

**AN ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN  
TEACHING READING COMPREHENSION IN VIRTUAL CLASS  
DURING PANDEMIC of COVID-19**

**THESIS**

**Submitted in Partial fulfillment of the Requirements  
for the Degree of “Sarjana Pendidikan” in English Education Department  
of Universitas Bina Bangsa Getsempena Banda Aceh**

**by**

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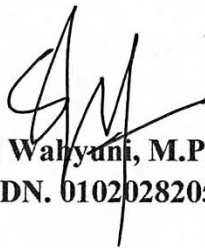
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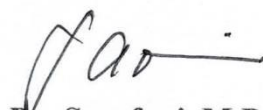
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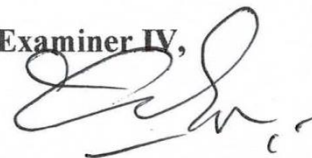
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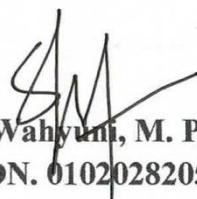
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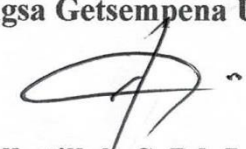
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Finally, the researcher realized that this thesis is still far from perfect. Therefore, the suggestion and criticisms are always welcome to improve the quality of the thesis in the future.

Banda Aceh, June 22, 2022

The Writer



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## **DECLARATION**

The writer hereby declares that this thesis is her own writing, and it is true and correct that there is no other's word or statement, except words or statement that is referred in the references. All cited words were quoted in accordance with the ethical code of academic writing.

Banda Aceh, June 22, 2022

A handwritten signature in black ink, appearing to be 'Yusra Malinda', enclosed within a thin black rectangular border.

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## ABSTRACT

Yusra Malinda. 2022. An Analysis of English Teachers' Strategies in Teaching Reading Comprehension in Virtual Class During Pandemic Covid-19 at SMKN 1 Masjid Raya. Thesis, English Department Bina Bangsa Getsempena University, Advisor (I) Mrs. Mulyani, M. Pd., M.TESOL Advisor (II) Dr. Maulizan, M. Pd.

This study aimed to know English teachers' strategies in teaching reading comprehension in virtual class during pandemic covid-19. This research employed a descriptive qualitative method. The participants of research were three English teachers at SMKN 1 Masjid Raya. The instrument of collecting the data used in this study was interview. The result revealed the teachers' strategies in reading comprehension of three English teachers were the teacher usually sent the students a teaching video for every topic (Think-aloud), the teacher also shares the reading text towards the students based on the lesson plan (Sketch to Stretch), the teacher gave the students a direction to read the text (Information Delivery), the teacher used Google meet, WhatsApp and Google classroom in teaching reading comprehension, the students also need to find out keywords in reading text (Think-aloud), the students also need to underline difficult word (Semantic Mapping), vocabularies and the meaning of the words as well (Sketch to stretch), the teacher also asked the students to listen to the song and then the teacher encourage them to read the lyric of song firstly (Sketch to Stretch) and the teacher gives the students a learning video of reading comprehension so that the students can ask the teacher if they did not understand (Question-Answer Relationships (QAR). From the result, it found that the teachers used Think-aloud, Sketch to Stretch, Information Delivery, Semantic Mapping and QAR strategies.

*Keywords : Teachers' Strategies, Teaching Reading Comprehension, Virtual Class*

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## **CHAPTER I INTRODUCTION**

This chapter consists of the background of the study, the research problem, the purpose of study, the significance of study, the scope of the study and the definition of key terms. The explanation of each part is presented below:

### **1.1 Background of The Study**

Language is a tool used by humans to communicate. Language is not only spoken, writing, listening but also reading. With language, humans can convey what he was thinking. Thus humans can communicate with other humans so that they can understand what intended. Meanwhile, when talking about language or language skills, means to talk about things contained in the aspect of language skills. Aspect language skills, namely listening, speaking, reading and writing. One of the four skills important language to be mastered and developed in school is reading skill.

Tarigan (2008:7), English subjects taught in schools have four skills: Listening, speaking, reading, and writing. Students are expected to master these four skills in learning, students can also use English as a communication tool in everyday life. One of the English language skills is reading, reading is a process that is carried out and used by student's readers to get the message that the author wants to convey through media words/written language.

According to Hasibuan and Ansyari (2007-114), " Reading is an interactive process that occurs between the reader and the text, gaining understanding." This

is the intention of reading is a process, there is talk and text, and the result of this process is understanding, to get information from the author's facilities.

Reading comprehension is also considered as the real core for reading processes. Therefore, teaching students to read with a good comprehension must be teacher's highest priority. Furthermore, the aim of teaching reading in senior high school is to enable students to comprehend various reading texts.

Assa (2015: 74-80), an English teacher must know about strategies to get better results in learning. In addition, he must know about the methods or models that must be used to guide students. Teachers who have an important role to guide and motivate students to be more creative in class. If this method is not suitable for the class, then learning and learning will not succeed.

Teaching strategies in reading comprehension are important in the learning process and could affect the students reading comprehension. Brown (2004) has noted that teaching strategies can make teaching reading easier to implement a variety of teaching methods and techniques. Therefore, successful teachers who teach reading comprehension realize that reading can be taught by using various strategies. Strategy is the important thing in teaching and learning process.

Strategy is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a Strategy is procedural. Within one approach, there can be many strategies. (Richard, 2001) So, strategies is a way in teaching and learning process. Each teacher hoped able to create a condition of learning that challenge the creativities and the activities of students, motivation of

students, use multimedia, multimethod, and multiresource so that achieve the objectives of learning that is hoped (Rusman, 2012).

During the covid-19 pandemic, learning in schools is done online. The government requires learning to be carried out by distance learning, teachers teach from home, face-to-face learning in schools is stopped, students do not attend school and teachers work from home. Therefore, the strategy used by the teacher is different from learning in the classroom, in this case the researcher wants to examine what strategies are used by the teacher during the covid-19 pandemic so that students remain enthusiastic and active in learning.

Kuntarto (2017:101), Online learning is learning that in the learning process uses multimedia technology, virtual classes, videos, animated online texts, email, voice messages, telephone conferences, and online video streaming .In line with the opinion of Moore et al. (2011), said "online learning is learning that utilizes the internet network with accessibility, flexibility, connectivity, and the ability to foster diverse learning interactions". According to Enriquez (2014) "in online learning teachers and students learn together, at the same time, using various applications, such as WhatsApp, Edmodo, Telegram, Zoom Meeting, Google Meet, Google Classroom, Teacher Room and other applications. "

Online learning is a new challenge for educators during this pandemic, which requires them to be able to use online learning media, to be able to carry out online learning and is expected to increase their creativity in the learning process. To carry out online or network learning, all parties participating in the learning process must have readiness such as an internet network with adequate

connectivity and other facilities that can support the online learning process so that it can be carried out properly and effectively.

