# Online reading strategies to boost the students' motivation

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A B S T R A C T

Students have a reason for reading a passage or a book. Fostering students' reading motivation is a difficult but necessary aspect. The sudden transition due to the COVID-19 outbreak in 2020 has also driven the educational field to be online learning where the teacher still should advocate the best way to develop a student's reading motivation which is a novel English learning environment. Teacher strategies are an attempt to attract students' attention to learning and this study focuses on reading skills. This research aimed to find out the teacher strategies applied in teaching reading to foster students' reading motivation in online learning. The researchers used descriptive qualitative methods and the instruments of this research were classroom observation and semi-structured interviews. The subject of this research was English teachers and EFL students at MAN 2 Batam. This study revealed that the teacher applied three strategies: (1) read aloud, (2) scaffolding, and (3) reading outside class activity in teaching reading to foster reading motivation. Indeed, the teacher strategies applied in teaching reading through online learning at MAN 2 Batam foster students reading motivation as the advocate way of the teacher to promote reading skills.

## 1. INTRODUCTION

Teaching reading for EFL needs more effort since the teacher's main task is to increase an adequate linguistic background based on their needs, interests, and level of understanding before attempting any reading activities. Students do not read their textbooks even though they know their usefulness stated in (Pangestika, 2018). Meanwhile, reading is an essential skill in language learning development, and it is compulsory to promote reading motivation toward the teacher's strategies. One way to improve students' reading motivation is by raising learners' willingness and awareness to participate in reading motivation reading material. They are reading about motivation to thoroughly learn and be the foundation of the required skills and strategies (Wigfield, Gladstone, & Turci, 2016). Motivation encourages learners to read and obtain the language learning objectives. As cited in (Salikin et al., 2017) from (Mao 2011), motivation is the combination of desire and efforts to achieve language learning objectives. Teaching reading for EFL students' needs more effort since the teacher's main task is to increase an adequate linguistic background based on their needs, interests, and level of understanding before attempting any reading activities stated by (Putera et al., 2013).

In 2020, the COVID-19 outbreak ensued and interrupted usual activities worldwide, including the learning and education field. It pushed the educational field through online learning.

The sudden transition to online education during the pandemic guides scholars to focus on perceived learning outcomes and student satisfaction. Many studies also recognized the forceful way used in the shift towards online learning. However, researchers are aware that online learning provides its advantages, such as self-pacing interactivity (Leszc-zyński et al., 2018; Wagner et al., 2008), flexibility (Smedley, 2010), and opportunities. The importance of motivation to learning performances is included in online learning as it is a novel learning environment in teaching and learning, as discussed in (Baber, 2020). In the field of online learning, the researcher had experienced two months of teaching English in MAN 2 Batam in order of field practice course. Google Meet, E-learning, and WhatsApp groups are used as the learning media, which means synchronized online classes. Students who are asked to read aloud passages during the learning process lack motivation and fewer students volunteer to read. However, if the teacher asked a student by noticing the name, the student received it and read the passage briefly. It supports that online learning is a novel environment for them and influences their reading motivation.

Research on teacher strategies in teaching reading have been focused on reading comprehension and improving students reading ability employed by the teacher in teaching reading (Gaol et al., 2019, Hudri & Naim, 2019, Alyousef, 2005, Lawson, 2000; Kurniawan , 2017). Dwiningtyas et al., (2020), under a study on teacher strategies in teaching reading comprehension, identified the teacher's strategies used and how it applied in the offline classroom which is found that the use of dictionaries, reading aloud, rereading for checking comprehension, evaluating comprehension, and asking question were applied and seen as the effective way in teaching reading comprehension. Teacher also used different strategies such as using genre based text narrative to boost student's motivation in reading (Rohmana&Amalia, 2022). Apart from Nurdianingsih (2021) found understanding text, individual and group learning strategies, and QAR strategies used to reach reading comprehension in offline learning. She also found that the choice of strategies was adapted by the teacher with the materials, the syllabus, and curriculum. Meanwhile, it is also stated that there is a necessity for ongoing professional development, collaboration to address resource challenges, and the promotion of effective communication and collaboration among educators to enhance student engagement through innovative teaching(Ikhsanudin & Lestari, 2023).

