International Journal of Humanities and Innovation

Journal Website: humanistudies.com/ijhi

Research Article

A distant area university investigation on students' activity, learning outcomes, and responses using synchronous online reading

Nurhilaliah[a*], Kisman Salija[a], Haruna Abubakar Haruna[b]

[a] English Education Department, Graduate Program, Universitas Negeri Makassar, Makassar, Indonesia
[b] Faculty of Arts and Humanities, Universite Africaine Franco-Arabe Bamako, Mali

Article Information

Keywords:
Distant area university
Students' activity
Learning outcomes
Synchronous online reading

Received 2 January 2023
Received in revised form 1 May 2023
Accepted 1 June 2023
doi: 10.33750/ijhi.v6i2.179

Abstract

Using synchronous online reading in the first semester of English students at a distant area university, this study proposes to determine the students' activity, learning outcomes, and responses to reading comprehension. Researchers gathered numerical data for this study to give a thorough and objective depiction of student activity, learning outcomes, and student reactions to reading comprehension. In this study, seventeen English-speaking students from a rural institution in the Indonesian region of South Sulawesi took part and were selected purposively. In an organized environment, the researchers used structured observation techniques to document particular actions or events methodically. A reading test and questionnaire were also used in this study. The reading test evaluated participants' characteristics, skills, or levels of knowledge. A questionnaire is a set of organized questions asked participants to gather their responses through the Likert scale. This study found that using synchronous online reading in a university located in a distant area has a positive effect on experiences and technology use, and it can alter how subjects are taught, how learning is carried out, and the difficulties that lecturers must overcome. Therefore, when choosing online learning that is regarded to help the learning process in the classroom, a lecturer might consider the study's findings. Future research may assess synchronous, asynchronous, and even hybrid learning in some distant area universities using large samples and a more diverse participant population.

1. Introduction

Online learning during the pandemic until the post-pandemic outbreak was conducted suddenly, so it encountered many obstacles with no exception on the educational edge. Learning during the pandemic until post-pandemic is unplanned and emergency as schools close the learning process. Online learning happened for almost two years. However, several local governments in Indonesia have been accustomed to online learning. The emergence of an online learning system as a communication technology for learning activities is an effective strategy because the learning process continues even though it is from different places. Online learning has become the recognized approach to teaching and learning, which also ushered in some challenges. This has forced educators into online teaching and virtual learning overnight (Yao et al., 2022).

Today, online learning has become a trending topic. However, it is regarded disapproved by children because of its detrimental effects on their social and emotional development since there is a lack of social interaction, which

* Corresponding author.
Email: nurhilaliah08@gmail.com

is dangerous for children's health and growth. A different perspective emerged from some educational scholars, who state that online learning could help students to understand abstract materials and develop collaborative learning, reasoning, and problem-solving activities. Thus, it can be said that online learning is a solution to the learning process. Online learning is conducted with the help of the internet, both in synchronous and asynchronous approaches, giving opportunities for interactions between the students and learning resources and the lecturer and peers.

According to Moore et al. (2010), online learning has its strengths and barriers. Online learning uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions, although it cannot be denied that it still has positive and negative impacts. Online materials can be updated, and students can see changes immediately. It is easier for lecturers to direct students to proper information based on their needs when they can access internet materials if professionally designed. Online learning systems can be used to determine student needs and skill levels that are the learning objectives and to determine the right teaching materials for students to choose and achieve the desired learning.

Learning that was originally face-to-face due to the pandemic has become an online learning process (Gherheș et al., 2021; Mpungose, 2020; Singh et al., 2021). The obstacles experienced in online learning are the location of the lecturer's and students' homes being unreachable by the internet network, inadequate student internet quotas, monotonous media, and learning methods prepared by lecturers so that students feel bored. Lecturers must be more active in understanding how to communicate with students. Lecturers must use the use of learning media and online learning methods.

Technological developments make changes in teaching implementation. Developing science and technology is challenging for educational institutions to organize online learning (Ferri et al., 2020; Kebritchi et al., 2017; Rasheed et al., 2020). Learning with hybrid methods has been carried out in many countries. Internet technology can be used as a learning medium, information source, and reference search. Learning follows global developments and demands, so learning in the new normal requires lecturers, students, and schools' readiness, either online or offline learning or mixed.

According to Johnson (2006), online learning is divided into synchronous, asynchronous, and hybrid learning environments. Synchronous learning provides real-time interaction and collaboration with nature activities as much as possible, like the lecturer giving a question-and-answer session. Synchronous learning requires simultaneous student and lecturer presence. Besides, synchronous learning refers to the learning or teaching that takes place simultaneously via electronic mode. Voice or text chat provides an opportunity for the lecturer and students to take part and give them interaction. While asynchronous learning, there is no time bound, so the students can work on their activities at their own pace.

In comparison, hybrid learning blends synchronous and asynchronous in a set of activities. It can be called hybrid, combining simultaneity with non-simultaneity as instructional design teaching in a different pattern. Akgunduz and Akinoglu (2016) revealed that the combination of face-to-face and online learning is called blended learning. Blended learning should be well-prepared by considering some factors to support it, such as internet connection.

