



Teachers' difficulties and strategies in teaching reading online under text-based approach

¹Rindana Meidianti , ²Didi Sukyadi , ³Ika Lestari Damayanti 

¹English Education, Universitas Pendidikan Indonesia, INDONESIA
Jalan Dr. Setiabudi, No. 229, Bandung 40154

^{2,3}English Literature and Linguistics, Universitas Pendidikan Indonesia, INDONESIA
Jalan Dr. Setiabudi, No. 229, Bandung 40154

ARTICLE INFO

Article history:

Received: May 26, 2023
Revised: Jul 27, 2023 & Sept 11, 2023
Accepted: Oct 10, 2023

Keywords:

Text-based approach
Online learning
Teaching reading

Conflict of interest:

None

Funding information:

None

Correspondence:

Rindana meidianti, English
Education, Universitas Pendidikan
Indonesia, INDONESIA
rindana@upi.edu

ABSTRACT

Ministry of Education highlights the role of teachers in improving students' literacy, and the Text-Based Approach has shown its capability in improving students' literacy skills. It can be seen that the Text-Based Approach is implemented in the latest curriculum *Kurikulum Merdeka*. In relation to the post-pandemic era, online learning is familiarly applied in educational settings. However, it is not easy to implement a Text-Based Approach in an online learning setting. Thus, this research seeks to investigate the difficulties in implementing a Text-Based Approach for teaching reading in the online setting and explore teachers' strategies in dealing with the difficulties. This research used a qualitative method through open-ended questionnaires as an initial screening and online interview with five High School English Teachers in West Java, Bandung. The findings show that the issues faced by the teachers are miscommunication in learning due to unstable connectivity, limited teaching duration, and technical errors.



©Rindana Meidianti, Didi Sukyadi, Ika Lestari Damayanti

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) 4.0 international license.

How to cite (APA Style):

Meidianti, R., Sukyadi, D., Damayanti, I.L. (2024). Teachers' difficulties and strategies in teaching reading online under text-based approach. *JOALL (Journal of Applied Linguistics and Literature)*, 9(1), 20-40. <https://doi.org/10.33369/joall.v9i1.27773>

Teaching English in this era is not only conducted offline, but also online. Since the pandemic COVID-19 spreaded in all over the world, English Education found another way of learning. The advancement of technology is caused by globalization where traditional teaching methods are evolving into the internet model (Yang, 2020). In the Indonesian context, Nadiem Makarim (the Minister of Education in Indonesia) stated the problems surrounding the

inaccessibility of online learning. Teachers and students struggle with online learning, and those who have major technical issues are not learning at all. The pandemic is believed as the reason for students' learning loss of about 0,8 to 1,2 years of learning and raised the inequality and obstacles in Indonesia's education, specifically in numerical, literacy, and character (Rahajeng, 2021).

Regarding learning loss in online learning and reading skills, Domingue et al., (2022) found that students' reading skills were reduced around 2020-2021. The results show that there was a derivation of students' reading and literacy skills. It is a grief phenomenon that should be focused on. Harmer (2007) declared that reading is a language skill that people and our students need. Teaching reading will help students for their careers, learning purposes, or simply reading for pleasure. When the students can read autonomously, the repetition of reading activity is beneficial for their language acquisition, vocabulary knowledge, spelling, grammar, punctuation, and references to the idea of good models of English Writing. In addition, reading literacy has many benefits for students, and the ability to read improves people's perspectives. That knowledge is helpful for them to be the agents of change in the nation (Rintaningrum, 2019). Thus, reading is crucial for students.

Regarding students' literacy and reading development in English language learning, according to Merdeka Curriculum, the purpose of the English course at high school is to develop the potential of students' communicative competence. It includes interpersonal discourse, transactional, and functional, using a variety of texts spoken and written English (Ministry of Education Cultures, 2013). From the statement in the curriculum, it can be seen that the Text-Based Approach is the core approach in Indonesian EFL classrooms and significant to be explored.

In her book, *Text-Based Approach in ELT*, Agustien (2020) revealed the basic principles of the Text-Based Approach, those are Explicit Language Teaching, Connecting Spoken and Written Language, Comprehensive Language Development, and Creating Whole Texts. The Text-Based Approach (TBA) is a teaching style based on those four key ideas. For starters, it stresses explicit language instruction. This means that teachers actively engage pupils in a clear and direct manner in grasping grammar rules, vocabulary, and other components of the language. Second, TBA argues for illustrating the link between spoken and written language patterns when creating teaching and learning stages. Students can better understand the intricacies and variances in language usage by emphasizing how these two types of language are interconnected. Third, TBA aims to develop language knowledge and the four language skills - listening, speaking, reading, and writing - in a balanced manner. And lastly, materials and activities in TBA guide students towards producing complete and cohesive texts, such as

essays or narratives, to enhance their language fluency and communication abilities.

She suggested that TBA is the approach to teach language explicitly. It is needed to expose the context since EFL students are not using English in their daily lives. She emphasizes that the core of TBA raises from the need for a clear and communicative purpose in using language. Thus, a clear and communicative text with a structured organization is named genre. It is characterized by: (1) Communicative purpose (goal-oriented); (2) Generic structure (staged); (3) Linguistic features (spoken or written style). Genre is an essential element in TBA. It helps the students and teacher specify the communicative purposes depending on the text types.