The previous research mainly discussed the teacher strategies in teaching reading comprehension and how to foster reading motivation but no study was conducted with the teacher strategies used in online learning for reading motivation focus. Besides, the current educational field is impacted by the COVID-19 outbreak. Online learning is applied due to the current issues but provides its advantages (Adedoyin & Soykan, 2020). Inoue (2007) stated online education is for lifelong learning. Furthermore, fostering student's motivation to read is a difficult but necessary aspect. The researchers were aware, that teacher strategies is important to foster students reading motivation even in online learning since the teacher could apply various strategies. However, research on using the combination of teacher strategies in online learning as a way to foster students' reading motivation is limited, it is more focused on teacher strategies in teaching reading comprehension through offline learning since the participation of online learning is still low. The sudden increase of participants in online learning due to the COVID-19 outbreak is part of what we should take advantage of for possible future learning experiences, this is a gap that the researchers attempt to address in this study. By seeing the importance of reading to language learning and reading motivation in reading comprehension skills, the researchers are aware of how teacher strategies applied in online learning foster students reading motivation.

Thus, in line with the background of the study, the problem of this study is formulated as follows; (1) What strategies does the teacher use in teaching reading through online learning?; and (2) How the teacher's strategies applied foster students' reading motivation in Senior High School Level.

## 2. METHOD

This research is a descriptive qualitative design, precisely a qualitative case study. The researchers have examined what teacher strategies used in teaching reading applied to foster students' reading motivation in online learning by conducting semi-structured interviews and online classroom observation. Besides, the researcher does not influence the natural attitude or behavior of the subject during the learning process and only merely observes, monitors, and records the whole activities in the online classroom.

The semi-structured interview supports the data some questions were raised to students and the teachers such as the teacher asking whether there are reading assignments online reading learning, The example question is "Are there any reading sources from another classroom" etc.

*The Subjects*

The setting of this study was conducted at MAN 2 Batam. One English teacher and Nine students of XII Grade Language Major at MAN 2 Batam, Kepulauan Riau in the academic year 2020/2021 are the primary participants of this study.

*Data Collection Methods*

To explore the phenomenon of the single case, multiple data collection techniques are intended used in this study. They were semi-structured interviews and online class observations. The researchers conducted observations to recognize the teacher strategies used in teaching reading and to identify students' responses toward the teacher strategies used for their reading motivation. The semi-structured interview was also conducted with the teacher and students to support the data from observation. Besides, student interviews were conducted to gain in-depth data about the reading motivation toward the teacher strategies used.

*Data Analysis*

In analyzing the data collected, some steps were applied. After the observation was completed, the post-work primarily transcribes, analyzes, and interprets the collected data material. When the observation and interviews were completed, the researcher was left with data in video recording and memos. To make the video recording passable, they go through a transcription process. The transcript from the observation and interviews was processed and analyzed in Descriptive qualitative.

## 3. RESULTS AND DISCUSSION

The finding obtained from the observation, semi-structured interviews carried out with the English teacher and students of MAN 2 Batam based on the research question; the teacher strategies used in online learning to foster students' reading motivation.

### A. Teacher strategies applied to teach reading in online learning

To ensure research question number one semi-structured interviews were conducted among the English teachers of MAN 2 Batam, and online observation was presented to answer the first research question. The teacher applied to synchronize meetings through Google Meet and WhatsApp groups. The result is showed that the teacher's three main strategies in teaching reading

through online learning are read aloud as literacy instruction, scaffolding, and outside-class reading activity. The result showed the teacher strategies applied to teach reading in online learning (can bee seen in table one through online learning).

**Table 1.** Teacher Strategies Applied to Teach Reading in Online Learning

| **Teaches Strategies** | Read Aloud | a. Students were asked to read aloud in the online classroom.<br>b. Direct mentioned students' name to read aloud. |
|---|---|---|
| | Scaffolding | a. The teacher who does not stop students while reading a passage.<br>b. The teacher gives feedback after the student finished the passage.<br>c. The teacher asks to notice mistakes while reading. |
| | Reading Outside class | a. Giving a short story material<br>b. The teacher asks the student to choose a text or favorite text that they like<br>c. One-on-one teaches student/reading |

### Read Aloud

*Students were asked to read aloud in the online classroom*

Teacher involvement is very important when discussing a successful teaching-learning activity. Especially for EFL reading motivation in online learning, the teacher is not physically taking a role in motivating them to read. The teacher plan for foreign language learners might also be evident as a lot of system issues. ICT that genuinely supports the learning process has been experienced by the foreign language learner. As a result, the students knew the function of cell phones is not only for playing games but also for educational purposes. As the teacher used Google Meet for synchronizing online learning, students of MAN 2 Batam knew that virtual meetings, and E-learning, and WhatsApp groups.

