DEDICATION**

Praise is given to Allah SWT who has blessed the researcher,  
so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone  
who supported the researcher in accomplishing the thesis,  
especially to my beloved father and mother who always give  
support, motivation, and endless love.

## **Motto**

“And know that victory comes with patience, relief with affliction, and hardship with ease.” – **HR Tirmidhi**<sup>1</sup>

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<sup>1</sup> Imam Nawawi, “*Hadits No 40*,” *Arbain Nawawi*, <https://sunnah.com/nawawi40:19>.

## **ABSTRACT**

Title : EFL TEACHER' PERSPECTIVE  
OF RESOURCES USING IN  
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COMPREHENSION AT ISLAMIC-  
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### **Abstract**

Learning resources were something prominent for the teacher to conduct teaching learning process. Having appropriate learning resources would improve the quality of teaching. The purpose of the study are to analyze resources used by teachers in online teaching reading comprehension and to analyze challenges faced by EFL learners in learning reading comprehension. This qualitative study conducted semi structured interview to collect the data and used content analysis to analyze the data. The participant in this research was a reading comprehension lecturer in an Islamic-Based University. The result showed that the teacher used E-book, Journal, E-dictionary, and Learning videos as resources in online teaching reading comprehension. This research found that the students' challenges in learning reading comprehension were lack of background knowledge, vocabulary and reading comprehension technique mastery. The research implied to encourage the teacher to be used as the material for consideration in preparing teaching materials and develop their own perspective on resources teaching reading comprehension.

**Keywords: Learning Resources, Perspective, Reading Comprehension**

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In arranging this thesis, the researcher realizes that there are many people who were willing to help whether direct or directly. Hence, in this chance, the researcher would like to express great appreciation to:

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10. All of friends in PBI B 2017

11. For those who cannot be mentioned one by one who have supported the researcher to finish this thesis.
12. Last but not least. The researcher wants to thank herself for not giving up and surviving this so far.

Finally, the researcher realizes that this thesis is the way far from perfect arrangement. Therefore, the researcher will be happy accepting constructive suggestion in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial for other especially for the researcher himself.

Semarang, June 17<sup>th</sup>, 2022

The Researcher,

A handwritten signature in black ink, featuring a large, stylized initial 'N' followed by a series of loops and a long horizontal stroke at the end.

**Nisa' Ad'iyatul Ubudiyah**

1703046068

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# **CHAPTER 1**

## **INTRODUCTION**

This chapter explains the background of the research, reason for choosing the topic, research questions, research objectives, scopes of the research, and pedagogical significance.

### **A. Research Background**

The change in the education system in Indonesia from offline to online learning certainly affects the education system in Indonesia. According to Circular Ministry of Education and the Republic of Indonesia Number 4 of 2020 which Regarding the spread of the corona virus disease, the Ministry of Indonesian Education and Culture instructs all education levels to carry out the online teaching and learning process. This change in the education system has forced teachers who are familiar teaching directly into online learning. This is certainly a challenge for teachers to select resources that will be presented in online learning. One of them is in learning reading comprehension. Teachers must find appropriate resources to teach reading comprehension in online learning so that students are more interested and easy to understand the material presented. Teachers' perspectives of resources teaching reading comprehension in online learning is

needed as a benchmark for which resources can be used when teaching reading comprehension online.

Online learning, which requires students to learn through applications, makes students complain about several things. Students have difficulty in submitting assignments, difficulties understanding the material, lack of communication between teachers and students, difficulty downloading teaching materials, and many teaching materials that cannot be downloaded for free, and difficulty understanding the material.<sup>2</sup> Despite doing distance learning, students must still understand language skills.<sup>3</sup> One of the language skills that must be possessed mastered is reading skill because the success of students in learning activities is largely determined by their reading ability. Reading is something that contains many elements. Speaking, writing, translating symbols into the spoken language until the thought process recognizes and understand words to search for content and understand the

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<sup>2</sup> Agusmanto J.B. Hutaaruk, "*Kendala Pembelajaran Daring Selama Masa Pandemi Di Kalangan Mahasiswa Pendidikan Matematika: Kajian Kualitatif Deskriptif*," *Sepren* 2, no. 1 (2020): 45.

<sup>3</sup> Ni Putu, Yeni Lestari, and I Made Citra Wibawa, "*Learning Videos to Improving Comprehension in Elementary School Students*"" 5, no. 2 (2021): 276–283.

meaning of a word or sentence.<sup>4</sup> Reading comprehension is a skill or ability to understand what you read. Reading, according to Seyler, is the technique of obtaining or building meaning from words or groups of words. It implies that the focus of this activity is on the ability to determine and generate meaning from printed words in reading materials. Reading comprehension skills have an important role in students' understanding of the text. A teacher must determine competency standards to be a measure or learning target. Such as from aspects of reading speed, skimming, scanning, guessing meaning, etc. With good standards will make it easier for teachers to identify whether the learning targets have been achieved or not.

Allah SWT stated in Quran Surah An-Nahl verse 44:

إِلَيْهِمْ نُزِّلَ مَا لِلنَّاسِ لِنُبَيِّنَ الذِّكْرَ إِلَيْكَ وَأَنْزَلْنَا وَالرُّبُرُ بِالْبَيِّنَاتِ  
يَتَفَكَّرُونَ وَلَعَلَّهُمْ

The verse means We gave the Qur'an to you so that you can explain to people what was given to them and for them to explain it.<sup>5</sup> That verse shows that Quran is the main resource in life. It means that resource is prudential when we want to do

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<sup>4</sup> Budiarti,W.Nuning,Haryanto., "*Jurnal Prima Edukasia*" 4 (2016): 233–242.

<sup>5</sup> Kemenag, "*Surah An-Nahl Verse 44,*" *Kemenag RI*, <https://quran.kemenag.go.id/sura/16>.

or to conduct the work. It is also for teaching. To be good teacher we should have good resources due to the teacher explain the material whereas it cannot be wrong. The wrong explanation will cause serious problem in the future.

Essentially, every learning process is aimed at achieving set objectives. Comprehension strategy instruction, which includes different reading techniques, has been found in the research to be useful in helping learners become strategic readers and increase their reading comprehension.<sup>6</sup> There is interaction between many components in the learning process, which can be divided into three categories: teachers, learning resources, and students. The teacher's role is prominent because it serves as a supervisor who conveys and transfers resources in the form of knowledge to students who act as knowledge gainers. Resources conveyed by the teacher are information or messages that must be learned by students in order for them to understand, live, and practice them as a provision to complete their studies later.

Resources are required for any teaching and learning program to be implemented successfully. As a result, the

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<sup>6</sup> Kufakunesu Zano, "From the Teachers' Perspectives: Resources Used in Teaching Reading Comprehension to English First Additional Language (EFAL) Learners in the FET Phase," *International Journal of Inclusive Education* 0, no. 0 (2020): 1–13, <https://doi.org/10.1080/13603116.2020.1858979>.



