



**THE STUDENTS' PROBLEMS IN LEARNING READING  
THROUGH ONLINE IN PANDEMIC COVID-19 ERA  
AT IAIN PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan  
as a Partial Fulfillment of the Requirement for Graduate Degree of  
Education (S.Pd) in English*

Written by :

**FITRI HASANAH NASUTION**  
Reg. No. 16 203 00018

**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2020**



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**ENGLISH EDUCATIONAL DEPARTMENT**



ADVISOR I

Eka Sustris Harida, M.Pd.  
NIP.19750917 200312 2 002

ADVISOR II

Fitri Rayani Siregar, M.Hum.  
NIP.19820731 200912 2 004

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2020**

**LETTER OF AGREEMENT**

Term : Munaqosyah  
Item : 7 (seven) exemplars

Padangsidempuan, December 2020

a.n. Fitri Hasanah Nasution

To: **Dean**

**Tarbiyah and Teacher Training Faculty**

In-

Padangsidempuan

*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to Fitri Hasanah Nasution, entitled "**The Students' Problems in Learning Reading through Online in Pandemic COVID-19 Era at IAIN Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

*Wassalam 'alaikumwr.wb.*

**Advisor I**



**Eka Sustris Harida, M.Pd.**  
NIP. 19750917 200312 2 002

**Advisor II**



**Fitri Razani Siregar, M.Hum.**  
NIP. 19820731 200912 2 004



## DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Fitri Hasanah Nasution  
Reg. Number : 16 203 00018  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-I  
The title of the Thesis : **THE STUDENTS' PROBLEMS IN  
LEARNING READING THROUGH ONLINE  
IN PANDEMIC COVID-19 ERA AT IAIN  
PADANGSIDIMPUAN**

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, December 2020

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PENDIDIKAN DAN  
KEMASYARAKATAN  
6000  
KEMENTERIAN  
PENDIDIKAN DAN  
KEMASYARAKATAN

Fitri  
**Fitri Hasanah Nasution**  
**Reg. Number 16 203 00018**

**AGREEMENT PUBLICATION OF FINAL TASK  
FOR ACADEMY CIVITY**

---

As academic cavity of the State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : Fitri Hasanah Nasution  
Registration Number : 16 203 00018  
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBT-1  
Kind : Thesis


To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidempuan Non Exclusive Royalty Right on my thesis with entitled: **"The Students' Problems in Learning Reading Through Online in Pandemic COVID-19"** with all the sets of equipments (if needed). Based on the this Non-Exclusive Royalty Right, the State Institute for Islamic Studies Padangsidempuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

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Padangsidempuan, December 2020

The Signed



  
**Fitri Hasanah Nasution**  
Reg. Num. 16 203 00018

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : FITRI HASANAH NASUTION  
Reg. No : 16 203 00018  
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English Education  
Department  
Thesis : **The Students' Problems in Learning Reading through  
Online in Pandemic COVID-19 Era at IAIN  
Padangsidempuan**

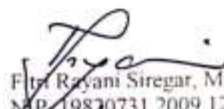
**Chief,**


  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 2009 12 2004


**Secretary,**


  
Eka Sustriharida, M.Pd  
NIP. 19750917 200312 2 002

**Members,**

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 2009 12 2004

  
Zainuddin, S.S., M.Hum  
NIP. 19760610 2008011 016

  
Eka Sustriharida, M.Pd  
NIP. 19750917 200312 2 002

  
Sri Rahmahani Siregar, M.Pd  
NIDN. 2006058602

**Proposed:**

Place : Padangsidempuan  
Date : December, 23<sup>rd</sup> 2020  
Time : 08.30 WIB - finish  
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**RELIGION MINISTRY INDONESIAN REPUBLIC**  
**STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN**  
**TARBIYAH AND TEACHER TRAINING FACULTY**  
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733  
Padangsidempuan

**LEGALIZATION**

Thesis : **The Students' Problems in Learning Reading  
Through Online in Pandemic COVID-19.**

Written By : **FITRI HASANAH NASUTION**

Reg. No : **16 203 00018**

Faculty/Department : **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement  
for Graduate Degree of Education (S.Pd.)

Padangsidempuan, December 2020  
Visi  
  
Dr. Aisyah Hilda M.Si.  
NIP. 19720920200003 2 002

## **ABSTRACT**

Name : Fitri Hasanah Nasution  
Reg. Number : 16 203 00018  
Department : English Department  
Title : The Students' Problems in Learning Reading Through Online in  
Pandemic COVID-19 Era at IAIN Padangsidimpuan.

This research was focused on learning reading online in pandemic COVID-19. The problem of this research was the changing of the learning style from face-to-face style into online learning style. The implementation of online learning is not through planning and discussion between students and lecturer beforehand, everything just happened. The researcher wants to know and describe the situation and the students' problems in learning reading online in this pandemic COVID-19.

The formulations of problems in this research were; 1) What are the students' problems in preparing online reading learning at 4th semester of TBI-1 class of IAIN Padangsidimpuan?, 2) How is reading learning process through online at 4th semester of TBI-1 class of IAIN Padangsidimpuan?, 3) What are the students' problems in learning reading online process at TBI-1 4th semester of IAIN Padangsidimpuan?, 4) What are the reading lecturer's efforts to overcome the problems?. The purpose of this research were to investigate the students' problems in learning reading through online, to describe how the learning reading process through online, and to know the lecturer's efforts in solving the problems.

This research was a qualitative research. The informants of this research were 15 students of TBI-1 4<sup>th</sup> semester of IAIN Padangsidimpuan and the reading lecturer. The data were collected by doing the interview. The analysis of the data consisted of 4 steps, they were reading or memoing, describing, classifying, and interpreting.

Based on the result, the researcher found the students' problems in online reading learning preparation and online reading learning process at 4th semester of TBI-1 of IAIN Padangsidimpuan were interruption, infrastructure, motivation, pre-requisite skill, technical, and social. Those all categories of problems occurred in online reading learning process. In solving those all problems, the lecturer's did some efforts to overcome the problems, they were; reminding students to be active, suggesting students to use wifi, giving additional time, giving motivation, teaching in a various way, re-send the materials, sending the teaching video, guiding students in operating the applications, and using the virtual meeting to keep the social contact.

**Key Words:** *Online Reading Learning, Networking, COVID-19*



## ABSTRAK

Nama : Fitri Hasanah Nasution  
Nim : 16 203 00018  
Program Studi : Tadris Bahasa Inggris  
Judul : The Students' Problems in Learning Reading Through Online in  
Pandemic COVID-19 Era at IAIN Padangsidimpuan

Penelitian ini fokus kepada pembelajaran online di masa pandemi COVID-19. Masalah pada penelitian ini adalah perubahan pada sistem pembelajaran yang awalnya pembelajaran tatap muka kemudian berubah menjadi pembelajaran online. Penerapan pembelajaran online ini terjadi tanpa rencana dan kesepakatan antara siswa dan dosen sebelumnya, semua hanya terjadi begitu saja. Peneliti ingin mengetahui dan menggambarkan situasi dan masalah yang dihadapi siswa dalam pembelajaran online dimasa pandemi COVID-19.

Rumusan masalah dalam penelitian ini adalah 1) Apa masalah yang dihadapi siswa dalam persiapan pembelajaran reading online pada TBI-1 semester 4 IAIN Padangsidimpuan, 2) Bagaimana proses pembelajaran reading online di kelas TBI-1 semester 4 IAIN Padangsidimpuan, 3) Apa masalah yang dihadapi siswa dalam proses pembelajaran reading online di kelas TBI-1 semester 4 IAIN Padangsidimpuan, 4) Apa upaya yang dilakukan dosen reading dalam mengatasi masalah siswa tersebut? Tujuan penelitian ini adalah untuk mengetahui masalah yang dihadapi siswa dalam pembelajaran reading online, untuk mengetahui proses pembelajaran reading online, dan untuk mengetahui upaya-upaya yang dilakukan dosen reading dalam mengatasi masalah siswa.

Jenis penelitian ini adalah kualitatif. Partisipan penelitian ini adalah 15 mahasiswa jurusan Tadris Bahasa Inggris semester 4 IAIN Padangsidimpuan, dan seorang dosen reading di IAIN Padangsidimpuan. Data dikumpulkan dengan melakukan wawancara. Analisis data terdiri dari 4 langkah, yaitu membaca atau nota, menggambarkan, klasifikasi, dan menginterpretasikan.

Berdasarkan hasil penelitian, peneliti menemukan masalah-masalah siswa berdasarkan 6 kategori yaitu interupsi, infrastruktur, motivasi, pemahaman, tehnik, dan sosial. Keenam kategori masalah diatas terjadi pada saat pembelajaran reading online berlangsung. Dalam hal mengatasi masalah tersebut, dosen melakukan beberapa upaya yaitu mengingatkan siswa untuk tetap aktif, menyarankan siswa untuk menggunakan wifi, memberikan waktu tambahan, memberikan motivasi, mengajar dengan cara yang bervariasi, mengirim ulang materi, mengirim video mengajar, memandu siswa dalam menggunakan aplikasi, dan menggunakan pembelajaran virtual untuk tetap menjaga kontak sosial.

Kata Kunci: *Pembelajaran Reading Online, Jaringan Internet, COVID-19*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**In the name of Allah, the Beneficent and the Merciful**

Firsly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given health, time and chance for finishing this thesis which entitled “The Students’ Problems in Learning Reading Through Online in Pandemic COVID-19”. Secondly, peace and greeting be upon to the Prophet Muhammad SAW that has brought the human being from the darkness into the brightness.

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I realize that this thesis is still far from perfection. Therefore, it is such a pleasure for me to get critiques and suggestions to make it better and useful for all of us.

Padangsidempuan,  
Researcher

Fitri Hasanah Nasution  
Reg. No. 16 203 00018

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is one of the subjects in English Department. Reading is an English skill beside listening, speaking, and writing. Every student has to master those four skills, specially is reading skill. Reading is a way to get the information from something that is written. Reading is an important skill to master the English.

Learning reading is a learning process where the students learn about the reading subject. In learning reading, students are taught about how to comprehend the English text. The students are also able to enrich their knowledge by learning reading. There are so many advantages of reading especially for students such us increasing someone self-confidence and improving reader's thinking process.<sup>1</sup> So, reading is very beneficial to be learned.

Now a day, the earth is being infected by the virus which initially observed in the Wuhan the province of China, now it spreads very fast around the world.<sup>2</sup> The pandemic virus is called with Corona virus or

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<sup>1</sup> Riandry Fadilah Nasution, Eka Susti Harida, and Sojuangon Rambe, "Reading Strategies Used By Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 4, no. 2 (2018): 1, <https://doi.org/10.24952/tazkir.v4i2.1116>.

<sup>2</sup> Said Nadeem, "Coronavirus Covid-19: Available Free Literature Provided By Various Companies , Journals and Organizations Around the Literature Provided By Various Companies , Journals and Organizations Around the World," *J Ongoing Chemical Research* 5, no. 1 (2020): 7, <https://doi.org/10.5281/zenodo.3722904>.

COVID-19, which stands for Corona Virus Disease 2019. The virus is very hazardous and has killed millions people in whole world.

The virus gives many effects to all the life side, such as in economic side, social life, and education as well. Many of public places must stop operating and close for temporary due to this COVID-19. The virus is absolutely danger because of easily to spread each other. So that is why the government of each country in the world commands to close all the public places to decrease the numbers of victims.

The government of each country has banned the people crowds. There are many factory, office, company, and other have to work from home. The government forced to lock up those all public places because it will brings more harm than good in this pandemic situation. The people must do social distancing to keep their selves safety.

This pandemic gives the effect to education side as well. All over the schools in the world must be closed during this pandemic, include the primary school, junior high school, senior high school, and university as well. This situation forces the students and the teachers to do the learning process by online learning.

Online learning is the learning process that involves using the internet.<sup>3</sup> It means, online learning is the learning process between the teacher and the students by internet from the different places. It must use computer or mobile phone to connect each other. It can be done by

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<sup>3</sup> M. Samir Abou El-Seoud et al., "E-Learning and Students' Motivation: A Research Study on the Effect of e-Learning on Higher Education," *International Journal of Emerging Technologies in Learning* 9, no. 4 (2014): 20, <https://doi.org/10.3991/ijet.v9i4.3465>.

applications or video presentations. Online learning has been introduced as a tool in the learning process in the majority of the international universities worldwide.

Online learning has grown in significance as an educational tool just like technology has developed and progressed over the years. Interestingly, there have been more efforts at advancing technology than on attempting to understand the needs and learning styles of individual learners and instructional design. The 21st century has seen rapid progress with such things as the internet and online learning.

Hence, IAIN Padangsidimpuan also applies the online learning for all the subjects include reading. Based on the researcher interview with the reading lecturer at English Department of IAIN Padangsidimpuan,<sup>4</sup> they apply online learning for reading class because of the urgent of pandemic COVID-19 that forces students to learn from home. On the other reason by doing the online learning, the students are introduced how to do learning by internet. So the students understand how to apply it, because as the millennials the students have to know more about the technology.

At the beginning of the pandemic, the learning process in IAIN Padangsidimpuan is still done by directly meeting commonly due to the COVID-19 has not urgent yet in that area. In the middle of March, the virus has infected Indonesia, there are many victims in over the country.

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<sup>4</sup> Eka Sustris Harida, private interview on 17<sup>th</sup> of June 2020, at 4 p.m

This situation forced the educational ministry to apply the online learning, includes IAIN Padangsidimpuan.

This online learning is absolutely the new thing for students and even for the lecturers. During this time, the learning process is done by face-to-face learning, where the students and the lecturer do learning by directly meeting at the campus. The learning process is usually done up to 16 meetings in every semester. All the learning activities are done directly without any barriers.