Many researchers on the analysis of the Text-Based Approach to teaching reading have conducted several studies. Rodríguez Sánchez (2017), in her research, identified the problems and needs of tenth graders at one school in Colombia regarding their reading comprehension in English. The students there struggled to comprehend various genres and types of texts, as shown by their poor performances and less interest in reading activities. The research was published in HOW Journal Colombia. The study using action research was aimed at designing, partially implementing, and evaluating a genre-based syllabus. In detail, a genre-oriented reading course was designed to provide explicit strategy instruction to improve students' reading comprehension of different English texts. How the reading syllabus impact students' motivation is also highlighted. The study showed that the explicit instruction of metacognitive strategies aided students in reading efficiently. The study process was conducted with intervention, which made it possible to improve students' reading comprehension. Moreover, the genre-based approach improved students' understanding of various kinds of texts and their structure and patterns. As students' understanding improved, their motivation and commitment to reading different text types in English raised.

Montrelo-Arevalo conducted another research (2019) from Universidad Popular del Cesar, Colombia. Specifically, the researcher focused on 9th-grade students from a city on Colombia's Caribbean coast. The researcher analyzed how GBA affected reading comprehension and writing by comparing students' results before and after implementing the approach. In detail, the researcher studied the anecdotes and recount texts as the two types of texts used in Colombia's National Exam. The research method used by the researcher was qualitative. Data was collected from students' test results, questionnaires, and interviews. The study showed students' reading comprehension, writing, motivation, and autonomy reading developed after implementing GBA. From the exposure to the approach, students were better able to understand, explain, and recreate the genres (anecdotes and recounts).

Ragawanti (2019) explored the practice of Text-Based Learning and the problems from pre-service teachers' perspectives considered from the sociocultural system. The issues raised in the implementation of TBL were: (1) TBL can create confusion in determining what activities are appropriate for each stage; (2) TBL can be too many fun activities that sometimes violate the substance of the TBL stages; (3) the five steps of TBL can cause difficulties for the teacher-participants in managing time due to too many activities. Thus, this research aims to see the teachers' perspectives regarding their difficulties in implementing TBA when they teach reading.

The research above explored problems in TBA generally and was not conducted in online learning. The previous research was conducted before the online learning era. Meanwhile, few studies focusing in teaching reading under TBA in online learning.

Looking at the current situation, online learning in education faces multiple challenges regarding technological equipment and connectivity (Bellei et al., 2022). By exploring difficulties and the strategies to overcome in teaching reading online, it can enrich the study of teaching reading in online learning. Thus, this research was conducted to help teachers to anticipate when planning to teach reading under TBA. Research Questions:

- How do the teachers teach reading under TBA during online learning?
- What are the difficulties in teaching reading under TBA during online learning from the teachers' perspective?
- How do teachers overcome the difficulties they faced during teaching reading under TBA during online learning?

This part has discussed the background of the study, the research question, and the theoretical framework employed to analyse the study's data. It covers a brief discussion of the theory that has also been reviewed in this section. The following part focuses on the methodology used in carrying out this research.

METHOD

This chapter provides the research methodology and a description of the research procedure. This chapter contains the design, participant or subject, instrument, data collection, and analysis.

Research Design

This study intends to determine the difficulties of teaching reading under TBA during online learning. This paper used a qualitative method framework in line with the proposed research question. Silverman & Marvasti (2005) uses the qualitative method to provide a deeper understanding of social phenomena. Miles & Huberman (1994) stated that qualitative research explains events that lead to consequences. In this case, the pandemic era caused changes in education, especially in the teaching and learning process,

where online learning emerged. Specifically, in teaching under TBA, the difficulties and strategies in teaching reading under TBA need to be investigated.

Moreover, this study used case study method. According to Creswell (2014), if the problem to be researched relates to creating a thorough comprehension of a 'case' or bounded system, and the goal is to comprehend an event, action, process, or one or more individuals, the methodology is appropriate to be applied.

Participants

The participants of this research were five English teachers in Bandung, Jawa Barat, who experienced teaching English reading in online contexts. They were selected based on the questionnaires that revealed their experiences matched the criteria.

Instruments and Procedures

As already mentioned in the Data Collection section that the research used open-ended questionnaires and interview as the research instrument. The questionnaires were adapted from Ragawanti (2019): (1) What are the teachers' views of their difficulties as teachers in Implementing teaching reading under Text-Based Learning?; (2) How do the teachers' views of students' problems in the following teaching reading under TBL?; (3) What are the teachers' views of the TBL in teaching reading?. However, the adjustments in this research were changed the third point to: (1) what are the difficulties faced by the teachers in teaching reading online under TBA; (2) what are the teachers' strategies in coping with the difficulties of implementing TBA in teaching reading. The other questions were general questions surrounding their names and professional experiences.

Then, an interview used to confirm teachers' responses to the open-ended questionnaire findings is known as a "follow-up interview" or a "validation interview." Follow-up interviews are frequent in research, particularly in qualitative studies, to get more insights into participants' responses and corroborate the findings obtained from other data collection methods (Rubin & Rubin, 2005). These interviews were designed to explain and validate the information provided by the teachers, assuring the data's accuracy and reliability.