Online learning has become increasingly popular in recent years, providing many benefits for students and educators. However, it also presents specific challenges when teaching reading comprehension—the obstacles of online learning on reading comprehension teaching. During reading activities, lecturers can observe students' reactions, body language, and engagement in traditional classrooms. Online learning may reduce the opportunities for one-on-one interaction (Borup et al., 2014), making it challenging to gauge students' understanding and effectively address individual reading comprehension needs. In physical classrooms, students often engage in group discussions, peer reading, and collaborative activities that enhance reading comprehension. Online learning may limit such interactions, potentially impacting the development of critical thinking and comprehension skills through peer-to-peer discussions. Online environments can be full of distractions, such as notifications, unrelated websites, or noise.

Maintaining focus during reading activities becomes more difficult in distant areas, affecting students' ability to comprehend and retain the material (Vasquez et al., 2011; Vasquez & Slocum, 2012). Not all students have equal access to technology or stable internet connections (Morgan, 2020), which can impede their participation and engagement in online reading comprehension activities. Technical issues can disrupt the flow of lessons and hinder learning progress. While digital texts are readily available online, some students may still prefer physical books or have difficulty reading from screens for extended periods. This preference can affect their motivation and engagement with online reading materials.

In a traditional classroom setting, lecturers can provide immediate feedback to students, clarifying misunderstandings and guiding them through challenging parts of the text. Online learning might delay feedback, hindering students' progress and comprehension. In an online learning environment, students may feel less accountable for completing reading assignments or participating in discussions (Thai et al., 2017).

Some students might not fully engage with the reading material without direct supervision or adequately preparing for class activities. Non-verbal cues, such as facial expressions and body language, are crucial in communication and understanding during discussions. These cues might be limited or lost entirely in online settings, making it harder for students to interpret and comprehend the nuances of the text and discussions. Online learning often offers greater flexibility in scheduling, but this can also lead to poor time management skills. Students might procrastinate on reading assignments, resulting in rushed or incomplete comprehension efforts.

Based on the above background, the researchers are interested in reading comprehension, synchronous online

reading, and distant area universities. Thus, this research aims to find out the students' activity, learning outcomes, and students' responses to reading comprehension by implementing synchronous online reading in the first semester of English students at a distant area university. Thus, this research proposes research questions: "What are the students' activity, learning outcomes, and students' responses to reading comprehension by implementing synchronous online reading in the first semester of English students at a distant area university?

2. Method

2.1. Research Design

A quantitative research design is a specific type of quantitative research that focuses on describing and summarizing data rather than testing hypotheses or making predictions (Bloomfield & Fisher, 2019). In this research, researchers collected numerical data to provide a comprehensive and objective portrayal of student activity, learning outcomes, and student response to reading comprehension. This design is valuable for gaining insights into the characteristics, distributions, and trends within given participants in a distant area university.

2.2. Participants

Seventeen English students from a distant university in South Sulawesi province, Indonesia, participated in this research. This research applied purposive sampling or judgmental or selective sampling, a non-probability sampling technique commonly used when the researcher deliberately selects specific individuals (Campbell et al., 2020). The researchers made a purposeful choice based on specific criteria related to the research objectives regarding investigating the students' activity, learning outcomes, and students' response to reading comprehension in a distant area university.

2.3. Instruments of the Research

In quantitative research design, a research instrument refers to the tool or method used to collect data from participants or subjects in a systematic and standardized manner (Hagan, 2014). The research instrument is essential for gathering numerical data, which is then subjected to statistical analysis to draw objective conclusions and answer research questions.

The researchers employed structured observation techniques to systematically record specific behaviors or events in a controlled setting. Reading tests and questionnaires were also used in this study. The reading tests evaluated participants' characteristics, skills, or levels of knowledge. On the other hand, a questionnaire is a set of organized questions asked of participants to gather their comments. Likert scales were used to measure the data from the questionnaire.

2.3.1. Observation checklist

Using an observation checklist, the researchers and the lecturer might feel more at ease and receive more precise feedback on areas of the class. Observation checklists gave the researchers a structure and framework for their observations (Klingner et al., 2015). This study utilized observation checklists to gather information on students' reading behavior in synchronous online reading as if it were a real-world scenario.

2.3.2. Reading test

Reading tests are frequently used to measure a student's reading proficiency, evaluate their vocabulary, and determine their capacity to assess textual information (Castello, 2008). During a reading test, participants are typically given passages or texts to read, after which a series of questions are asked to assess their understanding of the topic. Reading tests are crucial tools that lecturers use to assess a student's reading ability, pinpoint areas for development, and make judgments concerning their learning path. In standardized testing and academic evaluations, reading tests are also entirely important. This study used synchronous online reading to administer the test to assess student learning outcomes, particularly in reading comprehension. The test equipment used is in the form of questions in the form of an oral test, a written test, and an action test.

