
**STUDENTS' ACHIEVEMENT IN READING COMPREHENSION
DURING ONLINE CLASS**

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ABSTRACT

This research was conducted to describe students' achievements at the third semester of English Department students of UMMY Solok at 2021/2022 academic year in reading comprehension during online classes. The researcher found several problems in the process of learning reading comprehension through online classes, namely, some students still found it difficult and were confused to determine language features, generic structures, main ideas, and lack of concentration because sometimes the internet connection has problems. The research method used in this research was ex post facto. The population of this research was all third semester of English Department students of UMMY Solok. The sample of this research was 16 students. Samples were taken using the saturation sample technique. Then the instruments used in collecting data were students' scores and interviews with students. The results showed that more than half of the students got final exam scores above 70. It means that almost all students got good achievements in reading comprehension during online classes, and two factors affect their achievement, namely internal and external factors. So, online classes were not as bad as students think. Even though the teaching-learning process system has changed to online classes, students can still get good achievements. It was recommended that further researchers discuss other skills to conduct similar research so that students can develop their knowledge well.

Keyword : *Reading comprehension, Achievement in reading comprehension, Online class*

INTRODUCTION

Reading is a fundamental language skill that plays a crucial role in acquiring knowledge and information from various sources. It involves the interpretation and understanding of written texts, enabling students to expand their insights and deepen their understanding of the subject matter. In the field of language learning, particularly in the English Department of FKIP UMMY Solok, reading holds immense importance as a core subject. It is taught at three

different levels, namely basic, intermediate, and advanced, with a focus on developing students' reading comprehension skills, including understanding paragraph structures, passages, and texts.

The ultimate goal of teaching reading comprehension is to equip students with the ability to identify the main ideas, comprehend the content, and effectively retain the information contained within the texts they encounter. However, since the onset of the Covid-19 pandemic, the educational landscape has drastically changed, leading to the implementation of remote learning modalities. This shift has impacted the traditional classroom setting, including reading instruction and students' achievements in reading comprehension.

Through interviews conducted with third-semester students of the English Department at Universitas Mahaputra Muhammad Yamin, Solok, on December 22nd, 2022, this study sheds light on the current teaching-learning process in an online environment. The students' classes are conducted via Zoom, where lecture materials are presented through slides. After the explanation, students have the opportunity to seek clarification by asking questions. Subsequently, exercises related to the discussed text are distributed through a WhatsApp group, and students submit their responses via email. However, despite the clarity of the material presented, some students continue to face challenges in reading comprehension.

Previous research has identified persistent issues related to students' reading comprehension. Asriani & Masrul (2018) found that some students struggled with understanding the content of texts, recognizing the generic structure, and identifying language features, resulting in difficulties in comprehending English texts and completing assignments. Dewi & Rahmawati (2021) reported that students often experienced boredom and lack of motivation while reading, leading to disengagement. Agustin (2022) discovered that students frequently faced challenges in understanding text content, experiencing boredom, fatigue, and difficulties. Silalahi et al. (2022) highlighted students' lack of comprehension in reading processes such as decoding, hindering their understanding of specific information and the main ideas of texts, leading to confusion.

In the context of online learning, additional studies have explored the challenges students encounter in reading comprehension. Goksu & Atal (2020) investigated the difficulties of online reading comprehension during the COVID-19 pandemic, revealing struggles with maintaining concentration, managing electronic device distractions, and comprehending complex texts without face-to-face guidance. Hassan & McCrorie (2020) examined the impact of online instruction on reading comprehension among university

students, identifying challenges in time management, self-regulated learning, limited opportunities for discussions, and reduced motivation. McKeown et al. (2020) focused on challenges specific to online reading instruction for middle school students, uncovering difficulties in utilizing online reading tools, maintaining focus, and comprehending digital texts with multimedia elements. These collective findings highlight the multifaceted challenges faced by students in reading comprehension, both in traditional and online learning settings.