The researcher asked additional probing questions, requested clarifications, and investigated specific topics mentioned in the open-ended questionnaires during follow-up interviews to gain a better understanding of the teachers' opinions. Through this, the researcher confirmed the coherence of the data in the study by performing these interviews.

Data Analysis Procedures

The research used two data instruments: open-ended questionnaires and interview. In a qualitative approach, this instrument provides the participants' responses in broader shapes from the general questions than the close-ended one (John W Creswell, 2012). Due to the limitation of collecting data, the open-ended questions were made in the electronic questionnaire form (John W Creswell, 2007; Mills, 2011). Moreover, for evaluating open-ended responses, qualitative researcher looks for repetitive themes in the data, and count the number of themes or the number of times the topics are mentioned by the participants. Thus, this research filtered the repetitive theme stated by the participants (Rubin & Rubin, 2005).

The qualitative analysis was done from the participants' responses on the google form from the open-ended questionnaire and online interview (aims to confirm and ask more about the teachers' answers in the questionnaires). Some English teachers were asked about their experiences in teaching reading under TBA. Only five teachers who met the research criteria were then asked open-ended questionnaires. Secondly, the open-ended questions were then filtered and collected based on the pattern from many teachers and unique findings. When the answers from the open-ended were felt to be lacking, the researcher conducted an online interview with the participants to confirm and ask more about their answers in the open-ended questionnaires. It shows how the teachers implemented TBA in reading online classes and the problems and strategies.

This section has discussed the research methodology employed to analyse the study's data. It covers a brief discussion of the method that has also been reviewed in this section. The following part focuses on the findings and discussion used in this research.

FINDINGS

This research aimed to answer several research questions: (1) how do the teachers teach reading under TBA during online learning; (2) what are the difficulties in teaching reading under TBA during online learning from the teachers' perspective; and (3) what are the teachers' strategies to handle the difficulties they faced during teaching reading under TBA during online learning. From the teachers' perspective, this research found several findings. The challenges encountered are the implementation of TBA during online learning, the challenges of implementing TBA in teaching reading, teachers' views on their students' problems in following TBL, and the strategies. Furthermore, some strategies to deal with the difficulties were also obtained in the research. The details will be elaborated below:

The difficulties most of the participants encountered were teaching in online-based learning. It is believed that certainly not as flexible as teaching reading in the classroom. As a result, teachers also found it difficult to guide students in reading text during online learning. One of the pieces of evidence:

T3: The difficulty I face most often is teaching because online-based learning is not as flexible as teaching reading in the classroom. As a result, teachers also find it difficult to guide students in reading text.

Concerning the issue above, not all teachers seem to have implemented TBA wholly. Teaching under TBA has five steps: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, Independent Construction of Text, and Linking Related to Text (Agustien, 2020). Two participants (T4 & T5) mentioned that they followed the five steps of TBA even though they taught reading through online learning. While the others must adjust to the limited time and platform. Thus, the teachers also highlighted the relevance of the texts in teaching reading to their students so that the students could easily comprehend them. The relevance of the texts is believed to bridge students' prior knowledge and the learning materials. Even though several cycles were skipped, students were still able to keep up with the lesson.

For example, T3 stated that the elements of TBA where the teacher had a role in guiding and helping students to understand the structure and correlation with their daily lives were very helpful. However, the other teachers had difficulties in monitoring the learning, especially in the cycles where the teachers still highly-involved even though the text and instruction already related to the students' interests. Giving instructions in offline learning seen as easier than in online learning, since miscommunication happened due to the limited communication space. Moreover, whether the students understood the materials was unclear as to during the online classroom, students were often unresponsive.

T1: I tried to give the text which topic was familiar to them. Sometimes, I don't know if my students understand the lesson and instruction or not. Most of them will answer "yes, I do." However, in online learning, it is very limited regarding students-teachers interaction. There were times when some students misunderstood the words I said due connectivity. And since I don't know what they're doing beside learning, only few students that active in the online class.

This may indicate that teaching reading under TBA during online learning is disrupted. The communication problems in online learning might also come

from the limited time allotment. At the same time, TBA must be taught in multiple meetings. All of the teachers agreed that managing time was the typical difficulty. For more details, T5 complained that his lesson plans must be adjusted due to the limited time. Implementing TBA in teaching reading was often more extended than planning. He continued; it became a problem as he found the result of the previous TBA step was not satisfying. Thus, he needed to repeat and review the previous step. That cycle often wastes limited time in online learning. Meanwhile the other teachers kept going on even though they found that not all students did well in several TBA steps.

T5: When I must teach reading online, the biggest obstacle is my old device and connection. It got very slow when I played certain media.

T3: My connection is fine. However, students' gadgets and connections are out of my control. Some students should re-join the online class if they were kicked out due to their connection or laggy devices.

Two participants (T1 & T5) agreed that the difficulties during teaching TBA virtually came from technical issues such as connection, device, and technical errors. It created inflexibility for the teachers to guide the students. The learning process became more difficult due to these problems. While the other teachers did not have much problems with connectivity and technical errors, though sometimes the students complained that they were out of the online platforms accidentally.