Online learning must be planned, implemented, and evaluated as well as learning that occurs in the classroom. Majid (2011:17),” said that planning can be defined as the process of preparing subject matter, using teaching media, using teaching approaches and methods, and assessing the time allocation that will be carried out at a certain time. A certain period of time to achieve a predetermined goal. Based on the opinion above, we can understand that strategy is also very important in the learning process, both face-to-face learning and online learning.

Besides, the researcher hopes this research would be useful to SMKN 1 Masjid Raya. Besides, it hopes that this study can develop the teachers’ understanding about teachers’ strategies in teaching reading comprehension during virtual class. Henceforth, this paper can contribute to the process of teaching and learning of English subject at school. Moreover, the researcher chooses this title because the researcher can explore the research more varied. The researcher was not only focus on teaching learning strategies in reading comprehension generally but the case that the researcher want to research also happened during online learning. It makes the research quite different from another researcher’ research

The researcher did the research because the researcher interests about teachers’ strategies in reading comprehension in virtual class that used by the teachers. These issues could be a new experience for the researcher to conduct the

research because not all of people do the same research. The researcher knows that during the pandemic everything has changed. Even this situation make teachers and students are difficult in involving in the process teaching and learning because usually they have the learning process face to face. But nowadays, they need to involve and to do everything by using online way. So, that is why the researcher wants to do this research.

Many researches have been conducted related to the Analysis of teachers questioning strategies in classroom interaction. Those researches are believed can support the current research which is conducted by the researcher. The first research is come from Tari Putri Utami from IAIN Salatiga in 2020. The research is about ” *An Analysis Of Teachers’ Strategies On English E-Learning Classes During Covid-19 Pandemic (A Qualitative Research at MTs Sudirman Getasan in the Academic Year 2019/2020)* ”. The results of the study show that (1) The teachers use different strategies because the expected skill output are different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing. As for listening skills, the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a song. But both of them use the video-based learning model and also virtual education through WhatsApp. (2) Strategies in teaching through e-learning classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals. Keywords: English Teaching, Teaching Strategy, E-learning.



The second is come from Rizal Ali Nurdin from Universitas Islam Negeri Maulana Malik Ibrahim Malang in 2021. The research is about “ *Teachers’ Strategies in Teaching Reading Comprehension at SMP IT AL-GHOFAR During COVID-19.*”The result of this research showed that there were three teaching reading strategies used by the English teachers during Covid-19. The strategies were Question-Answer Relationships, Semantic Mapping, and Translating simple paragraph. The steps that applied by the English teachers of SMP IT Al-Ghofar in implementing the strategies were mostly same, they made an instruction that was shared in WhatsApp Group and provided a task.

Therefore, the researcher chooses the title “ An analysis of English teachers’ strategies in teaching reading comprehension in virtual class during pandemic of covid-19 at SMKN 1 Masjid Raya” as her research.

## **1.2 The Scope of the Study**

This study focuses on the use of teaching reading strategies used by the English teachers in reading comprehension at SMK Negeri 1 Masjid Raya. The objects of this research were three teachers of IX grade English teachers at SMKN 1 Masjid Raya.

## **1.3 Research questions of study**

Based on the explanation in the background of the study, the formulation of the problem in this study is :

1. What are the strategies used by the English teachers for online learning in reading comprehension material during the Covid-19 pandemic?

#### **1.4 The Objective of the Study**

Based on the formulation of the problem above, the purpose of this study was:

1. To find out what are the strategies used by English teachers for online learning in reading comprehension material during the covid-19 pandemic.

#### **1.5 Significance of study**

There were several benefits from this research. The benefits were shown below:

1. It is hoped that the results of this study will be useful for researchers, teachers, students and other researchers.
2. The results of this study are useful for English teachers at SMK Negeri 1 Masjid Raya to find out whether the strategies used in online learning are appropriate, so that they can be a benchmark for dealing with the problems they face during online learning.

#### **1.6 Definition of Key terms**

##### **1. Analysis**

According to Jogiyanto (1999:129), analysis can be defined as the decomposition of a complete information system into its component parts with a view to identify and evaluate problems, opportunities, and obstacles occurs and the expected needs so that improvements can be proposed.

##### **2. Strategies**

According to Uno (2009:3), learning strategies are ways that will be used by teachers to choose learning activities that will be used during the learning

process. The selection is made by considering the situation and conditions, learning resources, needs and characteristics of students faced in achieving certain learning objectives.

### 3. Reading

Reading activity is the way to get information and knowledge from the text. According to Spratt (2005: 21). Reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge.

### 4. Virtual Class

In online learning, students are asked to be independent students (Mualim, 2019) because direct interaction between teacher and students cannot be achieved, so they have to be active to find the material that they consider difficult by accessing the source of materials from the Internet. However, not all of the students can accomplish this. Many students are actually still passive learners (Mualim, 2019). They feel that it is hard for them to understand the material without the teacher's explanation as they are accustomed to this model. In this situation, teachers should keep on motivating their students to adapt to online learning.

### 5. Teaching Strategy

Teaching strategy is a design of the general direction of method or plan that is used by the teachers during the process of teaching and learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter elaborates any related literature on analyzing the strategies used by English teachers for online learning in reading comprehension material during the covid-19 pandemic. It was analyzed about the three English teachers in SMK Negeri 1 Masjid Raya. This chapter explained and elaborated into several parts, those were:

#### **2.1 The Definition of Reading**

##### **2.1.1 Reading**

Reading is very crucial because through reading person can get the key point of the information sent or read from the printed page and people who read a lot will have knowledge and latest information to facilitate in having good speaking, writing and listening. Reading is a key factor affecting intellectual and comprehensive widening. Anthony (1992:284). Saying that reading is a process of reconstructing meaning through dynamic interactions between the reader's knowledge, information presented in written language, and the context of reading?

##### **2.1.2 The Benefits of Reading**

Reading is an important activity in everyday life, because reading is not only for obtaining information, but serves as a tool to expand knowledge about many things about life. Reading will improve comprehension skill words and improve thinking skills, increase creativity and also acquainted with new ideas. Reading is

an activity that is light and simple because reading will have many benefits.

Rachmawati (2008:4) mentioning the benefits of reading are as follows:

1. Increase intellectual level
2. Acquire various life knowledge
3. Have a broad perspective and mindset
4. Enriching ideas
5. Ability to focus and concentrate
6. Improve writing skills

### **2.1.3 The Purpose of Reading**

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment or to enhance knowledge of the language being read. Reading also plays an important role in civic life. Through reading, the individual keeps informed on the political, social, and economic and cultural problems of his country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behavior; it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she read to connect the ideas.