Depending on the interview among the teacher, the researcher highlighted that read-aloud strategy is used in online learning to teach reading as the teacher stated *"Between offline and online, it's almost the same because the point is we are asking the students to read... In reading lessons, it is usually 4 hours, an hour and a half. I typically ask students to read the text".* It is supported by the student interview who stated that *"we usually read the text first before the starting the class"*

The teacher claimed that the reading activity he used is the teacher asking the students to read aloud. The passage sources are from the textbook that each student has. In addition, the semi-structured interview among the students also found that the teacher asked several students to read aloud a passage before explaining it.

*Direct mentioned students' name to read aloud*

As mentioned, the teacher applied read aloud literacy instruction in online learning to teach reading. The teacher directly said students' names when asked to read aloud the passage; based

on the observation teacher asked for six students to read the conversation about the news. Only two students were not responding to the teacher due to a system error. Even the students with system errors canceled to read aloud the passage. The teacher still appreciated it by saying, *"Thank you, Fitri Andriana"* The teacher always asked students, followed by the student's name. Besides, the rest of the four students read the passage briefly. It is supported by the observation during the learning process, the teacher gives instructions with *"Rachmawati Tsalitsah, please read page 65; Fitri Andriana, could you please read page 65? Alusmasulis? Could you please read page 65?".*

The researcher also asked the strategy of mentioning students' names directly in asking students to read aloud. Based on the interview with the teacher, asking by student names is the other way to force students to read *"Yes, calling directly because if we only ask "who wants to read?" rarely does anyone want to. So like it or not, the language forces it subtly by pointing directly like that and usually, if the text is a bit long, I give one student a few paragraphs after that I randomly randomize suddenly I mean it to continue".* If the text is long, the teacher asks students to read a few paragraphs and then randomly asks others after one student finishes. In this way, all the students will pay attention to the passage. Teaching English is quite tricky, as English is a foreign language, a few students do not like English material and find English is not fun.

### *Scaffolding*

The teacher stated that he is the type of teacher who does not stop students while reading a passage. The teacher also let students finish the passage first then pay attention to the mistakes students made. Therefore, through online learning, the teacher types it on PowerPoint and then reread the passage. When the teacher reads the passage, students pay attention to the teacher and notice their friend's mistakes while reading. Meanwhile, the subsequent strategy that the teacher used was scaffolding.

The way teacher corrects it just by mentioning the correct pronunciation, as the observation result that the teacher corrects the pronunciation of some new vocabularies. After the teacher felt that was enough, he appreciated the students and said thank you. In addition, the teacher read the passage from the beginning until the end. Observation excerpt *"Okay, Good. Thank you, even I still find many of you not reading in good, a bit less correct in reading it. I will read how is the correct one".*

The teacher exemplifies how to read clearly and how to mention the words correctly. In the current situation, the students pay attention to what was done by the teacher. The scaffolding strategy is applied due to the teacher assisted students how in reading correctly. Based on the observation, the students read the passage while the teacher notices and corrects if the students face any difficulties reading or understanding the text. The semi-structured among the students also supports the use of scaffolding strategy in reading activities through online learning. It is also supported by the students who stated that *"in the end, the teacher explains the correct pronunciation from the mistakes If there are mistakes, the teacher corrects it for us".* In all, the scaffolding strategy is used to explain the passage related to the material. According to the passage, the teacher explained the comprehension, pronunciation, context, and the word meaning. The students learn from the teacher's explanation and increase the English learning experience through the teacher's scaffolding strategy.