T5: In online learning, students are expected to solve their problems or uncertainty as they learn online. The other students' issues perceived by the teachers were stress level, distraction, and unfocused, which caused them to repeat the simple instruction for the students to understand the information.

As mentioned in the previous section, the students became more unresponsive in online learning. The teachers were concerned about the low motivation to read and their difficulties comprehending the English texts due to the unfamiliar vocabulary. One teacher argued that such problems could be handled in offline learning. In the Building the Context and Modelling steps, the students used to ask when they found difficult words. And due to offline learning, the teachers could motivate the students in the same place. However, online learning made the teachers unable to do that.

Strategies in Dealing with Difficulties of Teaching Reading

Teaching reading under the Text-Based Approach (TBA) during online learning presents several inevitable challenges. This section explores the difficulties faced by teachers and the strategies they employ to address these challenges. The findings are based on insights from five participants (T1, T2, T3, T4, and T5) who shared their experiences and approaches to teaching reading in the online environment. The teachers devised various strategies to overcome the challenges associated with teaching reading under TBA during online learning. The following strategies were implemented:

Communicative Grammar Translation and Translation Platforms (T1 & T2):

T1 and T2 allowed students to utilize communicative grammar translation techniques, which helped them understand difficult passages. Furthermore, they introduced translation platforms to facilitate the comprehension of complex words and sentences.

T1: In online learning, I cannot assist them just like how I be with them in the classroom. I allow them if they need to use translation applications, but I tell them that they should try their best first to understand the text. If they found difficult words or sentences, they may translate it.

Chunking and Adjusting Materials (T2):

T2 addressed the time constraints and limited engagement by breaking down reading materials into smaller, more manageable parts. This approach enabled students to follow the learning process effectively, even though adjustments to the syllabus were necessary. As she stated:

T2: since TBA aims for the full-text creation, teaching reading seems like in the process of that. With limited time and space, so, I make the text into several parts but still interconnected. or provide things from the small and easy that lead them to the whole text. So that, they can learn about the text type and not too overwhelmed, online learning is making them overwhelmed already. I feel like my students can learn that way, rather than give it all at once.

Scaffolding and Progression (T2 & T3):

Both T2 and T3 emphasized the importance of appropriate scaffolding. T2 provided initial scaffolding tailored to the students' conditions, gradually increasing the difficulty level as they progressed.

T2: as I mentioned, the process of TBA has many sequences. Firstly, I highly involved in the learning and it is still easy for them. Which

then they learn to read with their friends and finally doing individual task. Surely, the materials is from the easiest and short to more complicated.

T3 encouraged collaborative learning in pairs or groups, allowing students to support and learn from each other.

T3: group works in teaching reading online is helpful because the smart students can help the students who are struggle in English class. In line with TBA cycle too, like in Joint Construction of texts.

Additional Time and Consultation (T4 & T5):

T4 and T5 offered students additional time and individual consultations outside the online class to address their specific reading challenges and concerns.

T5: online learning duration is shorter than offline learning, surely it is because the screen time limitation. With that condition, I must give them time outside the classroom if they want to ask or do a consultation via WhatsApp. Sometimes they ask me regarding things they don't understand.

Diversifying Learning Materials (T4):

T4 stressed the significance of using reading materials from sources beyond the textbook. Adapting the content and activities made the readings more enjoyable, relatable, and up-to-date for the students.

T4: in this online learning, especially reading, sometimes I add contents or instructions that related to their interests- like pop culture so that they can enjoy the reading.

Integration of Learning Media and Materials (T3, T4, and T5):

Three participants (T3, T4, and T5) highlighted the positive impact of using various learning media and materials in teaching reading under TBA during online learning. T3 emphasized the importance of interactive and varied learning media, ensuring that texts were available on multiple platforms to enhance the learning experience. The platform "Miro" was specifically mentioned as a helpful tool for guiding students through reading activities under TBA.

T3: I personally think that learning media must vary, interactive, and the text must be provided on many platforms.

A particular platform, for example, Miro, is seen as helpful in assisting and guide the students.

Teaching reading under TBA during online learning poses challenges for educators, impacting student engagement, language comprehension, and interaction. However, the strategies employed by teachers, such as communicative grammar translation, chunking materials, scaffolding, and utilizing diverse learning media, helped them overcome these challenges and enhance the quality of learning. The discussion of the findings will be elaborated in the following section.

DISCUSSION

This research aimed to answer several research questions: (1) how do the teachers teach reading under TBA during online learning; (2) what are the difficulties in teaching reading under TBA during online learning from the teachers' perspective; and (3) what are the teachers' strategies to handle the difficulties they faced during teaching reading under TBA during online learning.

Most of the participants encountered difficulty teaching in online-based learning due to the flexibility in terms of teaching reading. As a result, teachers also found it difficult to guide students in reading text during online learning. It may be that online learning was not common before, but since the pandemic, it has started to be applied in an educational context. Teaching students reading in English lessons has its own challenges, moreover when it is conducted in online learning. Teachers faced difficulties in delivering the lesson. A study by Novelly (2021) supported that online English teachers needed help with lesson delivery. Lack of facilities and challenges in conducting online lessons were issues English teachers encountered when teaching online. Along with such issues, the teachers also resolved issues like stress and isolation that some students had while participating in online learning activities.