The pandemic changes everything in learning system. Everything must be done by online. The online learning is very unfamiliar for students. It forces the students to master the online learning stuffs, such as in using the applications that they do not know it before. The students even do not have any background and preparation in online learning. The implementation of online learning is not through planning and discussion between students and lecturer beforehand, everything just happened.

In this urgent situation, the researcher believes there are many problems that faced by students in online learning. Moreover the online learning applies without any preparation. The researcher interested to utilize this situation to be a research by knowing the students' problems in learning reading through online.

The problems of leaning through online have been carried by several researchers. Y. Muilenburga and Zane L. Bergeb<sup>5</sup> investigate about Student Barriers to Online Learning: A factor analytic study. The next is Karl L. Smart and James J. Cappel<sup>6</sup> on their research Students' Perceptions of Online Learning: A Comparative Study. The other research has done by Maria D. Avgerinou and Sophia E. Moros<sup>7</sup> on their research Teaching, Technology, and Teacher Education During the COVID-19 Pandemic. There are so many problems that students have in joining the online learning.

So based on above explanation, there are many problems that comes from students in online learning especially in reading subject. The researcher wants to know and describe the students' problems in learning reading through online in pandemic COVID-19 at 4<sup>th</sup> semester of TBI-1 of IAIN Padangsidempuan.

## **B. Focus of the Problem**

The research focused on analyzing the students' problems in online reading learning includes the interruptions, infrastructure, motivation, pre-requisite skill, technical, and social.

## **C. Research Questions**

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<sup>5</sup> Lin Y. Muilenburg and Zane L. Berge, "Students Barriers to Online Learning: A Factor Analytic Study," *Distance Education* 26, no. 1 (2005): 29–48, <https://doi.org/10.1080/01587910500081269>.

<sup>6</sup> Karl L. Smart and James J. Cappel, "Students' Perceptions of Online Learning: A Comparative Study," *Journal of Information Technology Education: Research* 5 (2006): 201–19, <https://doi.org/10.28945/243>.

<sup>7</sup> Sophia E. Moros Maria D. Avgerinou, *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic*, ed. Richard E. Ferdig Emily Baumgartner Richard Hartshorne Regina Kaplan-Rakowski Chrystalla Mouza and Published, *AACE-Association for the Advancement of Computing in Education*, 2020, <https://doi.org/10.1017/CBO9781107415324.004>.

In this research, there are three questions that would like to be answered, the questions are:

1. What are the students' problems in preparing online reading learning at 4<sup>th</sup> semester of TBI-1 class of IAIN Padangsidempuan?
2. How is reading learning process through online at 4<sup>th</sup> semester of TBI-1 class of IAIN Padangsidempuan?
3. What are the students' problems in learning reading online process at 4<sup>th</sup> semester of TBI-1 of IAIN Padangsidempuan?
4. What are the reading lecturer's efforts to overcome the problems?

#### **D. Objectives of the Research**

Based on the research question stated, this research has three objectives, as follows:

1. To investigate the students' problems in learning reading preparation and learning reading process through online.
2. To describe how the learning reading process through online.
3. To know the lecturer's efforts to overcome the problems.

#### **E. Significances of the Research**

This research is contributed some benefits for the lecturers, students, and the other researcher. The significances are:

1. Lecturers: the findings can be beneficial for English lecturers to apprehend the students' problems in online learning. The lecturers are also expected to contribute the students in solving the problems in order to support the online learning process.

2. Students: the students can be able to support themselves to learn English, they will know that learning English is not only from one way but there are the other ways to learn English such as online class. The students also will know how to overcome the problems that come in online learning, and they can maximize their time in online learning to upgrade themselves in English.
3. The other researcher: the result of this research is expected to develop all information for other researcher as reference, and they can use this study as a comparison to other similar studies.

#### **F. Definition of Key Terms**

Based on advance explanation, the writer has conveyed some theories of each terms. Therefore, the writer can conclude each variables as follow:

##### **1. Learning Reading**

Learning reading is a learning process where the students learn about the reading subject. In learning reading, students will be taught all about the reading, especially how to comprehend the text.

##### **2. Online Learning**

Online learning is the learning process between the teacher and the students from the different places by using internet. Basicly, online learning is done by using some applications such as google classroom, google meet, zoom and WhatsApp.

##### **3. Corona Virus Disease (COVID-19)**

The Corona virus disease (COVID-19) is an illness caused by a novel coronavirus now called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2, formerly called 2019-nCoV), which was first identified an outbreak of respiratory illness such as flu and pneumonia. This virus forces the people to do the social distancing, work from home, and studying from home as well.

So, the title in this research is “The Students’ Problems in Learning Reading Through Online in Pandemic COVID 19 At TBI-1 4th Semester of IAIN Padangsidempuan”. It means, the troubles of students TBI-1 4<sup>th</sup> semester in learning reading through online.

#### **G. The Outline of the Thesis**

This research is organized into five chapters. Every chapter is subdivided into subtopics to elaborate the given issues. Chapter one consisted of introduction, they are: the background of the problem, the identification of problem, the focus of the problem, the formulation of the problems, the objectives of the research, the significances of the research, and the definitions of operational variables.

Chapter two consists of the theoretical description. It is divided into subchapters which consist of description of reading, online learning, COVID-19, and related findings.

Chapter three consists of methodology of the research which is divided into sub chapter; the place and time of the research, the



research methodology, the population and sample, the research instrument, procedure of data collection, technique of analyzing data.

Chapter four consists of data description, hypothesis testing, discussion and the threats of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Learning Reading

##### 1. Definition of Learning Reading

Learning reading is a program trains the teachers to teach reading and writing as part of normal classroom practice at each of these levels across curriculum subjects, as well as intervention support for students in need.<sup>8</sup> It means that learning reading is a learning process which the teacher teaches the reading subject and it based on the curriculum subject to support the students need.

In addition, learning reading is a learning process that enable the students to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the book or newspapers, job listings, instruction manuals, map and so on.<sup>9</sup> Learning reading is an important educational goal, for both children and adults.

It means learning reading has of great importance for children as a toll for learning the letter, word, and sentence. However for adults, learning reading is very beneficial to train the students in

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<sup>8</sup> David Rose, "Learning To Read Reading To Learn Submission to the National Inquiry into the Teaching of Literacy 2005 Department of Education, Science and Training," no. 315 (2005): 2, <https://www.readingtolearn.com.au/wp-content/uploads/2016/01/Submission-to-the-National-Inquiry-into-the-Teaching-of-Literacy.pdf>.

<sup>9</sup> Julian Bamford and Richard R. Day, "Teaching Reading," *Annual Review of Applied Linguistics* 18 (2013): 6, <https://doi.org/10.1017/s0267190500003512>.

comprehending the text. Learning reading can be in their native language or even in the other language.

Furthermore, learning reading is the learning ability to read and comprehend a simple text.<sup>10</sup> Learning reading is not easy task whether for children also for adult. Learning reading is based on the grade level. In reading subject for adults, learning reading will be more learned about the academic content that is through text, and students' ability to acquire new knowledge and skills depends largely on their ability to read and extract meaning from text.

So in sum up, learning reading is a learning process that the students are taught about reading subject. That includes of how to read, how to understand the meaning of the text, and how to comprehend the text that the students read.

## **2. Objectives of Learning Reading**

Learning reading is the primary pedagogic mode. Successful students acquire the course content through set readings. The function of lectures and tutorials is primarily to synthesize and interpret the content from readings, through oral monologue and dialogue.<sup>11</sup> This academic mode of pedagogy requires a high level of skills in independently learning from reading, including the abilities to recognize, interpret and reproduce both the information

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<sup>10</sup> Parbati Kumari Pokharel, "Learning to Read and Reading to Learn in English," *Journal of NELTA Surkhet* 5 (2018): 76, <https://doi.org/10.3126/jns.v5i0.19490>.

<sup>11</sup> Rose, "Learning To Read Reading To Learn Submission to the National Inquiry into the Teaching of Literacy 2005 Department of Education, Science and Training," 3.

content of course readings, and the patterns of academic language in which it is expressed.

Attending to oral monologue in lectures involves skills in learning from reading written monologue in course readings. Comprehending lectures generally depends on having comprehended readings set before the lecture. The function of written assignments is to assess students' acquisition of the course content from their readings.

All this time, learning reading used to do by face-to-face model. However there is also the other way for learning reading that is by online. Some of universities use the online model as well, but most of them use the traditional face-to-face model. In this pandemic COVID-19 situation, the learning process cannot be done by face-to-face learning to decrease the spreading of corona virus. The governments in the whole world instruct the education has to be done by implementing the online learning class. So that is why now a day the learning reading at university level is doing by online.

## **B. Online Learning**

### **1. Definition of Online Learning**

According to Zhen Shiliang said that online leaning is the on- line studying or network studying. That establishes network in the field of education. The students can be on- line by PC, which is

the new studying way by network.<sup>12</sup> It means, online learning is the teaching and studying process by using networks and connecting by computer or mobile phone.

In addition, Wentling defined that online learning is the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and it includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes.<sup>13</sup> It means that the online learning is the diverse process in learning that support the learning based on the technology.

Furthermore, online learning refers to instructional environment supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students.<sup>14</sup> Online learning can be fully online or blended with face-to-face interactions. So, online learning is the learning supported by the

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<sup>12</sup> Mortaza Mokhtari Nazarlou, "Research on Negative Effect on E-Learning," *International Journal of Mobile Network Communications & Telematics* 3, no. 2 (2013): 11, <https://doi.org/10.5121/ijmnc.2013.3202>.

<sup>13</sup> Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, Advantages and Disadvantages of Its Adoption in Higher Education," *International Journal of Education and Research* 12, no. 2 (2014): 398, <https://www.ijern.com/journal/2014/December-2014/34.pdf>.

<sup>14</sup> Marianne Bakia et al., "Understanding the Implications of Online Learning for Educational Productivity," *Educational Technology*, 2012, 2, <http://ctl.sri.com/publications/displayPublication.jsp?ID=913>.

internet because the students and the teacher do learning from the different places through internet network.

So, in sum up, online learning is the learning process between the teacher and the students by internet from the different places. Online learning depends on network and technology. It must use computer or mobile phone to connect each other. It can be done by applications or video presentations.

## **2. The Advantages of Online Learning**

There are four points of the advantages of online learning to the both side the teacher and also the students, they are convenience, less expensive, technology, and additional benefits.<sup>15</sup> The first is about convenience, this is related to the learning location, time and also the learning duration. In online learning the students will be more comfortable because they do not need to go to campus, they can learn from home or even from their bedroom. The students also will have the high quality of dialog, because the students have to be careful and have a good quality of thinking before responding or comment about the topic. In online learning also there is no verbally expressing constraint, students can express their ability in writing rather than in verbally.

The second is less expensive. During the online learning there is no travel cost to classroom. The students and the teacher

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<sup>15</sup> Dhirendra Kumar, "Pros and Cons of Online Education," *NC State Industry Expansion Solutions* 2, no. 1 (2015): 4, <https://www.ies.ncsu.edu/resources/white-papers/pros-and-cons-of-online-education/>.

also can do the other job while they are taking class. So it can help the students and teacher to have the other job.

The third is in technology. The students and teacher work on the class by internet access. Online learning provide an opportunity to learn new technologies and practicing the use of office software, internet and etc. So it is very beneficial for students and also the teacher.

The last is additional benefits. For the students, online learning becomes very beneficial to prevent the discrimination. By doing online learning there is no discrimination among students due to race, sex, religion, dress, physical appearance and others. This kind of learning also better for those students who are introverted as well as who learn through visual cues and require more time in understanding the material.

### **3. The Disadvantages of Online Learning**

Beside some advantages of online learning, here are the disadvantages of online learning for both side students and also the teacher. There are four points of the advantages of online learning, they are limited social interaction, technology cost and scheduling, effectiveness of assessments, and problematic for instructors.<sup>16</sup>

The first is limited social interaction. There is a limited opportunities to interact face-to-face between the teacher and the

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<sup>16</sup> Dhirendra Kumar, 6.

students because most of the communication through e-mail, chat room or discussion group. The online learning also will create the difficulties in developing relationship with classmates. There is no campus or school atmosphere to create social interaction. So that is why the online learning is limited the social interaction between the teacher to the students or the students to the other students.

The second is technology cost and scheduling. In online learning, the students will be difficult to manage their time for joining the online class. The students will be difficult to log-in to the class on time, moreover when the network connections in trouble the students will be left of the information or event cannot join the class. The learning online also do not effective because the speed of internet connection for each students are different. Because of those networking problems, it will make the additional cost for getting high-speed internet.

The next is the effectiveness of assessments. The teacher will be difficult to measure learning result, because the teacher do not know exactly weather the students understand or not. The teacher will be difficult to check the students' assignment, because the teacher does not know do the students do it by themselves or getting some help from others.

The last is the other problematic for teacher. Online classroom will be the unfamiliar thing for the teacher, because



some teachers get used to do the traditional learning with face-to-face style. The teacher is also difficult to control the learning process, because the teacher does not know whether the students are learning or not.

#### **4. The General Problems of the Students in Online Learning**

There are several students' problems in online learning based on some researches. According to L. Y. Muilenburg and Z. L. Berge on their research, there are six categorizes of students' problems in online learning.<sup>17</sup> The first is time or interruptions, the students perceived that there is a barrier in students when they are in online learning. There is a problem in managing the time for learning because it does by online. They also mentioned that there are some interruptions that may disrupt the students' learning, such as like the networking or even the environment.

The second is infrastructure or support services. The students perceived that there is a problem with infrastructure like the computer. Also the problem comes from the support services like the students need the high speed network.