The purpose of reading is to find out obtain information, include content, and understand the meaning in reading. According to Tarigan (2015: 9) the purpose of reading is as follows;

- 1) Reading for details or the facts
- 2) Read to get the main ideas

- 3) Reading to find out the order or arrangement, story organization
- 4) Read to conclude
- 5) Reading to group and classify
- 6) Reading to judge and count
- 7) Reading to compare or contradict

#### **2.1.4. Components of Reading**

Before going on the further explanation about reading comprehension, the most important thing that needs to be considered is the components of reading itself. According to Donald et al. (1987:31-38), there are six major components of reading comprehension, and they are: decoding knowledge, vocabulary knowledge, syntactic knowledge, readiness aspect and effective aspect:

##### **1. Decoding Knowledge**

Knowledge is used to determine the oral equivalent of a written word decoding knowledge is important for comprehension when determining the oral equivalent of a word to help a reader. Identifying meaning is frequently true and relatively unfamiliar with printed words but are relatively unfamiliar with printed words.

##### **2. Vocabulary Knowledge**

The knowledge is what one has about word meaning used to determine the appropriate meaning for a word in a particular context. Vocabulary knowledge is an important aspect of reading instruction as developing and exploring less familiar subjects offers somewhat specialized vocabularies.

### 3. Syntactic Knowledge

Knowledge of the order rules determine grammatical function and sometimes the meaning and production of words. Syntactic knowledge includes understanding word order rules that exist within sentence and permit.

### 4. Discourse Knowledge.

Knowledge of language organization units beyond the single sentence level include knowledge of the structure organization of different type of writing.

### 5. Readiness Aspect.

Referring to the different concept, traditionally, reading readiness is the ability of the students to benefit from initial reading instruction. Reading readiness, therefore, may describe instruction designed to assist both preferred and children who already know how to read, traditional readiness skill of the first: recently readiness has wider definition, it includes reading to read and understand a particular selection.

### 6. Effectiveness Aspect.

Reading comprehension includes both interest and attitude; and these increase motivation and facilitate reading. Thus to facilitate comprehension, always make reading instruction as interesting and enjoyable as possible. Affective aspects are important to consider at age and grade level (Donald, et.al, 1987:54). Based on the descriptions above, there are six comprehensions that must be achieved by the students, so that the students can be categorized as comprehensive students in reading.

## **2.2 Online Learning**

According to Bilfaqih (2015:1), "Online learning is a learning class implementation program." To achieve a strong and broad group through the internet network with an unlimited number of participants, learning can be carried out strongly and can be done free of charge or paid. According to Moore et al. (2011), "online learning is learning that utilizes the internet network with accessibility, flexibility, connectivity, and the ability to create various types of learning interactions.

Bilfaqih (2015:4), "in online learning students are given material in the form of video recordings or slideshows, with weekly assignments that students must complete within a predetermined time limit". Online learning has the advantage of being able to foster an independent attitude in students while studying (self-regulated learning).

Based on the explanation that has been described, the author can conclude that online learning or networking is learning which in its application utilizes the internet, intranet and extranet networks or computers that are directly connected and have a broad scope. In online learning, students learn to use online applications so that they can increase students' independence while studying.

### **2.2.1 Online Learning System**

Distance education or online is carried out in various forms of learning which basically requires the availability of various learning resources. According to Rahmawati (2009:23), "this learning pattern includes the implementation of learning programs through written education or correspondence, printed materials



(modules), radio, audio/video, TV, computer-assisted, and/or multimedia via computer networks".

According to Warsita (2007:16), the learning system in distance education or online is:

1. Students learn independently both individually and in groups with a little help from others.
2. Learning materials are delivered through media that are deliberately designed for independent learning. The internet is used as a medium for delivering learning materials in distance education or online.
3. To overcome learning problems, two-way communication is sought between students and teaching staff or organizing institutions. This two-way communication can be in the form of face-to-face or communication through electronic media or often referred to as electronic tutorials.
4. To measure learning outcomes periodically an evaluation of learning outcomes is held, both independently and held in a learning institution.
5. Basically distance education participants are required to learn independently, learn on their own volition and initiative.

### **2.2.2 Implementation of Online Learning**

Online or online learning is basically learning that is done virtually through available virtual applications, but online learning still has to pay attention to the competencies to be conveyed and taught to students. Therefore, online learning is not just learning that transfers material through internet media, and teachers are

not just giving assignments and questions sent through social media applications (online), online learning must be prepared, implemented, and evaluated as well.

In online learning the teacher must continue to explain the material that will be studied by students even though it is not optimal, therefore the use of the lecture method needs to be applied in online learning. According to Tambak (2014:378), "lecture method is a method of delivering" lessons or materials with direct or intermediary oral speech to achieve the desired indicators or learning objectives. After being given an explanation of the material, of course, students will more easily understand the material presented by the teacher so that students are able to do the tasks given by the teacher. In this online learning the teacher always gives assignments to measure students' understanding. According to Suparti (2014: 58-59), "assignment method is a method" of teaching by giving assignments to students in order to carry out learning activities so that they can be accounted for within a predetermined time span.

According to Majid (2011:17), "planning can be defined as the process of preparing teaching materials, using media, using learning approaches and methods, and evaluating within a certain period of time to achieve predetermined learning objectives". Based on the statement in this regard, the ideal online learning plan should follow the above pattern, namely:

1. Planning can be defined as the process of preparing learning materials.
2. The use of media, learning media is a tool used to facilitate students in understanding the learning material.

3. The use of the approach reflects the way of thinking and attitude of an educator in solving problems encountered during learning activities.
4. The use of learning methods, a process of providing teaching materials regularly and systematically to students by teachers or instructors.
5. Evaluate within a certain period of time, then carry out within a certain period of time to achieve the goals that have been set.

The main thing that the teacher must do in learning is to prepare the material and arrange the appropriate material. Learning materials are sourced from indicators of competency achievement, so that the series of materials delivered by teachers are able to apply content standards in the 2013 curriculum. According to Syarifudin (2020), "constructivism theory that allows students to play an active role must still be considered in online learning materials, therefore the material What is given is not complete material or complex material, but material in the form of stimuli or stimulus. Directing students to draw conclusions from the competencies they want to learn. To facilitate the learning process, the use of media in online learning must still be considered. Learning approaches and methods must be based on virtual needs, because not all conventional methods can be used in online learning, so modifications need to be made first.

According to Dillon et al. there are three things that can affect online learning, namely:

1. Technology, the network should be set up so that synchronization and asynchronous exchange can be carried out, students should have easy access (e.g.

via remote access) and the network should take the least amount of time to exchange documents.