This is in contrast with the research conducted by Arianto (2020). The result showed that teaching and learning online could be effective. Small student numbers are most important for effective instructional design in online education, so all students can be active in the online classroom. These differences might occur as the number of students in the classroom. The participants in this study have a large number of students in one classroom. Thus, it becomes one factor that makes teaching reading online tricky.

The difficulties that the teachers faced impacted how the teachers taught English reading through Text-Based Approach. Teaching under TBA has five steps: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, Independent Construction of Text, and Linking Related

to Text (Agustien, 2020). Rather than implementing all TBA stages, some participants only applied it partially. Consequently, only two teachers implemented TBA wholly (all stages). Teachers emphasized the stage where they were strongly involved, as they found it difficult to monitor all students to work individually during online learning.

This may indicate that teaching reading under TBA during online learning is disrupted. TBA has many cycles while the time provided were shorter than offline learning and teachers had limited space to deliver the lessons and monitor the students. In the research conducted by Ragawanti (2019), she found that the difficulty of implementing TBL was the number of stages in which the teachers needed help managing their time due to various activities. It is in line with Fahriany et al., (2022) that online learning creates challenges in time management influenced by limited time. Before the online learning era, such a problem existed already. Moreover, online learning raised the complexity of teaching reading using TBA. The changes weakened the equality of teaching and the conditions for learning (Lavonen & Salmela-Aro, 2022).

The next finding of the research is disruptions in teaching and learning reading in online classrooms. It happened as a miscommunication due to the limited communication space. Students were often unresponsive. Thus, it was unclear whether the students understood the materials or not. Education is a communication process between the teacher and students. As the technologies developed for online learning become more accessible, they also create new challenges in the complex (Berge, 2013). The challenges encompass communication issues and disrupting learners' performance and learning experiences (Jones, 2010 in Berge, 2013). It is caused by some of the students' internet connection problems. Dhawan (2020) stated that not all students have excellent access to online technology. Thus, those with technology, connection, and device issues may miss out virtually during the class. He further concluded that this digital differentiation might broaden the gaps of inequality.

Therefore, before implementing online learning, considering teachers and students' devices is important. It becomes the main communication tools for teaching. If one of the students faced internet connection, he might be missing certain information from the lesson. Berge (2013) stated that online learning takes more communication effort to reduce students' concerns that they will not skip essential information and assignments and face misunderstandings. Thus, it caused the students to not understand the materials and could not keep up with the learning well. Online learning may cause several difficulties for the students, such as a lack of motivation, understanding of the material, decreased communication levels between the students and their instructors, and feeling of isolation caused by online classes

(Alawamleh et al., 2020). What the teachers must prepare is whether the students' connection problems will reduce their motivation in learning or not. This is related to Text-Based Learning which contains several steps. The teachers should ensure the students follow the learning sequences as each step is intercorrelated.

Several research found that many participants' students were not engaged in the online reading class. This aligns with Mahardhika (2021) who agreed that students who struggle with the online learning process and technical issues are impacted in motivation to improve reading comprehension. He also found that students need encouragement to use different reading methods. Thus, if technical issues exist, online teaching is ineffective for reading comprehension. Luu (2021) mentioned that a crucial part of learning online is the student's motivation. The challenge of maintaining the learners' motivation and engagement throughout the course was also mentioned by teachers in her study. Unlike offline learning, online learning is done remotely where students are usually alone. Thus, teachers must help students with stress and loneliness from online learning to maintain students' motivation to learn (Novelly, 2021).

Strategies in coping with difficulties when implementing TBA during teaching reading online can be adjusted based on the problems. Firstly, due to the limited time allocation in one class, there are a big group of students, and asynchronous learning is beneficial (Putri & Sari, 2021). For example, synchronous learning is needed in the early stages, where teachers are intensely involved in teaching. And asynchronous is applicable during the last stages, where students work with their peers and finally do the task independently. Then, in asynchronous learning, students can approach the teachers where individualized instruction can be done; they play an active rather than passive role (Liu et al., 2020). This instruction boosts students' intrinsic motivation and confidence while piquing their interest.

Secondly, to include all the stages of Text-Based Approach, teachers can manage which stages should be shorter and longer. For example, in Ragawanti (2019), the participant overcomes the problems in teaching under TBA by making BKOF and MOTT quicker and to allocate additional time for JCOT and ICOT, which she believed more doable and practical for her teaching context. In managing the stages, teachers can use online platforms to help teachers facilitate learning. Anderson (2008) stated that online learning materials should be appropriately organized for students' engagement and promoting learning. For example, in BkoF, teachers can explain the materials through video conferences; in further stages, they can instruct students to do the assignments clearly via instant messaging, and in MoT or JcoT, digital games can help them to teach English online.

So, ICT apps can help teachers implement these strategies (Suputra, 2021). Each online learning strategy has specific uses, and as already mentioned above, online learning can be synchronous and asynchronous. To minimize technical problems in online classrooms, asynchronous learning should be applied effectively with the proper instructions. To ensure that teachers give correct instructions, oral and written feedback are needed to motivate students to improve their learning achievements.