The third is motivation. This problem is related to the students' priority in online learning. This categorize has to do with the psychological processes that cause students to persist in meeting their learning goals.

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<sup>17</sup> Lin Y. Muilenburg and Zane L. Berge, "Students Barriers to Online Learning: A Factor Analytic Study," *Distance Education* 26, no. 1 (2005): 32, <https://doi.org/10.1080/01587910500081269>.

The next is prerequisite skills. This categorize consists of areas that most students believe they need to have mastered to a certain degree before entering the online classroom. It also related to the students' comprehension about materials.

Next is technical. This categorize refers to students being comfortable with the online system and the software/hardware that is being used in online learning. This also becomes a problem because some students are still not familiar with the online technology like computer, smartphone and also the applications.

The last is social. This refers to the learning environment that is created for learning online which should be friendly and social, and one in which learning is promoted. This suggests promoting human relationships, developing group cohesiveness, maintaining the group as a unit, and in other ways helping participants to work together for a mutual cause.

In addition, Mortaza Mokhtari Nazarlou had shown the online learning problems from the health side. The researcher concludes that more long-time usage of computer can do harm to people's health. It mainly includes electromagnetic radiation, harm to eyesight and damage of organs and so on.<sup>18</sup> So far, online learning is considered as main studying ways, it will exert following negative influence, such as:

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<sup>18</sup> Nazarlou, "Research on Negative Effect on E-Learning," 13.

The first is electromagnetic radiation. According to survey in British, radiation and magnetic field of low frequency emitted by computer will conducted to 7 to 19 kinds of diseases covering running nose, itch on eyes, pain on neck and back, temporary laptop memories, short- temper, and gloom and so on. The second is harm to eyesight online learning is a kind of studying way based on screen, which presents series of changing and rolling up and down signals and figures will be harmful to eyes, which is vulnerable to conduce to teenagers' shortsightedness and ciliary spasm. The last is damage to organs. It is difficult to change figure, on operating computer. Main hurt positions are waist, neck, shoulder, elbow, and wrist and so on.

Furthermore, Jiří Zounek had shown<sup>19</sup> some students' problems on online learning in various side. In economic side, online learning will decrease prices of personal computers, laptops, smartphones, tablets and other devices. In technology side, the problem is concerned students may lack sufficient knowledge and skills to use these technologies efficiently. Also, students often struggle to utilize various time-management, presentation, word-processing, collaboration, and other kinds of tools for personal learning purposes.

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<sup>19</sup> Jiří. Zounek and Petr Sudický, "Heads in the Cloud : Pros and Cons of Online Learning ."  
2, no. 1 (2016): 1-7,  
[https://www.academia.edu/38289674/Heads\\_in\\_the\\_Cloud\\_Pros\\_and\\_Cons\\_of\\_Online\\_Learning](https://www.academia.edu/38289674/Heads_in_the_Cloud_Pros_and_Cons_of_Online_Learning).

In motivation side, online learning may also cause negative resentments with students who lack motivation and the ability to learn independently. Some students may require strict and detailed management from their teachers. However, when implementing the online learning, self-organization and independence are the main factors for learners. The unmotivated students with poor learning habits, the online learning may become the reason for decreased productivity and worse study results.

Furthermore, online learning also can be one of the factors that spark plagiarism and electronic forms of cheating. It is because of the lack of the teachers' control in online learning. Moreover in scoring the assignment, the students' result can be untrusted.

So based on above explanation, the researcher concluded that there are several indicators of problems in online learning. They are time/interruptions, infrastructure/support services, motivation, prerequisite skills, technical, social, economic, and also health. Based on those theories, the researcher used the indicator by L.Y Muilenburg and Z. L. Berge, they are; 1) Interruptions, 2) Infrastructure, 3) Motivation, 4) Pre-requisite Skill, e) Technical, f) Social.

## **5. The Platforms for Online Learning**

There are many platforms which can be used for online learning, they are google classroom, google meet, google form,

zoom, WhatsApp, at puzzle and others. In this research, the researcher only focused on some applications they are google class room, google meet, zoom and WhatsApp. It is because those applications above are the applications that used as the platform for online learning at IAIN Padangsidempuan.

#### **a. Google Classroom**

Google Classroom is a new tool introduced in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease.<sup>20</sup> This application is very beneficial for online learning.

The google classroom is divided into three tabs: stream, people and information.<sup>21</sup> The tabs were used as follows. The students were invited through their email accounts to join the class. Their contact information was stored in the people tab.

In the information tab, the initial guidelines of the course were uploaded, such as programming of the laboratory sessions, activation dates of the preparation laboratory questionnaires, reports delivery dates, tutorial videos for use CASSY Lab software, instructions before laboratory sessions,

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<sup>20</sup> Izwan Nizal Mohd Shahrane, Jastini Mohd Jamil, and Sarah Syamimi Mohamad Rodzi, "Google Classroom as a Tool for Active Learning," *Proceedings of the International Conference on Applied Science and Technology* 1761 (2016): 1, <https://doi.org/10.1063/1.4960909>.

<sup>21</sup> K. L. Cristiano and D. A. Triana, "Google Classroom as a Tool-Mediated for Learning," *Journal of Physics: Conference Series* 1161, no. 1 (n.d.): 2, <https://doi.org/10.1088/1742-6596/1161/1/012020>.

worksheets and finally the research projects. The assignments are uploaded for the students to submit each one of the reports.

According to Izwan Nizal on the result of his research, overall students are satisfied with of Google Classroom's thus show it is effective as an active learning tools.<sup>22</sup> So, google classroom is an appropriate application for learning.

#### **b. Zoom**

Zoom is a web-based video conferencing tool with a local, desktop client and a mobile app that allows users to meet online, with or without video.<sup>23</sup> Zoom users also can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform.

The procedure to start the zoom meeting:

1. Go to Zoom.us
2. Toggle over the "Host a Meeting" tab on the top right hand corner
3. Choose whether you would like to keep video chat on or off
4. Sign in using your login information or create a new account
5. Launch the Zoom application and open

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<sup>22</sup> Shahrane, Jamil, and Rodzi, "Google Classroom as a Tool for Active Learning," 5.

<sup>23</sup> Abu Shadat Muhammad Sayem et al., "Effective Use of Zoom Technology and Instructional Videos to Improve Engagement and Success of Distance Students in Engineering," *Australasian Association for Engineering Education (AAEE 2017)*, no. December (2018): 2, [https://aaee.net.au/wp-content/uploads/2018/09/AAEE2017-Shadat\\_Sayem\\_Taylor\\_et\\_al-Use\\_of\\_zoom\\_technology\\_and\\_instructional\\_vids.pdf](https://aaee.net.au/wp-content/uploads/2018/09/AAEE2017-Shadat_Sayem_Taylor_et_al-Use_of_zoom_technology_and_instructional_vids.pdf).

6. Send out the meeting details, including the Meeting ID and/or link
7. You've created a meeting!

Based on the result of the research by Abu Shadat Benjamin was found that by using zoom, the learning process is more interactive, which creates positive student satisfaction and better experiences in their learning journey.<sup>24</sup> So, the zoom application is an appropriate application for online learning.

**c. Google Meet**

Google meet is one of the platforms which can be used in online learning. Google meet is one of virtual media like a zoom application. The learning process can be done by using video learning in google meet.

In google meet, the learning process goes through 3 stages: preparation, implementation, and closing. In the preparation stage, the lecturer formulates the objectives to be achieved at the meeting, determines the subject matter to be delivered, and prepares tools in the form of google meet media. The preparation means in the components of both the laptop camera and microphone. So that what is conveyed can be heard clearly by the audiences. At the implementation, the stage consists of opening, and presentation of material by

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<sup>24</sup> Sayem et al., 6.

lecturers through the Google Meet application. The concluding phase is filled with a summary of the subject matter that has been learned so that students can recall the material presented.<sup>25</sup> So, google meet is one of the well-known applications in online learning.

#### **d. WhatsApp**

WhatsApp is a free messenger application that works across multiple platforms like iPhone and android phones.<sup>26</sup> WhatsApp application is being widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text messages. This application is also used for learning. There are several facilities on WhatsApp that make an easy communication between the teacher and the students. They are, group, voice note, available to send the file, video call, and easy to send the pictures.

High infiltration of Smartphones has initiated growing use of WhatsApp for groups of teachers and their students to support the learning process by allowing direct access to lots of online resources. Combination of medium like videos, pictures and voice notes along with constant availability of facilitator

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<sup>25</sup> Agung Setyawan et al., "Effects of the Google Meet Assisted Method of Learning on Building Student Knowledge and Learning Outcomes," *Universal Journal of Educational Research* 8, no. 9 (2020): 4, <https://doi.org/10.13189/ujer.2020.080917>.

<sup>26</sup> Sonia Gon and Alka Rawekar, "Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool," *MVP Journal of Medical Sciences* 4, no. 1 (2017): 19, <https://doi.org/10.18311/mvpjms/0/v0/i0/8454>.



and learning anytime anywhere, has made WhatsApp a new and convenient tool for teaching learning activity.<sup>27</sup> So that is why WhatsApp is a good application for learning.

### **C. Corona Virus Disease 19 (COVID-19)**

#### **1. The Definition of COVID-19**

Corona virus disease 2019 (COVID-19) is defined as illness caused by a novel coronavirus now called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2, formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China.<sup>28</sup> COVID 19 stands for Corona Virus Disease that the illness comes from China and become the pandemic in the whole world. COVID 19 has been killed millions people in the whole world.

In addition, Coronavirus disease (COVID-19) is an infectious disease caused by a new virus that abruptly emerged in late 2019.<sup>29</sup> Research has shown that this virus belongs to the genus Betacoronavirus, where Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS).

Furthermore, at the end of 2019, a series of pneumonia cases of unknown cause emerged in Wuhan (Hubei, China). A few

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<sup>27</sup> Gon and Rawekar, 24.

<sup>28</sup> AAHIVS David J Cennimo, MD, FAAP, FACP, "Corona Virus Disease 2019 (COVID-19)," n.d., 1, [emedicine.medscape.com/article/2500114-overview](http://emedicine.medscape.com/article/2500114-overview).

<sup>29</sup> Piwat Suppawittaya, Pakara Yiemphat, and Pratchayapong Yasri, "Effects of Social Distancing , Self-Quarantine and Self-Isolation during the COVID-19 Pandemic on People's Well-Being and How to Cope with It," *International Journal of Science and Healthcare Research* 5, no. 2 (2020): 1, [https://ijshr.com/IJSHR\\_Vol.5\\_Issue.2\\_April2020/IJSHR003.pdf](https://ijshr.com/IJSHR_Vol.5_Issue.2_April2020/IJSHR003.pdf).

weeks later, in January 2020, deep sequencing analysis from lower respiratory tract samples identified a novel virus severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) as causative agent for that observed pneumonia cluster. On February 11th, 2020, the World Health Organization (WHO) Director-General, Dr. Tedros Adhanom Ghebreyesus, named the disease caused by the SARS-CoV-2 as “COVID-19”.<sup>30</sup>

In sum up, COVID-19 stands for Corona Virus Disease, the 19 itself stands for 2019 because it appeared in 2019. COVID-19 caused by a novel coronavirus now called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The case of COVID-19 was found in Wuhan, the province of China.

## **2. The Development of COVID-19**

Corona virus disease (COVID-19) is an infectious disease caused by a newly discovered corona virus.<sup>31</sup> Corona virus disease was initially reported to the WHO on December 31, 2019. On January 30, 2020, the WHO declared the COVID-19 outbreak a global health emergency. On March 11, 2020, the WHO declared COVID-19 a global pandemic, its first such designation since

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<sup>30</sup> Said Nadeem, “Coronavirus Covid-19: Available Free Literature Provided By Various Companies , Journals and Organizations Around the Literature Provided By Various Companies , Journals and Organizations Around the World,” *J Ongoing Chemical Research* 5, no. 1 (2020): 2, <https://doi.org/10.5281/zenodo.3722904>.

<sup>31</sup> William C. Culp, “Coronavirus Disease 2019,” *A & A Practice* 14, no. 6 (n.d.): 1, <https://doi.org/10.1213/xaa.0000000000001218>.

declaring H1N1 influenza a pandemic in 2009.<sup>32</sup> So, during the 3 months COVID 19 had been a pandemic virus. This case is because the COVID 19 is very easy to spread.

Being the fourth largest populated country in the world, Indonesia brings a risk for large number of infection and high viral spreading.<sup>33</sup> Furthermore, this virus is very contagious which needs to be prevented for spreading in the community. As World Health Organization (WHO) declared this COVID-19 as a pandemic condition, the focus should be on more rapid and earlier detection of halt the number of the infection.

The best way to prevent and slow down transmission is be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect ourselves and others from infection by washing the hands or using an alcohol based rub frequently and not touching your face.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it's important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

At this time, there are no specific vaccines or treatments for COVID-19. However, there are many ongoing clinical trials

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<sup>32</sup> David J Cennimo, MD, FAAP, FACP, "Corona Virus Disease 2019 (COVID-19)," 2.

<sup>33</sup> Agus Rizal Ardy Hariandy Hamid, "Social Responsibility of Medical Journal: A Concern for Covid-19 Pandemic," *Medical Journal of Indonesia* 29, no. 1 (2020): 2, <https://doi.org/10.13181/mji.ed.204629>.

evaluating potential treatments. WHO will continue to provide updated information as soon as clinical findings become available.<sup>34</sup> So, the best way to prevent this virus is only take care of ourselves, do the social distancing, and take care of your hygiene.