Ministry of Education must handle these needs in schools in order to encourage students to attend school on a regular basis.<sup>7</sup> This will also help students obtain better academic results. Textbooks, school libraries, and computers, to name a few, all play a significant role in boosting the active engagement of EFL learners, which in turn will optimize their accomplishment.

Perspective is something prominent when someone wants to do something. According to Cambridge dictionary, perspective is a particular way to considering something.<sup>8</sup> Perspective is a process in interpreting a stimulus in the form of: response or action after receiving a stimulus from the senses. Every people must have different perspectives because in interpreting a form of the same stimulus, the brain's ability to response is not the same. The more intelligent, experience, and expertise, then the perception will be wider and larger. The teachers' perspectives influence the resources they use in online learning because something the teacher gets is different with the others.

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<sup>7</sup> CLEMENT MANDLENKOSI MANQELE, *"An Investigation of the Role of Learners and Teachers,"* no. November (2012).

<sup>8</sup> Cambrige Dictionary, *"The Definition of Perspective,"*  
<https://dictionary.cambridge.org/dictionary/english/perception>.

Due to changes in the learning system from offline learning to online learning, the resources used by teachers to teach reading have also changed. Teachers should look for new resources suitable for online teaching. Therefore, the teacher's perspective will affect the resources chosen to teach reading comprehension. This makes the teacher's perspective on the use of resources for reading comprehension an interesting issue to discuss. The author also hopes that readers can find out what resources teachers use during online learning and what challenges students face when learning reading comprehension.

For this reason, further studies are needed about the resources used by teachers in teaching reading comprehension during online learning. Previous research was about the resources used by teachers to teach reading comprehension in English First Additional Language (EFAL) learners in the FET phase that conduct by Kufakunesu Zanu at South Africa in 2020. Previous research has shown that EFAL teachers in the FET phase use several resources to teach reading comprehension such as dictionaries, books, WhatsApp and videos. Previous research also revealed that for EFAL learners to manage reading comprehension with fewer hurdles in the FET phase, hence, there is a need for their teachers to invest in teaching skimming and scanning skills. The difference with

this study is in the participants. This study selects EFL teachers who teach online learning as participants and the researcher aims to find out what resources are used by EFL teachers when online learning and the challenges faced by students in learning reading.

Not many studies have discussed the teacher's perspective on the resources used in teaching reading comprehension. Considering the idea above, the writer is interested in carrying out research about teachers' perspectives of resources used in online teaching reading comprehension at an Islamic-based university so that we can get information about what resources they used and what challenges the students face.

### **B. Reason for Choosing the Topic**

This research discussed about EFL Teacher's perspective of resources used in online teaching reading comprehension. The reasons of choosing this topic are the researcher observed what resources EFL teachers use to teach online reading comprehension. The researcher considered that perspective of the EFL teacher influences the choice of resources used by the teacher in teaching online reading comprehension.

### **C. Research Question**

Based on the background of study above, the problem of the study as follow:

1. What resources do EFL teachers use in online teaching reading comprehension?
2. What challenges do EFL learners face in learning reading comprehension?

#### **D. Research Objective**

According to the statement of the problems above, the researcher has the purpose appropriate to the background that the purpose of this research is:

1. To analyze resources used by teachers in online teaching reading comprehension.
2. To analyze challenges faced by EFL learners in learning reading comprehension.

#### **E. Research Scope and Limitation**

In order to avoid deviations in this study, researchers limit the problem of this research to an EFL lecturer at Islamic based University who teach reading comprehension.

#### **F. Research Significances**

This research is expected to give the benefits as follows:

1. Theoretical Significance

This research is expected to be additional information for readers about EFL teachers' perspectives of resources used in online teaching reading comprehension which is useful for learning.

2. Practical Significance

The researcher hopes that the result of this research can provide some positive contribution in the context of teachers' perspective. The result of this research is expected to provide some information for researcher themselves and people in the field of education. The researcher hopes that the result of this research can be useful for:

- a. For the Teacher

This research can encourage the teacher to be used as the material for consideration in preparing teaching materials and develop their own perspective on resources teaching reading comprehension.

- b. For the Researcher

The research can help and be valuable for the researcher to fix and finish his research as one of the

requirements. The researcher expects that the research can provide useful information for the readers.

c. For the Other Researcher

The research can help and be valuable for the next researcher to do his/her research for a similar topic. Hopefully, the next researcher can dig for further information about the same topic.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter provides theoretical reviews which are related to the research problems and a review of some previous studies that are done in the same field related to this research topic.

#### **A. Previous Research**

The researcher took several previous studies to strengthen and support the study. Some studies investigated online learning.

*First*, study conducted by Kufakunesu Zano (2020) entitled From Teachers' Perspective: Resources Used in Teaching Reading Comprehension to English First Additional Language (EFAL) Learners in the FET Phase. In this research Kufakunesu Zano stated Teachers need to understand that a deep comprehension is achieved when a reader progresses beyond literal comprehension to using the text combined with prior knowledge to construct understanding. This research is qualitative research project and used the semi-structured interview to collect data. The decision of using semi-structured

interviews in the study was colored by suitability, based on the research questions as well as the claim by Brinkmann and Kvale (2015) that the qualitative interview has a unique potential for obtaining access to and describing the lived everyday world.<sup>9</sup>

*Second*, study conducted by Clement Mandlenkosi Manqele (2012) entitled *An Investigation of the Role of Learners and Teachers Resource Materials in Determining a School Performance and Quality Education: A Case Study of Isiphosemvelo Secondary School*. The focus of the study was to investigate the role of Learning and Teaching Support Materials (LTSMs) in determining a school performance and quality education. This study has attempted to justify this statement by investigating and evaluating the quality of the learning programs implemented by educators serving in rural, disadvantaged and poorly resourced schools. Have observing and observing the teaching and learning process carried out without support educational resource materials to determine what the role of

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<sup>9</sup> Zano, *"From the Teachers' Perspectives: Resources Used in Teaching Reading Comprehension to English First Additional Language (EFAL) Learners in the FET Phase."*



resources material possessed on the academic performance of students. This research is qualitative research project and used the semi-structured interview to collect data. In this study, a literature review revealed that not all researchers and scholars consider resources to have an influence in promoting school performance. However, it became clear that there were many variables that take into account school performance and quality educations, resources are only one of them. As a result, the literature review, investigation and observation of researchers shown without a shadow of a doubt that resources have an important role in schools show. This becomes clearer in the South African context when comparing the former model C schools with previously disadvantaged schools.<sup>10</sup>

*Third*, study conducted by Young Ju Jo and Friend (2016) entitled Students' Expectation, Satisfaction, and Continuance Intention to Use Digital Textbooks. The purpose of the study was to investigate the structural relationships among students' expectation, perceived enjoyment, perceived

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<sup>10</sup> MANQELE, "An Investigation of the Role of Learners and Teachers."

usefulness, satisfaction, and continuance intention to use digital text books in middle school. In this study, researcher stated that digital textbooks may have some alternatives that overcome the situations of traditional paper-based books in that digital textbooks provide diverse learning resources, learning support, and customized curriculums by motivating learners and enhancing collaboration and information sharing. This research used descriptive analysis quantitative research project to analyze the data.<sup>11</sup>

Fourth, study conducted by Hseih and Shannon's book entitled *Three Approaches to Qualitative Content Analysis* (2005). In this book, there are three approaches in qualitative content analysis such as Conventional content analysis, Directed content analysis, and Summative content analysis.<sup>12</sup>

## **B. Literature Review**

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<sup>11</sup> Young Ju Joo, Sunyoung Park, and Eui Kyoung Shin, "*Students' Expectation, Satisfaction, and Continuance Intention to Use Digital Textbooks*," *Computers in Human Behavior* 69 (2017): 83–90, <http://dx.doi.org/10.1016/j.chb.2016.12.025>.

