THE TEACHING OF READING COMPREHENSION IN COVID-19 PANDEMY (A CASE STUDY AT TBI-I 5TH SEMESTER ACADEMIC YEAR 2020/2021) IN IAIN PALU

THESIS

Submitted as a partial fulfilment of the requirements for the Bachelor Degree of English Tadris Program of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies (IAIN) Palu
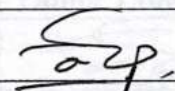
By

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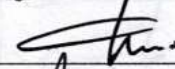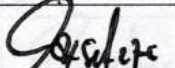
ENGLISH TADRIS PROGRAM
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LEGALIZATION

A thesis by Fadlia M. Said, NIM: 16.1.16.0074, entitled "**The Teaching of Reading Comprehension in Covid-19 Pandemy (A Case Study at TBI-I 5th Semester Academic Year 2020/2021) in IAIN Palu**" which has been tested in front of the examiners of Tarbiyah and Teacher Training Faculty (FTIK) State Institute for Islamic Studies (IAIN) Palu 15 January 2021. It can be seen that thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a Bachelor Degree of Education (S.Pd) in English Tadris Program (TBI) with some improvements.

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<u>24 Rajab 1442 H.</u>

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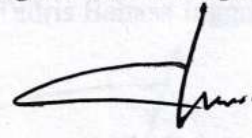| Position	Name	Signature
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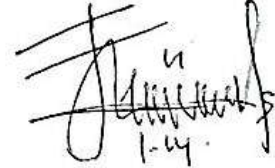
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APPROVAL SHEET

A thesis entitled "**The Teaching of Reading Comprehension in Covid-19 Pandemy (A Case Study at TBI-I 5th Semester Academic Year 2020/2021) in IAIN Palu**" by Fadlia M. Said NIM: 16.1.16.0074, the student of English Tadris Program at Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies (IAIN) Palu. After carefully researching and correcting the thesis, each supervisor see that thesis has fulfilled scientific requirements for examination.

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Bismillahirrahmanirrahim

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Palu, 5 Januari 2021 M,
21 Jumadil Awal 1442 H.

The Researcher

Fadlia M. Said
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ABSTRACT

Fadlia M. Said NIM: 16.1.16.0074. (2021), **"THE TEACHING OF READING COMPREHENSION IN COVID-19 PANDEMY (A CASE STUDY AT TBI-I 5TH SEMESTER ACADEMIC YEAR 2020/2021) IN IAIN PALU"**, English Tadris Program, Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies (IAIN) Palu. Under the supervision of Muhammad Ihsan and Andi Muh. Dakhalan.

This research is The Teaching of Reading Comprehension in Covid-19 Pandemy (A Case Study at TBI-I 5th semester academic year 2020/2021) in IAIN Palu by raising the problem namely what are on-line media used by lecturer in teaching of reading comprehension during the covid-19 pandemy and how do students respond to on-line teaching of reading comprehension in covid-19 pandemy.

The objectives of this research were to find out the on-line media on teaching of reading comprehension in covid-19 pandemy and to find out the students respond to on-line teaching of reading comprehension in covid-19 pandemy in IAIN Palu.

The method used qualitative research. The subject of this research was the students at TBI-I 5th semester academic year 2020/2021 in IAIN Palu and the object of this research was teaching of reading comprehension in covid-19 pandemy. The total number of students in this research were 27 students. The sample of this research were 27 students. The techniques of data collection were observation, interview, and documentation.

The results showed that teaching of reading comprehension during the covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu used on-line media namely *Whatsapp group* and *Google Classroom*. The reading comprehension materials were report text, procedure text, and descriptive text. Students respond to on-line teaching of reading comprehension in covid-19 pandemy in IAIN Palu was the lack of explanation of materials that the lecturer give during the learning process so that the lack of understanding materials and tasks such as, analyzing the text, students' opinion and predicting the text, typing the inference of text, describing the text, etc. Difficulty accessing signals, do not have smartphones, and finance matter are the main problems in teaching of reading comprehension in covid-19 pandemy. From 27 students, 21 students stated on-line on teaching of reading comprehension in covid-19 pandemy was not effective and 6 students expressed an effective response. More students gave respond to on-line on teaching of reading comprehension in covid-19 pandemy are not effective. Then the researcher concluded that on-line on teaching of reading comprehension in covid-19 pandemy (a case study at TBI-I 5th semester academic year 2020/2021) in IAIN Palu was not effective.

CHAPTER I

INTRODUCTION

A. Background Research

From early March to 12 May 2020 there were 17.514 positive cases of contaminated pandemy Corona Virus Desease (Covid-19) spread in 34 provinces in Indonesia (Acceleration Task Force handling Covid-19 Indonesia).[1] Anticipating the transmission of the virus the government has issued various policies, such as isolation, social, and physical distancing to large-scale social restrictions. This condition requires its citizens to stay, work, worship, and study at home. It has given its own challenges for educational institutions, especially higher education. Such conditions require educational institutions to make changes in the learning process. One of those forms of change is to doon-line learning.

In learning English, reading is an important language skill where the personal language development relies on it heavily. Learning reading means should create a comprehension toward the printed text. The goal of reading is comprehension of the text. The activities of reading always exist in learning context, teaching of reading must yield a good comprehension for the students. The success of learning reading comprehension can be influenced by many factors, internal factors inside the students, and external factors that come from the outside. One of the factors in learning reading comprehension process students

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[1]Luh Devi Herliandry etc, "*Pembelajaran Pada Masa Pandemi Covid-19*" Retrieved from: http://journal.unj.ac.id/. On 29 July 2020.

need environmental conditions that support as well as calmness and concentration to understand the contents of each reading so that the learning objectives can be achieved. However, the pandemy requires that learning is done on-line which is considered to be the solution in conducting face to face learning directly. However, the implementation of the on-line learning process has some constraints. One constraint in on-line learning is the difficult understanding of reading material.

The problems faced by students during learning reading process comprehension are more difficult to understand the material provided by lecturers, lack of interaction between lecturers and students create them difficult to ask for material especially reading material that they do not understand and lack of concentration of students if done learning on-line.[2] This is accordance with the report results by Retno Listyarti Commissioner of KPAI Education field who mentions, from 13 March to 20 April the Indonesian Child Protection Commission (KPAI) received 1,700 responses from educators and students related to distance learning (PPJ) originating from Java, Sumatra, Sulawesi, Kalimantan, West Nusa Tenggara to Bali, they claimed some difficulties, dominated by lack of equipment such as economics, signal networks, and material understanding.[3]

However, on-line learning is maintained during the pandemy of the Covid-19 according to the regulations of Indonesian Government through the Ministry of

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[2]Hikmat etc, "*Efektivitas Pembalajaran Daring Selama Masa Pandemi Covid-19: Sebuah Survey On-line*" Retrieved from: http://digilib.uinsgd.ac.id/. On 28 June 2020.

[3]Ilham Pratama Putra, "*20 Provinsi Akui Kesulitan Belajar Daring*" Retrieved from: https://m-medcom-id.cdn.ampproject.org/. On 1 July 2020.

Education and Culture and the Ministry of Religious Affairs. Referring to Circular Number 3 of 2020 the prevention of Covid-19 in the Unit of education on 9 March 2020, then the activities of teaching was done on-line in order to prevent the spread of Corona Virus Disease (Covid-19).[4]

On-line learning was applied to some campus, one of them in IAIN Palu since the beginning of the implementation of Work From Home during the pandemy of Covid-19. Students of IAIN Palu can be said to find some constraints in learning as mentioned earlier. Based on Circular of Governor of Central Sulawesi Number. 420/365/DIKBUD on the implementation of learning in the Education Unit in the academic year 2020/2021 at the time of pandemy Covid-19, the face-to-face study in the zone area of green, yellow, orange, and red in the pandemy Covid-19 is not allowed during the odd semester of school academic year 2020/2021 from July to December 2020.[5] That is the underlying background the researcher display to describe the process of teaching reading comprehension in Covid-19 pandemy in IAIN Palu.

Based on the above background, the researcher is interested to find out "**The Teaching of Reading Comprehension in Covid-19 Pandemy (A Case Study at TBI-I 5th Semester Academic Year 2020/2021) in IAIN Palu**".

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[4]"*Kuliah Daring Hingga UN, Kebijakan Pendidikan Masa Darurat Corona*" Retrieved form: https://sevima.com/. On 1 July 2020.
[5]John Lory, "*Gubernur Sulteng Belum Izinkan Pembelajaran Tatap Muka Seluruh Jenjang Pendidikan*" Retrieved from: https://www.beritasatu.com/. On 13 August 2020.

B. Questions of the Research

This research is aimed at answering the following research questions:

1. What are on-line media used by lecturer in teaching of reading comprehension during the covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu?

2. How do students of TBI-I 5th semester academic year 2020/2021 respond to on-line teaching of reading comprehension in covid-19 pandemy in IAIN Palu?

C. Research Objectives and Benefits

1. Research Objectives

This research is aimed at:

a. Finding out the on-line media on teaching of reading comprehension in covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu.

b. Finding out the students of TBI-I 5th semester academic year 2020/2021 respond to on-line teaching of reading comprehension in covid-19 pandemy in IAIN Palu.

2. Research Benefits

This research is expected to give the following benefits for:

a. IAIN Palu

It is expected to contribute a theory especially the teaching of reading comprehension in covid-19 pandemy at TBI-I5[th] semester academic year 2020/2021 in IAIN Palu.

b. The Researcher

It is expected to be a reference material to determine the teaching of reading comprehension in covid-19 pandemy at TBI-I 5th semester academic year 2020/2021in IAIN Palu.

D. Definition of Key Terms

The researcher's focus in this research is resulting the on-line learning in teaching of reading comprehension in covid-19 pandemy at TBI-I5[th] semester academic year 2020/2021 in IAIN Palu. In order to avoid misinterpretation in understanding this research, it is important to clarify the following definition of key terms:

1. Media of On-line learning

On-line learning is a type of teaching that allows materials to be taught to students by connecting or using the Internet.[6] The on-line media is a public mention to the media based on telecommunications and multimedia (computer and internet).[7] On-line learning by the researcher is an on-line learning done "forced" applied because of the existence of Covid-19 pandemy.

2. Reading Comprehension

Reading comprehension is the activity of reading carried out for the purpose of learning as to gain broader insights something that has been read.[8] Reading

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[6]Nisaul Choiroh, "*Efektifitas Pembelajaran Berbasis Daring Dalam Pandangan Siswa*" Retrieved from: https://iain-surakarta.ac.id/. On 28 June 2020.

[7]"*Pengertian Media On-line Secara Umum, Ciri-Ciri, Fungsi, Jenis dan Contohnya*" Retrieved from: https://www.maxmanroe.com/. On 1 July 2020.

[8]Cecep Karyana and Aulia Akbar,"*Application of Scanning Techniques in Improving the Critical Reading Ability of Elementary School Students in Cikurubug*" Retrieved from: https://journal.uny.ac.id/. On 28 June 2020.

comprehension is student skill to comprehend reading material as a subject in 5th semester academic year 2020/2021.

E. Chapter Composition

The Skripsi is divided into five chapters and each chapter is interconnected as a unified series of scientific works. To know briefly each of the chapters' discussions, the researcher put the outlines of the contents of the skripsi as follows:

Chapter I Introduction; explaining the background research, question research, research objectives, research benefits, definition of key terms, and chapter composition.

Bab II Literature review; explaining the previous studies, literature review, and theoritical framework.

Bab III Methodology of the research; explaining the research design, research site, researcher's attendance, data and data sources, techniques of data collection, techniques of data analysis, technique of data validity, and steps of the research.