### 3. COVID-19 and Education

The government protects the school going the children from possible risks of contracting COVID-19 because school environments are places where hundreds of students meet, and this makes them dangerous places where disease can rapidly spread.<sup>35</sup> Even the situation is as risky as that, the government tries to find the other way for learning.

Thus, this situation brings the education into the new model of learning. The government utilizes the internet as the tool for learning in the middle of this pandemic. The government bans the students to do learning at school but makes the online learning as a new learning model in the pandemic.

Education in Indonesia is also affected by this pandemic. The role of the government in saving Indonesian education with a variety Indonesia is also affected by this pandemic. The role of the government in saving Indonesian education with a variety of

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<sup>34</sup> Culp, "Coronavirus Disease 2019," 1.

<sup>35</sup> Edgar John Sintema, "Effect of COVID-19 on the Performance of Grade 12 Students: Implications for STEM Education," *Eurasia Journal of Mathematics, Science and Technology Education* 16, no. 7 (2020): 3, <https://doi.org/10.29333/ejmste/7893>.

policies through the study from home (SFH) policy has shifted the form of learning that was previously conventional to online learning.<sup>36</sup> It is the educational ministry's policy.

In Indonesia as well, the teachers have to teach the material by online, because the learning process has to be done even though in this dangerous situation. It is applied to prevent the spreading of COVID-19 at the schools' area, also to decrease the number of victims in the world. So, this is the different style of teaching that is usually done with face-to-face style.

All this time the learning process was done by face-to-face learning. It means the students and the lecturer are doing the learning at the same place, and it is at school. The students and the lecturer do the interactions directly. Everything was done directly in classroom, includes the learning process like explanation, discussion, taking and giving assignment and other activity was done at school.

In this pandemic situation, the learning process has to be done by many platforms like google classroom, google meet, zoom, WhatsApp, and others. It means, the class cannot be done directly anymore at school. So the learning process has to do from home. Those all applications can be used on mobile phone, laptop, or computer. All those applications can be used by using

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<sup>36</sup> Setyawan et al., "Effects of the Google Meet Assisted Method of Learning on Building Student Knowledge and Learning Outcomes," 2.

networking supports. So the online learning style uses the technology as the tools for supporting the learning process.

#### **D. Review of Related Findings**

Many studies on students' problem in online learning have been carried. One of the researches is written by Lin Y. Muilenburga and Zane L. Bergeb<sup>37</sup> who had found some problems in students' side when they do the online learning. The problems are time/interruptions where the students, infrastructure/support services, motivation, prerequisite skills, technical, and social. Those all problems come from the students that do the online learning. The students argue those all problems have to be take attention if the students want to do online learning.

The next researcher is Maria D. Avgerinou and Sophia E. Moros<sup>38</sup> who investigated that student outcomes and skills do not seem to divert as much from the regular face-to face delivery. Yet, the data indicates some newly acquired technology skills and abilities such as grit/persistence, adaptability, and leadership for all constituents which provide a new skill set to teaching and learning. Therefore, regardless of any emergency situation the elementary school as a whole seems

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<sup>37</sup> Muilenburg and Berge, "Students Barriers to Online Learning: A Factor Analytic Study."

<sup>38</sup> Sophia E. Moros Maria D. Avgerinou, *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic*, ed. Richard E. Ferdig Emily Baumgartner Richard Hartshorne Regina Kaplan-Rakowski Chrystalla Mouza and Published, *AACE-Association for the Advancement of Computing in Education*, 2020, <https://doi.org/10.1017/CBO9781107415324.004>.

more prepared to join the traditional mode face-to-face culture of the school in the future.

Furthermore, Karl L. Smart and James J. Cappel<sup>39</sup> who indicated that the problems and limitations of this experience are organized into three categories: content issues, technical issues, and issues involving the nature of the assignment. The most commonly reported content-related issue concerned the inclusion of simulations in the learning units. Some users disliked these exercises and/or reported that they took too much time. A few participants also stated that the online units did not contain enough “new” information or were not interesting.

Among technical issues, some students said they experienced problems losing previously completed work. A few others experienced problems registering at the website or complained about the slowness of screen loads. Overall, the most commonly reported problem was the length of the assignment. More than 30 percent of the subjects said that the online units were too long and required too much time to complete. Some students comment about making the assignment shorter, because the units were real time consuming. A few other subjects stated that students should be given more time to complete the units or more detailed directions.

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<sup>39</sup> Karl L. Smart and James J. Cappel, “Students’ Perceptions of Online Learning: A Comparative Study,” *Journal of Information Technology Education: Research* 5 (2006): 201–19, <https://doi.org/10.28945/243>.

The next researcher is Mortaza Mokhtari Nazarlou<sup>40</sup> who concluded that online learning is still not a perfect educational means because there are still a lot of intractable problems especially from the students' side. The researcher mentioned some problems about online learning such as harm to learners' health, electromagnetic radiation, harm to eyesight, damage to organs, decreasing of outer activity will results in decrease of functional capacity, virtual Studies is easy to alienate learners from real world. Based on above reasons the researcher concluded that online learning is not as perfect as traditional learning or face-to-face model.

The last researcher is Jiří Zounek<sup>41</sup> who also concluded some problems in online learning such as decreasing prices of personal computers, laptops, smartphones, tablets and other devices, there is still quite a considerable imbalance among students connectivity is concerned, students may lack sufficient knowledge and skills to use these technologies far as material equipment and Internet. In particular, students often struggle to utilize various time-management, presentation, word-processing, collaboration, and other kinds of tools for personal learning purposes. The last is online learning raises some health-related issues connected predominantly to spending long periods of time working with computers.

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<sup>40</sup> Nazarlou, "Research on Negative Effect on E-Learning."

<sup>41</sup> Zounek and Sudický, "Heads in the Cloud : Pros and Cons of Online Learning ."



From the previous findings reviewed, it can be understood that there are many problems of the students in online learning, generally like internet speed access, increasing prices of personal smartphone, computer or other instrument, motivation, and also social, content issues, and also the assignment. So those all problems also could effects the students in learning through online.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Kinds of Research**

This research used qualitative phenomenology research. The researcher described the phenomenon of learning in pandemic COVID-19 era. This research was directed to determine the nature of a current situation in time when the research is done.

In this research, the researcher was describing the whole of students' perspectives and problems coming from their experience in following online reading learning. The researcher described the students' lamentations and arguments about online reading class include of interruption, infrastructure, motivation, pre-requisite skill, technical, and social.

The result of research described transparently without any pressuring from researcher. Every single response of students was explained naturally. No intervention involved to make change to the students' problems. The students' problem was explored in natural settings.

#### **B. Place and Time of the Research**

This research was conducted at the college where the researcher was studying at, that is Padangsidempuan or State Institute for Islamic Studies. It is located at Jl. H.T. Rizal Nuridin Sihitang, Padangsidempuan, North Sumatera. Specifically, the place of the

research was at 4<sup>th</sup> semester of TBI-1 of English department class. The research was conducted from May 2020 until November 2020.

### **C. Informants of the Research**

According to that condition, the researcher set a plan to take some students as informants for this research purposively and they had to fill up the researcher's consideration. There were 2 kinds of interviewees in this research.

1. The reading lecturer of IAIN Padangsidempuan, who taught the students by online learning.
2. Fifteen (15) students who studied by online learning from 4<sup>th</sup> semester of TBI-1 of IAIN Padangsidempuan.

### **D. Instrument of Collecting Data**

The instrument of this research was interview. There were 2 interviews in this research. The first was the interview with students, and the second was the interview with lecturer. The questions of interview were done by following the indicators of problems. In this research, the indicators of students' problems in learning reading through online were interruption, infrastructure, motivation, pre-requisite skill, technical, and social.

**Table 1:**  
**The Indicators of Students' Problems in Learning Reading Through Online**

No	Indicators Of The Problems	Item	Interview	Number of Question		
				Interview with Lecturer	Interview with Students	
					Problems in Learning Preparation	Problems in Learning Process
1.	Interruption	8	Lecturer, Students	2	2	1, 2, 3
2.	Infrastructure	4	Lecturer, Students	7, 8	1	-
3.	Motivation	4	Lecturer, Students	2	-	5, 6
4.	Pre-requisite skill	1	Students		3, 4, 5	-
5.	Technical	1	Students	1	6, 7	-
6.	Social	2	Lecturer, Students	10	9	4

### **E. The Technique of Collecting Data**

The data was taken by doing interview. Interview with the students was done after preparing some procedures. The procedures were:

1. The interview was done by online, using chatting. The researcher prepared the script of questions.
2. Researcher asked the readiness or willingness of the informants.
3. Researcher invited all the informants into a WhatsApp group.
4. Researcher sent the list of questions in to a group.
5. Researcher asked the informants to answer the questions honestly without any pressuring from anywhere.

6. Researcher asked the informants to send their answer to researcher's personal number not to the group.

The second interview was the interview with the reading lecturer. The interview was done by some procedures as well. The procedures were:

1. The interview was done by online, by sending the voice note/VN. The researcher prepared the script of questions.
2. Researcher asked the readiness or willingness of the reading lecturer as an informant.
3. The researcher sent the questions by voice note to the informant's personal chat one by one.
4. The researcher let the lecturer to answer all the questions by voice note as well.

Every respond of informants and lecturer were analyzed and described by the researcher on the result of the research.

#### **F. The Technique of Data Analysis**

After the data have been collected, the researcher did the data analysis. Data analysis was concerned with describing what were in the data. The result of this research was based on the data which have been collected. The researcher analyzed them by using four steps of analyzing qualitative data suggested by Gay, they were reading or

memoing, description, classification, and interpretation.<sup>42</sup> The explanations of those steps as follows:

1. Reading or memoing

The very first thing in data analysis, the researcher read the interview guided that has been done by the researcher. After doing the interview with the informants, the researcher read the informants' response based on the researcher's questions.

2. Describing

After reading or memoing, the researcher described the lecturer's response of interview, and described the students' problems of fifteen informants in learning reading through online in this pandemic COVID-19.

3. Classifying

Classifying was categorizing something or someone into a certain group or system based on the characteristic. In this research, after describing the informants' problems the researcher classified the informants based on their problems.

4. Interpreting

The last step was interpreting. The aim of interpreting was to answer two questions, they were; what was important in the data?, and why was it important? The interpreting for this research was the researcher interpreted the problems of the informants. The

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<sup>42</sup> L. R. Gay, *Educational Research: Competence for Analysis and Applications*, ed. Jeffery W. Johnston, 10th ed (Boston: Pearson Education, Inc, 2012), 240.

interpreting were; what were the students' problems in learning reading online?, and why it was a problem?.

In conclusion, the researcher was going to conduct the data analysis as the researcher mentioned and explained in some points above. The researcher did those steps in analyzing the data.

### **G. Techniques to Maintain the Data Trustworthiness**

Trustworthiness in qualitative research is an important thing due to checking the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific. The trustworthiness of a qualitative research can be increased by maintaining high credibility and objectivity. To reduce the bias of the data, and to improve the validity of the data collection, Gay suggested several strategies as follows:<sup>43</sup>

1. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or compare participant's consistency of responses.
2. Including addition participants to broaden the representative of the study and thus the data.
3. Make a concerted form to obtain participant trust and comport, trust providing more detailed, honest information from participants.
4. Try to recognize one's own biases and references and be honest with oneself in seeking them out.

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<sup>43</sup> L. R. Gay, 255.

5. Work with another researcher and independently gather and compare data collected from subgroups of the participants.
6. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
7. Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed filed notes.
8. Record in journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
9. Examine unusual result for explanation.
10. Triangulate by using different data sources to confirm one another, as when interview, and recollections of other participants produce the same description of an event, or when a participants responds similarly to a personal question asked on three different occasions.

Based on the strategies above, the researcher used the triangulation in checking the trustworthiness of the data. The researcher was comparing between the result of interview with students and interview with lecturer.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

As mentioned in earlier chapter, in order the students' problems in learning reading online of students at 4<sup>th</sup> semester of TBI-1 of IAIN Padangsidimpuan. The researcher has gotten the students' problems result related to this research's title by applying the interview. The interview has been done by online. The qualitative research is used by describing every informant's responses on the interview. Then, the researcher is describing the result based on the indicator of the problems. In this chapter, the researcher presents three things: findings, discussions and threats of the research.

#### **A. Findings**

##### **1. The Students' Problems in Preparing Online Reading Learning at 4<sup>th</sup> Semester of TBI-1 of IAIN Padangsidimpuan**

The researcher has done the research at 4<sup>th</sup> semester of TBI-1 of IAIN Padangsidimpuan. In this research there are 2 interviews, the first is interview with the reading lecturer and the second is with the students. The researcher starts from the interview with the students. There are 15 informants on this interview. The interview can be seen in appendix 4.

Based on the interview, the students' problems in preparing online reading learning are the online learning is not effective, the bad networking connection, less communication between the students and lecturer, cannot manage the time well, cannot focus on the lesson, the home condition does not support the learning process, hard to find the quite places for learning,

cannot improve the students' character, boring, and cannot top up the internet quota.

Those all problems above are based on the indicators of the problems. There were 6 indicators of the problems in this research, they were:

**a. Interruption**

There were two questions about interruptions. They were question number one and number two. The question number one was "What are your personal problems in learning reading through online?"

Based on the informants' answers the students problems in learning reading through online in pandemic COVID-19 were the poor networking connection, not focus on the lesson, less of participant, less communication between the students and lecturer, and feeling bored.

Based on the problems above there were 6 informants faced the same problems in preparing the online reading learning. They were YAH, Kh, HMS, EDH, MAH, and AHH. They said that they could not focus on the material that was taught by online. YAH said she could not focus on the lesson because she had many jobs at home at the same time. So she did not know what she had to do. Then, Kh said she stuck on the other tasks that had a deadline soon, so she could not active in the reading online class. This also made her not active in class.