2.3.2. Questionnaire

A questionnaire is a tool for data collection consisting of various questions given to the respondents (Krosnick, 2018). Participants fill out questionnaires to obtain information accurate to study. This research used a closed questionnaire whose answers were provided by the researchers so that participants only needed to choose one of the options.

Table 1. Likert Scale

No.	Items	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

This instrument measures students' responses to reading comprehension using synchronous online reading. The researchers used the Likert scale, which consists of five possible options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

2.4. Data Collection

In collecting the data, the data obtained from the test was used to find out how effective synchronous online reading is to the student's reading ability in learning English at a distant area university. To obtain data validation, the learning tools that have been designed are distributed to validators to be assessed and given suggestions and criticisms. Observations were made using the student activity observation sheet that the validator had validated during the learning process to obtain data on student activities in learning. The data about student learning outcomes was obtained through reading tests regarding Zoom as a synchronous online reading medium. Finally, data on student responses to learning were gained based on the student's responses to the questionnaire.

2.5. Data Analysis

After collecting the data, the next step is analyzing the data. The researchers computed the data already collected,

consisting of the results of the observation checklist, students' reading test, and questionnaire. The researchers applied descriptive statistics consisting of percentages, mean scores, and standard deviation using the SPSS statistics program.

2.6. Validity and Reliability

To achieve sufficient internal validity, other experienced researchers reviewed the questionnaire. Also, three researchers implemented a consistent procedure. In terms of data analysis, the responses from the respondents were discussed with a different group of researchers to eliminate any potential biases. The data were considered reliable or consistent after the results indicated data saturation; this was done by simultaneously running the analysis and data collection.

3. Results

3.1. Students' Activity

Data on student activity was obtained through observations of student activities conducted during the learning process. Observations were made to all students who were active during learning activities. Student activity indicators consist of eight aspects of observation based on the learning characteristics that were applied in the classroom. The data obtained from this instrument is presented in Table 2 below.

Table 2. Results of students' activity in observations

No	Aspect of Students' Activity	Average	Conformity Percentage	
			Ideal Time	Tolerance
1	Have close attention to the initial information from the lecturer	11.02	12.50	7.5–17.5
2	Read and understand the materials	11.02	12.50	7.5–17.5
3	Discuss with another friend during the learning related to problem-solving of materials.	23.89	25	20–30
4	Respond to the lecturer's explanation through questions or give an answer	19.48	20	15–25
5	Answer or solve the problem given by the lecturer	16.91	17.50	12.5–22.5
6	Conclude a material discussion in each meeting	6.98	6.25	1.25–11.25
7	Pay attention to the lecturer's feedback	8.08	6.25	1.25–11.25
8	Irrelevant activity to the teaching and learning process in the class	2.57	0.00	0–5

Table 2 shows that student activities related to reading learning using the Zoom meeting for the eight aspects observed have met the ideal percentage of the time. Thus, the criteria for the implementation of student activities were achieved.

3.2. Students' Learning Outcomes

Students' learning outcomes in this study were obtained from the result of students reading tests. The reading test was given to the student to read a text and then answer several questions based on the text. The findings are described as shown in Table 3 below.

Table 3. Students reading score

Sample	Score	Classification
1	70	Good
2	90	Excellent
3	90	Excellent
4	90	Excellent
5	90	Excellent
6	90	Excellent
7	40	Very Poor
8	90	Excellent
9	90	Excellent
10	50	Poor
11	100	Excellent
12	100	Excellent
13	90	Excellent
14	70	Good
15	90	Excellent
16	50	Poor
17	90	Excellent

Table 3 shows that most students were in the excellent, but some were in very poor classifications. Thus, researchers concluded that students' reading comprehension using Zoom as the media of the learning process is in a good way to apply. After scoring, researchers then tabulated and analyzed the score into percentages. The score was classified into five levels, as shown in Table 4 below.

Table 4. Percentage of the students' reading test

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	12	70.56
2	Good	66-79	2	11.76
3	Fair	56-65	0	0
4	Poor	41-55	2	11.76
5	Very Poor	<40	1	5.88
	TOTAL		17	100

Table 4 shows the distribution of students based on their test scores and the corresponding percentage of students in each category. The majority of students (70.56%) performed excellently (scored between 80 and 100), while a smaller percentage of students fell into the "Good" and "Poor" categories. No students scored in the "Fair" range (56-65), and only one student scored below 40, which falls into the "Very Poor" category. Table 5 below presents descriptive statistics for the students' reading test scores.

Table 5. Descriptive statistics of students' reading test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Learning Outcomes	17	40	100	81.18	18.33
Valid N (listwise)	17				

The "Valid N (listwise)" represents the number of valid data points or complete cases that were used in the analysis (i.e., the number of students with no missing data). In this case, all seventeen students' data are complete. The average score for the students' reading test is 81.18, with scores ranging from 40 to 100. This research indicated that more students were in the "Excellent" classification. The standard deviation of 18.33 indicates that the scores have some variability around the mean, with some students' scores being closer to the average and others more spread out from it.