Several applications are used to support teachers and students during distance learning. Those are Moodle, Google Classrooms, Skype, and Zoom (Lavonen & Salmela-Aro, 2022). The transition to distance learning needs to be organized effectively. However, the anomaly changes weakened the equality of teaching and the conditions for learning (Lavonen & Salmela-Aro, 2022). So, to exploit the platforms effectively, teachers should (1) be supportive towards the students; (2) provide understandable content structure; (3) build a supportive learning community; (4) be more prepared and responsive (Dunlap & Lowenthal, 2018).

Teachers used engaging learning media and group discussions to overcome online lesson challenges (Novelly, 2021; Putri & Sari, 2021). The strategies included using alternative media to support online teaching and properly designing adjusted lesson plans, material, and online learning activities (Putri & Sari, 2021). In addition, Setiawan et al. (2022) study found that teachers used WhatsApp, Google Classroom, Youtube, Kahoot, and Quizizz to develop online reading materials, which motivated students to learn, increased their interest in learning, and helped them learn technology. In their research, Toribio et al. (2021) found that the qualities of teaching materials and online learning are still the same as online learning. Unlike the findings in this research, he found that the effectiveness of the learning materials were seen from the simplicity of content, the visuals, and learner-centeredness of the instructional materials.

Other than the platforms and online reading materials, Mahardhika (2021) suggested that educators use scaffolding and different strategies in reading classes to engage students in online learning. Toribio et al., (2021) findings are related to other data in the research regarding how teachers use the media and learning materials. They obtained that the effectiveness of learning media came from the authenticity, the utilization of instructional videos, emerging online tools, and enhancement of the English Language macro skills. Thus, teachers' roles and how they utilize the media and learning materials are crucial in teaching reading online to enhance students' engagement.

In conclusion, teachers play a vital role in enhancing students' reading skills by implementing appropriate stimuli and aligning their approach with the conceptual meaning of the Text-Based Approach. By making reading

activities enjoyable, students' attention can be captivated, leading to increased engagement and the acquisition of new information. As emphasized by Wills (2008), it is essential for reading to be non-threatening, engaging, and effective. By employing these strategies, educators can create a conducive learning environment that fosters reading proficiency and promotes a lifelong love for reading among students even though during online learning with several challenges.

Limitation of the Study

One of the main limitations of this study is the small sample size. With only five participants (T1, T2, T3, T4, and T5), the findings may lack generalizability to a broader population. A larger and more diverse sample of teachers and students could provide a more comprehensive understanding of the challenges and strategies faced in teaching reading under TBA during online learning.

Another limitation is that the study focused solely on the challenges and strategies within the context of online learning. While this is undoubtedly an essential aspect to explore, future research should consider comparing these findings with those from traditional classroom settings. Understanding the differences and similarities between the two environments would yield valuable insights into the unique challenges and benefits of each approach.

The data collection method in this study relied on self-reports and accounts from the participating teachers. While this allowed for valuable insights from their perspectives, it may also introduce potential self-reporting bias. The subjective nature of their experiences could influence the accuracy and objectivity of the reported challenges and strategies, impacting the overall validity of the study.

Additionally, the study did not include the perspectives of the students who were experiencing the reading instruction under TBA during online learning. Integrating student feedback in future studies would provide a more holistic understanding of their perceptions, needs, and experiences, enabling a comprehensive analysis of the effectiveness of the strategies employed.

As the study was conducted over a limited timeframe, the researchers might not have fully captured the long-term effects of the strategies implemented by the teachers. A longitudinal study design could offer more substantial insights into the sustained impact of these strategies on student learning outcomes over time.

Lastly, it's important to consider that the findings of this study may be specific to the particular educational context in which it was conducted. Different institutional settings, cultural backgrounds, and technological infrastructures may influence the challenges and effectiveness of the

strategies differently. Therefore, caution should be exercised when applying these findings to other contexts.

Suggestions for Future Studies

To address the limitations and build upon the existing findings, future research should consider adopting a mixed-methods approach. Combining quantitative data, such as student performance metrics, with qualitative insights from both teachers and students would provide a more robust and multifaceted analysis of the challenges and strategies in teaching reading under TBA during online learning.

Longitudinal studies with extended timeframes would allow researchers to gain a deeper understanding of the long-term effectiveness of the strategies employed by teachers. Such studies would be valuable in determining whether the positive effects persist over time or if there are any changes in the challenges faced by both teachers and students.

Comparative analysis between online and traditional classroom settings is crucial to shed light on the distinct advantages and disadvantages of each approach. Understanding the unique aspects of each setting would help educators make informed decisions about which instructional mode is more suitable for teaching reading under TBA based on specific learning objectives and student characteristics.

Incorporating student perspectives through interviews, focus groups, or surveys would provide valuable insights into their experiences and needs in reading instruction. This would allow for a more student-centered approach, tailoring strategies to meet the specific requirements and preferences of the learners.

Expanding the sample size and including participants from diverse educational backgrounds, cultural contexts, and geographical locations would enhance the external validity of future studies. This broader representation would ensure a more comprehensive understanding of the challenges and strategies across different educational settings.