Bab IV Research findings and discussions; explaining the research findings and discussions

Bab V Conclusions and suggestions; explaining the conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Previous studies results related to this proposal, namely:

1. Dwijana Belthia Caraen, inthesis enitled "Srategi Reciprocal Teaching Dalam Pembelajaran Membaca Pemahaman Pada Siswa Kelas Multilevel Di Semarang Multinational School".[9] This article aims to explain the implementation, evaluation, effect and disadvantages. The result of this research is that a reciprocal teaching strategy has a positive impact on increasing students' metacognitive skills in reading comprehension. While the researcher focused on the teaching of reading comprehension in covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu.

2. Luh Devi Herliandry etc, in Journal Education Technology Vol. 22, No. 1, April 2020 entitled "Pembelajaran Pada Masa Pandemi Covid-19.[10] The objective of this research is as a general review of learning during the covid-19 pandemy. The result of this research is that on-line learning is an effective solution for activating classrooms even though schools have closed becaused time and place are at risk during this pandemy. While the researcher was found the effectiveness of using media on-line learning in

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[9]Dwijana Belthia Caraen, "*Strategi Reciprocal Teaching Dalam Pembelajaran Membaca Pemahaman Pada Siswa Kelas Multilevel Di Semarang Multinational School*" On 28 June 2020.
[10]Luh Devi Herliandry etc, "*Pembelajaran Pada Masa Pandemi Covid-19*" Retrieved from: http://journal.unj.ac.id/. On 29 July 2020.

teaching of reading comprehension in covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu

3. Joni Iskandar, in Thesis entitled "Teaching And Learning Reading Comprehension Through Herringbone To The First Semester Of The Eleventh Grade Students Of MAN 1 Pesisir Barat In The Academic Year Of 2016/2017".[11] The objectives of this research were to know the process of teaching and learning reading comprehension through herringbone, to know the teacher's problems in teaching of reading comprehension, and to know the students' problems in learning reading comprehension through herringbone. The results of this research that the problems faced by students were the speed of reading and the students were difficult to remember the text that has been read. While the researcher focuseds onusing on-line learning on the teaching of reading comprehension in covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu.

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[11]Joni Iskandar, *"Teaching And Learning Reading Comprehension Through Herringbone To The First Semester Of The Eleventh Grade Students Of MAN 1 Pesisir Barat In The Academic Year Of 2016/2017"* Retrieved from :http://repository.radenintan.ac.id/. On 11 August 2020.

B. Literature Review

1. Definition of Reading Comprehension

Reading is a process carried out and used by reader to acquire message that is conveyed by the writter through "writing language".[12] Reading is the ability to understand the meaning of words in text.[13] Reading is important in the world of education. By reading, students get benefit information and experience ofa reading. Firman Allah SWT.On the order of reading is found in Q.S. Al-'Alaq (96):1-5.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ – ١خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ – ٢اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ – ٣

الَّذِيْ عَلَّمَ بِالْقَلَمِ –٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ـ ٥

Translation:

> Bacalah dengan (menyebut) nama Tuhanmu Yang menciptakan (1), Dia telah menciptakan manusia dari segumpal darah (2). Bacalah, dan Tuhanmulah Yang Maha Pemurah (3), Yang mengajar (manusia) dengan perantaraan kalam (4). Dia mengajarkan kepada manusia apa yang tidak diketahuinya (5).

> Recite in the name of your Lord who created (1th). Created man from a clinging substance (2nd). Recite, and your Lord is the most Generous (3th). Who taught by the pen (4th). Taught man that which he knew not (5th).[14]

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[12]Triyani, "*Meningkatkan Komprehensi Mahasiswa Mahasiswa Melalui Pertanyaan Dan Mendapatkan Metode Jawaban Kepada Siswa Kelas Tenda Sma Kemala Bhayangkari 1 Kubu Raya*" Retrieved from :http://repository.ump.ac.id/. On 4 July 2020.

[13]Nurul Lailatul Khusniyah, "*Efektifitas Pembelajaran Berbasis Daring: Sebuah Bukti Pada Pembelajaran Bahasa Inggris*" Retrieved from: https://journal.uinmataram.ac.id/. On 29 June 2020.

[14]Kementerian Agama RI, "*Al-Qur'an Al-karim Terjemahannya*" Retrieved from: https://quran.kemenag.go.id/. On 10 July 2020.

Based on the verse above, signaled the commandment to the Prophet Muhammad SAW. And his people to learn to read something unknown and teach knowledge to others. Reading create every human being able to acquire knowledge that is beneficial to him or other creatures.[15] While comprehension is the process of generating meaning from varied source-directly observing phenomena, reading, looking at a cartoon, painting, listening to a lecture or discussion, viewing a film and constructing meaning from the printed material. Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as thinking process through which readers become aware of an idea, understand it in terms of their experiental background and interpret it in relation to their own needs and purposes.[16]

Based on the statement above, it can be concluded that reading is getting a meaning from written text. Reading is also connected between the researcher and reader, the researcher explains the statement and knowledge, while the reader accepts meaning and the information.

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[15]Ahmad Wakka, "*Petunjuk Al-Qur'an Tentang Belajar Dan Pembelajaran (Pembahasan Materi, Metode, media dan teknologi pembelajaran)*" Retrieved from: https://jurnal.fai.umi.ac.id/. On 10 July 2020.

[16]Mashulah, "*An Analysis Of Students' Difficulties In Understanding English Reading Text : Case Study Of Descriptive Text Among The 8th Grade Students At Mts Miftahul Ulum, Duri Wetan Maduran, Lamongan*" Retrieved from: http://digilib.uinsby.ac.id/. On 4 July 2020.

a. Kinds of Reading

The kinds of reading comprehension involves more of an active role on the part of the reader they are:

1) Literal comprehension. This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of the researcher. The researcher's massage is received but not examined, evaluated or utilized in any way.

2) Interpretative comprehension. At this level the reader not only knows what the researcher said but goes beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences, understand sequences. See caused and effect relationship and generally interpret the massage. It requires a more active participation on the part of the reader.

3) Applied comprehension. At this level reader does more than merely receiving and interpreting the massage. The reader evaluates the researcher's ideas, either accepting or rejecting them or applying then to some new situation.

4) Critical comprehension. At this level reader analyzing, evaluating and personally reacting to information presented in a passage.[17]

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[17]Mashulah, *"An Analysis Of Students' Difficulties In Understanding English Reading Text : Case Study Of Descriptive Text Among The 8th Grade Students At Mts Miftahul Ulum, Duri Wetan Maduran, Lamongan"* Retrieved from :http://digilib.uinsby.ac.id/. On 4 July 2020.

Critical reading comprehension is the activity of reading silently carried out for the purpose of learning so as to gain broader insights something that has been read.[18]

b. Purposes of Reading

The main purpose of reading to find and get the information and understand the meaning of reading. There are purposesof reading:

1) Reading for understanding. It means the students read in order to understand the ideas in the text.

2) Reading for default of fact. It mean the students read to get default information of the text.

3) Reading of memorization. It means the students read the text to fix the association and serve immediate recall.

4) Reading for enjoyment. This reading is just for fun. It mean students must enjoy during reading process to get comfortable. Such as they read the materials are fictions, short stories and others.[19]

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[18]Cecep Karyana and Aulia Akbar,"*Application of Scanning Techniques in Improving the Critical Reading Ability of Elementary School Students in Cikurubug*" Retrieved from: https://journal.uny.ac.id/. On 28 June 2020.
[19]Ibid., 05.

2. Teaching of Reading Comprehension

Teaching is a process of transferring knowledge and an activity to help students to learn how to do something, give instructions, understand knowledge and give new knowledge.[20] Teaching of reading is not only teaching to read, comprehending the text is one of the reading's goals. Teaching of reading can be main as facilitate student performance this in comprehending texts and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. Teaching can be defined as providing opportunities to learn. However, the result of the teaching depends on the students self. But, lectures as the facilitator of teaching must give best effort for guiding students to make them get the best result. In the other hand, reading comprehension is a process of interaction between reader and the researcher to communicate successfully in gaining what the researcher means on the text. Teaching of reading comprehension, students are expected to able comprehend the text.[21]

Lecturer is one of environmental factors who has important role to increase students learning achievement. Lecture is a subject in education who has duty to transfer the knowledge to the students. Lecture is an important person in teaching learning process, especially for teaching reading, because lecture also determines

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[20]Joni Iskandar, "*Teaching And Learning Reading Comprehension Through Herringbone To The First Semester Of The Eleventh Grade Students Of MAN 1 Pesisir Barat In The Academic Year Of 2016/2017*" Retrieved from: http://repository.radenintan.ac.id/. On 11 August 2020.
[21]Ibid., 31.

whether their students to be good readers or not. Wang argued that although lectures are very knowledgeable the subject they are teaching.[22]

Based on the explanation above, it can be concluded that teaching of reading comprehension is the process of helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the researcher on the text.

a. Principles of Teaching Reading

During teaching of reading process lecture must pay attention the principles of teaching reading. The principles of teaching reading are stated below:

1) Students need to be engaged with what they are reading. Students should be encouraged to respond to the content of a reading text.

2) Understanding is not only noticing the language used of the text. In the understanding must to understand the meaning and message of the text.

3) Prediction is major factor in reading. Reader usually has an idea what will be coming from the text.

4) Match the task to the topic. Matching the task to the topic, teacher useds the interesting and appropriate questions, engaging and usedful puzzles, etc.[23]

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[22]Xiaomin Wang, *"Professional Development Module on Teaching Techniques"* Retrieved from: http://www.texascollaborative.org/. On 11 August 2020.

[23]Anizul Fatuni'mah, *"Teaching Reading Narrative Text Through PQ4R (Preview, Question, Read, Reflect, Recite and Review Strategy (An Experimental Research at the Ninth Grade of SMP Ma'arif NU 02 Jatinegara in the Academic Year of 2015/2016"* Retrieved from: http://eprints.walisongo.ac.id/. On 11 August 2020.

b. Procedures of Reading

It is important to divide the reading process into the following procedures:

1) Before reading. Skim the table of contents, headings, subheadings, read the introduction, conclusion, and scan the relevant sections to locate where the topic is discussed.

2) During reading. Read actively-write in the margins, highlight phrases, take note of important points, read critically the argument, biased, and conclusions.

3) After reading. Student think over what their have read, make a brief summary of the main ideas, and concepts in the text.[24]

It means in teaching of reading there are two aspect that must be considered. The first who are the students and the second who have reading skills. Also reading is an active skill. So, the lecture should encourage the students to respond the content of reading text.

3. **Technique of Reading**

In reading text the student need to determine technique of reading to find appropriate information their purpose. There are some technique of reading:

a. Skimming

Skimming is technique of reading where student can glance over the material to find what they are looking for (in order to obtain the general idea of the researcher). This is best used when student already know the general idea of

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[24]Diane Vener, "*Study Skill*" Retrieved from: http://www.landmarkoutreach.org/. On 11 August 2020.

the text, purpose of the passage, the main topic, and possibly some developing or supporting ideas. Students can also skim material before going for further reading. Skimming consist of quickly running one's eyes across a whole text such as an essay, article or chapter. For example, was help student to know where to look for key information on the second read.

b. Scanning

Scanning is quickly searching for some particular pieces of information that the students to look for names, dates, to find a definition of a key concept, and to list a certain number of supporting details (in order to obtain specific fact of information in a text). Scanning used when simply running your eyes a text.

Skimming and scanning are two different techniqueof reading. They are used for different purposes, but they are significant student to reading comprehension.

4. On-Line Learning in Covid-19 Pandemy

"Learning is everything that can bring information and knowledge in the interactions that take place between educators and student".[25] The Law of the Republic of Indonesia Number. 12 of 2012 on higher education, suggests that learning is the process of interacting students with lecturers and learning resources in a learning environment.[26] Lecturer is important to understand the learning system, because with this understanding each lecturer was understand the purpose of learning or the expected outcome, process of learning activities and

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[25]Sobron A.N etc, "*Persepsi Siswa Dalam Studi Pengaruh Daring Learning Terhadap Minat Belajar Ipa*" Retrieved from: https://ejournal.insuriponorogo.ac.id/. On 28 June 2020.