3.3. Students Responses

In this part, the researchers demonstrated the result of students' responses. The data was gained based on the questionnaire already spread to the 17 students. After concluding the research, the researchers obtained the data interpretation into percentages.

3.3.1. Item 1: I enjoyed using Zoom during the class

Table 5 represents the responses to Item 1, which likely pertains to participants' opinions or experiences regarding synchronous online reading. The responses are categorized into three options (Neutral, Agree, Strongly Agree). To summarize, 5.9% of the participants were neutral, neither agreeing nor disagreeing, with the unspecified aspect of online learning mentioned in Item 1. 35.3% agreed with that aspect, and 58.8% strongly agreed with feeling enjoy using Zoom during the class.

Table 5. I enjoyed using Zoom during the class

		Item 1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	5.9	5.9	5.9
	Agree	6	35.3	35.3	41.2
	Strongly Agree	10	58.8	58.8	100.0
	Total	17	100.0	100.0	

3.3.2. Item 2: Access to online learning using Zoom is easy to get

Table 6 seems to be a response related to participants' opinions or experiences with accessing online learning using Zoom. The responses are categorized into three options: Disagree, Neutral, and Agree. To summarize, 5.9% of the participants disagreed that accessing online learning using Zoom is easy for them. 41.2% of the participants were neutral, neither agreeing nor disagreeing, and 52.9% agreed that accessing online learning through Zoom is easy.

Table 6. Access to online learning using Zoom is easy for to get

		Item 2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	5.9	5.9	5.9
	Neutral	7	41.2	41.2	47.1
	Agree	9	52.9	52.9	100.0
	Total	17	100.0	100.0	

3.3.3. Item 3: I feel confident because I like to study online

Table 7 represents the responses to Item 3, which likely pertains to participants' opinions or experiences regarding feeling confident because they like to study online. The responses are categorized into three options (Neutral, Agree, Strongly Agree). To summarize, 11.8% of the participants were neutral, neither agreeing nor disagreeing, with the unspecified aspect of online learning mentioned in Item 3. 70.6% agreed with that aspect, and 17.6% strongly agreed with feeling confident because they like to study online.

Table 7. I feel confident because I like to study online

		Item 3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	11.8	11.8	11.8
	Agree	12	70.6	70.6	82.4
	Strongly Agree	3	17.6	17.6	100.0
	Total	17	100.0	100.0	

3.3.4. Item 4. Online learning using Zoom increased my motivation to study

In Table 8, the data represents the responses related to Item 4, which likely pertains to participants' opinions or experiences regarding how online learning using Zoom has affected their motivation for studying. The responses are categorized into three options (Neutral, Agree, Strongly Agree). To summarize, 11.8% of the participants were neutral, neither agreeing nor disagreeing that online learning using Zoom increased their motivation for studying. 23.5% of the participants agreed with the statement, and 64.7% strongly agreed that online learning through Zoom positively impacted their motivation for studying.

Table 8. Online learning using Zoom increased my motivation to study

		Item 4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	11.8	11.8	11.8
	Agree	4	23.5	23.5	35.3
	Strongly Agree	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

3.3.5. Item 5: Online learning using Zoom makes me lazy to study

In Table 9, the data represents the responses related to Item 5, which likely pertains to participants' opinions or experiences regarding their level of agreement with online learning using Zoom makes them lazy to study.

Table 9. Online learning using Zoom makes me lazy to study

		Item 5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	11.8	11.8	11.8
	Disagree	3	17.6	17.6	29.4
	Neutral	9	52.9	52.9	82.4
	Agree	2	11.8	11.8	94.1
	Strongly Agree	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

The responses are categorized into five options (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). To summarize, 11.8% of the participants strongly disagreed with the unspecified statement, 17.6% disagreed, 52.9% were neutral, 11.8% agreed, and 5.9% strongly agreed that online learning using Zoom makes them lazy to study.

3.3.6. Item 6: Online learning using Zoom improves my reading skill

In Table 10, the data represents the responses related to Item 6, which likely pertains to participants' opinions or experiences regarding improving their reading skills through online learning using Zoom. The responses are categorized into two options (Agree and Strongly Agree). To summarize, 41.2% of the participants agreed that online learning using Zoom improves reading skills, and 58.8% strongly agreed.

Table 10. Online learning using Zoom improve my reading skill

Item 6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	41.2	41.2	41.2
	Strongly Agree	10	58.8	58.8	100.0
	Total	17	100.0	100.0	

3.3.7. Item 7: I prefer online reading assignments so that I can do it by myself without any help from others

In Table 11, the data represents the responses related to Item 7, which likely pertains to participants' preferences regarding online reading assignments and the desire to complete them independently without help from others. The responses are categorized into three options (Strongly Disagree, Disagree, Neutral). To summarize, 17.6% of the participants strongly disagree with the preference for online reading assignments, 58.8% disagree, and 23.5% are neutral or have no strong preference for completing online reading assignments independently without help from others.