<sup>12</sup> Hsiu Fang Hsieh and Sarah E. Shannon, "*Three Approaches to Qualitative Content Analysis*," *Qualitative Health Research* 15, no. 9 (2005): 1277–1288.

## 1. Teachers' Perspective

In general terminology, perspective is defined by the Cambridge dictionary as a belief or opinion, often held by many people and based on how things seem. Perspective is described as a notion or opinion held by someone based on how something appears. It indicates that people can have diverse perspectives on the same thing depending on how they look at it. Perception, according to Chaplin (1968), is the process of learning something by human senses while also being aware of people's beliefs about it. Similarly, Gibson defines perspective as the mental process by which people perceive and comprehend the environment around them.<sup>13</sup> Perspective, he continues, is a conscious mental process of watching, comprehending, and responding to a specific thing in which a person attempts to translate the signals he or she receives. Perspective is also defined as the process of organizing and interpreting some stimuli toward

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<sup>13</sup> Natsoulas, T. (1994). *Gibson's Environment, Husserl's "Lebenswelt," The World of Physics, and the Rejection of Phenomenal Objects. The American Journal of Psychology*, 107(3), 327–358. <https://doi.org/10.2307/1422878>

some phenomena in the environment, it includes memory as a part of a cognitive process, and it is more than just a visual activity.<sup>14</sup> Perspective, according to these views, is the comprehension of some stimuli that appear around us.

Perspective entails experience, which encompasses not only past events but also what humans are constantly doing in order to make sense of what is going on around and 'inside' them.<sup>15</sup> Boore (2002) also contends that after receiving events (or, as previously said, stimuli) from the world, people interpret and act on those events to give them meaning. According to the research that will be done, instructional media are seen as something that sticks with English teachers and becomes what they deal with on a daily basis. As the result, the perspective here serves as a criterion to evaluate the efficiency using instructional media in language learning. To put it another way, we can argue that English

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<sup>14</sup> Atkinson, R. L. 1999. *Pengantar Psikologi*. Jakarta: Penerbit Erlangga.

<sup>15</sup> Bradly, "Psychology and Experience," Cambridge University Press (2002).

teachers' perspectives are required to determine if instructional media is beneficial or detrimental to the English language teaching process.

## 2. Learning Resources

To ensure that students are fully engaged in their learning, teachers use a variety of engaging and engaging tools to teach the ideas described in the curriculum. These resources or materials can help students turn learning experiences into reality to make learning more fun, interesting, and interactive. It is a tool used in educational activities, including positive learning and assessment. Learning materials or resources are materials that can be used by teachers to carry out teaching and facilitate the achievement of students' educational goals. These resources can be used by both teachers and students to gain more knowledge about a particular topic. Currently the choice of learning materials or resources is very wide. Not limited to just books or classrooms. Students can search for learning from various available online sources such as videos, etc. This is known as informal learning.

Learning resources are something that can be used as a place for materials teaching is obtained.<sup>16</sup> With Thus, learning resources are materials/materials to increase knowledge containing things new. Because basically learning is to get new things (change).

In presenting these learning resources, experts agree that anything can use as a learning resource in accordance with the interests of use achieve the goals that have been set. To get an overview anything that falls into the category learning resources, here opinion expressed: Roestiyah in 1989 says that the learning resources are:

- a. Human (in family, schools, and communities).
- b. Books/library.
- c. Mass media (magazines, newspapers, radio, television, etc.).
- d. In the environment
- e. Teaching aids (textbooks, maps, pictures, tapes, cassettes, boards writing, chalk, markers, and others.

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<sup>16</sup> A T Junior and High Schools, "SCIENCE TEACHERS `COMPETENCE IN UTILIZE LEARNING RESOURCES AT JUNIOR HIGH SCHOOLS" 9, no. 1 (2020): 14–21.

f. Museum (storage place ancient things).<sup>17</sup>

### 3. Teaching reading Comprehension

Reading comprehension is a collaborative, fluid process that involves the reader, the text, and the reading goal. The reader brings to the act of reading idiosyncratic background information and prior experiences that may aid or hinder comprehension. As a result, depending on criteria like vocabulary load, sentence style, and organization, the text may be accessible or obtuse to the reader. Finally, the aim of reading has an impact on understanding: while reading for pleasure versus reading for educational or professional purposes, a reader's comprehension may differ. Rather than being intrinsic to texts, meanings in texts is formed through the interaction of these three factors reader, text, and purpose all of which are positioned within a specific sociocultural context.<sup>18</sup>

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<sup>17</sup> Roestiyah, N.K.(2007).*Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

<sup>18</sup> Panayiota Kendeou et al., "A Cognitive View of Reading Comprehension: Implications for Reading Difficulties," *Learning Disabilities Research and Practice* 29, no. 1 (2014): 10–16.

Understandings of the constructive nature of reading comprehension emerged in the 1970s as a result of research in the field of cognitive science as a result, this emerging knowledge-base did not initially influence classroom practices in the United States. The notion in the 1960s and 1970s that mastering a properly sequenced collection of skills in a distinct manner would lead to the development of comprehension with all texts led to a concentration on skills in isolation in reading comprehension instruction.<sup>19</sup> According to Durkin's seminal study of reading comprehension instructional strategies revealed that teachers of the time spent more time measuring students' comprehension through worksheets and quizzes than teaching students how to comprehend.