2. Characteristics of teachers, teachers have a major role in the effectiveness of online learning. Students who attend classes with instructors or teachers who have a positive attitude towards material distribution and understand technology will be able to produce positive learning.

3. Characteristics of students, Leidner revealed that students who do not have basic and high skills.

Discipline will be better using conventional learning, while students who have discipline and confidence will be able to carry it out

Online learning.

Learning materials must be guaranteed to reach the target students before they are used. Student support services need to be developed, considering that in distance education or online, students need more learning assistance. Student assessment can be seen from the success of distance education or online which is measured by how good the product of the system is. For this reason, periodic assessments must be carried out throughout the learning process and at the end of an educational time unit. The assessment in question must be based on a fair and uncompromising Criteria Reference Evaluation.

### **2.2.3 Media Used in Online Learning**

According to Tafonao (2018: 105), "media is a tool in the learning process where the presence of media can stimulate students" to do something, motivate mindsets, inner abilities, and skills so that they can encourage the learning

process. According to Yohana et al. (2020), "one of the media that can be used in learning is online media, online learning (online learning). It is an ICT (Information Communication Technology) based learning model". Online learning is a student-centered learning model, so students are required to be independent and responsible in the learning process.

Thus, it is clear that the activeness of students in online learning greatly determines the learning outcomes they get. The more active he is, the more knowledge or skills he will acquire. Usually the media that is widely used in online learning uses Android-based Smartphone media, laptops or computers.

#### **2.2.4 Advantages and Disadvantages of Online Learning**

Mustakim, 2020:7 revealed that The advantages of online-based learning for teachers consist of: (1) being able to used to convey learning without being limited by space and time; (2) can use subject matter from various sources in the Internet; (3) teaching materials are relatively easy to update.

In addition to having advantages, the application of -based learning courage also has a impact disadvantages on teachers in schools. (Dewi, 2020b:59-60) explained that there were several impacts experienced by teachers in schools namely; (1) there are some of the teachers who are less proficient in using internet technology or social media that is used as a as a learning tool; (2) there are still senior teachers who still need assistance and guidance in order to be able to using devices or facilities to help learning activities by online.

## **2.3. Teaching Strategies**

### **2.3.1 Definition of teaching strategies**

One of the teacher jobs is providing several assistances to help students in the teaching and learning process. In the teaching and learning process, the teacher should be considered in a lot of aspects. The aspects are the background of the students, the objective of learning, the timing, and the problems of learning. Hence, the teaching strategy is needed by the teacher in order to make the learning process more enjoyable. Teaching strategy refers to the techniques, structures, method, approaches, procedures used by the teacher in teaching and learning activities (Harmer,2001). Those are the ways the teachers used in helping the process of students learning to gain the particular teaching and learning goals.

According to Brown (2000), strategy is a certain method of solving a problem or task, a mode of operation to achieve a specific goal, and a plan is designed to control and manipulate a specific information. Strategy is a mechanism that is used by the teachers to cope with any obstacles during the learning process in order to facilitate learning outcomes. It is designed for the basis of the teaching and learning process related to the students and learning environment.

Hence, strategy is a solution created by the teacher to assist students in understanding the lesson, and making the classroom situation more effective. Based on the statement above, it can be concluded that teaching strategy is the teacher's effort in order to achieve the learning goal. It is 20 a plan designed by

the teacher in dealing with any difficulties during the teaching and learning process.

### **2.3.2 Principles of Teaching Reading Comprehension**

Teaching is a complex process and it does not only transfer the knowledge, it is also about the instructional materials that can be absorbed easily by students and they can remember the materials for a long time. However, the aim of teaching reading is making the students become an effective and efficient reader. According to Harmer (1998), there are some principles that should be considered by the teacher. Those principles are:

#### **2.3.2.1 Reading is not a passive skill.**

In teaching reading, the students not merely just read a written text given by the teacher and then take the surface structure of the text. As a response, the teachers' job is not merely only asking students to read the text, but they must make them aware that reading is not a passive skill. Since reading is an active skill, the students must be able to recall the context of the written text; the author's argument, and make a consideration in order to judge the text.

#### **2.3.2.2 Students need to be engaged in enjoying the reading activity.**

In teaching and learning reading, one of the teachers' responsibilities is to make students interested in reading. When students are not interested or enjoy the learning process, they will not notice it and feel bored. It also will provide any difficulties when the material or content are not interesting for them. Hence, the learning process of reading will be something beneficial if the teachers encourage them interest into the text.

2.3.2.3 Students should be encouraged to respond to the content of a reading text.

The part of teacher responsibilities is encouraging students to respond to the text. Comprehending a text is not merely understanding the language. Besides understanding the language, the students have to respond to the meaning of the text and express their feelings about the text.

2.3.2.4 The major factor of reading is a prediction.

One of the strategies in reading comprehension is prediction. Generally, the title gives clues about the context of the written text. So, before the students come into the text, they ask to predict the written text by looking at the title or picture. Through doing this, the students will immediately begin the reading process. For students who have creativity, it might be an exciting activity. Hence, to help the students understand the text easily, the teachers should take time to them to make a prediction.

2.3.2.5 Match the task to the topic.

Task is several ways of evaluating students' ability to comprehend a text. A good task is made based on the topic that has been discussed. There are a lot of task forms that can be made, such as multiple choice, questions, or puzzle. In this case, the teachers are required to choose good reading tasks that can build interactive processes for the students.

2.3.2.6 Good teachers exploit reading text to the full.

Exploiting the full text means that teachers are not only required to ask students to read the text and move to other activities that are not related to the



text. However, the teachers should integrate reading text into a more interesting class environment. In teaching reading, the teacher's responsibility is discussing the text comprehensively.

### **2.3.3 Stages of Teaching Reading Comprehension**

According to Mukhroji (2011), there are three stages that should be involved by the teachers. Those steps are:

#### **2.3.3.1 Pre-reading**

In this stage, the teachers influence students' motivation before dealing with the real reading activities. It is also a process to increase the activation of students' prior knowledge and goals of reading activities. There are a lot of activities that can be done by the teacher in this stage, such as making predictions, questions, or giving the pictures that relate to the topic.

#### **2.3.3.2 While-reading**

While-reading activity is the stage where and when the students are actually exposed to the text. In this stage, the teacher's job is trying to confirm the prediction, skim for general information, and scan the detailed information.

#### **2.3.3.3. Post-reading**

In this stage, the teachers help students to use their acquired knowledge based on the text. In order to evaluate comprehension about the text, the teachers can do some activities, such as quiz questions, summarizing writing, or outlining. Based on the explanation above, an efficient and effective reading is done by several stages.