### *Reading Outside Class*

The teacher asked the students to read aloud and gave another reading activity as the strategy for teaching reading. As the teacher is aware that not all students are interested in learning

English, the strategy used is to spoil them with short stories with simple sentences. Meanwhile, the teacher found that the reading material from the book is quite hard to understand at senior high school level. The teacher spoiled the students with fun short stories. The teacher believed that if we used this kind of passage we would find that English is fun and exciting as the teacher stated that *"if it's outside class hours, I give reading material such as short stories, which are cartoon stories, because the language is easier to understand. Well, you can say that it's a subtle push, because if a child doesn't like English, then we give them fun stories, so they will think English is fun and exciting"*. The teacher uses this strategy to help students adapt to English; the foreign language learner lacks English reading sources. The outside class reading activity could help them learn to read English texts. The students also emphasized that the teacher used this strategy by mentioning their final practice assignment. At the same time, the researcher asked them whether the teacher ever gave them any reading assignments during online learning. *"Yes, we have Sis. Final practice is reading, so, our teacher gave us 3 different texts so we could choose what we wanted to read in front of Pak Ghalih"*

The teacher created his system for the outside reading activity through online learning. Firstly, the teacher gives the students three different narrative texts. Then, the students could choose their favorite. This way will force students to read the three texts provided so that they can choose their favorite. After that, the students meet the teacher personally and read the passage in front of the teacher. The teacher's strategy is collaborative learning, which is a combination of online and offline learning. The students felt this was an easy reading assignment and loved this kind of reading activity based on the interview.

### B. How do the teacher strategies to teach reading applied in online learning foster students' reading motivation

This section is to answer research question number two and the data gathered from the online classroom observation and student interview toward the use of teacher strategies to foster their reading motivation. In general, students responded positively to their teacher's strategies to teach reading in online learning. Table 3.2 below shows how the teacher strategies to teach reading.

**Table 2.** How The Teacher Strategies to Teach Reading Applied in Online Learning to Boost Reading Motivation

| Fostering students motivation | The way the teacher asked to read aloud influenced EFL reading motivation | a. The teacher recognition to the students<br>b. Calling students by name helps maintain communication |
|---|---|---|
| | Scaffolding strategy impact on EFL reading motivation | a. The teacher helps the students translate the new vocabulary.<br>b. Students' willingness to read because of the helpful the teacher promotes willingness students to read. |
| | Reading outside class has a positive impact on reading motivation | a. Using fanfiction stories outside the classroom. |

b. Extensive reading motivation by going outside the classroom.

### *The way the teacher asked to read aloud influenced EFL reading motivation*

Another part that became apparent when collecting the data was the teacher's role in students' reading motivation toward online learning. The learner's desire to be recognized contributes to motivating the learners to read in English. If the teacher plays a role, the learners are more motivated to read English text. Recognition by the teacher is the gratification of receiving tangible recognition for success like students like having the teacher say that they read well. The participant shared the assignment related to reading in English, where the teacher asked students to read aloud a passage based on the topic in the book. The reading activities and assignments are adjusted in online learning in MAN 2 Batam as a learning activity.

The participants of this study spoke about their perception of the teaching strategies used in the English online classes and how it affects their reading motivation. The fact that online class lacks teacher control and may even be contradictory within a single individual helps me understand the participants' point of view on the teacher's role in online learning. Particularly in reading material in online classes, learners lack the motivation to participate in the class.

Simultaneously, in MAN 2 Batam, the English teacher applied a strategy with directly asked students to read by noticing their names. A total of 9 interviewees in this study agreed to read aloud if the teacher asked them by noticing their name even in online learning. The researcher found that the students accept reading aloud through online learning as their compliance with a teacher. They agreed to read because it was their compliance with the teacher with just a few pronunciation difficulties during the reading. Besides, they do believe it was just part of the learning process and the delight of it. One statement from P3 noticed the researcher that it was the teacher's strategy to ensure students' readiness in the online class. In conclusion, this strategy provided the students with extrinsic motivation to read.

### *Scaffolding strategy impact on EFL reading motivation*

Furthermore, the scaffolding strategy that the teacher used also supports learning reading among EFL students. Some participants of this study found that reading in English is challenging. The main issue that the researcher highlights is the lack of vocabulary and pronunciation. Furthermore, the scaffolding strategy presents to assist students in overcoming their difficulties in a text-related learning situation. During the learning process, the teacher of MAN 2 Batam primarily assists in translating the new vocabulary, explaining its meaning, and explaining the context of the text.