### **C. Conceptual Framework**

The conceptual framework below described the research which would be conducted by researcher. The research was qualitative research that describes teacher's perspective of resources used in online

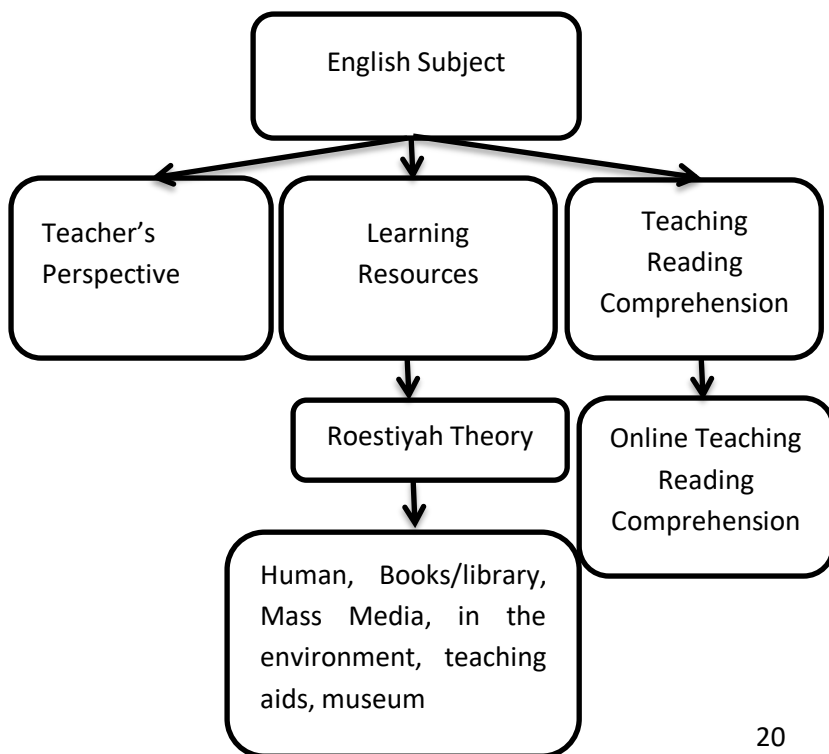
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<sup>19</sup> Peter Afflerbach, P David Pearson, and Scott G Paris, "Clarifying Differences Between Reading Skills and Reading Strategies," no. September 2014 (2008).



teaching reading comprehension at an Islamic-based university.

In the process of learning reading comprehension, the teacher uses e-book, e-dictionary, journal, and video as the learning resources. The challenges faced by the students in online reading comprehension are the lack of reading comprehension skills, the lack of vocabularies mastery, and the lack of background knowledge. Those data can be gained by doing semi-structured interview with the teacher as data collection.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research approach employed in the research design, research setting, research participant, research type and data source, technique of data collection and data analysis.

#### **A. Research Design**

This research is analyzing and observing about EFL teachers' perspective using resources teaching reading comprehension in online learning. This case study uses qualitative research project as the design and interview as the main instrument. This research uses an EFL lecturer at Islamic-based University as the participant. The collected data is qualitative in nature due to the qualitative data are obtained by doing interview and documentation. This research uses content analysis approach and descriptive method to deliver the data.

Richard Budd stated in his book *Content Analysis in Communication Research* explains that analysis is a systematic technique for analyzing message content and processing messages, or a toll for

observing and analyzing the open communication behavior of selected communicator. This research with content analysis method is used to obtain information from communications submitted in the form of a documented symbol or can be documented. This method can be used to analyze all forms of communication, as in newspapers, books, movies and so on. By using the method content analysis, a role of communication will be obtained conveyed by the mass media, or from sources objectively, systematic and relevant. Even according to Klaus Krippendorff, content analysis is not just making the content of the message as the object, but more than that related to newer conceptions of symptoms symbolic in the world of communication.

A qualitative approach was used in this study because: This research requires an analytical knife in the form of content analysis in understand published newspaper texts. As for the type research uses descriptive, analytical explanatory using content analysis.

## **B. Research Setting**

This research was collected from a lecturer in a college in Semarang who will later be called L. The researcher has been carried out from March 28, 2022 until Mei 20, 2022. The reason for choosing the participant of the research is the lecturer teaches reading comprehension courses so the participants are experts in this field.

### **C. Research Participant**

In this research, the term population was not used. This research used a social situation because it is more suitable with the research method taken. In a social situation, there are three elements, consisting of place, actors, and activities that are carried out at the same time. The point was that this kind of research used a sample called a participant or informant. During the research was being conducted, the researcher only examined an EFL lecturer who teaches reading comprehension at an Islamic-based university which the researcher considers an expert in this field.

### **D. Research Type and Data Source**

The type of data in this research was teachers' perspective of resources used in online teaching

reading comprehension at Islamic-based University. The primary data would be collected by doing semi structured interview with the participant directly and using *WhatsApp*. The data collection would be used for finding out the participant's experience in this case as a teachers' perspective of resources teaching reading comprehension in online learning.

#### **E. Research Data Collection Technique**

A research instrument was used to collect the data of the research. It was a tool and facility for the researcher in order to make it easier for finding the result. The data collection technique can be applied through in-depth interviews with semi structured interview technique.

In this research, the researcher applied steps to collect data, including:

##### **a. Semi-Structured Interview**

Semi Structured Interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by

asking questions.<sup>20</sup> To collect data, the researcher uses a semi-structured interview. The study's decision to use semi-structured interviews was influenced by their applicability, as well as Brinkmann and Kvale's in 2015 claim that the qualitative interview has a unique potential for acquiring access to and documenting the experienced everyday environment.<sup>21</sup> Furthermore, the semi-structured interview was recognized as an appropriate tool for gaining insight into the teachers' worlds, their ideas on the topic, and their classroom application. This kind of interview means that the researcher has instruction in the interview: a questions list to the specific topic that will be asked.<sup>22</sup> In this study, open questions (questions with no implicit answer, such as “yes/no”, “I like it/I don't like it”) are utilized, giving the respondent a lot of flexibility in their responses. The structure provided also allows the researcher to follow to a set of guidelines without confining the respondents'

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<sup>20</sup> Nicholas Clifford and All, “*Key Method in Geography*”, (London: Sage Publication Ltd, 2016), p.143.

<sup>21</sup> Sandy Q Qu and John Dumay, “*The Qualitative Research Interview*,” no. December 2013 (2011).

<sup>22</sup> Bryman, A. 2012. *Social Research Methods*. 4th ed. United States: Oxford University Press Inc. 418.

perspectives to a greater extent. The interviewer can ask unplanned questions in response to the interviewee's responses. There are various stages that must be completed in order for an interview to be effective, including: 1). Introduce yourself, 2) Explain the purpose of arrival, 3). Explain the interview material, and 4) Ask questions.<sup>23</sup> So, before the participant took part in the semi-structured interview, he was informed about the general purpose of the study. The interview participant was referred to as L to ascertain anonymity and confidentiality.

#### Interview guideline

No.	Research Questions	Questions
1.	What resources do EFL teachers use in teaching reading comprehension in online learning?	1. What resources do you use in teaching reading comprehension in online learning?
		2. Why you used the resources?
2.	What challenges do EFL learners faced in	1. What are the challenges faced by students using the

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<sup>23</sup> Hadi Sabari Yunus, *Metodologi Penelitian Wilayah Kontemporer*, (Yogyakarta:Pustaka Pelajar.2010), p.358.

	learning reading comprehension?	resources in learning reading comprehension in online learning?
		2. How do teachers respond to these challenges so that online learning continues well?

b. Documentation

The researchers also used documentation as a data collection technique in addition to the approaches mentioned above. Documents, whether in the form of images, texts, or works, are nonhuman sources of information since they are recordings of previous events.<sup>24</sup> Researchers in this study will take multiple photographs while teaching and learning English in order to enhance the research data and make it more relevant and valid.