Despite previous studies highlighting the challenges students face in reading comprehension, there is a need for further investigation into the specific difficulties encountered by students during online learning. While some studies have explored the impact of online instruction on reading comprehension, gaps remain in understanding the nuanced factors that contribute to students' struggles in comprehending texts in the online environment.

Additionally, the existing research primarily focuses on specific aspects of reading comprehension challenges, such as understanding text content, maintaining concentration, and utilizing online reading tools. However, there is a lack of comprehensive studies that examine the combined influence of various factors, including internal and external factors, in shaping students' reading comprehension abilities during online classes.

Therefore, this study aims to address the research gap by investigating the students' achievement in reading comprehension during online classes at the third semester of the English Department at Universitas Mahaputra Muhammad Yamin, Solok, for the 2021/2022 academic year. By delving into the specific challenges faced by these students in the online learning environment, the study seeks to identify the underlying factors that hinder their reading comprehension skills development.

METHOD

Research Design

This study employed the ex post facto research method, which is conducted retrospectively to examine factors contributing to a particular event or incident (Sehic, 2017). According to Widarto & Pd (2013), ex post facto research is conducted after the occurrence of an event or incident, aiming to identify causes and changes in behaviour, symptoms, or phenomena resulting from the event or its causes. The primary focus of this research was to analyze the academic achievements of third-semester students in the English Department at Universitas Mahaputra Muhammad Yamin, Solok during the 2021/2022 academic year.

Specifically, the study aimed to identify the factors influencing students' achievements in reading comprehension during online classes.

Population and Sample

The target population of this research comprised the third-semester students of the English Department at Universitas Mahaputra Muhammad Yamin, Solok during the 2021/2022 academic year. The population consisted of sixteen students. The sampling technique utilized in this study was saturation sampling, which involves including the entire population as the research sample. Saturation sampling is typically employed when the population size is relatively small, typically not exceeding thirty individuals (Sugiyono, 2013). As stated by Anggoro (2016), saturation sampling refers to a method where the entire population is selected as the sample for the research.

Instrumentation

There are two instruments used in this research, they were students' scores, and an interview.

Students' Scores

In this research students' scores were used as the instrument to collect the data on their achievement in reading comprehension.

Interview

According to Sugiono (2013), an interview is a structured conversation between two individuals aimed at gathering information by having respondents provide answers to questions posed by the interviewer. Similarly, Dinianingrum (2021) defines an interview as a gathering where two or more individuals engage in an exchange of information, ideas, and data through a question-and-answer format, ultimately constructing meaning in line with the researcher's data requirements. Interviews are typically conducted in person, but they can also take place over the phone or in a focus group setting. The essential aspect of conducting interviews is the researcher's ability to capture and record information provided by the interviewee. Interviewing is a data collection method that involves verbal interaction and posing questions to respondents, either directly or indirectly, with the aim of achieving specific research objectives (Munir, 2019).

In this research, semi-structured interviews were utilized as the data collection method. Semi-structured interviews involve using a predefined set of open-ended questions, allowing

for flexibility and the generation of additional inquiries based on the respondent's answers, thereby facilitating in-depth information gathering (Alijoyo et al., 2009). According to Sugiono as cited in Trisnoto (2013), semi-structured interviews fall within the category of interviews that provide more freedom compared to structured interviews. The objective of this interview approach is to directly explore open-ended issues, where participants are invited to share their opinions and ideas. This method allows for the emergence of new questions based on the respondents' responses, facilitating a deeper exploration of the subject matter during the interview session.

The semi-structured interviews in this research were conducted with the third-semester students after obtaining their scores from the lecturer. The interview questions were designed based on the indicators associated with each reading comprehension strategy, as outlined in the provided table.

Table 1: Indicators of Interview of Affecting Students' Achievement in Reading Comprehension during Online Class

No	Indicators	Sub-Indicators	Number of Questions
1	Factors affecting achievement	Internal factors	1, 2
		External factors	3, 4
2	Concept of online class	Internet working	5, 6
		Device	7, 8

Technique of Data Collection

There were two steps in collecting the data using students' scores and interviews. First, the students' final exam scores were collected from the lecturer. After that, students were interviewed to know the factors affecting their achievement in reading comprehension during online class.