Most of them find that reading in English is challenging with the new vocabulary and the pronunciation. "*the first is the vocabulary, the second is the pronunciation. We don't know it*". Meanwhile, these two points are what they will gain with reading. Unconsciously, the scaffolding strategy used by the teacher in teaching reading comprehension assists them in achieving the objectives of reading in English for the foreign language learner. *"If it doesn't fit to be told, I haven't been prepared yet. I look at the text first, then ask the teacher first, "How about reading this, Sir" then I start reading".* The results with the students showed that they were still willing to read even if They found any drawbacks such as the new vocabulary and pronunciation. Curiosity is one of the reasons they continue the reading. Besides, some of the students stated that they continue because, during the reading-aloud activity, the teacher assists them through scaffolding strategy by informing the meaning of new vocabulary and pronouncing the new word

they find in the passage. The reading motivation is cumulative while the teacher assists them in the reading process toward the scaffolding strategy. Indeed, by the scaffolding strategy, the students' willingness to continue reading while they get helped with their issues in reading, and is the way the students get a complete understanding of the text they have read.

### *Reading outside class has a positive impact on reading motivation*

The reading activity could be both inside and outside class. The way the teacher designs the reading activity will significantly impact the students reading motivation. Besides, the participants of this study rarely read in English outside the class. The online learning that was conducted recently is the approach for students to study at home. One of the participants also added no reading sources that affect their reading activity outside the class. *"Not really, Sis. There is no reading material"* Furthermore, the participants of this study have a deliberate lack of reading in English outside class. The researcher highlighted statements P3 and P5 about their willingness to read outside class if the sources were provided or the teacher enquired.

Based on the observation and the interview among students and teachers of MAN 2 Batam, one of the reading activities is reading outside class. The teacher once supplies the students with fun short stories. The final assignment for the last grader is a reading activity outside class with the system developed by the teacher. The reading motivation of the students increased as the teacher asked them to read. *"The teacher told you to read the text, but at home, there are no reading sources.";* *"It doesn't mean that I can read. If there is, I will try reading it anyway"*

They also get a reading assignment for the final practice exam to read a narrative text directly in front of the teacher. The text is provided by the teacher and the students could choose their favorite passage. The reading outside class that the teacher used as the strategy supports foreign language learner reading motivation—the strategy with reading sources, teacher involvement, and teacher instruction. The students feel the pleasure of reading activity and enhancing their willingness to read in English. The limited duration of online learning contributes to the shortcoming of creating an effective reading activity environment; through this reading activity, the teacher's design has already supported the students' English learning experience, especially in vocabulary and pronunciation. The teacher's involvement in providing reading outside class activity has a positive affection for students' reading motivation. Thus, this finding also provided the extrinsic reading motivation from the teacher.

### DISCUSSION

Related to the first research question i.e. the teacher strategies through online learning that motivated foreign language learners to read. There was not a factor-conscious teacher strategy used in motivating students to read, but still a strategy in play to students' reading motivation. Based on the result of this study, there are three sides to finding teacher strategies that foster their reading motivation in online learning, 1) Directly mentioning students' names to read aloud, 2) scaffolding impact to reading motivation through online learning, and 3) Reading outside class activity in an online class. The data also suggest that teachers is playing an essential role in students reading motivation. The analysis revealed teachers' strategies used by an English teacher in MAN 2 Batam foster foreign language learner reading motivation.

The researcher found from the observation when the class began, the teacher regularly asked students to read aloud. This study also agreed with (Yulita & Neno, 2021) that most teachers tend to see pronunciation and reading aloud as parts of the classroom reading routine. Meanwhile, in online classrooms, English teachers still tend to apply read read-aloud strategy as the classroom

reading routine. The way the teacher asks students' is an important thing to measure. In synchronizing online classes, the English teacher of MAN 2 Batam instructs by directly pointing to each student's name to read aloud. Surprisingly, the participants who were ever asked to read aloud in online classes agreed to read aloud. This willingness appears as a form of compliance for the teacher. Even though students could reject it as online learning lacks physical connection.

The use of directly mentioning the students' names to read aloud is related to the theory of self-determination proposed by (Ryan & Deci, 2009, 2017) as cited by (L. Wu et al., 2021) that ARM could improve reading performance through active engagement in the classroom. Active engagement in the online classroom is the focus of this study from (Unrau et al., 2015) which studied related teacher strategies to foster students' reading motivation in the five focus groups, one of the essential themes to express is building relationships between teacher and students. (Unrau et al., 2015) also highlight the importance of building relationships with each student and became a significant theme in their study. Seeman (1983) agreed that personal names serve many psychological purposes both for the namer and the named. Indeed, directly mentioning students' names during the learning process builds a connection between students and teachers and it is increasing online classroom engagement during the learning process to foster students reading motivation.