### **2.3.4 Strategies of Teaching Reading Comprehension**

#### **2.3.4.1 Semantic Mapping**

Conceptually, Semantic Mapping is one of teaching strategies that allows the students to explore vocabulary knowledge by creating the other related words or phrases in a form of a map. According to by Clark (2005:133), semantic mapping is a strategy which the students is helped to organize the information about the content of text they now into different categories. It is a visual representation of the content. Huynh et al (2009:47) states that semantic mapping falls under the broad category of graphic organizers and can be used in any subject area to help students understand relationships and to build concepts about broad topics.

Semantic mapping enables students to see relationships that may be difficult to visualize. Semantic Maps is a way of giving students chance to illustrate the attributes related to an idea or concept and show the relationships among those elements. The process of making a semantic map is also known as webbing process, it because the result of assignment can resemble a spider web. In addition, Heimlich et all (1986) state that semantic mapping is a process of structuring the information in a graphic form. It is an individualized content approach in which students are required to create new words to their own experiences and prior knowledge.

From the explanation above, it can be concluded that semantic mapping is a process of organizing the information in graphic arrangement form. It is used to

activating the student's background knowledge. In order to connect the key concepts or main ideas and subordinate ideas are related to one another by using circles or squares.

#### 2.3.4.2 Think-aloud

Think aloud is a strategy in which students verbalize their thoughts as they read. It encourages students to identify the difference between reading the text and comprehending the text by expressing their thoughts. This awareness of metacognition is a crucial component of learning, it provides students to evaluate their level of understanding to become a strategic reader. According to Oster (2001), think aloud provides a chance for students to verbalize their thoughts. It also provides teachers to use strategy like predicting and visualizing.

The aim of Think Aloud is the students should be able to recall more significant information from the text. Hence, think-aloud requires students to say out loud what they are thinking during reading and responds to questions mentioned by the teachers or other students. Based on the explanation above, it can be concluded that think-aloud is a strategy which is used to make students verbalize and express their thoughts in order to extend students' understanding based on the text and not merely only the words. It also will enable teachers to evaluate student's understanding and find out the appropriate ways of teaching and the learning process.

#### 2.3.4.3 Sketch to Stretch

Sketch to stretch is an effective strategy that can be used the teachers to manage students' comprehension by asking the students to visualize or image

after they read the text. According to Roberta (2009:134), sketch to stretch strategy requires the students to visualize about text while they read a piece of text in their minds, and as the end of reading activity students are asked to create an image to present their comprehension about the text. Related to this definition, Kathy Paterson (2009:77) defines that sketch to stretch strategy helps students to get better understanding of the story elements by emphasizing on students' ideas and feeling, not their artistic abilities.

It means that the main focus of this strategy is to monitor students' comprehension about the content of the text, although this strategy deals with artistic ability. In addition, Kathleen (2005:158) states that Sketch to stretch is strategy which students interpret by using artistic activity in form sketches, by briefing text description or notes to express their thought. Hence, sketch to stretch strategy is a way of comprehend the content of text by using artistic activity. Based on the explanation above, it can be concluded that sketch to stretch strategy is a nonverbal strategy in which intended to interpret the literature through artistic activity by visualizing the content of the text in form of sketches or images.

#### 2.3.4.4 QAR

Question-Answer Relationships (QAR), it is a reading comprehension strategy that developed to clarify how students approach the task of reading and answering questions. This strategy was developed by Taffy Raphael in 1983 to assist students find a source of information when answering questions. However, one of the teacher's responsibilities is to promote high levels of literacy to students. It is important to use an appropriate strategy of reading comprehension

to assist students improve their comprehension and make them become active and interactive in the learning process.

QAR is a strategy of questioning that emphasizes a relationship between the text, the question, and the students' background knowledge. Furthermore, Moreillon (2007) states that QAR requires students to classify the question by the source of their answers. The question can be literal and inferential. Hence, QAR is a reading strategy by understanding and analysis of questions. Based on the statement above, it can be inferred that QAR is teaching strategy to assist students related to theirs' background knowledge to the information provided in the text.

### **2.3.5 Teaching Strategy Components**

Dick and Carey's book, it is stated that there are 5 components of learning strategies:

#### **1. preliminary learning activities**

In the early learning activities in order to run well and students can learn in learning so that it is hoped that the learning objectives will be achieved, then there are several things or steps that must be taken by educators, including; (a) ensure that the class is neatly organized and clean (b) read prayers earnestly to God Almighty, (c) provide apperception and motivation to students with the achievements to be achieved in the learning,(d) build the students' frame of mind about the material to be studied together by conveying the main points of the material in each sub-chapter and the interrelationships of the main points of the material.

## 2. Information delivery.

Conveying information on techniques for delivering information (material) to students must use language that is easy to understand so that the learning process time runs effectively. While the things that must be conveyed at the time of learning are the main things of the material being taught, as well as the objectives and benefits of the material, both substantive and pragmatic for students and the general public.

## 3. Student participation.

The participation of students in the current educational paradigm, that students must be the center of learning or with the term student centered learning (SCL), while educators are only facilitators in learning. To build this paradigm, experts create or formulate learner-centered learning strategies. For example, the learning strategy is cooperative learning, active learning, or in terms that we know as the Active Learner Way of Learning (CBSA).

## 4. Test or evaluation to find out if the material delivered or informed to students is successful or not.

An evaluation must be carried out. Tests or evaluations are one of the most urgent components in the learning process. Therefore, with a test or evaluation, students will know their abilities as educators will know whether or not the strategies and methods used. However, what educators lack is a reflection on the strategies and methods used in learning. So that if there is a failure or lack of success, learning is delegated to students. In terms of success or failure of learning

is largely determined by the educator himself. Definitely, not showing other components.

#### 5. follow-up activities

Remedial activities in this follow-up activity after the test, the thing that needs to be done is after checking the results of student tests for students who are not complete, remedial activities will be held after being given enrichment of basic competencies (KD) that have not been understood or have not been completed. Medium for participants. Students who have completed (achieved the KKM) are also given developmental enrichment.

## 2.4 Learning strategies

### 2.4.1 Definition of Strategy

Etymologically, strategy comes from English "strategic" which means tactics plan. Meanwhile, according to Greek, strategy comes from the word "strategos" which has meaning, namely; an attempt to achieve a victory in a war. At first the word strategy was used in the military world, but according to the times the term strategy is used in various fields that have relatively the same essence, including adoption in a learning context known as learning strategy. Provide views on learning strategies from various experts.

Etin Solihatin (2012: 4) Strategy Learning is a holistic approach in a system learning, in the form of general guidelines and activity frameworks for achieve the general learning objectives, which describe the procedures that systematically in helping student learning efforts, organizing learning experiences, organize and plan study materials for achieve certain learning goals.

