

ABSTRACT

Yulida Tartilawati (2021): The Implementation of Making Connections Strategy (MCS) in Online Learning: A Case Study in a Junior High School in Bandung. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Reading is one of the skills that can boost English proficiency. Reading is a valuable skill that can help learners to grasp a text or a phenomenon. Reading is an ability that must be encouraged so that in everyday life it becomes a habit. A suitable strategy is required to develop the interest of students in the subject they read to understand it. Therefore, this study is intended to explore the students' reading comprehension of narrative text through making connections strategy (MCS) in online learning. This study aims to find out the implementation of narrative text in online learning, the kinds of making connections strategy that the students master in understanding narrative text in online learning, the students' responses to the MCS of reading comprehension in online learning.

This research uses case study design of qualitative research approach. A case study design was implemented because the research wants to explore the real-life context as the phenomenon and it explores a deep understanding of the implementation of making connections strategy (MCS) in online learning. This research was conducted with 9 students of SMP Terpadu Baiturrahman Bandung. To gain the data, the researcher conducted observation, document analysis and interview.

Several findings were found that answered three research questions. First, how the MCS is applied in reading narrative text in online learning. The implementation of MCS contained preparing the materials and media, checking students' attendance, introducing MCS, and modeling MCS. Second, it discovers the kinds of MCS that students master in understanding the narrative text in online learning. The researcher found that there are three categories such as high achiever (HA), mid achiever (MA), and low achiever (LA). HA students can reach scores 3-4. They were able to make meaningful, complex, and insightful connections in each kind of MCS. Moreover, MA students can reach scores 2-3. On average they can make general and obvious connections (only) to personal knowledge, to another text, and real-world context. The last LA students can reach scores 1-2. They can make superficial, unclear, and weakly supported connections in each kind of MCS. Third, it explores the students' responses toward MCS in reading narrative text in online learning. it was found that there are four aspects in analyzing students' responses included; value, positivity, participation, and evaluation.

In conclusion, MCS can be applied in e-learning. This study is recommended for those who want to know the results of implementing MCS in online learning.