Next, HMS said she had many troubles in online learning they were the discussion was not clear, not complete member of learning, internet

connection was bad, and could not focus on the lesson because there was many troubles from her family that disturbed the online learning. HMS also said the online reading learning used to less of participant. There were many students did not stay online and even lost the class.

MAH said she could no focus on the lesson because she had many task to do. AHH said she often did not focus on the lesson because she could not stand to see the screen of mobile phone or even the laptop for too long. So based on those reasons they said that they did not focus on the lesson that was taught by online learning.

The next problem was they felt such a miss communication with the lecturer when they were learning. Ar said her personal problem in learning reading through online was sometimes she felt like a miss communications between the students and the lecturer. For her, it was so important to have such eyes contact with friends and lecturer in classroom.

There was also student who felt bored when learning reading by online. She was SA. She conveyed that sometimes she felt like bored in learning reading online, because it was staying at home. She wanted to meet her friends. According to her, learning together in one class with her friends was much better to make her excited.

The question number two about interruptions was “Do you think that learning by online is effective or not? Why?” Based on the interview 14 informants said that the learning online is not effective. They are MAA, BR,

AA, NKH, EFS, HMS, YAH, MAH, Kh, EDH, AHH, RAH, SA, and HA.

The interview was as follow:

- (a) Researcher : “Do you thing that learning by online is effective or not? Why?”
- MAA : “Learning by online is not that effective for me, again based on me it’s not totally worst and it’s not the way I see it. But in my point of view this online learning has its positivity and negativity, but still I guess the negativity is more than the positivity. The first I start this learning it was shocked and messed up, I have to fulfill my attendance list by online whereas my first time ever, I have to deal with the bad connection sometimes and of course the cost of the internet balance itself, it is not in exception. But beside all those negativities the positive one for me is I’m more creative on my way probably, at least that’s what I feel and I’m more responsible to all of the tasks I’ve gotten, which is I must encourage myself to do it with myself and no others help. So for me it is effective some points but somehow it is not productive and intensive”.

Based on the interview above can be seen that the informants conveyed the online learning was not effective because of many reasons. The other reasons also came from the other researcher like AA she conveyed that sometimes the lecturer was late to make a class but they had to collect the assignment on time. Moreover, the lecturer sometimes made the class out of the schedule.

Then, MAH said it was not effective because it could not improve the students’ character. What the students needed was to have a face-to-face interaction in learning. HA also said it was not effective because she could not see the lecturer while they were learning.

Next, MAH said it was not effective because the lecturer could not really know the students' ability by online. YAH said online learning was no really effective because there were many obstacles such as the networking that made the lecturer's voice inaudible.

Besides that, there was one informant said that the online learning is effective. The informant is Ar. The interview as follow:

- (a) Researcher : "Do you thing that learning by online is effective or not? Why?"  
 Ar : "If the question is about the effectiveness, everyone says that less effective, but for me it backs to you how you'll survive in this situation. So I think it still effective".

Ar said everything depends on the students how they survived the pandemic situations. According to her it was still effective. So, according to the interview, there were 14 informants told that the online learning was not effective, but there was 1 informant said online learning was still effective.

#### **b. Infrastructure**

According to the students' problems in preparing the reading online learning, there were 4 informants faced the same problems about the networking. They were BR, NKH, AA, and EFS. They said the poor internet connection was being a problem in online learning.

- (a) Researcher : "What are your personal problems in learning reading through online?"  
 Datum 1 (BR) : "I find some difficulties when learning reading online, such as poor network problem, limited time, and less explanation. That is why, some time I can not catch the point of lesson as well. However, when the explanation about a certain topic has not clear enough but at the time I need to finish

- the task from the lecturer with the limited time”.
- Datum 2 (NKH) : “The personal problem in learning online is about internet network. Because my home is so far from city so the internet is so difficult here”.
- Datum 3 (AA) : “The personal problem that I have had since pandemic learning at home was the data that much to join in the class then sometimes the connection was bad, then I ever can't hear my lecturer when she explained the material”.
- Datum 4 (EFS) : “Internet networks and quota”

Based on the interview above can be seen the students' problems about internet connection. NKH said that her home is quite far from the city and there was no any internet quota there. So the poor internet quota was being a problem for her in preparing online learning.

Also AA said she had a problem about the internet connection in leaning online. It was because sometimes she could not hear the lecturer's voice clearly when the lecturer was explaining the materials. So the internet connection was their problems in preparing the online learning class.

### **c. Technical**

There were two questions about technical in the interview. The first question was “What are the applications that you use for online learning?”. Based on the result of the interview, google classroom, zoom, google meet, WhatsApp, YouTube and e-mail were the applications that they used for online reading learning.

Based on the answers above, there were 13 informants mentioned that google class room, google meet, zoom, and WhatsApp were their

platforms for online reading learning. Beside that, there were also 2 informants who mentioned YouTube and Email as their platform in online reading learning. They were MAA and EDH.

MAA said that the applications that they used for online reading learning were zoom, google classroom, WhatsApp and YouTube. He mentioned that YouTube was one of their applications in reading online. His answer was quite different with the other informants who did not mention YouTube as the application in online reading learning.

Then, EDH said the applications that they used in online reading learning were google meet, google classroom, WA, zoom, and e-mail. She mentioned an e-mail was one of the applications for online reading learning. Her answer was different with the other informants who did not mention e-mail as their application in online reading learning. So, based on those explanations the researcher concluded that the applications that used for online reading learning were google classroom, zoom, google meet, WhatsApp, YouTube and e-mail.

The second question about application was “Which application that you like?”. Based on the result of the interview the informants had the various answers. First of all, there were 2 informants who liked to use google classroom, they were RAH and EFS.

Second of all, there were 3 informants liked zoom and google classroom. They were Ar, Kh, and EDH, but EDH said she still had a bog hope to do the face-to-face learning. Next, there were 2 informants liked to

use zoom and WhatsApp for online learning. They were HMS and AA. There was 1 informant liked google classroom and google meet. She was NKH. There was also 1 informant who liked google meet as a platform for online learning. She was AHH.

The next answer, there was 1 informant liked to use WhatsApp and Google meet as the platform for online learning. She was HA. There was 1 informant liked zoom and YouTube. He was MAA, because for him sometimes YouTube made some materials clearer than the lecturer. Next, there was 1 informant who liked to use WhatsApp group in online learning. She was BR.

There was also 1 informant who liked all the applications as the platform for online learning. She was SA. According to her, she liked all the applications that used for online reading learning because all of it had the different function in learning. For instance like WhatsApp group used to use as a main application for communication, it was used for sharing and asking everything about reading class. And zoom app was used for doing the virtual meeting like presentation and explanations.

On the other hand, there were 2 informants who did not like all the applications. They still hoped to use the face to face learning model. They were YAH and MAH. They said they prefer to have a face-to-face learning style. So that was why they did not choose any applications at all.



#### **d. Social**

There was one question about the social in the interview, the question was “Do you have social problems in online learning? What are they?”. Based on the result of interview, there were 2 categorizes of the informants’ answer. The first was the informants who had the problems in social side. The second was the informants who did not have the problems in social side.

First of all, there were 12 informants that had the social problems in online reading learning. They were MAA, RAH, HMS, NKH, AA, YAH, SA, Kh, Ar, BR, MAH, and EDH. Firstly, MAA said the social problems for him were, firstly he couldn’t build the relation with the lecturer well, what he was trying to say was not as well as in classroom learning. In classroom learning it was easier to get to know with the lecturer each other and build a relation than this online learning. It related with the character building. Secondly, he could not get in touch with his classmates, he mean the competitive things that happen in classroom such as debating, and sometimes lecturer gives a task for only five people for example, those kind of things that he did not find in online learning.

Then, AA said her social problem in online reading learning was she could not meet her classmates. SA also said her social problem was less communication with friends, could not meet her friends in other city for a few months. They also could not learn together, because she felt like

learning together with friends could make her excited than learning alone at home.

Kh said she could not go anywhere so it made her being so stress, it really made her crazy when she had a lot of task and must be done soon but she could not share with anyone. BR said during the online learning she could not get in touched well with classmate. They had less communication to discuss about some difficult materials due to the deadline of many assignments from the lecturer.

Meanwhile, there were 3 informants did not face any social problems in online learning. They were HA, EFS, and AHH. So, according to explanations above, there were 12 informants faced the social problems in learning reading through online, and there were only 3 informants who did not face the problems about social.

## **2. The Learning Reading Process Through Online at TBI-1 4th Semester of IAIN Padangsidempuan**

The learning reading in this pandemic COVID-19 was done by online. The researcher wanted to describe how the learning reading process by online. The researcher did the interview for getting the data. The interview was done with the reading lecturer of TBI-1 class. There were 10 questions on this interview.

Based on the result of the interview with the reading lecturer, the TBI-1 class has done the learning reading through online since the pandemic COVID-19. The reasons of the reading lecturer were because of the

regulation of the IAIN Padangsidempuan that obliged the all lecturer to do the learning by online. Meanwhile, this pandemic also could be as the opportunity for the reading lecturer to introduce the technology for students. As long as the learning was done by face to face model. Now a day the students got the new experiences in learning. The students also could utilize their smartphone in the good way.

The online learning reading process was actually a little bit same as the face to face model. The difference was only about the meeting, they were directly meeting and virtual meeting. The lecturer used some applications for online learning, they were google classroom, google meet, google form, zoom, at puzzle, and WhatsApp group. Those all applications had the each function for learning, but the main application for learning was the google classroom.

During the learning process, the lecturer used to open the class by sending the material to the google classroom or sending the zoom meeting link on the WhatsApp group when the learning would be done by zoom. After the students were submitted to the learning group the lecturer started the class by greeting the students, reciting the *lafaz* Al-Qur'an and asking the last material as the lecturer used do. In explaining the material, the lecturer had some ways to explain the material. First of all, the lecturer explained the material by herself. Second of all, the lecturer made the discussion class for discussing the material that they learned at the time. The

third of all, the lecturer asked the students to present the materials by themselves.

According to students' understanding, the lecturer was not sure that the students understood or even not about the material. The lecturer used to ask the students' questions and responses while the learning was running. In giving the assignment, the lecturer used to share the task to the google classroom group, but sometimes the lecturer used the at puzzle and google form for giving the assignment. According to the reading lecturer, the google form was the good application for creating the task, because the students only need to fill the answer on the form, so they did not need to write it down anymore.

In the middle of this online learning, the lecturer apparently faced some problems. Firstly, the lecturer got lack of students' responses. Many of students respond something lately, for instance in filling the attendance list, many of students filled it an hour after the class, or even at night. It was so late. The second was about the virtual meeting, there were some students kept their zoom voice on so it could make the crowded and bothered the learning process. Meanwhile, some students also turn their camera off when the learning process was still running. It totally made the lecturer hard to control the class, because the lecturer did not know exactly whether the students were still paying attention to the class or even has left and ignoring the material. The last problem was when the lecturer sent the video of material to the group, many of students could not open the video with many

reasons. So it made the students late to understand the material and also late in doing the assignment.

### **3. The Students' Problems in Online Reading Learning Process at 4<sup>th</sup> Semester of TBI-1 of IAIN Padangsidempuan**

During the pandemic COVID-19, the learning process was doing by online. The lecturer and the students tried to utilize this way for doing learning. The online learning used some applications like Google Classroom, Google Meet, Zoom, and WhatsApp group. The lecturer and the students tried to do the best to make the education still run a well in this situation.

The data can be seen in appendix 4. Based on the interview with the students, the learning process run was like usual in this pandemic. The different was also about the face-to-face and the online learning only. In pre learning, the lecturer opened the class by saying *salam* like in classroom, and then asking the students condition, and doing review for several minutes. The lecturer used to ask about the last material before going to the next materials.

During the learning process, the lecturer explained the material by using screen-sharing power point. The lecturer presented the materials by using slides. The lecturer also shared some references to make the students got the point completely. Sometimes, the lecturer asked the students to do the presentation. After doing the presentation, the lecturer would hold the

class by re-tell the point of the materials, and re-answer the questions that were still unclear.

In post learning, the lecturer used to asked like “that’s all our material”, “have you got it?”, “are there any questions more” to make sure that the students had been understand. The lecturer also shared the link for the evaluation of learning. All the students had to do the evaluation on that link. Sometimes, the lecturer asked the students to join the WhatsApp group for giving their comprehending.

Beside that, the students also had some problems in learning reading online process, the problems were; difficult to make the conclusion, cannot get any inputs from the lecturer directly, cannot go far for any practices, some students do not understand about the material, less explanation, cannot focus on the lesson, less social contact and poor in time management . The data can be seen in appendix 4.

Those all problems above are based on the indicators of the problems, as follow:

**a. Interruption**

There are 3 questions in this category of indicators. The first question is “what are the problems that you faced in learning reading through online? include in pre-learning, during-learning, and post-learning

Based on the interview, MAH said her problems in learning online process was she did not get the point of materials. All the time in face-to-face learning style the lecturer explained the material directly and using the

whiteboard as a tool for explaining, but in online learning the lecturer explained the material from far. It was not really clear because the students had to make the map, resume, and conclusions by themselves.

Next, BR said that her problems in learning reading online process were about the time management, the online learning spent much time in pre-learning, where the lecturer had to submit the zoom participant before doing the class. That spent more time in opening. Moreover when the students had to wait for the others students joined the class, it really needed much time. Because of that, the time for explaining the material was not enough.

BR also said she felt difficult in making the conclusion of the material in post learning. Sometimes, she did not get all the point of materials because there were many obstacles in learning technics, such as the participants' voice was so crowded, so she could not get the whole point of materials.