In addition, according to Darmayah (2010: 17) learning strategies

Is the organization of lesson content, delivery of lessons and management of learning activities using various sources 13 learning that is used by the teacher to support the creation of the learning process effective and efficient learning. It means that the strategy learning using various learning resources used by student's teachers such as using teaching aids, textbooks, and index cards in carry out the teaching and learning process in the classroom so that learning can take place effectively and efficiently.

#### **2.4.2 Classification of Learning Strategies**

According Sanjaya, several learning strategies are recommended to be implemented by an educator in the learning process, namely;

1. Learning strategies that aim to improve cognitive (thinking) aspects.

The cognitive aspect is a learning strategy in which the focal point is thinking which aims to improve students' thinking skills in understanding the use and purpose of learning at that time. This learning strategy is very identical to the student centered learning (SCL) based learning strategy.

2. Cooperative learning strategies.

Cooperative learning strategies; the group learning model is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated. There are four not important in cooperative learning strategies, namely: (a) the presence of participants in groups, (b) the existence of group rules, (c) the existence of learning efforts for each group, and (d) the existence of goals to be achieved in the study group.



### 3. Affective learning strategies

While effective learning strategies have differences with cognitive and cooperative learning strategies. Effectiveness relates to value, which is difficult to measure with indicators, therefore it concerns the awareness and interest of a person that grows from the learner's self.

#### **2.4.3 Brave Learning Strategy**

Online learning is an abbreviation of "in the network" as an internet-based learning process as a substitute for the word online that we often use in everyday life. The name daring has skyrocketed because of the urgency of the distance learning process from policy due to the outbreak of the covid-19 outbreak. Bold learning means learning that is done online, using learning applications and social networks. Bold learning is learning that is done without face-to-face, but through an available platform. All forms of subject matter are disseminated online, communication is also carried out online, and tests are also carried out online.

#### **2.4.4. Relevant Research**

Previous research that is in accordance with this research is research conducted by Nurdin, (2021).The little "Teachers' Strategies in Teaching Reading Comprehension at SMP IT Al-Ghofar during Covid-19". In this research, the qualitative approach used by the researcher involves three instruments, observation, interview, and documentation. The data obtained were processed in several stages in the form of data reduction, displaying data, and drawing the

conclusion. The participants of this research were two English teachers of SMP IT Al-Ghofar and took two meetings.

The results of this research showed that there were three teaching reading strategies used by the English teachers during Covid-19. The strategies were Question-Answer Relationships, Semantic Mapping, and Translating simple paragraphs.

The steps that were applied by the English teachers of SMP IT Al-Ghofar in implementing the strategies were mostly the same, they made an instruction that was shared in WhatsApp Group and provided a task.

And after that research conducted by Sutarto (2020), the little “Teacher strategies in online learning to increase students’ interest in learning during COVID-19 pandemic “This research is qualitative research with a phenomenological approach in which the principal, the vice-principal of curriculum, the teachers, and students were the informants of this research. The data were collected by conducting semi-structured interviews which were analyzed by using the Miles and Huberman model. The results showed that the strategies used by the teacher to increase students' interest in learning were to provide students with an understanding of the importance of learning, to make learning material brief, clear, and interesting, to use simple and interesting media, and to conduct regular and continuous evaluations. Online learning, students get something fun, but they lack togetherness with their friends.

Siti Nurhamidah (2018) the little “The Analysis Of Teachers Strategies In Teaching Reading Comprehension At SMAN 2 Padang Bolak. This research was

taken based on the teachers' problems in teaching reading comprehension. The researcher identified many problems, as seen that there are many teachers who did not know how to teach English, especially in teaching reading comprehension. In this research, the researcher wanted to find out about the teachers' strategies in teaching reading comprehension and the teachers' problems in teaching reading comprehension at SMAN 2 Padang Bolak. The sources of the data for this research were English teachers, students and headmaster. As the instrument for collecting the data the researcher used interviews and observations. The researcher analyzed the data managing.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter the researcher explained about the method that was used in this research. Relate to this research, the researcher used descriptive qualitative method that described the issues that produced by the teachers as the participant of this study. This chapter presents the description of the design of the study, location of research, participant of the research, instrument of the study, data collection procedure, and data analysis and data validity.

#### **3.1 Design of the Study**

As stated in the chapter 1, the purpose of this study was to find out the strategies used by English teachers for online learning in reading comprehension materials. Therefore, the researcher employed qualitative descriptive method to achieve this goal.

According to Margono (2010:8), that descriptive method is a method that seeks to provide a systematic and careful description of the facts and actual characteristics of a particular population that aims to solve the current problem and collect data or information to be compiled, described, and analyzed. Ainin (2007:30), notified that the purpose of descriptive method is to make description about the fact, characteristics, and relation of current cases systematically, factually, and accurately.

### **3.2 Location of Research**

This research location was in SMKN 1 Masjid Raya. It was one of schools in Banda Aceh. The location of it was in Jl, Lakshmana Malahayati km 15, Neuheun of Masjid Raya Aceh Besar, Kota Banda Aceh. The researcher chosen SMKN 1 Masjid Raya, Aceh Besar because the school obtained A accreditation.

### **3.3 Research Participants**

The participants of this study were three English teachers at SMK N 1 Masjids Raya. In this study, the sampling used was purposive sampling. According to Sugiyono (2017: 95), Purposive sampling is a technique for determining research samples through a process of consideration. The researcher used purposive sampling because the sample selection is not all English teachers in SMKN 1 Masjid Raya. The researcher took three English teachers only. This study aims to know the strategies used by teachers for online learning in teaching reading comprehension.

### **3.4 Instrument of research**

In this study, the researcher used interviews in collecting the data. The number of questions were 14 questions, Marzuki (2003:62), says that the interview is a way of collecting data by asking and answering several questions that are carried out systematically and based on research objectives. Interviews is one of the basic methods for obtaining qualitative data. Interviews are used to find out data from people about their opinions, beliefs, and feelings about the situation in their own words. The interview structure follows the extent to which the questions to be asked are developed prior to the interview.

### **3.5 Data Collection Procedure**

According to Puspitawati and Anggadini (2011: 23) stated that the procedure is a series of steps that are systematically arranged in a detailed order and must be followed to be able to solve a problem. Furthermore, in the analysis technique the writer performs the following steps to collect data.

#### **1. Preparation Stage**

At this stage, the researcher prepared the research instrument in the form of questions that will be asked to the teacher during the interview. There were 14 questions that delivered by the researcher. Those questions were about the strategies that implementing by the teachers in reading comprehension, the ways of the teachers and also the problem/obstacles that faced by the teachers.