Table 11. I prefer online reading assignments so that I can do it by myself without any help from others

Item 7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	17.6	17.6	17.6
	Disagree	10	58.8	58.8	76.5
	Neutral	4	23.5	23.5	100.0
	Total	17	100.0	100.0	

3.3.8. Item 8: I study online learning using Zoom application easier than other applications

In Table 12, the data represents the responses related to Item 8, which likely pertains to participants' opinions or experiences regarding the ease of studying through online learning using the Zoom application compared to other applications. The responses are categorized into three options (Neutral, Agree, Strongly Agree). To summarize, 11.8% of the participants were neutral regarding the ease of studying through online learning using the Zoom application compared to other applications. 23.5% agreed that Zoom is easier, and 64.7% strongly agreed that studying through Zoom is more comfortable than other applications.

Table 12. I study online learning using the Zoom application easier than other application

Item 8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	11.8	11.8	11.8
	Agree	4	23.5	23.5	35.3
	Strongly Agree	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

3.3.9. Item 9: I feel bored during the class

In Table 13, the data represents the responses related to Item 9, which likely pertains to participants' feelings of boredom during the class. The responses are categorized into three options (Strongly Disagree, Disagree, Neutral). To summarize, 17.6% of the participants strongly disagree with feeling bored during the class, 17.6% disagree, and 64.7% are neutral about their feelings of boredom during the class.

Table 13. I feel bored during the class

Item 9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	17.6	17.6	17.6
	Disagree	3	17.6	17.6	35.3
	Neutral	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

3.3.10. Item 10: Online learning using Zoom application I can understand the lesson easily

In Table 14, the data represents the responses related to Item 10, which likely pertains to participants' experiences in understanding the lesson easily during online learning using the Zoom application. The responses are categorized into five options (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree).

Table 14. Online learning using Zoom application I can understand the lesson easily

Item 10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.9	5.9	5.9
	Disagree	1	5.9	5.9	11.8
	Neutral	3	17.6	17.6	29.4
	Agree	6	35.3	35.3	64.7
	Strongly Agree	6	35.3	35.3	100.0
	Total	17	100.0	100.0	

To summarize, 5.9% of the participants strongly disagree with the statement that online learning using the Zoom application helps them understand the lesson easily. Another 5.9% disagree, 17.6% are neutral, 35.3% agree, and 35.3% strongly agree that they can understand the lesson easily through online learning using Zoom.

3.3.11. Item 11: I prefer learning to use the direct discussion method rather than using Zoom meeting

In Table 15, the data represents the responses related to Item 11, which likely pertains to participants' preferences for learning through direct discussion methods compared to Zoom meetings. The responses are categorized into four options (Strongly Disagree, Disagree, Neutral, and Agree). To summarize, 11.8% of the participants strongly disagree with the preference for learning through direct discussion methods rather than using Zoom meetings. 29.4% disagree, 35.3% are neutral, and 23.5% agree they prefer learning through direct discussion over Zoom meetings.

Table 15. I prefer learning to use the direct discussion method rather than using Zoom meeting

Item 11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	11.8	11.8	11.8
	Disagree	5	29.4	29.4	41.2
	Neutral	6	35.3	35.3	76.5
	Agree	4	23.5	23.5	100.0
	Total	17	100.0	100.0	

3.3.12. Item 12: The use of Zoom application makes me isolated from around

Table 16 shows the responses to an item regarding using the Zoom application and its impact on isolation. Based on this data, most participants (70.6%) selected the "Neutral" option, indicating that they neither strongly agree nor disagree that using the Zoom application makes them isolated. However, 23.5% of participants agreed it isolates them, while only 5.9% strongly disagreed.

Table 16. The use of Zoom application makes me isolated from around

Item 12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.9	5.9	5.9
	Neutral	12	70.6	70.6	76.5
	Agree	4	23.5	23.5	100.0
	Total	17	100.0	100.0	

3.3.13. Item 13: The learning materials provided quite interactive

Table 17 shows the responses to a question regarding the learning materials provided and their level of interactivity. Based on this data, most participants (35.3%) selected the "Agree" option, indicating they found the learning materials quite interactive.

Table 17. The learning materials provided quite interactive

Item 13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.9	5.9	5.9
	Disagree	2	11.8	11.8	17.6
	Neutral	3	17.6	17.6	35.3
	Agree	6	35.3	35.3	70.6
	Strongly Agree	5	29.4	29.4	100.0
	Total	17	100.0	100.0	

Additionally, 29.4% of participants strongly agreed with the statement, while 17.6% were neutral. On the other hand, a smaller percentage of participants (11.8%) disagreed with the statement, and only one participant (5.9%) strongly disagreed.

3.3.14. Item 14: I do not face difficulties in answering lecturer questions

Table 18 shows the responses to a question regarding the difficulty participants face in answering lecturer questions. Based on this data, most participants (35.3%) strongly agreed that they do not face difficulties answering lecturer questions. 23.5% of participants agreed, indicating that 58.8% felt confident answering the lecturer's questions. On the other hand, 17.6% of participants each expressed disagreement, neutrality, and a strong disagreement with the statement, indicating that a minority of participants (17.6%) might face difficulties answering lecturer questions.