## F. Research Data Analysis Technique

In this process of arranging and looking for the result of the research, the researcher would be used

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<sup>24</sup> Djam'an Satori & Aan Komariah, *Metode Penelitian Kualitatif*, (Bandung: Penerbit Alfabeta, 2017) p. 146 & 148



content analysis technique to analyze and describe the data. Content Analysis is generally a research technique for making replicable and valid conclusions from text (or other meaningful material) to the context in which it is used.<sup>25</sup> These inferences may address the message itself, the senders of the message, the recipients of the message, or the impact of the message.<sup>26</sup>

Content Analysis is a qualitative research technique with emphasizes the consistency of the content of communication, the meaning of the content of communication, the reading of symbols and the meaning of the contents of the symbolic interactions that occur in communication.<sup>27</sup> Bungin in 2011 defines content analysis with: content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication.

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<sup>25</sup> Krippendorff, K, *Content Analysis. An Introduction to Its Methodology* (3rd ed). California, CA: Sage Publications, (2013),P.24

<sup>26</sup> Robert John, "John , R . ( 1984 ). *Max Weber ' s Epistemology of the Cultural Sciences : Presupposition of ' Interpretive Sociology . '* The Social Science Journal , 21 ( 3 ) , 91 109 . Reprinted in P . Hamilton ..." 21, no. January 1984 (2014).

<sup>27</sup> Bungin, Burhan. 2011. *Penelitian Kualitatif*. Jakarta: Kencana Predana Media Group

In qualitative content analysis, classification or screening is carried out on text or words into a number of categories that represent certain contents. Technically, content analysis includes: classification symbols used in communication, the use of criteria in classification, and the use of certain analyzes in formulating a prediction.<sup>28</sup>

The analysis was conducted on oral response to the question, “What resource used by the teachers in online teaching reading comprehension and the challenges faced by the students in learning reading comprehension” that stands out at very important for the teacher and describes it in as much detail as the teacher choose in order to identify events that the teacher considered the importance of the learning resources used and identify the challenges faced by the students. The qualitative data were transcribed into a Microsoft file. Qualitative content analysis uses organized process to analyze language objectively, provide category and theme which show the presence, intensity, and the phenomenon frequency. This qualitative method can reveal dimensions of the

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<sup>28</sup> Bungin, Burhan. 2011. *Penelitian Kualitatif*. Jakarta: Kencana Predana Media Group

phenomena, such as emotional intensity, and use interpretation to contextualize the item analyzed.<sup>29</sup> In this research, the author will pursue the course of classifying and theme formulation by clustering of themes entrenched in the study goal and interview questions used to collect the data.

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<sup>29</sup> Hsieh and Shannon, "Three Approaches to Qualitative Content Analysis."

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter deals with the research finding and the discussion. The research finding, the discussion and the interpretation of the data answer the research question which had been formulated. In this chapter, the findings of the data analysis are presented. The data were collected and then processed in response to the problem and elaborate the findings with the existing theory.

#### **A. Result**

Based on the data set, the researcher now offers a combined account of the two keys patterns related to the 'resources you use in teaching reading comprehension in online learning'. These two keys are separated to make the findings more structured and easier to understand. The first key is about which resource the teacher uses in teaching reading comprehension in online learning. It includes all of the resources with the reasons using those resources in online teaching reading comprehension. The second key discusses the challenges faced by the learners in utilizing those resources. It focuses on the barriers

gotten by learners in understanding reading comprehension materials from those resources and the reasons why they got those barriers based on the teacher' perspective.

### **Theme 1: Which Resources do you use in teaching reading comprehension in online learning?**

The results of the study show that EFL teachers in online learning usually use online resources such as e-books, online journals or online texts. In this study, the main resources used by the teacher are e-books. Digital books, often known as e-books (electronic books), are a type of technology that uses a computer to display information in the form of text, photos, audio, video, or other multimedia in a variety of formats that are succinct and dynamically readable by computers and other electronic devices.<sup>30</sup> From an academic perspective, the E-book has two features: 1) the text is hypermedia, so readers can use hyperlinks

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<sup>30</sup> Tika Aprilia, Sunardi, and Djono, "*Pemanfaatan Media Buku Digital Berbasis Kontekstual Dalam Pembelajaran Ipa*," *Prosiding Seminar Pendidikan Nasional : Pemanfaatan Smartphone untuk Literasi Produktif Menjadi Guru Hebat dengan Smartphone*, no. March 2017 (2017): 195–206.

to jump to a related topic, and text can contain graphic elements, audio, and video; and 2) the content of the E-book can be easily changed to meet the needs of readers by uploading a new book and deleting unwanted text.<sup>31</sup> In general, e-books are in high demand due to their tiny size compared to traditional books and the fact that they contain a search tool that allows the words in the e-book to be rapidly searched and located. Digital book formats are becoming increasingly popular because they provide benefits over traditional book forms. The advantages of digital books are that they are portable and do not require a lot of storage space. Digital Books can be kept on PCs (Personal Computers), laptops, smartphones, tablets, and other electronic devices dedicated to storing and reading digital books. Furthermore, Digital Books are environmentally friendly and contribute to the paperless movement. This is in line with the following findings:

*In yesterday's online learning I used online sources. Such as journals, texts on the*

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<sup>31</sup> Sharon E. Smaldino, Deborah L. Lowther, and Clif Mims, "Instructional Media and Technology for Learning," *International Journal of Distributed and Parallel Systems* 3 (2012): 8.

*internet, and e-books. Usually, I take it from the Cambridge board and some sites provide sample readings. But I often use e-books in pdf form. I use graded readers e-book. I adjust to the level. At the beginning of the lesson, I asked them to make a test for their reading level, which is beginner, intermediate, or advanced from there, I will adjust it to the graded reader. Because there are a lot of graded readers, there are levels, there are numbers, I will adjust them there. Sometimes I give the same text, sometimes it adjusts to each level because the level of the students is different, I give different sources for each level. (L)*

The second resource that EFL teachers commonly use in teaching reading comprehension is an electronic dictionary. Electronic dictionaries can help students identify the meaning of unknown vocabulary. There are four categories that can help students find and retain the meaning of the unknown vocabulary. First, guessing from context clues or commonly called guessing meaning. Second, deliberately learn the word on the word card. Third, use part of the word, and the fourth using a dictionary.<sup>32</sup> One alternative that teachers can use to teach English vocabulary to

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<sup>32</sup> Schmitt, N. (2010). *Researching Vocabulary: A Vocabulary Research Manual*. New York: Palgrave Macmillan, P.42  
<http://dx.doi.org/10.1057/9780230293977>

support reading comprehension is using an electronic dictionary. Electronic dictionaries are recently more popular and are often used as a tool for learning English vocabulary among foreign students. In English Language lessons, an electronic dictionary has the potential to be a useful tool. Students can have good attitudes and perspectives about using an electronic dictionary to learn new vocabulary, according to Barham in 2017. They want to use it in other classes as well as outside of the classroom while educating and assisting their siblings. Students also stated that they mostly used the electronic dictionary for pronunciation, spelling, writing, and, most importantly, determining the meaning of new terminology. They've had a lot of fun and learned a lot about how to use technology in language study. Space is no longer an issue, especially to the electronic version. Various types of electronic dictionaries have recently been developed to supplement traditional paper dictionaries and serve as supplementary resources for learning new words. This is in line with the following findings:

