

CHAPTER I

INTRODUCTION

1.1 Background

The Covid-19 pandemic is indeed an epidemic that is spreading rapidly to attack all sectors and joints of human life. However, this is not a reason to remain trapped in a pandemic like it is today. Schools are one of the educational institutions affected by the Covid-19 pandemic, they must carry out their duties and functions as a medium to educate the nation's life. Therefore, the Covid-19 outbreak has become a challenge for teachers who carry out teaching duties. During the Covid-19 pandemic like this, all the efforts and strategies used by the teacher become a challenge, both in terms of preparation material, online teaching class preparation and even the energy and mental readiness of students must also be good in order to participate in learning boldly.

It should be realized that the unpreparedness of teachers and students towards learning is also a problem. The transfer of conventional learning systems to systems is very sudden, without careful preparation. But all of this must be carried out so that the learning process can run smoothly and students actively follow even in the conditions of the Covid-19 pandemic. Failure to learn boldly does seem to be seen before us, not only in one or two schools, but throughout several regions in Indonesia. The very important components of a bold online learning process need to be scaled up and improved. First and foremost is a stable internet network, then a capable device or computer, an application with a user-friendly platform, and a bold socialization that is efficient, effective, sustainable, and integrative to all education stakeholders.

In a process of language teaching, teachers do have to improve the knowledge of students' language skill, which includes reading, writing, speaking and listening. Listening and reading are categorized as the receptive skill, while writing and speaking are productive skill. Reading is called receptive skill because by reading someone will get a lot of information, knowledge and new experiences. Therefore reading activities cannot be separated from the role and function of teachers as educators, the success of students in understanding each subject matter is inseparable from the role of the teacher as teaching staff. And as a teacher, teachers should prepare all learning tools, learning methods and learning strategies that are good and in accordance with what is needed by students. Pang, Muaka, Bernhardt, and Kamil (2003) assume that reading is a complex activity which involves both perception and thought in understanding English written text.

Teaching English is necessary to develop especially in teaching extensive reading because the techniques of teaching influence the students' success in learning process. Therefore, English teachers need to develop a technique that can make students able to understand and enjoy reading. The technique used must be in accordance with the right strategies, so as to make students more creative and active when they read.

Anderson (2008) says that to make students become active and get involved in reading activities, it is needed to teach them using reading strategies because reading with various strategies creates students to be creative and critical readers,

Students need to understand the text that they have already read, therefore the learning process of reading must be carried out continuously and regularly that

students are actively involved that the texts they read individually can be understood. Furthermore, teachers must use time in order to make students understand and comprehend about reading comprehension.

Based on the understanding of Smith (1994) all prior knowledge of places and situations allows us to predict when we read and thus understand and enjoy what we read. The strategies use by English teachers in teaching reading must be adapted to the type of reading texts such as procedures, descriptive, argumentative, narrative, and recount texts. Therefore the role of the teacher becomes one of the most important focuses in the success of the teaching and learning process; in addition to being a teacher the teacher's role must also be able to be a medium for students to elaborate knowledge in it. To do that teacher must apply methods and strategies that are prepared thoroughly and continuously. Some teachers usually fail to find this, which makes teaching and learning process less effective and boring. Therefore the writer wants to find out the type of strategies applied by the lecturers' in teaching reading amid the Covid-19 pandemic and what are the students' responses about the strategies applies by lecturers' in teaching extensive reading .

Based on the reason above the researcher interest and would like to conduct a research entitled **"A DESCRIPTIVE STUDY ON LECTURERS' STRATEGIES IN TEACHING EXTENSIVE READING AMID COVID-19 PANDEMIC (A STUDY AT ENGLISH EDUCATION STUDY PROGRAM OF ARTHA WACANA CHRISTIAN UNIVERSITY IN ACADEMIC YEAR 2019/2020)"**

1.2 Research Problem

According to Arikunto (2002:17) Research problem is a number of problems formed in question and will be answered by conducting a research. While Kerlinger (1986), stated that 'A problem is an interrogative sentence or statement that asks what relation exists between two or more variable.

From the statement above, the researcher needs to investigate the following problem:

1. What are the types of strategies applied by lecturers' in teaching extensive reading amid the Covid-19 pandemic at English Education Study Program of Artha Wacana Christian University in academic year 2019/2020?
2. What are the lecturers' perspectives in teaching extensive reading amid the Covid-19 pandemic at English Education Study Program of Artha Wacana Christian University in academic year 2019/2020?

1.3 Aim of Study

Through of this writing, the writer wants to:

1. Find out the types of strategies applied by lecturers' in teaching extensive reading amid the Covid-19 pandemic at English Education Study Program of Artha Wacana Christian University in academic year 2019/2020.
2. To know about the lecturers' perspective in teaching extensive reading amid the Covid-19 pandemic at English Education Study Program of Artha Wacana Christian University in academic year 2019/2020.

1.4 Significance of Study

By conducting this study, it is expected that the result can give contributions to the teacher, for students and for the others researcher

1.4.1 Implication

The result of this study will support the theory of Anderson, about teacher strategy. Anderson (2008) says that to make students become active and get involved in reading activities, it is needed to teach them using reading strategies because reading with various strategies creates students to be creative and critical readers,

1.4.2 Application

This finding will give valuable contribution to:

- a. For the teacher and Students of English , this study would give the information about the type of strategy apply by lecturers in teaching extensive reading amid the Covid-19 Pandemic
- b. For further researcher, this study can be a reference in research about the applied of strategies by lecturers' in teaching extensive reading amid the Covid-19 pandemic.