MAA also said, his problem was about giving the feedback from students. In face-to-face learning the lecturer used to ask the students' comprehending in the end of the lesson. But in online learning the lecturer asked the students comprehending by asking them to join the WhatsApp group again. So it spent much time outside the lesson time.

Also about giving the attendance list, the lecturer used to share the attendance list in the end of the lesson, where in face-to-face learning the lecturer used to check the attendance list by calling the students' name and

sign it, but in learning online it was done by sharing the form to the students. Next, Ar said she felt difficult in adapting the new online learning model. In during learning, there were some obstacles like miss communication and did not understand of materials.

The second question is “how is the student response of the material that is taught? Do the students response the materials? How often? Do the students ask something unclear? how often?”

Based on the interview, there was not any problem in responding and questioning the materials. BR said the students’ response is good, the students used to give the response and questions. The students used to response the materials, it was around 2-5 students. There were around 3-6 students gave the questions about the materials.

MAA said the students’ response is good, because the lecturer try to complete the students’ need by sending many of references of materials. The reading lecturer also used to give the evaluation in after finishing 3 meetings. The lecturer used to give the website in google classroom, in website there are some questions about the comprehending of materials. He thinks it is good. There are many students gave the response like critics, suggestions, and agreement. I myself also used to give the response. There are also around 3 students give the questions in every meeting.

Ar said the students’ response is good. Students used to response the material, but it was not as effective as the face-to-face learning. There were around 2-3 questioners in every meeting. So, based on explanations above



the students response is good during the online reading learning in this pandemic COVID-19.

**b. Motivation**

In motivation side, the informants had the various motivations in doing online reading learning. There were 2 questions about motivation on the interview. The first question was “what is your motivation in learning reading online?”. The second question was “is lack of motivation one of your problems in learning reading through online? Why?”.

Based on the interview, some of the students were lack of motivations in doing learning reading online. MAA said he was lack of motivation. He felt like he was less of monitoring when he did online learning. So that’s why he was not really active in class. AA said she was lack of motivation in doing online reading learning as well. At the first time she was so poor of motivation. For her, the online learning is only taking and giving assignment without any communication. Kh also said she was lack of motivation in doing reading online learning. She felt like not really excited to do online learning because of many reasons like the assignment and also the system of online learning itself. So that was she felt like lack of motivation.

Next, SA also said she was lack of motivation because it was hard for her in moving from the face-to-face style to online learning style. So that she was lack of motivation in learning. She felt like not excited, not fun, and

not interested to do learning by online. She also felt better in learning together with friends than by online.

YAH said she was lack of motivation because of the internet connection. The internet connection was the main trouble in preparing the online learning. It really broke the learning process, it made the voice was bad and decrease her confidence in comprehending the materials. So that she felt lack of motivation to do the online class.

MAH said she was lack of motivation because she wanted to learn by face-to-face style. Because learning by face-to-face style was more intensive than the online style. So that was sometimes she felt like not excited for doing learning online.

### **c. Pre-requisite skill**

There was one question about pre-requisite skill on the interview, the question was “Do you usually understand about the material that is taught by online?” Based on the interview, there were 4 categorizes of the informants’ answers on this question. They were understood about the materials, understood about some materials, understood sometimes about the materials, and did not understand at all about the materials.

First of all, there were 3 informants who understood about the materials that learned by online. They were EDH, Ar, HA. They said they used to understood about the materials were taught by online.

Second of all, there were 5 informants did not understand about the materials that they learned by online. They were MAA, SA, MAH, YAH, and RAH.

MAA said of course he did not understand about the materials that were taught by online due to he is a kind of person who is easier to understand by practicing rather than theories, and this reading online was kind of less of practices. He also said he couldn't get any inputs from the lecturer directly. He couldn't go far any practices, whereas he was stuck with theory, theory, and theory.

Next, SA said she did not know what the reasons are, maybe because she never done the online learning yet so she felt so hard in comprehending the materials. MAH said she did not understand about the materials because she did not focus on it. YAH said she did not sure about it, perhaps she has forgot all the materials.

The next category was the informants who sometimes understood about the materials that they learned by online. There were 5 informants. They were AA, NKH, EFS, AHH, and Kh.

AA said sometimes she couldn't understand about it because the connection was poor, or the condition of her house position near to the road so she cannot hear it clearly. AHH said she understood it partly. There are some materials that she understood, and some others no.

The last category was the informants who understood the materials but not all. There were 2 informants, they were BR and HMS. BR said she

used to understand of some materials, but there were also some materials that she did not comprehend at. Next, HMS said she understood of the materials that were taught by online, but some of them no.

#### **d. Social**

There was one question about social on the interview, the question was “How is the social relationship in the class when the learning reading process?”. BR said there were some problems in social relationship during the online learning process, for instance like the limited time in asking something about the material. When we were doing face-to-face learning we could ask everything directly but in online learning sometimes our question was constraining by some problems like networking. The other problem is limited interaction, the students could not discuss with friends so that is why many of students did not get the point of the materials.

MAA said the social relationship between the students and the lecturer was good, but face to face learning was still much better. Many of students did not turn on the camera and voice when we were doing learning by zoom. So it was not really good when we saw our lecturer’s face but the lecturer could not see the students’ face.

Next, Ar said her problems in learning reading online process were miss communication and social contact. During the learning, Ar felt like miss communication between the students and the lecturer. Also, the online learning was so poor of social contact. The students could not discuss and sharing with other. So it could not support the students’ comprehending.

#### **4. The Reading Lecturer's Efforts to Overcome The Problems**

In order to overcome the students' problems in learning reading online process, the lecturer also did some efforts to overcome those all problems. The lecturer conveyed that this pandemic is something out of our control. So that was why the lecturer also took a contribution in helping them. According to the result of the interview with the lecturer, the lecturer also faced many problems in learning reading through online.

##### **a. Interruption**

In solving the problems about less of response or less of students' questions during the online reading learning process, the lecturer did the effort by reminding the students to be active in class. The lecturer used to ask the students by saying "have you got it?", "any questions more?", "do you get what I mean?" and other questions to make sure that they got lessons clearly. The lecturer felt like had a responsibility to make the online reading learning as well as she can.

##### **b. Infrastructure**

In solving the problems about infrastructure, the problem was about the poor internet connection. The lecturer also did an effort in this case by suggesting the students to come to the campus when the internet connection at their home was bad, because the campus supplied the wifi for helping the students in following the online class. The lecturer suggested this as her effort to

overcome the internet problem. The lecturer also used to give the additional time for students in doing the task. The lecturer tried to understand the students' problems in networking so they need more time to do the assignment. The lecturer also tried to tolerate the students' lately responses.

**c. Motivation**

The students' problem in motivation side was the students were lack of motivation in following the online reading learning class. In order to overcome this problem, the lecturer tried to give the comprehending about how to utilize this online learning as the priority in this pandemic. The lecturer used to make the various way in teaching like explanation, sharing, discussion, or sometimes by doing evaluation. She made this as her efforts to keep the students still felt interested in following the reading online class.

**d. Pre-requisite skill**

The students' problems in pre-requisite skill were the students did not understand about the material, difficult to make the conclusion, cannot get any inputs from the lecturer directly, and cannot go far for any practices. In solving those problems, the lecturer used to give chance for students in asking everything about the materials that still unclear. The lecturer also used to send video of her when she was teaching the material. She did

this to make the students could watch the video for many times, and also she did it as her effort to help the students' understanding.

**e. Technical**

In technical side, the problems were the poor of time management and students did not know how to use the applications. In solving those problems, the lecturer used to try to maximize the time without taking the other lesson's time. The learning time was 100 minutes for every meeting, 20 minutes spent for waiting the participants and opening, but the lecturer used to maximize the 80 minutes more for explaining the material in during learning, and giving the conclusion and feedback in post learning. The lecturer used to give the chance for students in asking everything about the lesson on WhatsApp group when the learning time was not enough. The lecturer also tried to response every student's question even though it was out of the reading learning time.

In using the applications, the lecturer also guided the students to operate the online learning applications. The lecturer also guided the students how to do presentation by online. Also, she guided the students how to fill the attendance list form, how to send the assignment by online, and how to use zoom and google meet in virtual meeting.

#### f. Social

In social side, the students' problem was the less of social contact in online learning reading process. In order to overcome this problem, the lecturer tried to apply the virtual meeting to make the learning situation was like in classroom. She made this also to keep the social relationship in learning process. The lecturer and the students still could keep in contact even though from the different places.

#### 5. The Differences between Online and Offline Learning

The data were taken based on the result of this research. The researcher concluded some differences between online and offline learning style in reading subject. The differences as follows:

**Table 2:  
The Differences between Online and Offline Learning**

No	Offline Learning Style	Online Learning Style
1.	The lecturer checks the attendance list in pre-learning	The lecturer checks the attendance list in post-learning
2.	The attendance list is checked by calling the students' name	The attendance list is checked by filling the form
3.	The class started without waiting the other students in classroom	The class started after waiting the other students joining the application
4.	The material is explained by power-point and white board	The material is explained by virtual screen sharing power point



No	Offline Learning Style	Online Learning Style
6.	The conclusion of material is giving directly after learning	The conclusion is made by students
7.	The materials are explained clearly by lecturer	The materials are explained unclear because some networking troubles
8.	The social contact is good in classroom	Less of social contact between the students and lecturer, also between students and students

## B. Discussions

This research took 15 informants by doing the interview. The researchers analyzed the students' problems based on the indicators of problems. All problems consisted of the indicators that adopted from L.Y. Muilenburge and Z. Berge theory. The indicators consisted of interruption, infrastructure, motivation, pre-requisite skill, technical and social.

Based on the research findings, the researcher found that the students' problems in preparing learning reading online are the students' problems in preparing online reading learning are the online learning is not effective, the bad networking connection, less communication between the students and lecturer, cannot manage the time well, cannot focus on the lesson, the home condition does not support the learning process, hard to find the quite places for learning, cannot improve the students' character, boring, and cannot top up the internet quota. In online reading learning

process, the students' problems were difficult to make the conclusion, cannot get any inputs from the lecturer directly, cannot go far for any practices, some students do not understand about the material, less explanation, cannot focus on the lesson, less social contact and poor in time management .

Relating to the previous studies which relevant with this study, Lin Y, Muilenburg's and Zane L. Bergeb's<sup>44</sup> study, the aspects of problems are time/interruption, infrastructure/support services, motivation, prerequisite skills, technical, and social. It is consider with the students' problems in learning reading online at IAIN Padangsidimpuan. The data indicates that informants faced problems with time/interruption, 15 informants faced the problems about infrastructure and support services, 9 informants have problems with motivation, and 12 informants have problems with social.

Another research is from Maria D. Avgerinou and Sophia E. Moros<sup>45</sup> investigates that newly acquired technology skills and abilities such as grit/persistence, adaptability, and leadership for all constituents which provide a new skill set to teaching and learning. Based on the result, this problems aspects are not consider with this research, because none of informants mentioned their problems belongs to those aspects.

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<sup>44</sup> Muilenburg and Berge, "Students Barriers to Online Learning: A Factor Analytic Study."

<sup>45</sup> Maria D. Avgerinou, *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic*.

Based on the Karl L. Smarts' and James J. Cappel's<sup>46</sup> research, they investigated that the problems of this experience in online learning are organized into three categories, they are content issue, technical issues, and issues involving the nature of assignment. This research is also consider with this research where there is 1 informant told about the content of the learning only about the theory and theory, also 2 informants said that online learning is less of explanation.

The next researcher is Mortaza Mokhtari Nazarlou<sup>47</sup>, he investigated some problems about online learning such as harm to learner's health, electromagnetic radiation, harm to eyesight, and damage to organs. This theory is not really consider with the research, because there is only 1 informant who investigate about health.

The last previous finding is Jiri Zounek.<sup>48</sup> He concluded some problems in online learning such as decreasing prices of personal computers, laptop, smartphones, tablets and other devices, there is still quite a considerable imbalance among students connectivity is concerned, students may lack sufficient knowledge and skills to use these technologies far as material equipment and Internet. In particular, students often struggle to utilize various time-management, presentation, word-processing, collaboration, and other kinds of tools for personal learning purposes. The last is online learning raises some health-related issues connected

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<sup>46</sup> L. Smart and J. Cappel, "Students' Perceptions of Online Learning: A Comparative Study."

<sup>47</sup> Nazarlou, "Research on Negative Effect on E-Learning."

<sup>48</sup> Zounek and Sudický, "Heads in the Cloud : Pros and Cons of Online Learning ."

predominantly to spending long periods of time working with computers. This research is consider with the students' problems at IAIN Padangsidempuan. Based on the result finding, there are 13 I formants faced the problems in learning cost. Also there are 2 informants faced the time management problems.

### **C. Checking the Data Trustworthiness**

In checking the trustworthiness of the data, the researcher used the triangulation to compare the data from students and the lecturer. Based on the result, the data were same. The information that came from the students and the lecturer was same. The data included of the online reading learning process, the applications that they used, and the lecturer' efforts to overcome the students' problems. So, based on that result, the data of this research are truthful.

### **D. Threats Of The Research**

In conducting this research, the researcher realized that there were many threats of the researcher. It is started from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students' had activities. Beside, the time with was given to be students' not enough. Then, students also did not do the test seriously. So, the researcher looks the answer directly without care about it.