Table 18. I do not face difficulties in answering lecturer questions

Item 14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.9	5.9	5.9
	Disagree	3	17.6	17.6	23.5
	Neutral	3	17.6	17.6	41.2
	Agree	4	23.5	23.5	64.7
	Strongly Agree	6	35.3	35.3	100.0
	Total	17	100.0	100.0	

3.3.15. Item 15: The use of online learning makes me easy to study everywhere

Table 19 shows responses to a question regarding the impact of online learning on the ease of studying everywhere. Based on this data, most participants (47.1%) strongly agreed that online learning makes it easy to study everywhere. An additional 23.5% of participants agreed, indicating that 70.6% found online learning beneficial for studying anywhere. On the other hand, 17.6% of participants each expressed disagreement and neutrality, indicating that a minority of participants (11.8%) did not perceive online learning as conducive to studying everywhere.

Table 19. The use of online learning makes me easy to study everywhere

Item 15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.9	5.9	5.9
	Disagree	1	5.9	5.9	11.8
	Neutral	3	17.6	17.6	29.4
	Agree	4	23.5	23.5	52.9
	Strongly Agree	8	47.1	47.1	100.0
	Total	17	100.0	100.0	

3.3.16. Item 16: The visual quality of Zoom affects the quality of my English when I read a text

Table 20 shows responses to a question regarding the impact of visual quality during Zoom (video conferencing) on the quality of participants' English comprehension when reading a text. Based on this data, it appears that participants' opinions are somewhat divided. The highest percentage of participants (35.3%) agreed that the visual quality during Zoom affects the quality of their English comprehension when reading a text. An additional 29.4% of participants strongly agreed with this statement, making 64.7% of participants believe there is a connection. On the other hand, 29.4% of participants expressed a neutral stance, indicating that they are unsure whether the quality of the Zoom picture impacts their English comprehension. Only one participant (5.9%) disagreed with the statement.

Table 20. The visual quality of Zoom affects the quality of my English when I read a text

Item 16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	5.9	5.9	5.9
	Neutral	5	29.4	29.4	35.3
	Agree	6	35.3	35.3	70.6
	Strongly Agree	5	29.4	29.4	100.0
	Total	17	100.0	100.0	

3.3.17. My lecturer uses English as a medium of instruction for teaching in the class

Table 21 shows the responses to a survey question regarding the use of English as the medium of instruction by lecturers in the classroom. Based on this data, it seems that participants' opinions are evenly distributed. Approximately one-third of the participants (35.3%) both agreed and strongly agreed that their lecturer uses English as the medium of instruction in the class. This indicates that a total of 70.6% of the participants are supportive of English being used as the medium of instruction. On the other hand, 23.5% of participants expressed a neutral stance, indicating that they neither agree nor disagree regarding using English in the classroom. Only one participant (5.9%) disagreed with the statement.

Table 21. My lecturer uses English as a medium of instruction for teaching in the class

Item 17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	5.9	5.9	5.9
	Neutral	4	23.5	23.5	29.4
	Agree	6	35.3	35.3	64.7
	Strongly Agree	6	35.3	35.3	100.0
	Total	17	100.0	100.0	

3.3.18. Item 18: I feel confident if the lecturer asks me to read a text even though there are wrong pronounce

Table 22 shows responses to a survey question regarding participants' confidence when their lecturer asks them to read a text, even if there are wrong pronunciations. Based on this data, participants' opinions are varied. Most participants (52.9%) agreed they feel confident even if the lecturer asks them to read a text with wrong pronunciations. Additionally, 35.3% of participants expressed a neutral stance, indicating that they are neither confident nor lacking confidence in such a scenario. On the other hand, 11.8% of participants disagreed with the statement, suggesting they do not feel confident if they read a text with incorrect pronunciations.

Table 22. I feel confident if the lecturer asks me to read a text even though there is wrong pronunciation

Item 18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	11.8	11.8	11.8
	Neutral	6	35.3	35.3	47.1
	Agree	9	52.9	52.9	100.0
	Total	17	100.0	100.0	

3.3.19. Item 19: I am happy if the lecturer gives praise and appreciation during the learning

Table 23 shows responses to a question regarding the impact of lecturer praise and appreciation on participants' motivation to study hard in the Reading subject. Based on this data, participants' opinions seem quite diverse. Most participants (47.1%) strongly agreed that they are happy when the lecturer gives praise and appreciation during learning the Reading subject, which positively impacts their motivation to study hard. This indicates that lecturer praise plays a significant role in motivating these students. Additionally, 17.6% of participants agreed with the statement, suggesting they also experience increased motivation from lecturer praise. However, a notable percentage (23.5%) of participants expressed a neutral stance, indicating that lecturer praise may not significantly affect them. On the other hand, 11.8% of participants disagreed with the statement, implying that they are not particularly motivated by lecturer praise in the Reading subject.