Technique of Data Analysis

After collecting data, the results of students' scores and interviews were analyzed.

Students' Scores

In this research, students' scores were obtained from the lecturer concerned, then analyzed to classify according to the standard scores at UMMY Solok (2019).

Table 2: The Classification of Students' Scores

Score (NA)	Quality Score	Quality Designation
$85 \leq NA \leq 100$	A	So brilliant
$80 \leq NA < 85$	A-	Brilliant
$75 \leq NA < 80$	B+	Very good
$70 \leq NA < 75$	B	Well
$65 \leq NA < 70$	B-	Almost fine
$60 \leq NA < 65$	C+	More than enough
$55 \leq NA < 60$	C	Enough
$50 \leq NA < 55$	C-	Almost enough
$40 \leq NA < 50$	D	Not enough
$NA \leq 40$	E	Fail

Interview

Interviews were conducted to explore the factors influencing students' scores. The analysis of interviews typically involves several steps, as outlined by Gay (2012). Firstly, the researcher managed the data by organizing and categorizing the collected information during the research process. Secondly, the researcher engaged in reading and familiarizing themselves with the students' answers, taking notes on significant points relevant to the interview outcomes. Thirdly, the researcher described the data obtained from the interviews with the students, highlighting the factors that impact their achievements in reading comprehension during online classes. The final step involved classifying the students' responses based on the questions posed to them, enabling a structured analysis of the data.

FINDINGS AND DISCUSSION

Findings

Students' Scores

The research finding from students' scores at the third semester at 2021/2022 academic year showed that the highest score was 93.13 and the lowest score was 47.5. The following is the results from students' scores:

Table 3: Range of Students' Scores

Score (NA)	Quality Score	Students
$85 \leq NA \leq 100$	A	5
$80 \leq NA < 85$	A-	2
$75 \leq NA < 80$	B+	0
$70 \leq NA < 75$	B	2
$65 \leq NA < 70$	B-	1
$60 \leq NA < 65$	C+	3

$55 \leq NA > 60$	C	1
$50 \leq NA > 55$	C-	0
$40 \leq NA > 50$	D	2
$NA \leq 40$	E	0

The table range of students' scores shows that there were five students got grades in the range of $85 \leq NA \leq 100$ (A), there were only two students who got grades in the range of $80 \leq NA > 85$ (A-), and no students got grades in the range of $75 \leq NA > 80$ (B+), in the range $70 \leq NA > 75$ (B) there were two students, then in the range $65 \leq NA > 70$ (B-) there was one student, in the range $60 \leq NA > 65$ (C+) there were three students, for the range of $55 \leq NA > 60$ (C) there was only one student, no student who got a score in the range $50 \leq NA > 55$ (C-), then there were two students who got a value in the range of $40 \leq NA > 50$ (D), and for the range $NA \leq 40$ (E) none of the students scored in that range.

Interview

The results of the interview showed that each factor affects students' achievement in reading comprehension during online class in terms of their final exam scores. The descriptions of interview results were as following:

Table 4: The Description of Interview Results

Internal Factors	External Factors
<p><i>Student 1</i> <i>"It affects, because this factor is the main driving factor, for example, the desire and confidence to get a good achievement when I see other people can get it."</i></p>	<p><i>Student 1</i> <i>"Of course it affects, this factor is more dominant because there is motivation in this factor, there is encouragement from the surrounding environment, especially from the lecturer concerned for example, the way lecturer gives responds, gives understanding to students. If the lecturer is fun, can interact with his students better, will make me more enthusiastic, especially in reading."</i></p>
<p><i>Student 2</i> <i>"Influencing, for example, persistence in learning, curiosity about what material is explained by the lecturer."</i></p>	<p><i>Student 2</i> <i>"It must have had an effect, for example, motivation from my parents and support from my friends. If my parents don't motivate me to learn reading and my friends don't support me either, then I won't be enthusiastic about learning, especially in reading comprehension."</i></p>
<p><i>Student 3</i> <i>"Influential, for example, fond of reading because reading comprehension covers all aspects."</i></p>	<p><i>Student 3</i> <i>"Very influential because the motivation of those closest to me who are more professional in reading can make me more challenged so that my reading comprehension can</i></p>