[26]Republik Indonesia, "*Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi*" Retrieved from: https://Jdih.Kemenkeu.Go.Id/. On 29 June 2020.

how to know the success of such achievement. While Daring is on-line media, daring abbreviation of "on-line" on-line media as a media-related teaching and learning technology and internet to convey the content of learning, assignment, discussions or interactions and guidance.[27]

Based on the definition above, it can be concluded that on-line learning that is done without doing face-to-face through available platforms where material is sent to students from long distance using the internet network help.

a. Indonesia Government Policies on On-Line Learning in Covid-19 Pandemy

Covid-19 pandemy in Indonesia establish the learning system change drastically from face-to-face learning to home learning or on-line learning. Since the emergence of covid-19 positive patient cases in Indonesia, Government through the Ministry of Education and Culture., issued Circular Number 4/2020 on The Implementation of Education in the Emergency Period of Coronavirus Disease (Covid-19) pandemy,Minister of Education and Culture Nadiem Anwar Makarim said that the learning process or completion of administrative affairs in the education unit continues by utilizing technology. On-line learning is implemented to ensure the fulfillment of students' right to obtain educational services, fulfillment of psychosocial educators and students during covid-19 emergency, protect citizens of educational institutions from the adverse effects of Covid-19, and provide meaningful learning experiences for students and

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[27]Mokhamad Iklil Mustofa, Muhammad Chodzirin and Lina Sayekti, "*Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi (Studi Terhadap Website Pditt.Belajar.Kemdikbud.Go.Id)*" Retrieved from: https://Journal.Walisongo.Ac.Id/. On 1 July 2020.

educational staff. This is done to prevent the spread and transmission of covid-19 in the educational institutions.[28]

b. The Rector's Policies on On-Line Learning in Covid-19 Pandemy at IAIN Palu

State Institute For Islamic Studies (IAIN) Palu, Central Sulawesi conducts daring or on-line learning to prevent the spread of covid-19 pandemy in the institute environment. IAIN palu through Rector Prof. Dr. H. Sagaf S Pettalongi, M.Pd. it has published Circular Number 760/In.13/HK.00.7/03/2020 IAIN Palu's policy in prevention efforts of covid-19. Through the circular, learning to teach at IAIN Palu is carried out with an on-line system or on-line learning efforts minimalism impact and prevention, one of which is done relieve face-to-face meetings for a while. In relation face-to-face restrictions in the learning process, Representative Rector of Student Affairs and Development of IAIN Palu Institution, Dr. Abidin Djafar M.Ag inform the on-line learning process conducted with the E-Learning portal and also conducted using google classroom, whatshapp group, and other social media. The on-line learning process should be contain three components including, learning materials, discussion forums, as well as tasks and quizzes and the timing of the implementation following the existing learning schedule.[29]

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[28]Kementerian Pendidikan dan Kebudayaan Republik Indonesia, "*Mendikbud Terbitkan SE Tentang Pelaksanaan Pendidikan Dalam Masa Darurat Covid-19*" Retrieved from: https://www.kemdikbud.go.id/. On 16 September 2020.

[29]Jurnal News, "*IAIN Palu Laksanakan Kuliah Daring Untuk Cegah Penyebaran Covid-19*" Retrieved from: https://jurnalnews-id.cdn.ampproject.org/. On 16 September 2020.

C. Theoritical Framework

The used of Internet-based learning media or known as on-line learning in teaching ofreading comprehension material can help both students and lecturers in the learning process. This allows students to study themselves outside of course hours, plus the existence of the Covid-19 situation pandemy currently requires the learning process to be done on-line. The on-line learning process also has constraints for students when attending learning.[30] The thought frameworks in this research can be described systematically as follows:

Picture1. 1 Theoritical Framework

The Teaching of Reading Comprehension in Covid-19 Pandemy (A Case Study at TBI-I 5ᵗʰ Semester Academic Year 2020/2021) in IAIN Palu

Teaching of Reading Comprehension

↓

Lecturer

↓

Media On-line Learning

↓

Students

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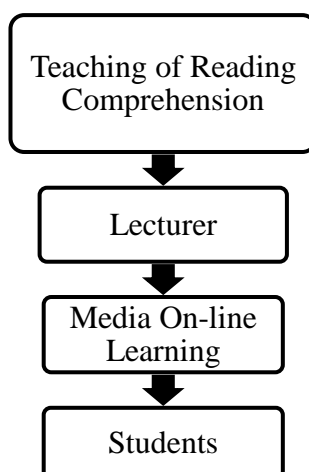
[30]Mokhamad Iklil Mustofa, Muhammad Chodzirin and Lina Sayekti, "*Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi (Studi Terhadap Website Pditt.Belajar.Kemdikbud.Go.Id)*" Retrieved from: https://Journal.Walisongo.Ac.Id/. On 1 July 2020.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used qualitative descriptive research. Qualitative descriptive approach is aimed at describing, describing data, events, circumstances and objects according to what is researched precisely.[31] The reason for using qualitative research method are:

1. Qualitative method adjustment is easier than dealing with double reality. Qualitative research may develop during the ongoing research process.

2. This method can be directly between researcher and research subjects. Becaused qualitative research is not too determined by the number of sources involved, but how the researcher dig the information from the chosen resource.

3. This method has sensitivity and more adapts to influences arising from the patterns faced. This is becaused there are things that can not be explained by numbers, such as human feelings.[32]

Qualitative descriptive research used by the researcher was to describe the Teaching of Reading Comprehension in Covid-19 Pandemy at TBI-I 5th Semester Academic Year 2020/2021 in IAIN Palu.

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[31]Sukardi, *Metodologi Penelitian Pendidikan (Kompetensi dan Praktiknya)* (Jakarta: PT. Bumi Aksara, 18. 2003), 157.

[32]Imam Affandi, "*Efektifitas Penggunaan Media Dalam Meningkatkan Prestasi Belajar Peserta Didik Pada Mata Pelajaran Fiqhi Di Madrasah Aliyah Al-Khairaat Pusat Palu*" Skripsi. (Palu: IAIN Palu, 2014), 40-41.

B. Research Site

The research site is English Tadris Department (TBI) located at Tarbiyah and Teacher Training Faculty (FTIK) in State Institute for Islamic Studies (IAIN) Palu located on Jln. Diponegoro No. 23, Kel. Lere, Kec. Palu Barat, Palu City, Central Sulawesi Province 94221, Indonesia.

The researcher choses the site becaused IAIN Palu is a state Islamic college which becames one of the community options especially in Palu region. IAIN is known to have several faculties among others; Tarbiyah and Teacher Training Faculty (FTIK), Ushuluddin, Adab and Dakwah Faculty (FUAD), Syari'ah Faculty, Economics and Islamic Business Faculty (FEBI), where each faculty offers a variety of programmes and postgraduate. One of which is English Tadris Department that has the mission to implement education and teaching English based information and communication technology (ICT) by utilizing the teaching of English in integrative and sustainable.

The selection of the research site is becaused the site is located in IAIN Palu and was one of the research objects.It is more effective and efficient for the collection of research datathe Teaching ofReading Comprehension in Covid-19 Pandemy at TBI-I 5[th]Semester Academic Year 2020/2021 in IAIN Palu.[33]

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[33]Haris Chaebar, "*Institut Agama Islam Negeri Palu (IAIN Palu)*" Retrieved from: https://www-tribunnewswiki-com.cdn.ampproject.org/. On 11 July 2020.

C. Researcher's Attendance

Researcher act, as the main instrument in direct data collection. Attendance of the researcher aims to obtain valid and accurate data, interaction and involvement in field research subjects and can confirm and check the subject if the information is lacking or not in accordance with the interpretation by checking the subject of the research. Researchers are planner, data collector executor and become research reporter.[34] While the researcher's present in this research is to know more the on-line media used by lecturers in teaching of reading comprehension and students of TBI-I 5th semester academic year 2020/2021 response to on-line learning on teaching of reading comprehension in covid-19 pandemy, to act as a planner, to collect data, to analyze data, and to report the research results.

D. Data and Data Sources

Any research cannot be said to be a scientific research when there is no reliable data and data source. The main data sources in qualitative research are the remaining words, and actions, and additional data such as documents and other. Data is necessary in a research and data source obtained from direct observation and literature review.[35]

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[34]"*Kehadiran Peneliti Dalam Penelitian Kualitatif*" Retrieved from: https://masyarakatbelajar.wordpress.com/.On 10 July 2020.

[35]Imam Affandi, "*Efektifitas Penggunaan Media Dalam Meningkatkan Prestasi Belajar Peserta Didik Pada Mata Pelajaran Fiqhi Di Madrasah Aliyah Al-Khairaat Pusat Palu*". Skripsi (Palu: IAIN Palu, 2014).

1. Primary Data

Primary data is derived from original or first source and etc. This data is obtained through the resource, which is the person who used the object of research or the person we make the means of obtaining information or data. The researcher got the primary data from the observation and interview of the student (the main informant) TBI-I 5th semester academic year 2020/2021 in IAIN Palu who conducted on-line learning on teaching reading comprehension in covid-19 pandemy.

2. Secondary Data

Secondary data is data sources that do not directly provide data to the data collector, such as documentation or records relating to research objects. Secondary data that was used in this research are documents, number of students, and number of lecturers at TBI-I 5th semester academic year 2020/2021 in IAIN Palu and other information that supports primary data needs.[36]

E. Techniques of Data Collection

Data collection techniques are the ways that are traveled and the tools used by the researcher in collecting their data.[37] To obtain data that is suitable for research purposes, the researcher used the following data collection techniques as follows:

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[36]"*Program Studi Akuntansi. Universitas Komunikasi*" Retrieved from: https://ojs.unikom.ac.id/. On 10 July 2020.
[37]Sri Sumarni, *Metodologi Penelitian Pendidikan* (Yogyakarta: Insan Madani), 139-162.

1. Observation

Observation is defined as a systematic observation and recording of the symptoms seen in the research object. The main objective of observation is describing the situation.

This is the technique the researcher used to get data of the teaching of reading comprehension process in covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu.

The researcher took the participants in the Whatsapp group classroom of on-line learning in teaching of reading comprehension at TBI-I 5th semester academic year 2020/2021 by the lecturer's agreement. The researcher used note and recorder to collect the data.

2. Interview

Interview is a method of data collection done to obtain or exchange information directly by disclosing questions to the informant. Conversations was done by two parties, that is the interviewer of the question and who interviewed the answer to that question. The interview aims to record the opinions, attitudes and matters relating to the individual in the organization by understanding the language and the right interviewing.

The researcher conducted interviews against at least 27 students at TBI-I 5th semester academic year 2020/2021 in IAIN Palu, to get answers and descriptions of on-line learning on the teaching of reading comprehension and the students respond to on-line teaching of reading comprehension in covid-19 pandemy. In

getting the total sample of informant can be relieve appropriate of technique sampling and researcher ability, because of the aim to depth analyze a phenomenon or event and it needs a long time so that it is impossible to take informant sample too many.[38] Interviews was be done through Whatsapp app, note, and record, given the unsteady field conditions due to the pandemy. The researcher analyzed the interview by choosing the majorities of answer of the students at TBI-I 5th semester academic year 2020/2021 in IAIN Palu. It can be interpreted as a representative to another students at TBI 5th semester academic year 2020/2021 in IAIN Palu on on-line teaching of reading comprehension in covid-19 pandemy. Representation is the result of process selection the specific underlines and representative or description of something.[39]

3. Documentation

Documentation is a way of collecting data through written relics, such as archives and books on opinions, theories, laws and other related research issues. Documentation techniques are used to search the data of people or groups of people, events in a social useful in qualitative research.[40] Documentation is used to get an overview of TBI-I 5th semester academic year 2020/2021 in IAIN Palu in the form of documents and photos the data that was needed in this research.

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[38]Hendryadi, "*Menentukan Ukuran Sampel Menurut Para Ahli*" Retrieved from: https://teorionlinejurnal-wordpress-com.On 10 July 2020.