The teacher also played a role in the instructional and performance in reading through scaffolding strategy, so it is relevant Guthrie et al., (2000) stated that students' motivation could be scaffolded. Based on the result of this study, the teacher implied a scaffolded strategy in teaching reading material. The scaffolding strategy used by the teacher in this study supports the recent study related to the use of scaffolding in online learning. Inline, scaffolding could improve the quality of education and learning outcomes. Doo et al., (2021) has confirmed that the scaffolding strategy has a significant effect on the learning outcomes in online education. Through the scaffolding strategy, teachers could increase positive self-efficacy as it provides positive and genuine feedback for students' progressive reading practices (Tiley, 2009). Self-efficacy is students' confidence and optimism in their reading abilities (Risinger, 2013). Meece (2006) also defined self-efficacy as one's personal views and confidence levels in their ability. Most of the students who struggle in reading have challenging motivation intrinsically. This challenge drives the students to have a negative feeling about the lesson if they had failures in the past.

Therefore, the scaffolding strategy provided the teacher role of assisting the struggling students in reading a passage. Based on the result of this study students give positive feedback if the teacher helps them with the new vocabularies and pronunciation. Teachers could contribute to students' confidence by continually praising students' achievement and reading efforts, fostering students' self-efficacy. This result supports, Fountans & Pinell (2001) that stated scaffolding is the important key while thinking of students' reading motivation. If the students do not understand how they should read a text, we cannot expect them to find that reading is fun and interesting. Indeed, the scaffolding strategy used in online learning also supports foreign language learner reading motivation with synchronized class design.

Reading outside class is also supported by Guthrie et al., (2000) that similar ideas related to the environment that became dominant for reading motivation are undermining longer-term intrinsic motivation. Indeed, independent reading activity under control could promote students' motivation for reading (Unrau et al., 2015). Risinger (2013) proposed the other way to foster reading motivation is increasing teacher literacy instruction to provide students with independent reading time.

The teacher could provide more frequent reading opportunities or sustain a reading program. This requires reading support from the teacher (Lee, 2011). So the reading program will be incredibly beneficial for students practicing reading independently. Risinger (2013) found in their study that not all teachers in their study provided independent reading time in the curriculum, and the frequency of the reading program is based on the teacher. Ivey and Broaddus (2000), from the survey, one struggle the teacher faces in providing opportunities for students to read independently is the lack of time. This study showed that reading motivation should include teacher involvement to foster reading motivation through online learning.

The novel environment of online learning impacts their willingness to read intrinsically. The students require guided support to increase their reading skills. With teacher's mentor, will assist students' reading practice. The implementation of reading outside class by the teacher of MAN 2 Batam could be an effective way to ensure that all students are provided with adequate independent reading time and guidance and support from the teacher as they keep practicing reading. The teacher's intervention promotes reading motivation and is the strategy to help students develop reading habits that they might use all the time.

## 4. CONCLUSION

Based on the result and discussion, it can be concluded there are three strategies that English teachers of MAN 2 Batam use to teach reading in online learning, those are: (1) read aloud, (2) scaffolding, and (3) reading outside class. After the whole process of analysis, the teacher strategies considered could foster EFL students' reading motivation. Directly mentioned students' names as the reading instruction that can lead their reflects an inner acceptance and active engagement. The scaffolding strategy also impacts EFL reading motivation as the teacher contributes to students' confidence by continually praising students' achievement and reading efforts fostering students' self-efficacy. Reading outside class activities promotes adequate independent reading time with teacher guidance and support to help them be more motivated to read in English. To fully understand what strategies effectively foster students reading motivation, more research is needed. Get a broader population of the current teacher reading motivation practices and reinforce the validity of data. This study only focuses on teacher strategies and further research could examine other approaches or manner to promote reading motivation or the other impact of the teacher strategies used on other language skills. It would also be recommended for further study to conduct personal interviews with the teacher and the vice-curriculum to gain more significant information to prevent data bias.

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