

TEACHERS STRATEGIES IN TEACHING READING DURING COVID-19 PANDEMIC WITH ONLINE CLASS

Vinni Firdiana Rizki, Ida Ayu Panuntun
Universitas Pekalongan
Indonesia

vinnifirdiana4@gmail.com, Ayyu_idda@yahoo.com

Abstract

The aim of this research were, What are the strategies used by English teacher in teaching reading during covid-19 pandemic with online class and How does the English teacher implement the strategies in teaching reading during covid-19 pandemic with online class? The method of this research was qualitative research. The subject of this research was English teachers in SMA N 1 Wiradesa. The instrument of this research were interview and observation checklist with students. The finding of the research were, Think-alouds and QARs (Question Answer Relationship). Based on the finding, it can be shown that the strategies used were Think-aloud strategies and QARS. Think aloud strategies the teacher helps the students to understand the essence of the text in order to be able to explain the text orally. QARs (Question Answer Relationship), the teacher ask the students to skim and then given questions about the text to understand what the content of the text. The research was carried out during Covid-19 pandemic, Covid-19 is called Corona Virus is a global disease outbreak that is dangerous virus because it is contagious.

Keywords: Teacher Strategies, Teaching Reading, Covid-19 Pandemic

INTRODUCTION

Teaching strategy is the means that is used by teachers to select learning activities that will be used in the learning process. Selection is one by considering the circumstances, learning resources, needs and characteristics of learners face in order to achieve specific learning goals (Uno,2008).

In the direct learning process in class, the teacher asks students to practice reading in front of the class or choose randomly to train students to read. Different from this situation, during pandemic covid-19 the government enforces distance learning schools for all levels. Then, How teacher's way train students to read English with distance learning with the strategies of methods, techniques, and teaching media that is chosen and used by the teacher will influence the success of teaching learning process and students achievement. Based on the problem stated above, the researcher is interested in examining the process of teachers teaching reading. To

conduct this research, the researcher focus on teacher strategies, to analysis which one of the strategies above will used by the English teacher when teaching reading also how the teachers implement of the strategies during Covid-19 pandemic with online class.

Some researchers had conducted researchers that focused on Teachers strategies in Teaching reading during Covid-19 pandemic. *First*, Sarjan who did research about "An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo" Nurmadia concluded the teacher teaching reading comprehension in SMPN 1 Wonomulyo used two strategies, Scaffolding strategy and QARs (Question Answer Relationship). The teachers used these strategies to make the student understand the reading text and made the students to more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. According to

Nurmadia, those strategies were effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies gave good contribution for teacher. Students who have difficulty in reading would be easier in mastering reading. With using this strategy the teacher more easily gave the material to the students. Those strategies could help the teacher because the students more active and could exchange their opinion with their friends (Sarjan, 2017). *Second*, Tari conducted research about "An Analysis of Teachers Strategies on English E-Learning Classes during Covid-19 Pandemic" Tari concluded the teachers have been teach writing using strategies planning, drafting, and editing. Through videos made by the teacher as a way of delivered the material in e-learning classes during COVID-19 pandemic, and also delivered by the task through WhatsApp group gradually and as attractive as possible, make students can easily captured material, and not quickly feel bored. It helps the teacher in teaching through e-learning classes. While, The teachers teach listening used strategy listening to the song, write the lyrics, matched the lyrics, and sing a song. During the COVID-19 pandemic, the e-learning model used to teach is video-based learning. In the video, the teacher provides an explanation and stages of the process of increasing vocabulary through a song that students like. It helps the teacher know the students' listening ability, besides that the writing and speaking skills involved in this strategy. According Tari, From the analysis that has been done, researcher can conclude that some strategies in teach some skills in English are considered to be very helpful for teachers in teach assisted with e-learning models using video in the middle of the COVID-19 pandemic, make students not get bored easily and strategies that are used can also facilitate students in achieved the learning goals (Utami, 2020).

Based on the research reference above, It can be conclude that there are some teaching strategies. However, the researcher was interested to found more teaching strategies.

Kind of Teaching Strategies

After knowing the principles of reading, the next step for the teacher to formulate the right strategy to achieve the learning objectives, namely understanding the meaning of the text being taught. The following is a teaching strategy according to Vacca&Vacca(1999:53) :

a) Scaffolding

Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

b.) Think-aloud

Think Alouds is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way Think-alouds strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

d.) Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying.

e.)SQ3R

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consist

five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading in to question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point. QARs (Question Answer Relationship) is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

RESEARCH METHOD

This research used a descriptive qualitative research because the researcher will focus on the case of the phenomenon of English teaching and learning activities with observation and interview.

Qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems (Creswell, 2014).

In this case, The subject of this research was teachers in SMA N 1 Wiradesa especially english teachers in Second grade there are XI Science 2 and XI Science 4. The researchers take 73 students to be used as research samples. The researchers collect the data used Observation checklist with questionnaire and Structured interview.

1. Questionnaire

Questionnaires is a technique for collecting data by giving a set of questions or written statements to respondents to answer Sugiyono (2008:199). The researchers given the students a questionnaire sheet of data collection with an observation checklist.

2. Structured Interview

Structure interviews are used as data collection techniques. In conducting this interview in addition to the instrument, researchers must bring assistive devices such as tape recorders, pictures and other materials (Esteberg 2002:232).

In this case, the researcher used structure interview with the English teachers. This interview conducted to gain a spoken respond from the participants with video recording. In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. Data analysis in qualitative research is often carried out simultaneously or together with data collection. Sirajuddin (2010:283) stated that the data analysis in this study included several steps or stages; coding, data reduction, data display, and make conclusions or interpretations.

FINDING AND DISCUSSION

The finding of the research the analysis of teacher strategies in teaching reading. In this study the researchers conducted interview with two teachers about teacher strategies in teaching reading in English during covid-19 pandemic with online class. The reseachers interview with the teachers used Structured Interview types, According to (Esteberg 2002:232) Structure interviews are used as data collection techniques. In conducting this interview in addition to the instrument, researchers must bring assistive devices such as tape recorders, pictures and other materials. In practice of the interviewing researchers take videos as proof of data.

The researcher found that there were two different strategies that the teacher used First teacher used Think-alouds and the second teacher used QARs (Question Answer Relationship) from the result of the interview.

First teacher used Think-Alouds strategies. Think-Aloud is a strategy that helps students on learning activities, Aims

to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity and control the students in completing each step of the way Think-alouds strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally. In implication, the teacher uses the following steps: The teacher gave the text to the students from the Package book or the internet to read then the students summarized and write new vocabulary to made it easier from them to understand the contents of the text, After that the teacher was help the students who had difficulty to understand the meaning of the text by help to interpret new vocabulary.

Second teacher used QARs (Question Answer Relationship) strategy. QARs (Question Answer Relationship) is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. The purpose of the strategy is the teacher helps the students to understand the essence of the text in order to be able to explain the text orally. In implication, the teacher uses the following steps: The teacher gave a short text to the students then the students read over and over again so than automaticaly the students can understand about the contents of the text.

So that in practice in the classroom students only glance read the reading and to understand further the focus of students students in the questions given by the teacher about the text. The researcher conclude the teacher given questions to the students about the text aims that the students understand what the content of the text. The research was carried out during covid-19 pandemic, with the result that both of the teachers teaching reading with that strategy with online classes.

Based on the interview the researcher conclude that the two teachers

used types of Think-aloud strategies and QARs (Question Answer Relationship) strategy and implications well. From the result of the students questionnaires show that the strategies used by the teachers are effective, effisient, and can be increase students motivation in learning reading especially in English subject with online class.

Beside interview with the teachers, the researchers given questionnaire to the students of XI MIPA 2 and XI MIPA 4 and then the data of the interview comparison with the questionnaires from the students. From the results of the overall questionnaire analysis, it could be concluded that the students of XI MIPA 2 and XI MIPA 4 from SMAN 1 Wiradesa had good motivation in learning English during pandemic covid-19 with online class also based on evidence from students answer in the questionnaire, most of which almost 80% of students agree with the teachers strategies in teaching reading. So, the researcher concluded that the teacher strategies in teaching reading during covid-19 pandemic with online class is appropriate because the strategy does not reduce the enthusiasm of students in online class.

CONCLUSION

Based on the research, it could be concluded that the teacher strategy in teaching reading during covid-19 pandemic with online class uses Think-aloud and QARs (Question Answer Relationship) strategies are appropriate because the results of the student questionnaires from XI MIPA 2 and XI MIPA 4 also show that the strategies used by each teacher are effective, efficient and able to increase students' motivation in learning English especially in reading subject with online class. Based on the research, the teacher using online learning as English lesson it could be concluded that students learning English are also encouraged by teachers strategies, The strategy that the teachers uses was had

many improvement because the online class provided the class to be more active than before. They provide materials, assignment/excersise or quizzes with media demands to made it easier for them during the learning process. Their paticular strategy provides more motivation so that students' enthusiasm does not slacken. So all of the students stay excited when they start learning by filling out the attendence list on time and reading the learning instruction, collect assignment with in the deadline, and take advantage of the questions and answer session when they had difficulty to understanding the text.

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