The researcher was aware all the things would want to be searched, but to get the excellent result from the research were more difficult because there were threats to the writer, the researcher helping from the entire advisors, and the lecturer.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. The students' problems in preparing the online reading learning at 4<sup>th</sup> semester of TBI-1 of IAIN Padangsidempuan were; the online learning is not effective, the bad networking connection, less communication between the students and lecturer, cannot manage the time well, cannot focus on the lesson, the home condition does not support the learning process, hard to find the quite places for learning, cannot improve the students' character, boring, and cannot top up the internet quota.
2. The students' problems in online reading learning process at 4<sup>th</sup> semester of TBI-1 Padangsidempuan were; the students' problems were difficult to make the conclusion, cannot get any inputs from the lecturer directly, cannot go far for any practices, some students do not understand about the material, less explanation, cannot focus on the lesson, less social contact and poor in time management.
3. The learning reading through online at TBI-1 4<sup>th</sup> semester of IAIN Padangsidempuan is as same as the face to face learning. During the online learning, the lecturers used to explain the material by using zoom, google meet or google classroom. For giving the assignment the lecturer prefers to use google form and google classroom. The lecturer explained the materials by herself or sometimes asked the students to

do the presentation and discussion. The lecturer also used to share the video of her when she is explaining the materials.

4. In problems solving, the lecturer efforts to overcome the problems are; reminding the students to be active in class, suggesting the students to go to campus for using the wifi, giving the additional time in collecting the assignment, giving comprehending to students about the priority in learning, teaching in a various way to make the students still kept interested in following the online reading class, re-send the materials to students, sending the video of her when she was teaching the materials, guiding the students in operating the applications, and using the virtual meeting to keep the social contact during the online reading learning process.

## **B. Suggestion**

After getting the result of the research, the researcher would like to give some suggestions as follows:

1. For students, it is very important for students to make the online learning as the priority. Even though we are in the middle of the pandemic COVID-19, but the educating has to be run a well.
2. For students, it is also very important to solve every problem in learning online. As we know there are many problems come but the students must be active to solve the problems. The students must be creative to utilize this online learning, not even make this pandemic be an obstacle for being lazy and not following the class.

3. For the lecturer, try to understand the students' problems in learning online. Because this online learning model is really different with the old face to face model. The students need to adapt with this new learning style. Also this pandemic COVID-19 is not something we want, this is such of disaster literally gives many effects in education. So, try to contribute in solving the lecturer' or the students' problems in learning.



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## The Students' Problems in Learning Reading Through Online in Pandemic COVID-19

### Research Questions:

1. What are the students' problems in learning reading through online in TBI-1 4th semester of IAIN Padangsidempuan?
2. How is reading learning process through online?
3. What are the lecturer's efforts to overcome the problems?

### The indicator of students' problems in learning reading through online.

No	Indicators Of Problems	Item	Interview	Number Of Question	
				Interview with Lecturer	Interview with Students
1	Learning System	5	Lecturer, Students	1, 2, 3, 4, 5, 9	1, 2
2	Applications Networking	4	Lecturer, Students	7, 8	6, 7
3	Understanding the Material	4	Lecturer, Students	6	3, 4, 5
4	Economic	1	Students		8
5	Social	1	Students		9
6	Problems Solving	2	Lecturer, Students	10	10

### The list of questions on interview with lecturer:

1. What is your reason to use online learning?
2. How do you open the class by online?
3. How do you explain the material by online?
4. How do you close the class by online?
5. How do you give the assignment to the students in online learning?
6. Do the students understand with the material that you explain by online?
7. What are the applications that you use in online learning?
8. What applications is the best one to do the online learning?
9. What are the problems that you face in learning reading online?
10. How do you solve the problems?

### The list of questions on interview with students:

1. What are your personal problems in learning reading online?
2. Do you think that learning by online is effective or not? Why?
3. What reading materials that you learn by online?
4. Do you usually understand about the material that is taught by online?
5. What reading materials that you do not understand? Why?

6. What are the applications that you use for online learning?

7. Which application that you like?


8. Do you have the problems in online learning cost? What are they?

- 1.
- 2.
- 3.

9. Do you have the social problems in online learning? What are they?

- 1.
- 2.
- 3.

10. What are your efforts to solve your problems?

Psp, 30 Sept 2020  
Valentina  
  
Sushri Honda

### SURAT PERNYATAAN VALIDASI

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

Nama : Fitri Hasanah Nasution  
Nim : 16 203 00018  
Jurusan : Tadris Bahasa Inggris  
Judul : The Students' Problem in Learning Reading Through Online in Pandemic  
COVID-19.

Telah melakukan validasi pada list pertanyaan interview. Demikian surat ini dibuat agar dapat dipergunakan.

Padangsidempuan, 28 September 2020

Saya yang membuat pernyataan,



Eka Susri Harida, M.Pd  
NIP. 19750917 200312 2 002

understand

✓  
Name : Bulan Ritonga  
NIM : 1820300101  
Class : TBI 1

1. What are your personal problems in learning reading online?

I find some difficulties when learning reading online, such as ~~poor network problem, limited time, and less explanation~~. That is why, some time I can not catch the point of lesson as well. However, when the explanation about a certain topic has not clear enough but at the time I need to finish the task from the lecturer with the limited time.

2. Do you think that learning by online is effective or not? Why?

No, I do not. According to me, learning by online is not effective enough cause during the learning online we can not have a good interactions with the lecturer and also with other friends. Moreover, when I stuck in one topic and no one has a good comprehending about it, and the time in learning via zoom or google meet is very limited. So, there is no chance for us for giving the suggestion or such a question.

3. What reading materials that learn by online?

- a. Reserach Article and Non Research Article
- b. Exposition Text, Discussion Text, and Argumentative Text.
- c. The Collaborative Strategic Reading (CSR)
- d. Critical Reading Strategies.

4. Do you understand about the material that is taught by online?

Yes I do. But some materials are not.

5. What reading materials that you do not understand?

The different between Discussion Text and Argumenative Text in a paragraph or passage.

6. What are the applications that you use for online learning?

Whatsapp Groups, zoom meeting, google meet.

7. Which application that you like?

② ✓ I prefer to use Whatsapp group.

8. Do you have the problems in online learning cost? What are they?

③ ✓ a. Yeah, I have. When we using via zoom meeting for learning, it was really spent many of data. So, I need to top up my data fully before the lesson starts.

9. Do you have the social problems in online learning?

④ ✓ a. Yes, I have. During the online learning I can not get in touched well with my classmate. we have less communication to discuss about some difficult materials due to the deadline of many assignments from the lecturer.

10. What are your efforts to solve your problems?

⑤ ✓ To solve my problems, I usually reread the material that we have discussed before. In my spare time I take the time around five to fifteen minutes to make some notes or conclusion from the lesson of the day.

Desc:

Problems: network, limited time, less explanation

Not effective because not have a good interactions with lecturer  
stuck in topic

Understanding the material: yes, but some materials are not

App: WA

Eco: Yes, zoom app spent many data.

Social: Cannot keep in touch with friends  
less communication to discuss

A.S: reread the material  
make some notes



✓

understand

Name : Nurul Khofifah Harahap

Class : TBI 1

1. The personal problem in learning online is about internet network. Because my home so far from city so the internet so difficult here.
2. I think that learning by online is not effective. because we as a student have to understand well about the material so if we can listen what the teacher say so after that we can blank and confuse what the next.
3. The reading material that I learn by online such us article, journal and so on
4. Sometimes
5. The reading material that I understand is jurnal. Because there are so many word that I can't understand or abbreviation word
6. The applications that I use for learning are classroom, what Sapp, zoom, and goggle meet
7. The application that I like are classroom and also meet
8. The problem in online learning cost are
  - 1) Internet data package
  - 2) Pulse
9. The social problem in online learning is the circumstances around the house because so many children play around my house and also my house near to the highway so the car sound is so obviously got home
10. The efforts to solve my problem is I move to another place like my friend house that the house situation is quieter

Desc :

problems : internet networking

Not effective, confuse

Understanding the material : Sometimes

App : G.C & G.M

Eco : pulse, internet package

Social : <sup>home</sup> circumstance does not support the learning

P.s : find the quieter places

Name : Meidy Annisa Hasibuan

1. How does the reading lecturer open the class, explain the material, and close the class by online?
2. What are the problems that you faced in learning reading process through online?
  - a. What are your problems in pre-learning process?
  - b. What are your problems in during-learning process?
  - c. What are your problems in post-learning process?
3. How is the student response of the material that is taught?
  - a. Do the students response the materials? How often?
  - b. Do the students ask something unclear? How often?
4. How is the social relationship in the class when the learning reading process?
5. What is your motivation in learning reading online?
6. Is lack of motivation is one of your problems in learning reading online? Why?

Answer:

1. The lecturer used to open the class by saying *salam*, greets the students by asking the condition. It was same as the face-to-face style. During learning, the lecturer used to explain the material in zestful. Sometimes the lecturer explained the material and sometimes we did the presentation. When we did the presentation the lecturer used to control up the class, she used to switch her camera on so we felt like we were in her monitoring. In closing the class the lecturer used to do it by asking the conclusion first. It was as same as the face-to-face as well, the difference is only about asking the students directly and virtually.
2. Not focus, because I did it while I did the other jobs like cooking
3. It is good, there were many students gave response and questions like in classroom
4. It is still good, but not as effective as in class or face-to-face meeting
5. To complete my khs, to get the new experience and to learn
6. Yes, I am poor of motivation, because this is a new thing for me

Name : Bulan Ritonga

1. How does the reading lecturer open the class, explain the material, and close the class by online?
2. What are the problems that you faced in learning reading process through online?
  - a. What are your problems in pre-learning process?
  - b. What are your problems in during-learning process?
  - c. What are your problems in post-learning process?
3. How is the student response of the material that is taught?
  - a. Do the students response the materials? How often?
  - b. Do the students ask something unclear? How often?
4. How is the social relationship in the class when the learning reading process?
5. What is your motivation in learning reading online?
6. Is lack of motivation is one of your problems in learning reading online? Why?

Answer:

1. In opening the class the lecturer used to say *salam*, and then greetings like good morning, good day, or good afternoon. After that the lecturer shared the topic that will be discussed in the meeting.  
During the learning process, the lecturer used to use google classroom or zoom based on the discussion.  
In closing the class, the lecturer used to give the assignment such as like the conclusion, and give the link for filling the attendance list.
2. My problems in online learning reading process are; in pre-learning it spent much time when the lecturer had to admit the participants in zoom, moreover we had to wait for the other participants before doing the class.  
In during learning, I think the time is not enough when the lecturer explained the materials. Moreover when the material had many of sub chapters so I am could not get the point maximally.  
In post-learning, my problem is I am difficult to make the conclusion because of sometimes there was an obstacle in some of parts so I could not get it.
3. The students' response is good, the students used to give the response and questions.

- a. Yes, we do. The students used to response the materials, it was around 2-5 students.
  - b. Yes, there were around 3-6 students gave the questions about the materials.
4. There were some problems in social relationship during the online learning process, for instance like the limited time in asking something about the material. When we were doing face-to-face learning we could ask everything directly but in online learning sometimes our question was constraining by some problems like networking. The other problem is limited interaction, the students could not discuss with friends so that is why many of students did not get the point of the materials.
  5. My motivation in online learning is to get the new experience. By doing the online learning I know more about the new model of learning, and I made my time for finding more references from web, journal and article. So online learning was made me to know more about the technology and to applicate it in a good way.
  6. No, I get enough motivation from inside of myself and even from the outside.

- Researcher : "What is your reason to use online learning?"  
 Lecturer : "Actually in this pandemic COVID-19 era, IAIN Padangsidempuan makes a regulation to use the online learning. So, for this semester all the lecturer have to use the online learning. I decide to use the online learning because of the rules of IAIN Padangsidempuan. Meanwhile, I also use this online learning to support the new model of learning in this modern era. So online learning is very appropriate for students to learn based on the technology in this 4.0 era. Moreover the students also have the android, it is good for them to use their android for learning than they use it for social media only"
- Researcher : "How do you open the class by online?"  
 Lecturer : "First, I send them the link of zoom or the link of google meet, and then I ask them to join the classroom and I admit them. And like usual I greet them by hello, or asking their condition, and by reciting the *lafaz* Al-Qur'an. After that I ask them to fill their attendance list"
- Researcher : "How do you explain the material by online?"  
 Lecturer : "I explained it by paper presentation slide, I share the slide to zoom meeting room or to google meet meeting room. And in the classroom I explained the material, and ask the students to have a question and answer. Also sometimes I ask them to present the material and we discuss together after that"
- Researcher : "How do you close the class by online?"  
 Lecturer : "I close it by giving the stress of the material at the time, and I remain again about the task, attendance list, and I ask them about the question, if everything has been OK so I close the class by reciting the *kafaratul majlis*. Actually there is no difference between the face to face learning and the online one, the difference is only about the direct meeting, when it is in face to face model I meet with the students directly, but in online learning I meet them by virtual, just it"
- Researcher : "How do you give the assignment to the students by online?"  
 Lecturer : "For giving the task I used to use google classroom to submit the assignment to the students. And then I also make it in google form, I think google form is good for making the assignment to the students. About the assignment, the students do not need to write it"

anymore, they only need to fill the form that I have given. Even for the daily exercises, homework, or even for the examination. But I send it in to google classroom, not to the WhatsApp group, because google classroom is the formal learning media".

Researcher

: "Do the students understand with the material that you explain by online?"

Lecturer

: "Whether they understand or not, I am not sure, but when I ask the respond they respond it in a good way, it means that they can catch the point that I have explained. And when I ask them to question me about something they ask it to me, and when they understand it they say everything is good and they got the lesson. But, it still depend on the students, which means not all the students understand about the material, because every students has the different capacity and also the different learning style. So for the students who have not understood well I think they need to learn more. Also I help them by sending them the video, I mean I take a video of me when I am explaining the material and I share it to group. So they can see it for many times until they understand".

Researcher

: "What are the applications that you use in online learning?"