*I oblige them to install an offline electronic dictionary so that it can be accessed at any*



*time, even without internet. Because in my opinion mastery of vocabulary is important for comprehend text in reading. However, the use of dictionaries is certainly not permitted at all times. Only when I give informal assignments do I allow students to use the electronic dictionary. For formal tests, I usually use an oral test, so I don't have time to use an electronic dictionary. (L)*

The results of the study show that showing learning videos is one of the important resources for learning reading comprehension for foreign students. Learning media can motivate students to take part in learning well. It happened because it's new things that exist in their learning activities. Learning media must be adapted to students' learning styles, visual, auditory, and kinesthetic so that the learning media used must have three main elements, namely media, visual, sound, and motion. One of the learning media with these three elements is learning videos.<sup>33</sup> The availability of learning videos is very much needed as teaching materials during the Covid-19 pandemic.<sup>34</sup>

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<sup>33</sup> Putu, Lestari, and Wibawa, "Learning Videos to Improving Comprehension in Elementary School Students'."

<sup>34</sup> Erna Pujiasih, "Membangun Generasi Emas Dengan Variasi Pembelajaran Online Di Masa Pandemi Covid-19," *Ideguru: Jurnal Karya Ilmiah Guru* 5, no. 1 (2020): 42–48.

Learning using videos and animations will be more successful because it involves two senses: hearing and sight.<sup>35</sup> Learning video has advantages, among others, attracting students to learn independently, have communicative and repeatable language, detailed and complex, repeatable, slowed down and enlarged.<sup>36</sup> The solution that has been done is to make learning videos. This can be seen from the research that shows that there is a significant change when using learning videos in learning activities.<sup>37</sup> This is in line with following findings:

*I use learning videos too. Because there are e-books in which there are learning videos like multi-modal. Because multi-modal is very helpful, especially in terms of learning reading comprehension. In my opinion, reading doesn't have to be in text form. Read*

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<sup>35</sup> Siti Zahara and Benny Hendriana, "Pengembangan Media Video Animasi Untuk Kemampuan Menghafal Hadist Pada Anak Usia Dini," *Edukatif : Jurnal Ilmu Pendidikan* 3, no. 6 (2021): 3593–3601.

<sup>36</sup> Erdawati Nurdin et al., "Pemanfaatan Video Pembelajaran Berbasis Geogebra Untuk Meningkatkan Kemampuan Pemahaman Konsep Matematis Siswa SMK," *Jurnal Riset Pendidikan Matematika* 6, no. 1 (2019): 87–98.

<sup>37</sup> Elisabeth Eka Sulistyawati and Sujarwo Sujarwo, "Peningkatan Kemampuan Membaca Permulaan Melalui Media Video Compact Disc Pada Anak Usia 5–6 Tahun," *Jurnal Pendidikan dan Pemberdayaan Masyarakat* 3, no. 1 (2016): 28.

*like video captions can also be used to train and enrich vocabulary. Word recognition can also be learned from the video. I take the videos from e-books or mostly I take from Youtube too. So I looked for videos from Youtube that match the material. Because there are many videos on YouTube, so I just have to choose the one that is appropriate and interesting for my students' reading level. (L)*

In summary the result shows that the teacher uses online and electronic resources such as e-book, electronic dictionary, journal, and learning videos in online teaching reading comprehension. In addition to using e-books as the main resource for teaching reading comprehension online, teachers also use journals and texts from Google as sources for supporting e-books. It really helps the teacher to deliver the material using those resources since it can be uploaded and presented easily in online learning. Although the main resources to explain material the teacher still needs text book, but the way she teaches the materials is using online and electronic resources such as the author mentioned above.

**Theme 2: What challenges do your EFL learners face in learning reading comprehension?**

This theme focuses on the barriers which are got by the learners in understanding reading comprehension materials. It is based on the teacher' perspective and the reason why the students feel difficult to understand reading comprehension will be presented here.

The results of the study show that the lack of background knowledge of students is one of the challenges faced by students in learning reading comprehension. According to Tiatri Gunarsa in 2007 reading comprehension is influenced by many factors, among which there are 5 important factors, firstly Proficiency in the process of decoding or recognizing words, second is background knowledge, third is motivation or persistence reading activities, fourth is high-level cognitive skills, and fifth is Metacognition of readers. Background knowledge is a factor that helps equip a person in learning to read. These factors include knowledge of vocabulary knowledge; basic knowledge of background knowledge; and knowledge of text structure. Students should be able to connect the knowledge that has been previously obtained with the material that has just been delivered by the teacher. The inability of students to connect it makes

students unable to understand reading. When the learner does not have a solid background for the subject being studied<sup>38</sup>, it becomes a challenge rather than getting high marks in the given assignments as highlighted:

*Students have less background knowledge. So they can't connect the previous material with the material I just taught. This makes it difficult for them to understand the new material and fail to understand the reading text that I give. (L)*

The results of the research show that the lack of vocabulary is one of the challenges faced by students when learning reading comprehension. Vocabulary mastery has always been an important part of learning English as a foreign language. Inadequate vocabulary will hinder students' opportunities to communicate in English. So, vocabulary mastery plays an important role in the four language skills, especially reading. As the West stated

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<sup>38</sup> Zano, "From the Teachers' Perspectives: Resources Used in Teaching Reading Comprehension to English First Additional Language (EFAL) Learners in the FET Phase."

in Coady and Huckin,<sup>39</sup> “the main thing in learning a language is vocabulary acquisition, and practice in using it which is the same thing as obtain.” Vocabulary knowledge has long been recognized as powerful correlation with reading comprehension. In short, happy to report that reading improves vocabulary mastery and vocabulary plays an important role in reading, especially reading comprehension. This is in line with the following findings:

*The problem is they are difficult to understand the text because they cannot understand the meaning of vocabulary or their vocabulary is still lacking. So when I told them to retell what they had read they couldn't. because to retell them they have to know what this text is about. While it just means they don't know. Even though reading comprehension mostly uses technical vocabulary that is rarely used in everyday life. (L)*

The results showed that students could not use skimming and scanning skills. Reading is one of the 4 important skills to learn English as a foreign language. The problem with students' reading skills is

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<sup>39</sup> Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition: A rationale for pedagogy*. Cambridge University Press. 10.12691/jll-2-1-1

comprehension. They have difficulty understanding the meaning of the text and cannot focus on what they read during reading activities and still have difficulty getting the purpose of the text. Another problem is that not every detail of the information in the readings is needed to answer the reading questions but students usually read the passages word for word. How well, students can handle reading material will depend on whether the text area is designed for intensive or extensive reading. The term intensive reading refers to reading that students often do away from class and intensive reading refers to a detailed focus on the construction of reading texts that takes place usually in the classroom. Harmer states that students need to be able to do several things with reading texts.<sup>40</sup> They need to be able to scan the text for the particular piece of information they are looking for and students also need to skim the text as if they were directing their gaze over its surface to get a general idea of what the topic and conclusion are. Gebhard states that