[39]"*Pengertian Representatif Secara Umum Menurut Para Ahli Serta Proses Contoh*" Retrieved from: https://teks.co.id/. On 10 July 2020.
[40]Sri Sumarni, *Metodologi Penelitian Pendidikan* (Yogyakarta: Insan Madani), 139-162.

F. Techniques of Data Analysis

Data analysis is a process of systematically finding and structuring the data gained from interviews, field records and documentation by organizing the data into categories, describing into units, patterns, choosing which are important and which was learned and inferred, that it is easily understood by oneself and others. Descriptive analysis is used because data was displayed in the form of a descriptionor sentence, table or diagram.[41] The data obtained was analyzed using several techniques, namely:

1. Data reduction; which is the researcher summarizes, choosing important things data and giving a clear picture of the effectiveness of on-line learning on teaching of reading comprehension. The researcher selected data using three ways in collecting the data there are observation, interview, and documentation.

2. Presentation of data; after a certain amount of data found, then present it to the core of the discussion that was described in the results of the research. Presentation of data can be done in the form of brief, charts and others. The researcher analyzed the data was done in the form of brief and based on data collected by each instrument.

3. Verification or conclusion; the final step of the research in the form of answers to the problem formulation. Some data was selected for correctness and validity. The researcher expressed conclusions on the data

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[41]Leny Nofianti dan Qomariah, "*Metode Penelitian Survey*" Retrieved from: https://www.google.com/. On 10 July 2020.

obtained from observation, interview and, documentation, as to answer the problems.

G. Technique of Data Validity

The validity checking technique of data the researcher was used is through data triangulation. Triangulation is a combination of various data sources with various data collection techniques and time with the aim of obtaining valid data and meeting the scientific standards of writing. There are three kinds of triangulation; triangulation sources, triangulation method and triangulation time. Triangulation sources can be obtained from teacher, friend and parents. Triangulation technique are observation, interview and questionnaire. triangulation time are morning, daylight, and afternoon.[42] The triangulation used by the researcher is the triangulation source and triangulation method which is a technique to check whether or not the data or information obtained in the field by comparing the data to the data source in the field. This is accomplished by means of comparing the observation result data to interviews, comparing what people are saying the research situation with what it says and comparing the results of interviews with the contents of a related document.[43] The researcher also conducts discussions with associates or with anyone who is considered to provide solutions to the problems that the researcher faces to obtain accurate and admit validity of the data.

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[42]Nuning Indah Pratiwi, "*Penggunaan Media Video Call Dalam Teknologi Komunikasi*" Retrieved from: http://journal.undiknas.ac.id/. On 10 July 2020.
[43]Ibid., 214.

The validity of the data is intended to prevent doubts the data obtained for both the researcher and the reader, especially the researcher who have compiled this scientific work.

H. Steps of The Research

The steps the researcher did in this research are:

1. Steps of preparation. The researcher began collecting books or theories and journals related to the teaching of reading comprehension in covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu. This steps was done in proposal drafting, proposal seminar, until finally approved by the Supervisor lecturers.

2. Implementation steps. This steps was done by collecting data related to focus the research. This data collection process the researcher used were observation, interviews (Whatsapp application), and documentation.

3. Steps of data validity. Once data from the field was obtained, the next was the validity checking of data obtained. This was done to prevent any errors in the data obtained.

4. Reporting steps, including those from a whole series of studies and reporting research results. The results of this research was reported in skripsi.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This chapter presents the profile of English Tadris Department (TBI), the condition of students and the condition of lecturers at TBI-I 5th semester academic year 2020/2021 in IAIN Palu.

1. The Profile of English Tadris Department in IAIN Palu

English Tadris Department (TBI) is one of the programs at the Tarbiyah and Teacher Training Faculty (FTIK) State Institute for Islamic Studies (IAIN) Palu as one of the PTKIN at the Ministry of Religious Affairs of the Republic of Indonesia. This program was formed in 2015 on the basis of the Decree of the Director General of Islamic Education Number: 3633 Year 2015 on 25 June, 2015 on the license to run the Tadris English study program, then the program was officially established and accepted students for the first time in 2015/2016 currently. Those who have served as Head of English Tadris Department in IAIN Palu since its in formation currently can be described as follows:

a. Drs. Muhammad Ihsan, M.Ag. (2015 - 2017).

b. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. From 2017 at present.[44]

Thus some names who have served as Head of English Tadris Department in IAIN Palu. Therefore, each of the Program Heads during their tenure has certainly done their best in carrying out the tasks of organizing learning activities.

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[44]Rasmi, Secretary of English Tadris Department in IAIN Palu "*Interview*". On 19 November 2020.

English Tadris Department has the following vision and mission:

a. Vision

Realizing Department English Tadris Study program which are excellent in learning English based Information and Communication Technology (ICT), innovative, competitive and Islamic character in 2025.

b. Mission

1) Implementing education and English teaching based on Information and Communication Technology (ICT) by utilizing the teaching of English in integrative and sustainable.

2) Developing competitive and innovative research in the field of linguistics and learning English.

3) Conducting community service oriented on strengthening the knowledge and skills of community that Islamic character.

4) Promoting cooperation and strategic partnership and synergy with various parties or institutions both within the country and abroad for mutual benefit.[45]

2. The Condition of Students at TBI-I 5th Semester Academic year 2020/2021 in IAIN Palu

Students learning activities are at the core of the learning process. Teaching activities of students can be carried out properly if there is a motivation that

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[45]Ibid,.

encourages the students to carry out learning activities, especially in the current covid-19 pandemy conditions.

For more details, the researcher presents the conditions of students at TBI-I 5th semester academic year 2020/2021 in IAIN Palu in table as follows:

Table 1
The Condition of Students at TBI-I 5th Semester Academic Year 2020/2021 in IAIN Palu

Class	The Condition of Students at TBI-I 5th Semester Academic year 2020/2021 in IAIN Palu		Total
	Male	Female	
TBI-I	4	23	27

Data Source; *Document of English Tadris Department in IAIN Palu, 2020.*

Based on the table above, it can be seen that the total number of students at TBI-I 5th semester academic year 2020/2021 in IAIN Palu is 27, consisting of 4 males and 23 females.

3. The Condition of Lecturers English Tadris Department in IAIN Palu

The condition of lecturers, during the covid-19 pandemy, lecturers are encouraged to carry out the teaching and learning activities to on-line learning due to spread the covid-19 pandemy. It establishes lecturers to have to work hard to maximize the learning process even though it is done by on-line learning.

For more details, the researcher presents the conditions of lecturers English Tadris Department in IAIN Palu in table as follows:

Table 2
The Condition of Lecturers English Tadris Department in IAIN Palu

No	Position	Total Person	Total
1.	Permanent Lecturers	11	31
2.	Non Permanent Lecturers	20	

Data Source; *Document of English Tadris Department in IAIN Palu, 2020*.

Based on the table of lecturers above, it can be seen that the number of lecturers in English Tadris Department are 31, consisting 11 permanent lecturers and 20 lecturers non permanent who are experts in their respective fields. Those who have the lecturers teaching of reading comprehension at TBI-I 5th semester academic year 2020/2021 in IAIN Palu are Drs. Muhammad Ihsan, M.Ag. and Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.

B. Discussions

In accordance with the results of the research carried out, in this study the researcher used techniques of data collection namely observation, interview and documentation. The data that the researcher obtained are the teaching of reading comprehension in covid-19 pandemy (a case study at TBI-I 5th semester academic year 2020/2021) in IAIN Palu are as follows:

1. On-Line Media in Teaching of Reading Comprehension During The Covid-19 Pandemy

The researcher observed the teaching of reading comprehension in covid-19 pandemy that was done by lecturer in four meetings, started on 22 October 2020 to on 19 November 2020. Based on observation in on-line group classroom, the

lecturer started the teaching activity by greeting on on-line group classroom are *Whatsapp Group* and *Google Classroom*, which is the culture of Moslems. Then the lecturer gave the students' motivation arising the enthusiasm such as asking the health condition of the students. After that, the lecturer introduced the topic of reading material. The lecturer always used English in explaining the reading material. The material gave by the lecturer were report text, procedure text, and descriptive text. Sometimes, the lecturer repeated the explanation two times because some students were still confused to understand the material. Then the lecturer asked the students to read and write the important of information in the reading text. After that, the lecturer gave the assignments form such as, analyzing the text, students' opinion and predicting the text, typing the inference of text, describing the text, power point, etc. Then the students carried out the assignments and send the answer to *Whatsapp group* or *Google Classroom*. The last meeting, the lecturer concluded and closed the on-line group classroom.

> I asked them to use *Google classroom* and *Whatsapp group* in order to facilitate in learning process and sending task during this pandemy. while teaching of reading comprehension, some student do not understand the explanation, the reason are the voice note is unclear and network connection matter. Sometime their asked me to repeat again the explanation of material.[46]

From the observation, the researcher assumed that the teaching process especially reading comprehension using on-line media was not maximal. In addition, the students found it difficult to understand the material because it was

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[46]Ruslin, Lecturer the Teaching of Reading Comprehension at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via whatsapp. On 22 October 2020.

done hastily and unclear by lecturer explanation. Therefore, the lecturer should detect or discuss the students' difficulties in teaching of reading comprehension using on-line media.

2. **Students Respond to On-Line Teaching of Reading Comprehension in Covid-19 Pandemy**

The students responded to on-line teaching of reading comprehension in covid-19 pandemy (a case study at TBI-I 5th semester academic year 2020/2021) in IAIN Palu, from the results of interviews with 27 students at TBI-I 5th semester academic year 2020/2021 as follows:

> I follow on-line on teaching of reading comprehension. Our lecturer provide reading materials through *Whatsapp* and *Google Classroom*. Our lecturer give assignments and ask for opinions. During learning not forced to comprehend all the contents of reading material only need to understand the contents of the text. I didn't experience any serious impact while on-line on teaching of reading comprehension in pandemy. On-line on teaching of reading comprehension is effective.[47]

> I do not complained when learning on-line on teaching of reading comprehension during the covid-19 pandemy, becaused learning activities must continue despite all limited and difficult especially doing tasks from our lecturer such as giving an understanding opinion on a text. On-line on teaching of reading comprehension is effective.[48]

> I am enthusiastic in on-line learning on teaching of reading comprehension in covid-19 pandemy, because we can react with the internet such as, accessing extensive information and availability of materials for learning and completing tasks given by lecturer such as describe text and others so

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[47]HH, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 23 October 2020.
[48]NMF, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 26 October 2020.

that is good to used it. On-line on teaching of reading comprehension is effective.[49]

On-line on teaching of reading comprehension is very helpful for me in this pandemy, becaused we can still get knowledge or material even if not directly. Our lecturer sometimes assign on-line group assignments through *Whatsapp group* and *Google Classroom*. On-line on teaching of reading comprehension is effective.[50]

During on-line on teaching of reading comprehension in covid-19 pandemy is good becaused we only read materials, do and send assignments via *Whatsapp* or *Google Classroom* from home. Our lecturer are told to read an article or other reading and then make a question and answer. On-line on teaching of reading comprehension in covid-19 pandemy is effective.[51]

On-line on teaching of reading comprehension in covid-19 pandemy is good becaused we only do and send assignments from given by lecturer via *Whatsapp* or *Google Classroom* from home, while we often buy internet quota. Our lecturer are ask to read an article or other reading and then make a question and answer, make a video form, etc. On-line on teaching of reading comprehension in covid-19 pandemy is effective.[52]

Based on students respond above, some students stated that they are enthusiastic and have no serious constraints in on-line learning on teaching of reading comprehension during pandemy. On-line learning provides a learning experience for students, making it easier to find various information about reading materials that have not been understood and still gain knowledge even if not directly from lecturers, especially when working on tasks whose explanations are

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[49]HS, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*"via Whatsapp. On 31 October 2020.

[50]IFA, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 1 November 2020.

[51]NF, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 2 November 2020.