Lecturer

: "I use google classroom in every meeting, even though we will do the class by zoom, but I inform it on google classroom first. So the main application that I use is google classroom. For virtual meeting I use the google meeting and zoom. But in students' side they say that the google meet is better than zoom it is about the voice, the internet connection, and also the cost is cheaper than zoom. The other application is google form, sometimes I ask them to respond it on google form. The new think that I use is at puzzle, I get the puzzle from the language development seminar, so it is better for me to applicate it to the students".

Researcher

: "What application is the best one for online learning?"

Lecturer

: "I cannot say that which one is the best, it depends on the need and the condition because I used them all so I cannot decide which one is the best, but the application that I use most is google classroom".

Researcher

: "What are the problems that you face in learning reading online?"

Lecturer

:"The first problem is about the voice, I usually ask the students to mute the voice when we are in virtual meeting, but there are some students that still unmute their video voice it is being crowded. Also some students turn their camera off so I cannot look at them whether they are studying or not, I cannot control them all. Sometimes the problem is they cannot open the video of material that I send in google classroom or at puzzle. As a solution I resend it to WhatsApp and try to find the other video from YouTube maybe and I send the link to WhatsApp group. The next problem is I get lack of response. Some students give the response lately. For example in filling the attendance list they fill their attendance list an hour after the class or even at night or the day after the class. But I still try to tolerate it because I think maybe they do not have a good networking at the time so they are late".

Researcher  
Lecturer

:"How do you solve the problems?"  
:"In problem solving, like I said before for example like in filling the attendance I give them the additional time. Also sometimes I give them an assignment in limited time until 10 o'clock for example, but the students report that they cannot open the video of task so I give them additional time until 12 o'clock, if it is still not enough I add the time until 4 in the afternoon, or 11 at night or even until the tomorrow. Also I usually remain them to always mute their video sound when we are in virtual learning. Also remain them to turn their camera on so I can see them when we are in learning process".

### Interview about Problems Solving

1. How do you solve the problems about poor of management time in reading learning online?
2. How do you solve the students who are lack of motivation in following the reading online class?
3. How do you solve students' problem about difficult to get the conclusion of material?
4. How do you solve the students who did not get the point of the material?
5. How do you suggest the students who had a problem about networking?
6. How do you solve the students who cannot operate the online learning applications?
7. How do you keep the social contact in reading learning online?

Answer:

1. I usually try to maximize the learning time, it usually 100 minutes for learning. We spent 20 minutes for opening and waiting for participants. And then, I usually maximize the 80 minutes more for explaining, evaluating, and closing. If those times were not enough, I usually give them chance to ask me about the material outside the reading class. They are free to ask me in WA or google classroom. I usually try to do not take the other lesson's time.
2. I usually give them the comprehending about their priority in this pandemic situation. I tell them like you gonna feel so poor if you do not follow the class, lets utilize this situation in learning. I always give them such as like motivation, so they will keep on fire in learning.
3. I give them chance for asking me about the materials. I also try to response every students' questions on group even though it is not in our learning time. But, I usually response that even though I'm busy.
4. I send them the materials on group, so they can see it after learning. Also I sometimes send them my video when I'm teaching. So they can see it for many times. I also usually ask them like "got it?", "do you understand?", "any question?" and others.
5. I usually suggest them to go to campus for using wifi, actually I cannot solve this, but I try to give them such a suggestion as my efforts as a lecturer.
6. I teach them how to use it, how to join the link, how to turn off or on the voice and camera, how to present the material by that and so on so far.
7. I prefer to use virtual meeting, so that is why our relationship still keep in touch like in classroom, even though we are in different places.



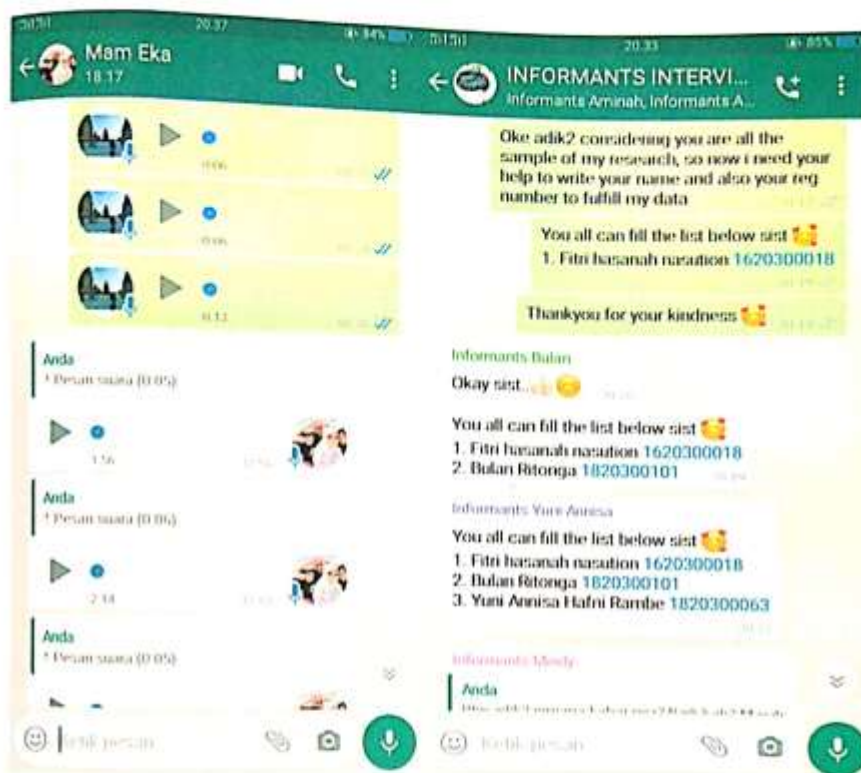
### APPENDIX 3

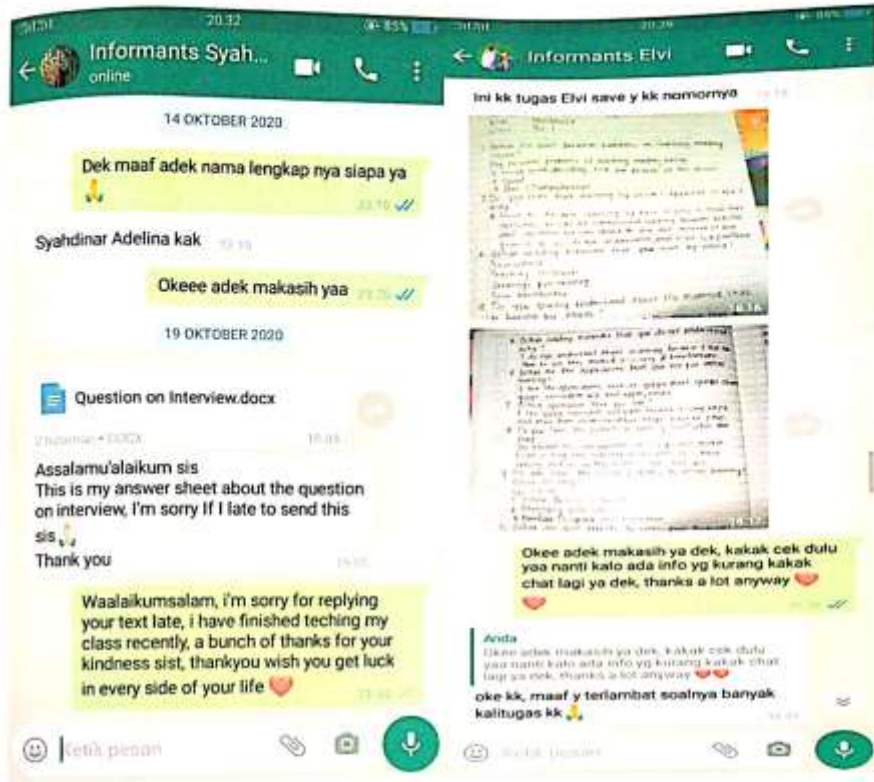
The informants' name and initial:

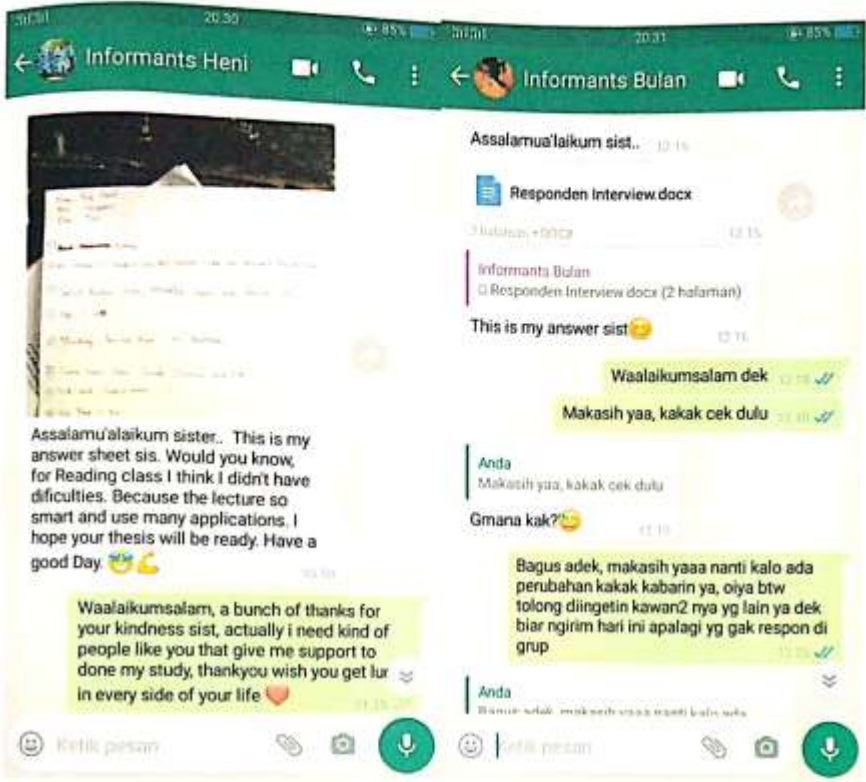
No	Name	Reg. Number	Initial
1.	Bulan Ritonga	18203000101	BR
2.	Yuni Annisa Hafni	1820300063	YAH
3.	Meidy Annisa Hasibuan	1820300022	MAH
4.	Ayu Ashari	1820300030	AA
5.	Hafsatul Mardiyah Siregar	1820300081	HMS
6.	Arini	1820300065	Ar
7.	Heni Arwinda	1820300002	HA
8.	Robiatul Aminah Hasibuan	1820300051	RAH
9.	Khairunnisa	1820300024	Kh
10.	Elvi Dewina Harahap	1820300069	EDH
11.	Nurul Khofifah Harahap	1820300015	NKH
12.	Syahdinar Adelina	1820300047	SA
13.	Anggi Handayani Harahap	1820300053	AHH
14.	Erin Febriyanna Siregar	1820300006	EFS
15.	Miqdad Al Anshori Harahap	1820300095	MAA

## APPENDIX 4

The evidence of the research:









**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

17 September 2019

Nomor : 106 /In.14/E.6a/PP.00.9/09/2019  
Lamp : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Eka Sustri Harida, M.Pd (Pembimbing I)  
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Fitri Hasanah Nasution  
NIM : 1620300018  
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Judul Skripsi : **The Students' Problems in Learning Reading Through Online in Pandemic COVID-19**


Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA  
Pembimbing I

  
Eka Sustri Harida, M.Pd  
NIP. 19750917 200312 2 002

BERSEDIA/TIDAK BERSEDIA  
Pembimbing II

  
Fitri Rayani Siregar, M.Hum.  
NIP. 19820731 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
Jalan T. Rizal Nurdin Km. 4,5 Sihatang 22733  
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 1425 /In.14/E.1/TL.00/11/2020  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

13 November 2020

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris  
IAIN Padangsidimpuan  
Kota Padangsiumpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Fitri Hasanah Nasution  
NIM : 1620200018  
Program Studi : Tadris/Pendidikan Matematika  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Problems in Learning Reading Through Online in Pandemic COVID-19".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan  
Wakil Dekan Bidang Akademik



Dr. Ahmad Nazar Rangkuti, S.Si., M.Pd.  
NIP. 19600413 200604 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

November 2020

Nomor : 262 /ln.14/E.6a/PP.00.9/11 /2020  
Hal : Surat Keterangan Penelitian

Ketua Program Studi Tadris /Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa:

Nama : Fitri Hasanah Nasution  
NIM : 16 203 00018  
Program Studi : Tadris/ Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris/ Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan pada tanggal 02 Oktober 2020 s/d 05 Oktober 2020 dengan judul "The Students' Problems in Learning Reading Through Online In Pandemic COVID-19".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

  
Fitri Rayani Siregar, M. Hum.  
NIM. 19920731 200912 2 004

## CURRICULUM VITAE

### A. PERSONAL INFORMATION

Name : Fitri Hasanah Nasution  
Reg. Number : 16 203 00018  
Gender : Female  
Place of Birth : Padangsidempuan  
Date of Birth : February 8<sup>th</sup> 1998  
Address : Jl. Imam Bonjol, Kel. Aek Tampang, Padangsidempuan  
Religion : Islam  
Nationality : Indonesian



### B. NAMES OF PARENTS

Father : Husni Thamrin Nasution  
Mother : Hotnida Wati Harahap

### C. EDUCATIONAL BACKGROUND

Elementary School : SD Negeri 200222 Padangsidempuan  
Junior High School : SMP Negeri 2 Padangsidempuan  
Senior High School : SMA Negeri 3 Padangsidempuan  
College : State Institute for Islamic Studies (IAIN)  
Padangsidempuan