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<sup>40</sup> Harmer Jeremy, "*Harmer\_J\_2007\_The\_Practice\_of\_English\_La*," 2007, [https://www.academia.edu/19053666/Harmer\\_J\\_2007\\_The\\_Practice\\_of\\_English\\_Language\\_Teaching](https://www.academia.edu/19053666/Harmer_J_2007_The_Practice_of_English_Language_Teaching).

skimming and scanning techniques are is expected to help students to understand reading, because skimming is a technique for get general information from paragraph text quickly, and scanning is a technique to obtain specific information quickly without read the entire text.<sup>41</sup> The participants said this:

*Students are still not proficient in skimming and scanning. They thought it was something new. They sometimes have difficulty determining the supporting ideas and main ideas to be associated with the question. They don't know the difference between skimming and scanning. When I gave the reading text and continued with questions about the text, they only focused on understanding the meaning of the words, not focusing on finding answers to the questions I gave. While reading the text followed by several questions about the text, skimming, and scanning are needed to answer questions and shorten the time in answering questions. (L)*

Based on the results above, the challenges faced by students in learning reading comprehension according to EFL teachers are the students' lack of background

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<sup>41</sup> Gebhard, J. G. *Teaching English as a foreign language: A teacher self-development and methodology*, Ann Arbor: Michigan University Press, 1996, p. 202



knowledge, lack of vocabulary understanding, and failure to understand skimming and scanning which makes it difficult for students to answer questions according to the text given. Some of the challenges faced by students can be solved by the teacher by using the resources that have been prepared by the teacher to teach reading online. Such as the use of electronic dictionaries which can help students who have little understanding of vocabulary. As for the lack of background knowledge that students have, the teacher can explain a little about the previous material so that students can connect the previous material with the new material that has been delivered. Furthermore, for the problem of students' failure to understand skimming and scanning which are important techniques in understanding reading, the teacher can explain to students about these techniques and invite students to do practice questions using these techniques. For this reason, the resources chosen by the teacher for online reading comprehension learning are expected to help students face challenges when studying.

## **B. Discussion**

This study explores the resources used by teachers in teaching reading comprehension online.

Based on the research question, this study explains 1). What resources do EFL teachers use in teaching reading comprehension in online learning, 2). What challenges do your EFL learners face in reading comprehension utilizing those sources.

First, this study reports that textbooks are one of the basic resources used by teachers in teaching. This finding resonates with the findings by Zano at 2020 who indicates that textbook is one of the basic resources used by teachers to teach reading comprehension to EFAL learners in the FET.<sup>42</sup> Technological developments also have an impact on textbooks by making books in digital form or e-books which are considered more efficient, easy to carry and suitable for online teaching. This is in line with Fitria's (2018) statement about current technological advances drive a lot of changes in human life from the information age to the digital in all fields. One way to use technology is to use digital books for online learning.

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<sup>42</sup> Zano, "From the Teachers' Perspectives: Resources Used in Teaching Reading Comprehension to English First Additional Language (EFAL) Learners in the FET Phase."

Another resource that teachers use in online teaching reading comprehension is an electronic dictionary. Teachers prefer the use of electronic dictionaries because it can be easier to use anytime and anywhere. Mastery of vocabulary is one of the important factors in learning reading comprehension. According to Harmer states that there is little we can be conveyed without grammar, but nothing we can convey without vocabulary.<sup>43</sup> It means that vocabulary is the main element in communication. Even the first stage in understanding the text is to understand as much vocabulary as possible and grammar only as a support. The dictionary is a source of vocabulary that has been agreed to be used.

The participants reported that learning videos were a very helpful resource in teaching reading comprehension online. Learning media can motivate students to take part in teaching-learning process well. It happened because it is a new thing that exists in their learning activities. Learning media must be adapted to students' learning styles, visual, auditory, and kinesthetic so that the learning media used must

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<sup>43</sup> Harmer Jeremy, "*Harmer\_J\_2007\_The\_Practice\_of\_English\_La.*"

have three main elements, namely media, visual, sound, and motion. One of the learning media with these three elements is learning videos.<sup>44</sup> The availability of learning videos is very much needed as teaching materials during the Covid-19 pandemic.<sup>45</sup> Learning using videos and animations will be more successful because it involves two senses: hearing and sight.<sup>46</sup> Learning Video has advantages, among others, attracting students to learn independently, have communicative and repeatable language, detailed and complex, repeatable, slowed down and enlarged.<sup>47</sup> The solution that has been done is making learning videos. This can be seen from the research that shows that

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<sup>44</sup> Putu, Lestari, and Wibawa, *"Learning Videos to Improving Comprehension in Elementary School Students'."*

<sup>45</sup> Pujiasih, *"Membangun Generasi Emas Dengan Variasi Pembelajaran Online Di Masa Pandemi Covid-19."*

<sup>46</sup> Aprilia, Sunardi, and Djono, *"Pemanfaatan Media Buku Digital Berbasis Kontekstual Dalam Pembelajaran Ipa."*

<sup>47</sup> Nurdin et al., *"Pemanfaatan Video Pembelajaran Berbasis Geogebra Untuk Meningkatkan Kemampuan Pemahaman Konsep Matematis Siswa SMK."*

there is a significant change when using learning videos in learning activities.<sup>48</sup>

Second, this study also reports that students have difficulty understanding reading comprehension because of the unsupported background knowledge. Some students forget or do not understand the previous material that connects the previous material and the new material being taught. It makes them fail to identify the text given by the teacher. It makes the teaching learning process gets stagnant. To counter this problem the teacher gives assignments which have purpose to remind the students about previous materials.

The second problem is the understanding the meaning which is the general problem for EFL learners who do not have vocabulary bank in their mind. In this problem the teacher can counter by using electronic dictionary due to this type of dictionary is easier to use and more portable. By using electronic

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<sup>48</sup> Sulistyawati and Sujarwo, "Peningkatan Kemampuan Membaca Permulaan Melalui Media Video Compact Disc Pada Anak Usia 5– 6 Tahun."

dictionary the students can get the meaning of the word in the text easily.

The third problem is the lack of mastery in reading comprehension skill such as scanning and skimming. It makes sense if they still have the problem of the meaning it will make the mastery of reading comprehension skill is weak. Scanning needs high level of lexical mastery due to it needs perfect understanding of the text by defining word by word. Meanwhile skimming needs the speed in understanding reading although the results of understanding may not be as good as scanning yet the students still get the point about the text. Of course both of them need lexical mastery and also experience. To counter that the teacher gives reading assignment in order to give the student experiences in reading.