[52]EEA, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 17 November 2020.

not clear. In other interviews some students feel and have obstacles when learning

on-line on teaching of reading comprehension in pandemy as follows:

> I feel on-line learning in teaching of reading comprehension is less efficient. Our lecturer explain materials and assignments through *Whatsapp* and *Google Classroom*. I find it difficult to understand the explanation of reading material given by lecturers becaused it is not clear. On-line on teaching of reading comprehension is not effective.[53]

> I did not understand when the lecturer showed the material on-line on teaching of reading comprehension through Whatsapp and *Google Classroom*. I am sometimes confused and do not understand the task given by lecturer, especially the task predict text. On-line on teaching of reading comprehension is not effective.[54]

> I have a little problem when lecturer give assignments on-line on teaching of reading comprehension, becaused I have to understand, to find information, and how to get the text information. I have a great difficulty understanding the material and the task. On-line on teaching of reading comprehension is not effective.[55]

> I got trouble while on-line on teaching of reading comprehension becaused we only learn and read materials in the form of files or power points. Our lecturer gives *Whatsapp* voice note the material and it is unclear. On-line on teaching of reading comprehension is not effective.[56]

> Sometimes I find it very difficult to understand the material and the task of making simple sentences that lecturer give, becausedwe have to understand

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[53]MZB, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 23 October 2020.

[54]NIS, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 24 October 2020.

[55]MHS, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 24 October 2020.

[56]MAH, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 25 October 2020.

their own reading without direct explanation from the lecturer. On-line on teaching of reading comprehension in covid-19 pandemy is not effective.[57]

Based on the students responds above, the students had some difficulties to understand and were confused about the explanation of material and task of reading, because the explanation from lecturer is unclear. Sometimes, the students should to understand, to find information in the material or task without direct explanation from lecturer. This is contrary to the meaning of the learning process, namely there are interaction activities between lecturers and students as well as reciprocal communication that takes place in educational situations to achieve learning goals.[58] In the learning process reading comprehension, lecturers and students share, process and understand the information of a reading in the hope that the knowledge given becomes positive changes, such as creativity in understanding reading by following the reading learning procedures there are before reading skim the table of contents, read the introduction, and take note of important points, during reading read critically the argument, biased, and after reading, make a brief summary of the main ideas, so that the learning process is effective and efficient. In another interview, the students said there are constraints related to infrastructure facilities as follows:

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[57]DES, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 26 October 2020.

[58]Joni Iskandar, "*Teaching And Learning Reading Comprehension Through Herringbone To The First Semester Of The Eleventh Grade Students Of MAN 1 Pesisir Barat In The Academic Year Of 2016/2017*" Retrieved from: http://repository.radenintan.ac.id/. On 11 August 2020.

On-line learning becomes another alternative in teaching of reading comprehension so that it continues to run. Although sometimes there are constraints that me and my classmates feel as students in the learning process such as, constraints in the network and do not have a smartphone. Usually lecturer give reading text assignments, then we make questions and answers from the text. On-line on teaching of reading comprehension is not effective.[59]

I do not like on-line on teaching of reading comprehension in covid-19 pandemy, becaused in my place a little difficult to access the network that makes me sometimes miss the material from lecturer. Usually lecturer give the task of analysis article, making conclusions from the material or text. on-line on teaching of reading comprehension in covid-19 pandemy is not effective.[60]

I feel uncomfortable when on-line on teaching of reading comprehension in covid-19 pandemy, becaused in my home there is no network access and savings money is used to buy internet quota. Lecturer provide materials and tasks such as analysis text, power point, describe text, etc through *Whatsapp group* or *Google Classroom*. On-line on teaching of reading comprehension is not effective.[61]

I sometimes find it difficult to understand the material of our lecturer when on-line on teaching of reading comprehension in covid-19 pandemy, becaused the explanation is unclear. Our lecturer usually give many tasks such as describe text, article, etc through *Whatsapp* and *Google Classroom* without a clear explanation. Sometimes my place is difficult network so it makes it difficult for us to do the task. On-line on teaching of reading comprehension in covid-19 pandemy is not effective.[62]

Based on the students respond above, the students experienced some constraints of inadequate facilities such as difficult networks, do not have

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[59]FSR, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 27 October 2020.

[60]RD,student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 4 November 2020.

[61]CR, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 11 November 2020.

[62]MV, student at TBI-I 5th semester academic year 2020/2021 in IAIN Palu "*Interview*" via Whatsapp. On 13 November 2020.

smartphones, and difficulty in buying internet packages. The students get internet package assistance during pandemy from the campus to help students follow the lecture process on-line. IAIN Palu Public Relations, Lukman Latif stated, currently in the distribution of internet packages to students, in order to facilitate students in the process of on-line learning during the Covid-19 pandemy.[63] However, the internet package has not fully fulfilled the used in the learning process during pandemy, because the quota capacity is less high while the on-line learning process takes place almost every day and most students learn from outside the area who do not have fast internet access. Then, infrastructure is one of element in learning activities that support learning process, one of which is teaching media will help determine the success of the learning process. Thus, the facilities of infrastructure are important to achieve an expected goal.

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[63]Sulteng Raya, "*IAIN Palu Bagi Paket Data Gratis ke Mahasiswa*" Retrieved from: https://sultengraya.com/. On 11 December 2020.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research, the researcher formulated the following conclusions:

1. On-line media in teaching of reading comprehension during the covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu has done the learning process by using on-line media namely *Whatsapp group* and *Google Classroom*. This was done so that the learning process continues to be carried out and to facilitate lecturers and student in the learning process during covid-19 pandemy. The reading comprehension materials in learning process are report text, procedure text, and descriptive text.

2. Students of TBI-I 5th semester academic year 2020/2021 respond to on-line teaching of reading comprehension in covid-19 pandemy in IAIN Palu is the lack of explanation of materials that the lecturer gave during the learning process so that the lack of understanding materials and tasks such as, analysis the text, students' opinion and predict the text, typing the inference of text, describing the text, power point, etc. Difficulty of accessing signals, do not have smartphones, and finance matter are the main problems in teaching of reading comprehension in covid-19 pandemy. Based on the results of the research, 27 students at TBI-I 5th semester academic year 2020/2021 in IAIN Palu, 21 students stated on-

line on teaching of reading comprehension in covid-19 pandemy is not effective and 6 students expressed an effective response. More students gave respond to on-line on teaching of reading comprehension in covid-19 pandemy are not effective. Then conluded that on-line on teaching of reading comprehension in covid-19 pandemy (a case study at TBI-I 5th semester academic year 2020/2021) in IAIN Palu is not effective.

B. Suggestions

1. Lecturers are expected to continue improving competence and motivate student to always be diligent in the learning process in every condition that occurs, especially during pandemy, as well as guiding, improving, and understanding the difficulties faced by student during the learning process today and beyond whether in pandemy situations or not.

2. Students are expected to continue to actively follow the learning process in any situation, always learn, search, and practice the knowledge gained in daily life in order to create intellectual student in religion, science and technology in the future.

3. IAIN Palu is expected to provide good trainings to lecturers, students and staff the used of technology in the learning process, in order to implement effective learning, especially the on-line learning process.

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APPENDICES

CORRECTION MATRIX

No	Point Correction	Name	Explanation
1.	a) Lesson Plan b) Interview	Moderator Hikmatur Rahma, Lc., M.Ed. NIP. 19860612 201503 2 005	Appendices: - Add the Lesson Plan. - Add the interview of lecturer.
2.	c) Cover d) Legalization	Examiner I Dr. Hj. Nur Asmawati, S.Ag., M.Hum. NIP. 19740726 200003 2 002	Cover: - Change the cover of thesis. - Fix the legalization.
3.	e) Cover f) Future tense g) Space	Examiner II Afifah, S.Pd., M.P.d NIP.198712122018012001	Cover: - Choose the preposition. Chapter III, IV, V: - Change of the tenses. Chapter I- V: - fix the thesis space.
4.	h) table of contents i) Interview	Supervisor I Drs. Muhammad Ihsan, M.Ag. NIP. 196505301992031006	Table of contents: - Give space. Appendices: - Add the interview of lecturer.
5.	j) Future tense k) Lesson Plan	Supervisor II Andi Muh. Dakhalan, S.Pd.I, M.Pd. NIP. 198705272015031002	Chapter III, IV, V: - Change the tenses. Appendices: - Add the Lesson Plan.

INSTITUT AGAMA ISLAM NEGERI PALU

NAMA FAKULTAS:	FAKULTAS TARBIYAH DAN ILMU PENDIDIKAN
NAMA PRODI:	TADRIS BAHASA INGGRIS (TBIG)

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH:	KODE MATA KULIAH:	RUMPUN MATA KULIAH:	BOBOT (SKS):		SEMESTER:	TANGGAL PENYUSUNAN:
CREATIVE READING COMPREHENSION			3 Credits		4	25 Desember 2018
OTORISASI	DOSEN PENGEMBANG RPS: Ma'rifah Nurmala, M. Pd.			KOORDINATOR RMK: Drs. Muhammad Ihsan, M.Ag		Ka Prodi : Dr. Hj.Nur Asmawati S.Ag, M.Hum.
CAPAIAN PEMBELAJARAN	CAPAIAN PEMBELAJARAN PRODI	1. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius. 2. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain. 3. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inoQvatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya. 4. Mampu menunjukkan kinerja mandiri, bermutu dan terukur. 5. Lulusan mampu menerapkan keterampilan dalam menyimak dan memahami bahasa				

		Inggris lisan dengan baik dan efektif dalam berbagai situasi baik formal maupun informal dengan baik dan benar 6. Lulusan mampu memahami berbagai informasi dan ide dalam berbagai bentuk media kepada masyarakat yang sesuai dengan bidangnya atau masyarakat umum
	CAPAIAN PEMBELAJARAN MATA KULIAH	1. Students are expected to be able undestand definiton and function of creative comprehension, aspect of critical thinking and its aplication in reading. 2. Students are expected able to recognize with vocabulary problems in a text. 3. Students are expected able to find out mistakes related to major and minor details in written text. 4. Students are expected able to recognize the language element in written text 5. Students are expected able to use inferences through speed reading (developing inference question) 6. Students are expected able to draw conclusion and predicting outcomes based on written text 7. Students are expected able to analyze what they have been read and make one statement 8. Students are expected able to to synthesize what they have been read and make one statement 9. Students are expected understand of an effective textbook reading. 10. Students are expected able to understand specialized text commonly used in news 11. Students are expected able to find the problem in written text 12. Students are expected able to develop suggestion based a written text. 13. Students are expected to elaborate the solution based a written text 14. Students are expected to make a feedback from they have been reading from a book.