#### **2. Implementation Phase**

At this stage, the data collection process is carried out using the prepared instruments, data management, data analysis, and drawing conclusions. Data. At this stage, the activity that the author did was to interview three English teachers at SMK N 1 Masjid Raya. Those interviewed is done with different day.

#### **3. Completion stage**

At this stage the activities carried out are compiling the data that has been obtained and analyzing it in the form of a research report. The data of the teachers were recorded by using audio record. The researcher record the the interview of the teachers one by one. Those data is written by the researcher in trasncription between researcher and teachers.

### 3.6 Data Analysis

Data analysis is an important aspect in this research. Data analysis is the process of searching for, finding and compiling interview scripts, field notes, and other materials collected to increase understanding about them and to support you in presenting what you find to others (Sugiyono, 2017: 130). The data in this study was qualitative data obtained through interviews.

The collected data were analyzed based on research questions which were the teacher's strategy in teaching reading comprehension. In this analysis, there are several techniques in analyzing qualitative data. Researchers carry out data reduction, data presentation, and conclusion drawing/verification:

1. Data reduction.

Data reduction aims to reduce the original data by selecting important points, focusing on certain parts of the topic so that the results can provide a clear picture to the researcher, and make it easier for the researcher to proceed to the next step.

Data reduction helps researchers focus their critical thinking in reducing data. Therefore, the researcher can display the data clearly depending on the topic in the observation guide.

2. Data display

This stage is carried out after data reduction. At this stage the researchers conducted interviews with teachers. From the results of interviews, researchers obtained data and then the data were analyzed.

3. Conclusion drawing/ verification

After data display, the last stage of analyzing the data is conclusion drawing/verification. According to Sugiyono (2013:252) stated that the collected data is categorized, found pattern, and finally concluded by the researcher. There were some specific conclusions analyzed from each respondent's interview. It supported the basic conclusion of the research.

### **3.7. Data Validity**

In analyzing the data, the researcher analyzes the validity of the data sources to get the valid data. To prove the trustworthiness of the data, the researcher uses the triangulation technique. According to Moleong (2007:330), triangulation is a technique for checking the validity of data that uses something other than data to examine or compare the data.

There are four triangulations as examination techniques to achieve validity that are:

1. Source triangulation is the triangulation of data which researchers use by referring to various data sources such as documents and archives.
2. Triangulation of observers is that there are other observer's involved besides the researcher who also examines the results of data collection.
3. Theory triangulation is in which the researchers use various theories that aim to ensure the data collected that has met the requirements. In this study several explanations of theories used can be seen in the discussion chapter.
4. Triangulation method, this is a technique that uses methods such as interviews and documentation methods.



From this type of triangulation, the researcher uses triangulation of method to get the validity of the data. Triangulation method, this is a technique. In this study, several explanations of the triangulation method used can be seen in the discussion chapter 4.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the result that acquired through analysis of English teachers' strategies in teaching reading comprehension in virtual class during the covid-19 pandemic. This result based on the interview between the reseracher with three English teachers at SMKN 1 Masjid Raya.

#### **4.1 Research Findings**

As mentioned in the previous chapter, this research aimed to describe the the researcher interests to analyze English teachers' strategies in teaching reading comprehension in virtual class during the covid-19 pandemic. This chapter presents and discusses the results of the research based on the data obtained from three English teachers at SMKN 1 Masjid Raya.

The presentation of this chapter was in line with the problem that formulated in chapter one in order to analyze English teachers' strategies in teaching reading comprehension in virtual class during the covid-19 pandemic by doing the interview between researcher and three English teachers. The researcher did the interview as the man instrument in his research. The instrument covered all of the elements to answer the problem above, in order to identify the problem that would be researched by the researcher.

In this chapter the researcher only explained the result based on the interview. It elaborated in this section which explain one by one about the the

result of interview that the reseracher did with three English teachers, where it was concluded one by one. However, the result purpose explained two questions in the chapter one.

#### **4.1.1 Research Findings of Interview**

As mentioned in the third chapter, the instrument that applied by the researcher in collecting data was interview, the interview of the teachers is to know English teachers' strategies in teaching reading comprehension in virtual class during the covid-19 pandemic. The interview was given to the three English teachers at SMKN 1 Masjid Raya on January 17, 2022 and January 20, 2022.

There were 14 questions that delivered by the researcher to the teachers. Those questions contains three main aspects. The questions are about the strategies that the teachers used, the responses of the students, and the teachers motivation. The researcher also want to know about the difficulty of the teachers in doing virtual learning with their students. Those questions that the researcher tried to find the responsefrom three English teachers.

The list of questions were structural or there was no classification. The researcher asked about the strategies that the teachers used during virtual learning based on the questions that the researcher prepared. This purpose is to make the teachers answered the questions structurely. So, the researcher can find the answer perfectly because all questions answered well. The answers are truly from the teachers in order to give their responses about the research.

#### 4.1.1.1 The First Participant's Interview Finding (P1)

The first question is used to find out the answer about the strategies that the teacher used in teaching reading comprehension during covid-19 pandemic. Based on the interview, P1 said:

*"I usually send the students a learning video for every topics. I also share the students a reading text based the teacher's plan by using WhatsApp."*

The teacher used varieties strategies. Those strategies were: teacher sent the students a teaching video for every topic and shared the reading text with the students based on the lesson plan. Those reading texts are sent to the students by using WhatsApp. It means that the teacher uses some strategies during virtual learning in order to ensure the process of teaching and learning runs well. The strategies that the teacher used were in line with the pandemic situation where the teacher and the students need an online platform to study.

The second question is used to find out the steps that the teacher used in using the strategy in reading comprehension. P1 explained in the interview:

*"The steps were sending a learning video to the students, sharing the task or reading text in WhatsApp group, giving the instruction to read a reading text and if there are students who do not understand then then I will ask them face to face with the video call or meeting them directly."*

The teacher had some steps in reading comprehension. The steps were not really different from the first question. The teacher were sending a teaching video to the students, gave the students a task or the reading text in WhatsApp group to them. Then the teacher gave the students a direction to read the text. If there were

students who did not understand, the teacher asked the students to meet her face to face or by using video call to ensure they understood the topic. It showed that the teacher more focus to teach the students about reading comprehension from the video.

The third question was to know whether the strategy that the teacher used inline with the condition during the covid-19 pandemic or not. P1 said that :

*“It’s suitable because the strategy that I use matches enough with the students and supports the teaching and learning process like nowadays.”*

Based on the answer, the strategy used by the teacher was suitable with the condition during covid-19. The teacher explained the strategy supports the teaching and learning process. It means that the teacher understood enough to run virtual learning and the teacher believed the strategies that she used in online learning could afford her role.