The research implied to encourage the teacher to be used as the material for consideration in preparing teaching materials and develop their own perspective on resources teaching reading comprehension. The previous research of this research was from Kufakunesu Zano entitled From Teachers' Perspective: Resources Used in Teaching Reading

Comprehension to English First Additional Language (EFAL) Learners in FET Phase. The different between this research and previous research is previous research discussed about resources used in teaching reading comprehension to English First Additional Language (EFAL) learners, meanwhile this research discussed about resources used in online teaching reading comprehension to English Foreign Language (EFL) learners.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents conclusion, suggestion, and closing statement.

#### **A. Conclusion**

The aim of this study was to investigate the resources that EFL teachers use to teach reading comprehension online. This study shows that EFL teachers use several resources to teach reading comprehension online. The resources used by interviewed EFL teachers include e-books, electronic dictionaries, and learning videos. This is due to the change in the education system from offline to online which makes teachers have to adjust the resources used so that students can easily understand reading comprehension online.

This study also mentions the challenges faced by EFL students in learning reading comprehension. Among these challenges, the first is the lack of background knowledge of students so that students find it difficult to relate the previous material to the new material taught by the teacher. The second



challenge faced by students is the lack of vocabulary they master. This makes it difficult for EFL students to interpret reading so they cannot understand the reading given properly. The next challenge is that students have not mastered skimming and scanning techniques so that EFL students cannot solve questions about reading quickly.

## **B. Suggestion**

For Other Researcher, hopefully this research can be used as a good reference for future researchers who want to conduct research on the same topic. Due to time constraints, the researcher can only conduct research on one participant. So this research may not be able to describe the teacher's perspective as a whole. For this reason, the researcher hopes that future research can conduct research on many participants so that the results obtained are more varied and more valid. Furthermore, in this study, the challenges faced by students when studying reading comprehension were stated which were considered to be too general and have many meanings. So, further research is expected to be able to specialize in this matter so that the results obtained will be more targeted and easily

understood by the reader without having a double meaning.

### **C. Closing Statement**

Thus, this thesis served the readers. The researcher realizes that it is still far from perfection. The researcher hopes for some suggestions and criticism to make it better. Hopefully, this research can be useful for the researcher and all the readers.

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## APPENDICES

### APPENDIX 1: Transcript of Interview

**A : Researcher**

**B : Participant**

A : Good Afternoon, Mrs. Thank you for being a participant in my interview. Can I start the interview right away?

B : Good Afternoon. Okay.

A : In teaching reading online yesterday, what resources did you use?

B : Because the system is online learning, I used online resources. Such as journals, examples of text on the internet. Because I'm teaching in the second semester, so it's still early for me to use something light like an example of a text on the internet. Usually I take it from the Cambridge council and there are several websites that do provide examples of reading. Sometimes I also use textbooks in the form of pdfs.

A : For the selection of books as resources that you choose, are there any special criteria?

B : I use graded reading, I adjust it according to the level. Because at the beginning, I asked them to make a test for their reading level, which is beginner, intermediate, or advanced from there, I'll adjust it according to the graded reader. Because there are a lot of graded readers, there are levels, there are numbers, I'll adjust them there. Sometimes I give the same text, sometimes it adjusts to each level because



the level of the students is different, I give different sources for each level.

A : Are there other resources besides books and online resources?

B: Yes, I use learning videos too. Because there are e-books in which there are learning videos such as multi-modal, usually there is a source. Because multi-modal is very helpful for example reading. In my opinion, reading doesn't have to be in text form. Read like video captions can also be used to train and enrich vocabulary. Word recognition can also be learned from the video. I took the video from the e-book if there is one or most of it I took from Youtube too. So I looked for videos from Youtube that match the material. I want to make my own but I don't have the time. Because it takes a long time to edit and the quality if I make it later is less interesting. But later, if you have time, you will want to learn to make interesting learning videos.

A : Is the use of dictionaries permitted for reading lessons?

B : if to use a dictionary. I oblige them to install an offline electronic dictionary so that it can be accessed at any time, even without internet. Because in my opinion mastery of vocabulary is important for understanding reading. However, the use of dictionaries is certainly not permitted at all times. Only when I give informal assignments do I allow students to use the electronic dictionary. For formal tests, I usually use an oral test, so I don't have time to use an electronic dictionary.

A : What do you use for the delivery of resources, ma'am?

B : I use the Whatsapp group, for example, let's say the learning is still zooming using the zoom chat or via Google

meet, yes, through the chat box. It depends on whether it was synchronous, asynchronous, if synchronous, I could go directly to the zoom chat or Google meet chat, while if it was asynchronous, I usually went through the Whatsapp group.

A : What challenges do students face when learning reading comprehension using the resources you choose?

B : the first motivation, the second lack of information. What sources of information can they use? The third is support from an unsupportive environment. It's supposed to be fellow English friends who should study together but in fact they don't take advantage of their friends or they come from a less supportive family environment. Or a habit too. Because of the lack of reading habits. The rest means their competence. Such as mastery of vocabulary, grammar. Or the background knowledge is lacking. Students also depend on dictionaries. When I did the oral test, many of the students with low competence did not understand the text I gave.

A : What are the challenges that your students face when learning reading comprehension?

B : the students are still not proficient in skimming and scanning, they are still new. They sometimes find it difficult if reading is like a supportive idea, the main idea is related to the question, then they have to answer it, sometimes they are still hesitant to decide that too. Skimming scanning, I don't know the difference. The skimming strategy to find out what scanning is to find out what a peacock is, I don't know yet. Even though it was a student at the previous school level. Which means that their background knowledge is still lacking to learn reading comprehension. So it has to be taught again and trained again. Because skimming scanning is a strategy for reading, it just needs to be taught again. They also can't determine the main word in every sentence. Their obstacle is

difficult to understand the text. One has difficulty understanding the meaning of vocabulary or lack of vocabulary. Second, to understand the text, you have to know what the main idea is, what the supportive idea is, what is the third skimming scanning is not working. So it is not possible to determine the topic yet. For understanding, the indicators are usually asked to answer or rewrite, now that is still a problem because apart from vocabulary mastery they are able to conclude. To retell it, they have to assume oh what this is about. So, to put it back together, they are still having a hard time. Vocabulary is important and very influential for comprehensive reading. Although you don't have to know all the meanings and you can see what the context is like, mastery of vocabulary will affect the level of student understanding.

## Appendix 2: Documentation



The researcher interviewed the participant

## Appendix 3: Letter of Appointment of Advisor



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
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Nomor : B.2187/Un.10.3/J.4/PP.00.9/04/2020

17 April 2020

Lampiran : -

Perihal : **Penunjukan Pembimbing Skripsi**

Kepada Yth.

Lulut Widyaningrum, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul Penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul Skripsi Mahasiswa :

Nama : Nisa' Ad'iyatul Ubudiyah

NIM : 1703046068

Judul : ***"EFL Teacher's Perspective of Resources Used in Online Teaching Reading Comprehension at An Islamic-Based University"***

dan menunjuk saudara Lulut Widyaningrum, M.Pd. sebagai pembimbing dalam skripsi sebagai syarat kelulusan S1.

Demikian atas kerjasamanya, diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan.



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Researcher

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