DESKRIPSI SINGKAT MATA KULIAH:	The subject of Critical Reading is delivered in ordered to give reading skill to the students in understanding English Reading passages as long as to highlight and to get important information from English texts.
MATERI PEMBELAJARAN/POKOK BAHASAN	1. Creative Comprehension, Aspect Of Critical Thinking And Its Aplication In Reading 2. Dealing With Vocabulary Problems 3. Finding Minor And Major Details 4. Recognition Of Language Element 5. Using Inferences Through Speed Reading (Developing Inference Question) 6. Drawing Conclusion and Predicting Outcomes 7. Analyzing skills 8. Synthesing Skills 9. Effective Textbook Reading 10. Understanding specialized text commonly used in news 11. Finding the problem in written text 12. Developing suggestion based a written text 13. Elaborate the solution based a written text 14. Make a feedback from what its been written in a book
PUSTAKA	**UTAMA**
	1. Pirozzi, Richard., *Strategies for Reading and Study Skills*, Illinois; NTC Publishing Group. 2. Wiener, H.S. and Charles Bazerman. 1988. *Reading Skills Handbook.* Boston USA. Houghton Mifflin Company
	PENDUKUNG
	3.Articles from Journals 4. Nuttall, C. 1982. *Teaching Reading Skills.* London: Heinemann Educational Books.rozzi, Richard. NY. *Strategies for Reading and Study Skills.* Illinois: NTC Publishing Group.Scull, Sharon. 1987. *Critical Reading and Writing for Advanced ESL*
MEDIA	LCD Projector, Slide presentation, Internet

PEMBELAJAR AN	
TEAM TEACHING	
MATA KULIAH SYARAT	-

MINGG U KE	SUB CP MK (SEBAGAI KEMAMPUAN AKHIR YANG DIHARAPKAN)	INDIKATOR	KRITERIA DAN BENTUK PENILAIAN	METODE PEMBELAJAR AN	MATERI PEMBELAJAR AN	BOBOT PENILAIA N
(1)	(2)	(3)	(4)	(5)	(6)	(7)
(1)	KontrakPerkuliahan					
(2)	Students are expected to be able understand definiton and function of creative	Students recognize understand what is creative comprehension and critical thinking.	-Cognitive -Affective -Psychomotor	- Presentation and discussion -Communicative Approach	Creative comprehension	Cognitive: $\frac{ObtainedScore}{MaximumScore}$ X 100 Affective: 1-5 1)Courage

	comprehension, aspect of critical thinking and its aplication in reading.					2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(3)	Students are expected able to recognize with vocabulary problems in a text.	Students conduct speed reading technique in given time by skimming several texts.	-Cognitive -Affective -Psychomotor	- Presentation and discussion -Communicative Approach	Vocabulry problems in a text	Cognitive: $\frac{ObtainedScore}{MaximumScore}$ X 100 Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(4)	Students are expected able to find out mistakes related	Students find out mistakes related to lexical features in a text and revise them.	-Cognitive -Affective -Psychomotor	- Presentation and discussion -Communicative	Recognizing relations between the	Cognitive: $\frac{ObtainedScore}{MaximumScore}$ X 100

	to major and minor details in written text.			approach	parts of a text through lexical cohesion devices: recognizing mistakes in a text and revise them	Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(5)	Students are expected able to recognize the language element in written text	Students find out the type of written text, the language structure and feature of grammar	-Cognitive -Affective -Psychomotor	- Presentation and discussion -Communicative approach	Recognizing language element in written text	Cognitive: $\frac{ObtainedScore}{MaximumScore} \times 100$ Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(6)	Students are expected able to use inferences through speed reading	grasp point of view, intention, attitude, mood, and tone of the writer of a reading text.	-Cognitive -Affective -Psychomotor	- Presentation and discussion -Communicative approach	Recognizing the inferences and develop the question	Cognitive: $\frac{ObtainedScore}{MaximumScore} \times 100$

	(developing inference question)					Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensib ility 2)Fluency 3)Accuracy
(7)	Mid Semester Examination					
(8)	Students are expected able to draw conclusion and predicting outcomes based on written text	Students could draw a brief conclusion and predicting the outcomes	-Cognitive -Affective -Psychomotor	- Presentation and discussion -Communicative approach	Transcoding information and display it into a brief explanation	Cognitive: $\frac{ObtainedScore}{MaximumScore}$ X 100 Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensib ility 2)Fluency 3)Accuracy
(9)	Students are expected able to	Students are able to analyze and coud make a statement	-Cognitive -Affective	- Presentation and discussion	Analyzing skills	Cognitive: $\frac{ObtainedScore}{MaximumScore}$

			-Psychomotor	-Communicative approach		X 100 Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensibility 2)Fluency 3)Accuracy
analyze what they have been read and make a brief statement						
(10)	Students are expected able to to synthesize what they have been read and make one statement	Students could arrange some fact, hidden information into a clear conclusion	-Cognitive -Affective -Psychomotor	- Presentation and discussion -Communicative approach	Synthesize skills	Cognitive: ObtainedScore MaximumScore X 100 Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(11)	Students are expected understand of an effective	Students conduct a speed reading in some exercises	-Cognitive -Affective -Psychomotor	- Presentation and discussion	An effective textbook reading	Cognitive: ObtainedScore MaximumScore X 100

	textbook reading.			-Communicative approach		Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(12)	Students are expected able to understand specialized text commonly used in news	Students conduct standardized reading test in given time.	-Cognitive -Affective -Psychomotor	- Presentation and discussion -Communicative approach	Understanding specialized text commonly used in news	Cognitive: $\frac{ObtainedScore}{MaximumScore}$ X 100 Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensibility 2)Fluency 3)Accuracy
(13)	Students are expected able to find the problem in written text and	Students recognizing a problem from a kind of text	-Cognitive -Affective -Psychomotor	- Presentation and discussion -Communicative approach	Developing sugestion based on a written text	Cognitive: $\frac{ObtainedScore}{MaximumScore}$ X 100

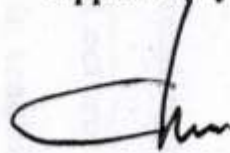|						
	able to develop suggestion based a written text.					Affective: 1-5 1)Courage 2)Honesty 3)Hard working 4)Discipline 5)Courtesy Psychomotor: 1-5 1)Comprehensib ility 2)Fluency 3)Accuracy
(15)	Students are expected to elaborate the solution based a written text .	Students could give an elaboration according to the given text	-Cognitive -Affective -Psychomotor	- Presentation and discussion -Communicative approach	Elaborate the solution based a written text	

| (16) | Students are expected to make a feedback from they have been reading from a book. | Students make a written feedback or an action againts the writer's intention | -Cognitive -Affective -Psychomotor | - Presentation and discussion -Communicative approach | Make a feedback from what its been written in a book | |
| (17) | Final Semester Examination | | | | | |

Composed by,

(Ma'rifah Nurmal., M.Pd.)
Lecturer

Approved by,

(Dr. Hj.Nur Asmawati S.Ag, M.Hum)
The Head of TBIG

Legalized by,

The Dean of FTIK IAIN Palu

OBSERVATION CHECKLIST

Researcher   : Fadlia M. Said

Class   : TBI-I 5th Semester Academic Year 2020/2021

Observation   : Four meetings

Time observation : 7.30-10.00 Am

| No	Activities	Yes	No
1.	Lecturer introduce the topic on *Whatsapp group* or *Google Classroom*	√	
2.	Lecturer always used English in teaching of reading comprehension	√	
3.	Lecturer makes a discussion group of students in teaching of reading comprehension activities	√	
4.	Lecturer asks students to read and write important information in reading text.	√	
5.	The students read, write and answer on *Whatsappgroup* and *Google Classroom*.	√	
6.	The students difficulty to understanding the lecturer explaining material	√	
7.	Lecturer gave an explanation the material until finish		√

INTERVIEW SHEET

1. What are on-line media used by your lecturer in teaching of reading comprehension during the covid-19 pandemy at TBI-I 5th semester academic year 2020/2021in IAIN Palu?

2. How do students of TBI-I 5th semester academic year 2020/2021 respond to on-line teaching of reading comprehension in covid-19 pandemy in IAIN Palu?

3. What are the assignment form given by your lecturer in teaching of reading comprehension during the covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu?

4. How is the effectiveness of using media on-line learning in teaching reading comprehension in covid-19 pandemy at TBI-I 5th semester academic year 2020/2021 in IAIN Palu?

DOCUMENTATION

Documentation 1: The Head of English Tadris Department

Documentation 2: Google classroom and Whatsapp group of TBI-I 5th semester
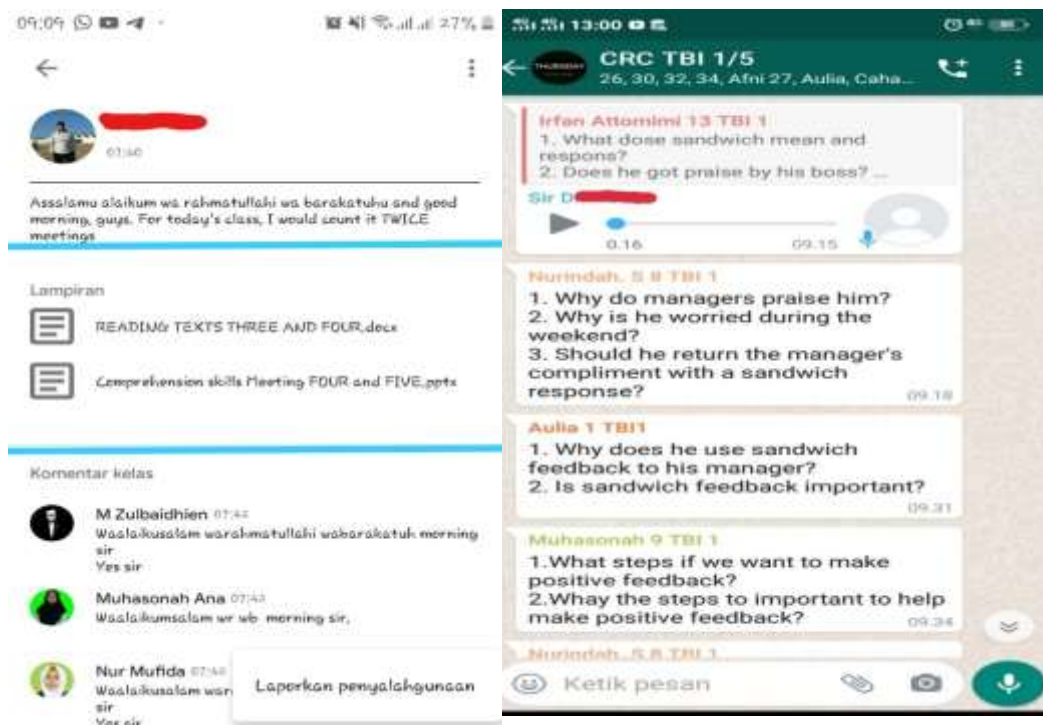
Documentation 3: Interview via Whatsapp at TBI-I 5th semester

Documentation 4: interview the lecturer Teaching of Reading Comprehension via Whatsapp

Documentation 5: Reading text; procedure text, descriptive text, and report text

Giving and receiving positive feedback

Your manager stops you and says she needs to have a word about your performance in the recent project. You worry about it all weekend, wondering what you might have done wrong. When you step into her office on Monday morning she begins by praising you for the good work you've done on the project, and you wonder if this is the obligatory praise that starts off the typical 'feedback sandwich'. You know how the feedback sandwich goes: say something nice, say what you really want to say, say something nice again.

In an attempt to inject some positivity into their feedback, many managers rely on sandwiching negative feedback between two positive comments. However, when feedback becomes such a routine, employees can start to perceive positive feedback as simply a form of sugarcoating the negatives, thus diminishing its value. Instead, positive feedback should not simply be seen as something to cushion the negative, but should be delivered so as to reinforce and encourage good performance. Below are three tips to help you make positive feedback count.

1. Don't always follow positive feedback with negative feedback

When positive and negative feedback always appear to go hand in hand, the positives can become devalued and ignored. Ensure there are times when positive feedback is given for its own sake and resist the temptation to offer constructive criticism.

2. Cultivate a 'growth mindset'

Psychologist and 'growth mindset' proponent Carol Dweck spoke of the plasticity of the brain and our ability to develop skills and talents that we might not have been good at to start with. Many of us tend to focus our praise on the end result and seemingly innate talents, e.g. 'You really have an eye for details' or 'You have a real talent for organising events'. However, research suggests that by focusing on the process of how things are done – praising effort, experimentation and problem-solving strategies – we can encourage the development of new skills and the continued honing of talents.

3. Create a culture of offering positive feedback

Make giving positive feedback part of your team/department/company culture. Don't just wait for special moments like appraisals to give feedback. Offer informal positive feedback when making small talk or when walking down a corridor. Feedback doesn't have to only come from the higher ranks either. Encourage peer feedback among team members and colleagues and actively ask them for positive comments on each other's performances on tasks.

It might take time to counter the effects of an environment where there is a cynical view of positive feedback, but in the long run, by embracing positive feedback, you can not only enhance working performance but also enrich the quality of life in the workplace.