Conducting controlled experiments with random assignment of students to different instructional conditions would enable researchers to make more rigorous comparisons of the effectiveness of various teaching strategies. This would provide more definitive evidence regarding which strategies yield the most positive outcomes in teaching reading under TBA during online learning.

Moreover, investigating the impact of specific teacher training programs on their ability to effectively address reading challenges under TBA during online learning could offer insights for designing more targeted and impactful professional development opportunities for educators.

Lastly, exploring the role of various technologies, platforms, and digital tools in enhancing reading comprehension and engagement under TBA during online learning would be an important avenue for future research. This would contribute to the development of more effective and innovative approaches to teaching reading in the digital age.

By addressing these limitations and pursuing the suggested avenues for future research, scholars can further build upon the current findings and contribute to the continuous improvement of teaching reading under TBA during online learning.

CONCLUSION

In conclusion, this research addressed important questions regarding teaching reading under the Text-Based Approach (TBA) during online learning. It explored the difficulties faced by teachers in this context and examined their strategies for overcoming these challenges. The findings revealed that the flexibility of teaching reading online was a major obstacle for most participants, making it difficult to guide students effectively. Additionally, limited communication space, technology barriers, and student disengagement further complicate the teaching and learning process.

The implementation of TBA during online learning presented unique difficulties. Teachers needed help managing time effectively due to the numerous stages involved in TBA, resulting in partial implementation of the approach. Moreover, miscommunication and technical issues hindered student engagement and comprehension, exacerbating the challenges faced in online classrooms. The limitations of online learning, including reduced motivation, lack of understanding, decreased communication levels, and feelings of isolation, also affected students' reading comprehension.

To address these difficulties, teachers adopted various strategies. Asynchronous learning proved beneficial in managing large student groups and limited class time. Teachers adjusted the duration of each TBA stage, allocating more time to collaborative activities where students worked independently or with peers. They utilized online platforms and applications to facilitate instruction and engage students, employing videos, instant messaging, and digital games. Providing clear instructions, oral and written feedback, and building a supportive learning community were emphasized to enhance students' learning experience.

Teachers also utilized engaging learning media and group discussions to overcome online teaching challenges. Alternative teaching materials, adjusted lesson plans, and the integration of technology tools such as WhatsApp, Google Classroom, and educational platforms like Moodle, Skype, and Zoom played significant roles in promoting student motivation and interest in learning. Scaffolding techniques and various reading strategies

were employed to actively involve students in online learning, enhancing their engagement and comprehension.

In conclusion, despite the challenges posed by online learning, teachers demonstrated their adaptability and resilience in implementing TBA for teaching reading. By leveraging appropriate strategies, utilizing effective online platforms, and providing engaging learning materials, educators can enhance student engagement and foster reading proficiency even in the face of online learning challenges. Continued efforts to address technical barriers, improve communication, and support students' motivation are crucial in creating an inclusive and effective online learning environment for reading instruction.

REFERENCES

Agustien, I. R. H. (2020). Implementing a text-based approach in English language teaching. *TEFLIN Teacher Development Series*, 1(1), 1.

Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*, 11(2), 380-400.

Anderson, T. (2008). *The theory and practice of online learning*. athabasca university press.

Arianto, Y. (2020). Teaching reading online for a small class: An instructional design for teaching reading online. *EDUCATION AND LINGUISTICS KNOWLEDGE JOURNAL*, 2(2), 63-86.

Bellei, C., Contreras, M., Ponce, T., Yañez, I., Díaz, R., & Vielma, C. (2022). The fragility of the school-in-pandemic in Chile. *Primary and Secondary Education During Covid-19: Disruptions to Educational Opportunity During a Pandemic*, 79-103.

Berge, Z. L. (2013). Barriers to communication in distance education. *Turkish Online Journal of Distance Education*, 14(1), 374-388.

Chun Tie, Y., Birks, M., & Francis, K. (2019). Grounded theory research: A design framework for novice researchers. *SAGE Open Medicine*, 7, 2050312118822927.

Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.

Creswell, John W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Creswell, John W. (2012). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (4 th). pearson.

Cultures, M. of E. and. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan*

Nomor 81A Tahun 2013 tentang Implementasi Kurikulum. Ministry of Education and Cultures.

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5–22.

Domingue, B. W., Dell, M., Lang, D., Silverman, R., Yeatman, J., & Hough, H. (2022). The effect of COVID on oral reading fluency during the 2020–2021 academic year. *AERA Open*, 8, 23328584221120256.

Fahriany, F., Fitriani, F., Farhan, L., Husna, N., Hidayat, D. N., & Mahlil, M. (2022). Teachers' Challenges in Teaching Online English to Young Learners: A Case Study in Pandemic Era. *Jurnal Basicedu*, 6(4), 5533–5541.

Harmer, J. (2007). How to teach English: An introduction to the practice of English language teaching. In *ELT journal* (Second Edi, Vol. 62, Issue 3). Oxford University Press.

Jones, W. (2010). *Keeping found things found: The study and practice of personal information management*. Morgan Kaufmann.