Table 23. I am happy if the lecturer gives praise and appreciation during the learning

Item 19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	11.8	11.8	11.8
	Neutral	4	23.5	23.5	35.3
	Agree	3	17.6	17.6	52.9
	Strongly Agree	8	47.1	47.1	100.0
	Total	17	100.0	100.0	

3.3.20: Item 20: The online learning by Zoom that I get is clear and easy to understand

Table 24 shows responses to a question regarding the clarity and ease of understanding of online learning conducted through Zoom. Based on this data, most participants (47.1%) strongly agreed that their online learning through Zoom is clear and easy to understand. An additional 41.2% of participants agreed with this statement, making 88.2% of participants find online learning clear and easy to understand. On the other hand, a small percentage of participants (5.9% each) disagreed and strongly disagreed with the statement,

indicating that they find online learning through Zoom less clear and not as easy to understand.

Table 24. The online learning by Zoom that I get is clear and easy to understand

Item 20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.9	5.9	5.9
	Disagree	1	5.9	5.9	11.8
	Agree	7	41.2	41.2	52.9
	Strongly Agree	8	47.1	47.1	100.0
	Total	17	100.0	100.0	

4. Discussion

The primary objective of this study was conceptually expanded to provide additional details and contributions concerning the use of synchronous online reading by employing Zoom meetings to the student's reading abilities (Archibald et al., 2019). According to the data description of students' activity in the observation checklists, more students agree that synchronous online reading is still implemented. This research found that students used synchronous online to talk, resolve issues, identify solutions, provide feedback, and respond to inquiries during the learning process (Bower et al., 2015; Phungsuk et al., 2017; Zydney et al., 2019).

According to an investigation of student answers to using Zoom meetings on reading ability, more than 3.5% responded well to all learning components. Students can therefore accept learning positively and the findings that the researchers intended. The method that the lecturer teaches, the activities that students engage in during the learning process, and the resources that lecturers provide all receive excellent student feedback. This is also because students believe learning is beneficial and simple due to an advancement in the application of technology (Hamid et al., 2015; Henderson et al., 2017).

These findings demonstrate that synchronous online reading benefits students, fosters a welcoming environment for learning, engages learners actively, and heightens motivation for learning. According to data analysis of student reading tests, it was shown that more students received "Excellent" ratings. This aligns with Das et al. (2013) that reading comprehension requires simultaneous and successive cognitive processes. Thus, it can be concluded that synchronous online reading by first-semester students at an isolated university in South Sulawesi province, Indonesia, was successful. The average score of 81,17 indicated that the students' performance exceeded the minimum completeness standard. Some earlier studies support this conclusion about synchronous online learning's effectiveness (Khalil et al., 2020; Rojabi, 2020; Zeng, 2017; Ziegler, 2016). The t-count (11.616) showed a stronger result than the t-table (2.063). The outcome indicated a substantial difference in the students' reading comprehension skills in adopting synchronous online reading.

5. Conclusion

This study discovered that using synchronous online reading in a distant area university has a positive impact on experiences and the use of technology, and it can change the way that material is taught, how learning is done, and the challenges that lecturers and other education providers must overcome. Lecturers can therefore consider the study's findings when selecting online learning strategies that are thought to support the learning process in the classroom and impact student learning outcomes and motivation for following the rules of the learning process.

The knowledge gained from this study will help those who study English via synchronous online reading. According to this study, synchronous online reading should facilitate student learning of English and increase their motivation. According to their findings, the researchers believe that a lecturer at a university in a distant place can effectively facilitate synchronous online reading for their students. Large-scale samples and a broader demographic of participants may be used in future studies to evaluate synchronous, asynchronous, and even hybrid learning in some distant universities.

References

Akgunduz, D., & Akinoglu, O. (2016). The Effect of Blended Learning and Social Media-Supported Learning on the Students' Attitude and Self-Directed Learning Skills in Science Education. In *TOJET: The Turkish Online Journal of Educational Technology* (Vol. 15, Issue 2).

Archibald, M. M., Ambagtsheer, R. C., Casey, M. G., & Lawless, M. (2019). Using zoom videoconferencing for qualitative data collection: perceptions and experiences of researchers and participants. *International Journal of Qualitative Methods*, *18*, 1609406919874596.

Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, *22*(2), 27–30. https://doi.org/10.33235/jarna.22.2.27-30

Borup, J., Graham, C. R., & Drysdale, J. S. (2014). The nature of teacher engagement at an online high school. *British Journal of Educational Technology*, *45*(5), 793–806.

Bower, M., Dalgarno, B., Kennedy, G. E., Lee, M. J. W., & Kenney, J. (2015). Design and implementation factors in blended synchronous learning environments: Outcomes from a cross-case analysis. *Computers & Education*, *86*, 1–17.

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, *25*(8), 652–661.