Based on the responses provided by the students, it can be inferred that their achievements in reading comprehension during online classes were influenced by both internal and external factors. The students emphasized the significance of motivation, confidence, encouragement from the surrounding environment, and support from important individuals such as parents and friends.

Student 1 highlighted the importance of personal desire and confidence, noting that seeing others achieves good results served as a driving force for their own achievement. Moreover, the interaction and responsiveness of the lecturer played a crucial role in fostering enthusiasm and motivation for reading.

Student 2 emphasized the influence of persistence in learning and curiosity about the content explained by the lecturer. They also acknowledged the impact of external factors such as parental motivation and support from friends in maintaining their enthusiasm for reading comprehension.

Student 3 expressed the influence of personal interest and fondness for reading, considering reading comprehension as a comprehensive skill encompassing various aspects. They further emphasized the motivating effect of having professional individuals in their immediate circle who excelled in reading, which served as a source of inspiration and challenge for improving their own reading comprehension abilities.

Overall, the findings suggest that internal factors, such as motivation, confidence, and personal interest in reading, along with external factors, including support from the lecturer, parents, and peers, contribute significantly to students' achievements in reading comprehension. When these factors align positively, students are more likely to exhibit better performance in their reading comprehension skills during online classes.

Discussion

The analysis of data revealed that students achieved commendable results in reading comprehension despite the transition to online classes. More than half of the students obtained scores above 70, indicating their ability to comprehend texts with various components and indicators in reading comprehension. Notably, the components assessed included topics, main ideas, and supporting details within the given texts. These positive outcomes signify that

students were able to grasp the essential elements of the reading material even in the online learning environment.

Multiple factors influenced students' achievements in reading comprehension. Internal and external factors played significant roles in shaping their performance. Internal factors encompassed students' interests, abilities, and motivation, which played a crucial role in their overall comprehension of the texts. On the other hand, external factors emanated from the students' external environment, including their families, schools, natural surroundings, and the support they received from these sources.

Supporting the findings, previous studies by Sari (2017) and Rosyid et al. (2019) highlight the influence of various factors on students' comprehension skills, particularly in the context of online learning. These factors encompassed both internal and external dimensions, emphasizing the interplay between personal attributes and the external support system.

Furthermore, Nurohmat (2021) reported that students' English learning achievements after completing online classes were superior compared to those achieved through face-to-face learning. This further strengthens the notion that online classes can positively impact students' achievements, particularly in the realm of reading comprehension.

In conclusion, students' achievement in reading comprehension during online classes was influenced by a range of factors. When these factors align positively, students' achievements are more likely to be enhanced. Therefore, students should strive to ensure that these factors align in a favourable direction, thereby optimizing their overall achievements in reading comprehension.

CONCLUSION AND SUGGESTION

The research findings indicate that students achieved good scores in reading comprehension during online classes. Several factors were identified as influential in students' achievement in reading comprehension during online classes. These factors encompassed internal and external dimensions, highlighting the importance of students' personal attributes, as well as the support they received from their environment. Based on the research findings, the following suggestions are proposed. Firstly, it is recommended that lecturers explore students' achievements and the factors influencing their performance in reading comprehension during online classes. By understanding these factors, lecturers can provide targeted support to help students improve their achievement levels. Secondly, students are encouraged to prioritize their focus on learning reading comprehension during online classes. By dedicating their attention and effort to this specific skill, students can enhance their

comprehension abilities and achieve better results. Lastly, future researchers are advised to build upon the findings of this study and further contribute to the professional literature on students' achievement in reading comprehension during online classes.

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