KH, R. (2021). *Nadiem Ngotot Sekolah Tatap Muka, Ternyata Ini Alasannya*. CNBC Indonesia. <https://www.cnbcindonesia.com/tech/20210928144317-37-279809/nadiem-ngotot-sekolah-tatap-muka-ternyata-ini-alasannya>

Lavonen, J., & Salmela-Aro, K. (2022). Experiences of moving quickly to distance teaching and learning at all levels of education in Finland. *Primary and Secondary Education during Covid-19: Disruptions to Educational Opportunity during a Pandemic*, 105–123.

Liu, Y., Liu, H., Xu, Y., & Lu, H. (2020). Online english reading instruction in the ESL classroom based on constructivism. *Journal of Educational Technology Systems*, 48(4), 539–552.

Luu, N. Q. H. (2021). Teaching English online at a center for foreign languages: Challenges and opportunities. *Can Tho University Journal of Science*, 13(1), 57–65.

Mahardhika, S. M. (2021). *Students' Response Toward Teaching Online In English Reading Class*. LinguaMedia.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.

Mills, G. E. (2011). *Action research: A guide for the teacher researcher*. pearson.

Novelly, A. (2021). *TEACHERS' PROBLEMS AND SOLUTIONS IN TEACHING ENGLISH THROUGH ONLINE LEARNING*.

Putri, N. R., & Sari, F. M. (2021). Investigating English teaching strategies to reduce online teaching obstacles in the secondary school. *Journal of English Language Teaching and Learning*, 2(1), 23–31.

Ragawanti, D. T. (2019). Text-based learning in EFL classrooms: Problems and strategies viewed from the sociocultural approach. *UNNES*

International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018), 141–146.

Reimers, F. M. (2021). *Education and climate change: The role of universities*. Springer Nature.

Rintaningrum, R. (2019). Explaining the important contribution of reading literacy to the country's generations: Indonesian's perspectives. *Journal of Turkish Science Education*, 11(1), 3–23.

Rodríguez Sánchez, A. (2017). Reading comprehension course through a genre-oriented approach at a school in Colombia. *How*, 24(2), 35–62.

Rubin, H. J., & Rubin, I. S. (2005). Preparing follow-up questions. *Qualitative Interviewing: The Art of Hearing Data*, 173–200.

Setiawan, I. N. A., Saputra, I. N. P. H., & Agustini, D. A. E. (2022). English Teachers 'Online Reading Tasks Development Process. *Journal of Educational Study*, 2(1), 92–104.

Silverman, D., & Marvasti, A. (2005). *Doing qualitative research: A comprehensive guide*. Sage.

Suputra, D. (2021). Teaching English through online learning (A literature review). *The Art of Teaching English as a Foreign Language*, 2(1), 63–67.

Toribio, S. P. Y., Formento, S. G., Ismael, M. J., & Cauti, K. I. (2021). Effective Instructional Materials for Language Teaching and Learning: Perceptions of English Teachers in the New Normal. *TESOL International Journal*, 40.

Tumwesige, J. (2020). COVID-19 Educational disruption and response: Rethinking e-Learning in Uganda. *University of Cambridge*.

Yang, G. (2020). Discussion on english reading teaching with internet+. *International Journal of Frontiers in Sociology*, 2(2), 45–54.

THE AUTHORS

Rindana Meidianti is an English teacher focusing on English for Young Learners and is involved in many Teachers' Professional Development programs. She holds a master's degree from Universitas Pendidikan Indonesia. Not only focusing on the educational field and teaching, she is also into visual arts and is a part-time illustrator and designer. The topics of multimodality and multiliteracy are her current research interests.

Didi Sukyadi is a distinguished scholar and expert in Applied Linguistics and Semiotics. Holding a Bachelor's degree (S1) from IKIP Bandung, Professor Sukyadi furthered his academic journey with a Master's degree (S2) from the University of London. Then he completed a Doctorate degree (S3) at Universitas Indonesia.

Ika Lestari Damayanti is a dedicated lecturer with a focus on English for Young Learners (EYL), Functional Grammar, and a strong background in English Language Teaching (ELT) research. Holding a Bachelor's degree (S1) from IKIP Bandung, Ika Lestari Damayanti continued her academic journey with a Master's degree (S2) at The University of Warwick in the UK and pursued a Doctorate degree (S3) at the University of Wollongong in Australia.

APPENDIX

Open-ended questions:

- Nama
- Kontak
- Sudah berapa lama mengajar?
- Dimana Ibu/Bapak mengajar?
- Mengajar pada tingkatan/level/grade?
- Bagaimana cara Ibu/bapak mengajarkan Reading? Kalau menggunakan TBA, bagaimana anda mengimplementasikannya?
- Kesulitan apa yang anda hadapi sebagai guru dalam mengajarkan Reading menggunakan TBA pada era pandemi seperti ini? Baik dalam pengajaran, durasi, bahan ajar, dsb.
- Dari pengalaman dan pengamatan anda, kesulitan apa saja yang dihadapi siswa saat mengikuti pembelajaran bahasa Inggris, khususnya pada skill reading dengan TBA?
- Strategi apa yang dilakukan ibu/bapak untuk mengatasi kesulitan sebagai guru dan kesulitan siswa dalam pengajaran Reading dengan TBA?