Castello, E. (2008). *Text Complexity and Reading Comprehension Tests*. Peter Lang. https://books.google.co.id/books?id=rYzvuQ5mHUcC

Das, J. P., Kirby, J. R., & Jarman, R. F. (2013). *Simultaneous and successive cognitive processes*. Academic Press.

Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, *10*(4), 86.

Gherheș, V., Stoian, C. E., Fărcașiu, M. A., & Stanici, M. (2021). E-learning vs. face-to-face learning: Analyzing students' preferences and behaviors. *Sustainability*, *13*(8), 4381.

Hagan, T. L. (2014). Measurements in quantitative research: How to select and report on research instruments. *Oncology Nursing Forum*, *41*(4), 431–433.

Hamid, S., Waycott, J., Kurnia, S., & Chang, S. (2015). Understanding students' perceptions of the benefits of online social networking use for teaching and learning. *The Internet and Higher Education*, *26*, 1–9.

Henderson, M., Selwyn, N., & Aston, R. (2017). What works and why? Student perceptions of 'useful'digital technology in university teaching and learning. *Studies in Higher Education*, *42*(8), 1567–1579.

Johnson, G. M. (2006). Synchronous and Asynchronous Text-Based CMC in Educational Contexts: A Review of Recent Research. *TechTrends*,

50(4), 46–53. https://doi.org/10.1007/s11528-006-0046-9

Kebritchi, M., Lipschuetz, A., & Santiague, L. (2017). Issues and challenges for teaching successful online courses in higher education: A literature review. *Journal of Educational Technology Systems*, *46*(1), 4–29.

Khalil, R., Mansour, A. E., Fadda, W. A., Almisnid, K., Aldamegh, M., Al-Nafeesah, A., Alkhalifah, A., & Al-Wutayd, O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: a qualitative study exploring medical students' perspectives. *BMC Medical Education*, *20*, 1–10.

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching Reading Comprehension to Students with Learning Difficulties*, *2/E*. Guilford Publications. https://books.google.co.id/books?id=sjH2BQAAQBAJ

Krosnick, J. A. (2018). Questionnaire design. *The Palgrave Handbook of Survey Research*, 439–455.

Moore, J. L., Dickson-Deane, C., Galyen, K., & Chen, W. (2010). *Designing for E-learn, Online, and Distance Learning Environments: Are They the Same?*

Morgan, H. (2020). Best practices for implementing remote learning during a pandemic. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *93*(3), 135–141.

Mpungose, C. B. (2020). Emergent transition from face-to-face to online learning in a South African University in the context of the Coronavirus pandemic. *Humanities and Social Sciences Communications*, *7*(1), 1–9.

Phungsuk, R., Viriyavejakul, C., & Ratanaolarn, T. (2017). Development of a problem-based learning model via a virtual learning environment. *Kasetsart Journal of Social Sciences*, *38*(3), 297–306.

Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). Challenges in the online component of blended learning: A systematic review. *Computers & Education*, *144*, 103701.

Rojabi, A. R. (2020). Exploring EFL Students' Perception of Online Learning via Microsoft Teams: University Level in Indonesia. *English Language Teaching Educational Journal*, *3*(2), 163–173.

Singh, J., Steele, K., & Singh, L. (2021). Combining the best of online and face-to-face learning: Hybrid and blended learning approach for COVID-19, post vaccine, & post-pandemic world. *Journal of Educational Technology Systems*, *50*(2), 140–171.

Thai, N. T. T., De Wever, B., & Valcke, M. (2017). The impact of a flipped classroom design on learning performance in higher education: Looking for the best "blend" of lectures and guiding questions with feedback. *Computers & Education*, *107*, 113–126.

Vasquez, E., Forbush, D. E., Mason, L. L., Lockwood, A. R., & Gleed, L. (2011). Delivery and Evaluation of Synchronous Online Reading Tutoring to Students At-Risk of Reading Failure. *Rural Special Education Quarterly*, *30*(3), 16–26. https://doi.org/10.1177/875687051103000303

Vasquez, E., & Slocum, T. A. (2012). Evaluation of Synchronous Online Tutoring for Students at Risk of Reading Failure. *Exceptional Children*, *78*(2), 221–235. https://doi.org/10.1177/001440291207800205

Yao, Y., Wang, P., Jiang, Y. J., Li, Q., & Li, Y. (2022). Innovative online learning strategies for the successful construction of student self-awareness during the COVID-19 pandemic: Merging TAM with TPB. *Journal of Innovation and Knowledge*, *7*(4), 100252. https://doi.org/10.1016/j.jik.2022.100252

Zeng, G. (2017). Collaborative dialogue in synchronous computer-mediated communication and face-to-face communication. *ReCALL*, *29*(3), 257–275.

Ziegler, N. (2016). Synchronous computer-mediated communication and interaction: A meta-analysis. *Studies in Second Language Acquisition*, *38*(3), 553–586.

Zydney, J. M., McKimmy, P., Lindberg, R., & Schmidt, M. (2019). Here or there instruction: Lessons learned in implementing innovative approaches to blended synchronous learning. *TechTrends*, *63*, 123–132.