Islamophobia or Muslimophobia is the prejudice, hatred, or bigotry directed against Islam or Muslims. In most of the developed countries, everyone is entitled to privately practice his own religion or faith. For most, the age of religious intolerance has come to an end, but Islam & Muslims are still experiencing prejudice around the world. Donald Trump has given rise to Islamophobia due to his anti Muslim and Anti Islamic rhetoric; he has poisoned the minds of many against Muslims and Islam. The persistent laying, deceit and stubbornness of people like Trump confirms that Islamophobes and Islamic extremists are just different sides of the same coin.

In meeting with Biden, emergency workers plead for equipment, testing to combat 'skyrocketing' coronavirus cases

As President-elect Joe Biden prepares to take office in two months, he heard Wednesday from a firefighter, nurses and a caregiver who described chronic shortages of protective equipment, tests and contact tracing to combat the coronavirus pandemic.

The virus, combined with rebuilding the economy, is the biggest challenge facing Biden. The online roundtable came as the number of cases nationwide grows rapidly, with more than 11 million cases nationwide and nearly 250,000 deaths so far.

Mary Turner, an intensive-care nurse who is president of Minnesota Nurses Association, began crying as she described holding the hand of a dying patient or caring for a colleague who had fallen ill. She said earlier in the pandemic, nurses were using single-use masks for 10 shifts. While caring for COVID-19 patients since February, Turner said she still hasn't been tested.

President-elect Joe Biden and Dr. Jill Biden honor military veterans with a stop at the Philadelphia Korean War Memorial at Penn's Landing on Veterans Day on November 10, 2020 in Philadelphia, Pennsylvania. Mr. Biden continues the process of the presidential transition as President Donald Trump continues to contest the election.

Biden said more state and local leaders have begun urging people to wear masks and practice social distancing as the number of deaths is projected to hit 400,000 by his inauguration Jan. 20.

"This has reached a proportion that is way, way, way out of whack," Biden said. "It is skyrocketing with no real end in sight."

"What I'm hoping is we don't have to have any more suffering to convince the public at large that this requires some very significant action," he added.

Most of Biden's proposals for federal spending to provide protective equipment and paid sick leave for frontline workers depend on rescinding much of Trump's tax cut for corporations and wealthy individuals. But congressional Republicans who control the Senate reacted skeptically to more spending, which Biden said could change when Trump leaves office.

"Hopefully when he's gone, they'll be more willing to do what they know needs to be done, what has to be done," Biden said.

Tony Murray, president of International Association of Fire Fighters Local 4416 in Hamilton County, Indiana, told Biden that face masks are being reused despite being intended for single use. He said hospitals were given priority for protective equipment, leaving firefighters, emergency medical technicians and paramedics to fend for themselves.

"That puts our patients at risk," Murray said.

Turner, the ICU nurse, urged greater distribution of protective equipment, testing and tracing the contacts of people who are infected. She said nurses have walked picket lines to plead for more equipment.

"There is something seriously wrong when nurses have to take to the street to beg for protection in the middle of a pandemic.

"We're not being given the protection that we need."

Patricia Forrai-Gunter, a school nurse in Cleveland who sits on the executive board of the American Federation of Teachers, said when schools closed in her city in March 20, workers drove their emergency equipment to hospitals. But as officials decide when and how to reopen, she said schools don't have any equipment and in some cases have poor ventilation.

"We're ready to help, if we could just have some more boots on the ground," she said.

The General Services Administration hasn't approved a formal transition for Biden to prepare for office. He said that prevented him from learning about the size of stockpiles of protective equipment.

"We know there's not much at all," Biden said.

He's also eager to learn about the plan for delivering potential vaccines to more than 300 million Americans: who is first in line, how will they be distributed.

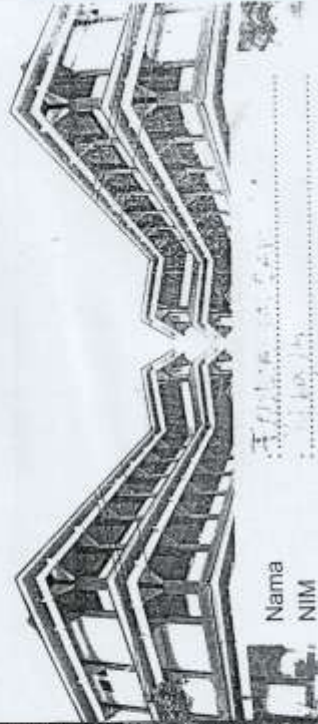"There's a whole lot of things not being made available to us," Biden said.

Bart Jansen, USA TODAY

BUKU KONSULTASI
PEMBIMBINGAN SKRIPSI

Nama :
NIM :
Jurusan/Prodi :

FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

BUKU KONSULTASI
Pembimbingan Skripsi

Nama : FADLIA M. SAID

NIM : 16116007Y

Jurusan/Prodi : TAODIS BAHASA INGGRIS (TBI)

Judul Skripsi : ....

FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) PALU

5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen penguji munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.

6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen penguji.

7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim penguji dan di tambah 4 orang penguji.

8. Ketua tim penguji mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.

9. Tim penguji menyerahkan hasil penilaian kepada ketua tim penguji, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

8

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : FADLIA M SAID
NIM: 14116007-4
Jurusan.Prodi: : TBI
Judul Skripsi :

Pembimbing I : Drs. MUHAMMAD IKHQN. M. Ag.
Pembimbing II : ANDI MUH. DAKHLAN. S-Pd. M. Pd.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Janvari 28/19	I	Tittle, background, Main Sentence Supporting Sentence and Concluding Sentence. The Government Policies on Online Learning in Covid-19 Pandemy.	
2.	selasa 28/9/19	Point BAB 182	Cover, affroval sheet, space, margins, Chapter composition and use American style or English style.	

9

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
7.	Senin 31/08/20	Bab 1 2 3	Principles of teaching reading, Audience of Reading Future tense, Writing and Design of the research.	
8.				

11

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
3.	Selasa 11/08/20	Bab 1,2	Table of contents, Theoritical framework, Observation technique, Page of Proposal, margin.	
4.	Selasa 18/08/20	Bab 1,2	Definition of key term, Feedback at evidence (consistence), spaces, part of speed.	
5.	Kamis 27/09/20	Bab 1,2	Direct quotation and indirect quotation, use the author of write (consistence), Parking, Previous research, Space, Technique of Reading.	
6.	Kamis 06/09/20	Bab 1 3	Indirect quotation, Reference, Purpose of Reading, Technique of Reading, Procedures, (reading, Observation technique, Interview technique and parking).	

10

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1)	03-09-2020		Title, Cover and Online learning in Covid-19 Pandemic (The government policies).	
2)	17-09-2020		To'be of contents, Chapter 1 (Questions research, Chapter Cumputation), Chapter 1 (Footnote).	
3)	21-09-2020		Chapter ii (Theoritical framework), Interview Sheet and list of picture.	

12

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

13

Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan _____
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : Drs. Muhammad Ihsan, M. Pd
   NIP : 19650530 199203 1 008
   Pangkat/Golongan : Pembina TK I (IV/b)
   Jabatan Akademik : Lektor Kepala
   Sebagai : Pembimbing I

2. Nama : A. M. Dakhalan
   NIP : 19840917 20503 1002
   Pangkat/Golongan : Penata / III -c
   Jabatan Akademik : Lektor
   Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswi:

Nama : _____
NIM : _____
Jurusan : _____
Judul : _____

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Palu, _____

Pembimbing I

Drs. MUHAMMAD IHSAN, M.Pd.
NIP. 19650530 199203 1006

Pembimbing II

A.M. DAKHLAN, S. PdM. Pd.
NIP. 19840917 05272016031002

29

Fakultas Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

28

FORMULIR PENDAFTARAN
UJIAN PROPOSAL SKRIPSI

Nama : FADLIA M. SAID

NIM : 161160074

SMT/Prodi/Kelas : IX / TADRIS BAHASA INGGRIS / TBI-3

Alamat : JL. MANGGA III. NO. 24. PALU BARAT

No. Tlp / HP : 085394028196

Pembimbing : I. DRS. MUHAMMAD IHSAN, M. Ag.

II. ANDI MUH. DAKHLAN, S.Pd.I, M.Pd.I.

Judul : THE TEACHING OF READING COMPREHENSION
IN COVID-19 PANDEMY (A CASE STUDY AT TBI-I
5TH SEMESTER ACADEMIC YEAR 2020/2021 IN IAIN PALU

No.	Persyaratan	Checklist (diisi oleh Ketua Prodi)		Ket.
		Ada	Tidak	
1	Fotokopi tanda bukti pembayaran SPP semester berjalan			
2	Fotokopi tanda bukti pembayaran Ujian.			
3	Fotokopi Kliring Nilai Sementara / KHS dari semester I-VII			
4	Mempersiapkan Power Point untuk bahan presentasi.			
5	Fotokopi Proposal Skripsi yang telah di acc oleh Dosen Pembimbing sebanyak 3 (Tiga) rangkap dengan map transparant warna hijau.			

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasihat Akademik	Pemohon
ANDI MUH. DAKHLAN, S.Pd.I, M.Pd. P. 198705272015021002	RUS'AN, S. Ag, M.Pd NIP. 197306112007101004	(. FADLIA M. SAID ...) NIM. 161160074
Catatan Dosen Pembimbing I/II :	Catatan Dosen Penasihat Akademik :	

Penguji	: ATIFAH S.Pd., M.Pd.	Persetujuan Ketua Prodi
Hari/Tgl	: SENIN , 28 SEPTEMBER 2020	
Waktu	: 10.00 — SELESAI	Dr. NUR ASMAWATI, S. Ag., M. Hum.
Tempat	: RUANG MUNAQASYAH	NIP. 197407262000032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460166
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor	: W/W/In.13/F .I/PP.00. 9/09/2020	Palu 23 September 2020
Sifat	: Penting	
Lamp	: -	
Hal	: **Undangan Menghadiri Seminar Proposal Skripsi**	

Kepada Yth.

1. Drs, Muhammad Ihsan., M.Ag   (Pembimbing I)
2. Andi Muh. Dakhlan, S.Pd.I., M.Pd.I   (Pembimbing II)
3. Afifah, S.Pd.,M.Pd   (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
   Palu

Assalamu Alaikum War. Wab

     Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nana	:	Fadlia M. Said
NIM	:	161160074
Jurusan/Kelas	:	TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi	:	The Teaching of Reading Comprehension in Covid-19 Pandemy (A Case Study At TBI-1 5th Semester Academic Year 2020/2021 in IAIN Palu)

     Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal	:	Senin, 28 September 2020
Waktu	:	10.00 Wita - Selesai
Tempat	:	Ruang Munaqasyah Lt.2 FTIK

Wassalam.

Dekan
Ketua Jurusan Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:
   a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
   b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
   c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
   d. 1 rangkap untuk Ketua Jurusan
   e. 1 rangkap untuk Subbak Umum Fakultas Tarbiyah dan Ilmu Keguruan.
   f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
   g. 1 rangkap untuk ditempel pada papan pengumuman.

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2019/ 2020

Pada hari ini, Senin, tanggal 28 bulan September tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Fadlia M. Said
NIM : 16.1.160074
Prodi : **Tadris Bahasa Inggris (TBI - 3.....)**
Judul Skripsi : The Teaching of Reading Comprehension in
Covid-19 Pandemy (A Case Studi at TBI-1 5th
Semester Academic Year 2020/2021 in IAIN Palu)

Pembimbing : I. Drs. Muhammad Ihsan., M.Ag.
II. Andi Muh. Dakhlan, S.Pd.I., M.Pd.I

Penguji : Afifah, S.Pd.,M.Pd

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1	Elvita Sari	16116 0014	VIII / TBI		
2	Resa Adyanto	16116 0071	UIK/TBI		
3	Basmiati	16.1.16-0020			
4	Arfia Syari	16.1.16 0083	IX TBI		
5	SARNI BNDARIANI	16.1.160050	IX /TBE		
6	Andi Aldi	16.1.16-0040	IX / TBIG		
7	Moh. Andri	16.1.16.0039	IX / TBIG		
8	Rafita	16.116 0067	IX / TBI		

Palu, 28 September 2020

Pembimbing I,

Drs. MUHAMMAD IHSAN,M.Ag.
NIP. 19650530 199203 1006

Pembimbing II,

ANDI MUH. DAKHLAN, S.Pd.I, M.Pd.I.
NIP. 19870527 201503 1002

Penguji

AFIFAH, S.Pd, M.Pd
NIP. 19871212 201801 2001

Mengetahui
a.n. Dekan,
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Range Penilaian

85 – 100	A
80 – 84	A-
75 – 79	B+
70 – 74	B

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini, Senin, tanggal 28 bulan September tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

ama	: Fadlia M. Said
iM	: 16.1.160074
rodi	: **Tadris Bahasa Inggris (TBI - 3.....)**
udul Skripsi	: The Teaching of Reading Comprehension in Covid-19 Pandemy (A Case Studi at TBI-1 5th Semester Academic Year 2020/2021 in IAIN Palu)
embimbing	: I. Drs. Muhammad Ihsan., M.Ag.
	II. Andi Muh. Dakhlan, S.Pd.I., M.Pd.I
enguji	: Afifah, S.Pd.,M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN	85	Use lower case for preposition such as in, on, at, of, and.
3.	METODOLOGI	90	Make sure that the total number of the interviewee (or students) can be the representative of the whole clan !
4.	PENGUASAAN	90	
5.	JUMLAH	350	
6.	NILAI RATA-RATA	$\frac{350}{4} = 87.5$	

Palu, 28 September 2020

Mengetahui
a.n. Dekan
Ketua Prodi TBI

Penguji ,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

AFIFAH, S.Pd., M.Pd.
NIP. 198712122018012001

Range Penilaian

85 – 100	A
80 – 84	A-
75 – 79	B+
70 – 74	B
65 – 69	B-

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini, Senin, tanggal 28 bulan September tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Fadlia M. Said
NIM : 16.1.160074
Prodi : **Tadris Bahasa Inggris (TBI - 2.....)**
Judul Skripsi : The Teaching of Reading Comprehension in Covid-19 Pandemy (A Case Studi at TBI-1 5th Semester Academic Year 2020/2021 in IAIN Palu)

Pembimbing : I. Drs. Muhammad Ihsan., M.Ag.
II. Andi Muh. Dakhlan, S.Pd.I., M.Pd.I
Penguji : Afifah, S.Pd.,M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	The researcher needs to explain in detail the forms of documents to be collected, especialty those related to E-Llovruing
2.	BAHASA & TEKNIS PENULISAN	88	pain pay assention to the use of poverelun in the proposal
3.	METODOLOGI	87	explain about how the researcher will perform the interview and the observation
4.	PENGUASAAN	87	good enough
5.	JUMLAH	347	
6.	NILAI RATA-RATA	86.75	

Palu, 28 September 2020

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Pembimbing I,

DrS. MUHAMMAD IHSAN, M.Ag
NIP. 1965 0530109 2031006

Range Penilaian

85 - 100	A
80 - 84	A
75 - 79	B+
70 - 74	B
65 - 69	B-

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini, Senin, tanggal 28 bulan September tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Fadlia M. Said
NIM : 16.1.160074
Prodi : Tadris Bahasa Inggris (TBI - .3....)
Judul Skripsi : The Teaching of Reading Comprehension in Covid-19 Pandemy (A Case Studi at TBI-1 5th Semester Academic Year 2020/2021 in IAIN Palu)

Pembimbing : I. Drs. Muhammad Ihsan., M.Ag.
 II. Andi Muh. Dakhlan, S.Pd.I., M.Pd.I
Penguji : Afifah, S.Pd.,M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN	85	
3.	METODOLOGI	85	
4.	PENGUASAAN	85	
5.	JUMLAH	340	
6.	NILAI RATA-RATA	85	

Palu, 28 September 2020

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Pembimbing II ,

ANDI MUH. DAKHLAN. S.Pd.1, M.Pd1
NIP. 197405272015031002

Range Penilaian

85 – 100	A
80 – 84	A⁻
75 – 79	B⁺
70 – 74	B
65 – 69	B⁻

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Lamp : 1 (satu) berkas
Hal : **Permohonan Pembuatan Surat Izin Penelitian**

Kepada Yth.
Subbag. AKMAH FTIK
Di-
    Tempat

Yang bertanda tangan dibawah ini :

Nama   : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP   : 19740726 200003 2 002
Jabatan   : Ketua Prodi Tadris Bahasa Inggris

Menerangkan :

Nama   : Fadlia M. Said
NIM   : 16 1 16 0074
Jurusan / Kelas : Tadris Bahasa Inggris (TBI - $\mathcal{3}$)
Semester   : IX
No. HP   : 0853 94028196
Judul Skripsi   : The Teaching of Reading Comprehension in Covid-19 Pandemy (A case Study at TBI-1 5th Semester Academic Year 2020/2021)

Pembimbing : 1. Drs. Muhamad Ihsan, M.Ag
              2. Andi Muh. Dahklan, S.Pd.I.,M.Pd.I

Penguji   : Afifah. S.Pd.,M.Pd

Bahwa mahasiswa/(i) yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terima kasih.

Palu, 14 Oktober 2020
Ketua Prodi
Tadris Bahasa Inggris.

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Catatan :
➤ Surat ini diserahkan ke Subbag AKMAH FTIK (Bagian Persuratan).

Nomor   : 1354 /In.13/F.I/PP.00.9/10/2020   Palu, 5 Oktober 2020
Lampiran : -
Hal   : **Izin Penelitian Untuk Menyusun Skripsi**

Yth.   Ketua Jurusan Tadris Bahasa Inggris (TBI) Ftik Iain Palu

Di

     Tempat

Assalamualaikum w.w

     Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama	:	Fadlia M. Said
NIM	:	16.1.16.0074
Tempat Tanggal Lahir	:	Palu, 10 Juli 1996
Semester	:	IX (Sembilan)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Mangga 3 No. 24 Palu
Judul Skripsi	:	THE TEACHING OF READING COMPREHENSION IN COVID-19 PANDEMY (A CASE STUDY AT TBI-1 5 THN SEMESTER ACADEMIC YEAR 2020/2021 IN IAIN PALU)
No. Hp	:	085394028196

Dosen Pembimbing :
1. Drs. Muhammad Ihsan, M.Ag
2. Andi Muh. Dakhlan, S.Pd.I., M.Pd.I

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Jurusan Tadris Bahasa Inggris (TBI) Ftik Iain Palu

     Demikan, atas perkenannya diucapkan terima kasih.

                                 Wassalam

                                 Dekan,

                                 Dr. Mohamad Idhan, S.Ag., M.Ag.
                                 NIP. 19720126 200003 1 001

Tembusan :
1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 12 TAHUN 2021

TENTANG
PENETAPAN TIM PENGUJI SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu sebagai berikut :
1. Ketua Tim Penguji   :   Hikmatur Rahma, Lc., M.Ed
2. Penguji Utama I   :   Dr. Hj. Nur asmawati, S.Ag., M.Hum
3. Penguji Utama II   :   Afifah, M.Pd
4. Pembimbing/Penguji I   :   Drs. Mohammad Ihsan, M.Ag
5. Pembimbing/Penguji II :   Andi Muh. Dakhalan, S.Pd.I., M.Pd
untuk menguji Skripsi Mahasiswa
Nama   :   Fadlia M. Said
NIM   :   16.1.16.0074
Program Studi   :   Tadris Bahasa Inggris
Judul Skripsi   :   THE TEACHING OF READING COMPREHENSION IN COVID-19 PANDEMI (A CASE STUDY AT TBI-1 5 TH SEMESTER ACADEMIC YEAR 2020/2021) IN IAIN PALU

KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;
KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2020
KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal   : 15 Januari 2021
Dekan,

Dr. Mohamad Idhan, S.Ag.,M.Ag.
NIP. 197201262000031001

Tembusan :
1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu

Nomor   : 32   /In.13/F.I/PP.00.9/1/2021   Palu, 13 Januari 2021
Sifat   : Penting
Lampiran   : -
Perihal   : **Undangan Menghadiri Ujian Skripsi.**

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu
1.   Hikmatur Rahmah, Lc., M.Ed
2.   Dr. Hj. Nur Asmawati, S.Ag., M.Hum
3.   Afifah, M.Pd
4.   Drs. Muhammad Ihsan, M.Ag
5.   Andi Muh. Dakhalan, S.Pd.I., M.Pd

Palu

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama	:	Fadlia M. Said
NIM	:	16.1.16.0074
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE TEACHING OF READING COMPREHENSION IN COVID-19 PANDEMY (A CASE STUDY AT TBI-1 5 TH SEMESTER ACADEMY YEAR 2020/2021) IN IAIN PALU.

dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal	:	Jum'at, 15 Januari 2021
Jam	:	10.00 - Selesai
Meja Sidang	:	-
Tempat	:	Di Laksanakan Secara Daring (Online)

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum
NIP. 19740726 200003 2 002

Tembusan :

1.   Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu;
2.   Kepala Bagian Tata Usaha FTIK IAIN Palu;
3.   Mahasiswa yang bersangkutan.

Catatan Bagi Peserta Ujian Skripsi :
1.   **Berpakaian Jas Lengkap + Kopiah (Pria).**
2.   **Berpakaian Kebaya Muslimah (Wanita).**

SURAT KETERANGAN

Yang bertanda tangan dibawah ini :

Nama	: Dr. Hj. Nur Asmawati, S.Ag., M.Hum..	
NIP	: 19740726 200003 2 002	
Jabatan	: Ketua Prodi Tadris Bahasa Inggris	

Menerangkan bahwa:

Nama	: Fadlia M. Said	
NIM	: 16 1 16 0074	
Jurusan / Kelas	: Tadris Bahasa Inggris (TBI - 3.)	
Semester	: IX	
No. HP	: 0853 94028196	

    Telah melaksanakan penelitian pada Prodi Tadris Bahasa Inggris pada tanggal 22 Oktober 2020 s/d 19 November 2020 dengan judul :

" The Teaching of Reading Comprehension in Covid-19 Pandemic (a Case Study at TBI-1 Semester 5 Academic Year 2020/2021 In IAIN Palu)".

    Demikian Surat Keterangan ini dibuat untuk digunakan sebagai mana mestinya.

Palu, 04 Desember 2020
Ketua Prodi
Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

CURRICULUM VITAE

Researcher Identity
Name   : Fadlia M. Said
Date of birth : Palu, 10th July 1996
Gender   : Female
Religion   : Islam
Department : English Department
Faculty   :Tarbiyah and
Teacher Training Faculty
NIM   : 16.1.16.0074
Email: fadliam.said96@gmail.com
Address   : Jl. Mangga III, Palu
Barat, Palu City, Central Sulawesi.

Parent's Identity
Father   : Muhammad Said
Karinus
Address   : Jl. Mangga III, Palu
Barat, Palu City, Central Sulawesi.
Religion   : Islam
Occupation : -

Mother   : Rina Kamis
Address   : Jl. Mangga III, Palu
Barat, Palu City, Central Sulawesi.
Religion: Islam
Occupation : -

Education
Formal Education
1. SD Al-Khairaat 1 Palu (2007-2008
2. MTs. Al-Khairaat Pusat Palu (2010-2011)
3. SMK Ponpes Putri Al-Khairaat Palu (2013-2014)
4. Institute Agama Islam Negeri Palu (2016-2021)

Non-Formal Education
1. LKP/PPK Widyaloka Palu (2015)
2. LKP Suryana Busana Palu (2013)

Skill
1. Fashion Designer (Woman Fashion)
2. Cake Decorator (Birthday and Wedding)
3. Microsoft Office
4. Samrah Qasidah