The fourth question is used to know the response of the teacher’ reading comprehension strategies of the students. As we know distance learning is the teaching-learning process conducted outside of the school. P1 said,

*“Exactly one or two of the students’ responses are still lacking. Even the students often say that they do not like English subjects. They also say do not understand English. I do not ask them to understand all reading text but at least they response it even if their answers are wrong.”*

There were one or two students fewer of the responses. Basically, the students did not really like English subject. That is why the factor of the students’ responses

were quite less. The students' understanding also needs to be prove from the task given by the teacher at least the students respond towards the reading text.

The fifth question is used to know if there are students who do not understand the topic what will the students do. P1 answered:

*"I asked the students to ask me if they did not understand about the topic. If the students do not really understand, I allowed them to contact me personally."*

From the explanation of the teacher, we concluded that the teacher really pays attention to the students' understanding. The teacher wants to ensure the students understand the topic given by her by allowing the students to contact her if they have such questions regarding English.

The sixth question is used to find out the way of the teacher to motivate the students to have the spirit in studying during online learning. P1 answered:

*"I always suggest the students to try even if it will be correct or not later on. Even if wrong, then we will correct it together to get the best answer. Never give up before trying."*

The teacher motivated the students well. Doing is the best thing rather than giving up before trying. The teacher understood the process of teaching and learning did not run well every day. The students answered a wrong or correct answer at the same time. So, that is why the teacher and the students' process teaching and learning.

The seventh question and the eighth question are used to know whether the teacher used such application or platform during online learning or not and to know about the platform that the teacher used. P1 said:

*"Nothing. I just used Google Classroom platform and WhatssApp."*

From the explanation, the teacher did not use any platforms in the teaching and learning process. On the other hand, the teacher used google classroom and whatsaap to teach the students. As we know those applications are the familiar application in the education world nowadays.

The ninth question and the tenth question are used to know whether the students can operate the application properly or not and to know whether those platforms could help the process of teaching and learning. P1 answered:

*"I can operate the platforms well but the students, not 100% could operate those applications. It means only 50% possibility of the students who can operate the platforms."*

It means that only a teacher understood the use of those applications well but the students did not really understand. Even if they understood but not all of them could learn in using those applications. That is why the students need to have training in order to ensure they understand the function of the application used by the teacher during virtual learning.

The eleventh question is used to know whether the teacher has the problem/obstacles during the online learning process or not. P1 said:

*"Yes, exactly there are many problems."*

It concluded that online learning was not different from face-to-face learning where the problem was always there. The problem or obstacles were never ending even if online learning or not.

The twelfth question is used to know the problem faced by the teacher during online learning in reading comprehension. P1 said:

*“The problem is when we cannot do the interaction with the students directly or face to face. As teacher, we cannot explain the topic clearly. It is a big obstacle to me even in explaining the topic we use a foreign language. Sometimes, there is a misconception with the students or they misunderstand what we talk to them. So, the explanation that we want to share with them does not receive well.”*

Interaction of the students was a big problem during virtual learning. It was because the teacher did not teach the students face to face like in the classroom. The teacher’s limitation was so big where the teacher did not explain the topics in front of the students like usual she did in the classroom before the pandemic. The teacher felt that the process of teaching and learning did not run well because the students misunderstanding to the explanation during online learning about the topic.

The thirteenth question is used to know on how the teacher faced those problems and obstacles faced by the teacher. P1 answered:

*“Sometimes I ask the students once a month to go to school. I also give a chance to the students who do not understand to make a video call with me personally if the students do not understand.”*

The teacher faced the problem by communicating with the students face to face once a month in the school. Even the teacher allowed the students to have a video call with her if they want to ask further about the topic that they did not understand. It means that the teacher’s respond towards the problem is really well.

The last question is used to know whether decrease or increase in students’ reading comprehension during the covid-19 pandemic. P1 said:



*“Students’ reading comprehension decreases. Many students are misunderstanding because we cannot see the students directly. I do not know whether the students understand or not about the topic. We can see students’ improvement in the classroom of the students feel confused and do not understand.”*

From the teacher’s explanation, it showed that the students’ reading comprehension during virtual learning was decreased. It happened because some factors impact to the students’ understanding. The problem was still about a virtual meetings between teacher and students. So, that is why their reading comprehension decreases because they still lack understanding about the topic during virtual learning.

In conclusion, the researcher concluded the reading comprehension strategies used by the first teacher were varied. It was because of the pandemic so that the teacher should know the strategies that she could apply in the process of teaching and learning. Even if those strategies do not run well like the expectation. The strategies that the teacher used were : the teacher sent the students a teaching video for every topic (Think-aloud), the teacher also shared the reading text with the students based on the lesson plan by using WhatsApp platform (Sketch to Stretch) and the teacher gave the students a direction to read the text (Information Delivery).

The ways of the teacher to handle the problem of reading comprehension during online learning are: the teacher asked the students to ask her the explanation regarding the topic personally. The teacher always gives an advice towards the students. The teacher does not mind even if they get wrong in understanding the topic given by the teacher. The problem faced by the teacher is

when the teacher cannot do interaction with the students face to face. So, the teacher was not able to clear the problem that exist during reading comprehension. It was an obstacle for the teacher in learning English. Sometimes, misunderstanding with the students and the teacher in responding the topic. The problem faced by the teacher was when the teacher could not do the interaction with the students face to face. So, the teacher was not able to overcome the problem that exist during reading comprehension.

#### **4.1.1.2 The Second Participant's Interview' Finding (P2)**

The first question is used to find out the answer about the strategies that the teacher used in teaching reading comprehension during the covid-19 pandemic. Based on the interview, P2 said:

*"I used Google meet and WhatsApp but we will match it again with the students. The students who do not have the access to the internet we will create small groups to discuss the topic directly with them."*

The teacher had a strategy in order to teach the students reading comprehension. Creating small groups was a very good strategy in learning during online learning. Sometimes, the students do not pay attention to platform such as Google classrooma and WhatsApp so that they will aware in learning.

The second question is used to find out the steps that the teacher used in using the strategy in reading comprehension. P2 explained in the interview:

*"We sent the students a text and I asked them to find out keywords of the text. The students also need to underline difficult words. From that task, we can see how far their understanding and after that, we will discuss detail in the small groups that we created."*

The teacher had some steps in using the strategy in reading comprehension. Those steps were in line with the reading comprehension where the students need to follow some regulations in doing a task. So, those tasks would be discussed after they did their assignment.

The third question is to know whether the strategy that the teacher used is inline with the condition during the covid-19 pandemic or not. P2 said that :

*“Suitable because I tried to match it with the students who do not have the access to the internet. Later on, the teacher and the students can meet me personally because I adjust there is online learning and face- to-face learning.”*

The teacher tried her best to ensure every process of teaching and learning is suitable for the condition nowadays. Even the access of the internet was the factor that the teacher care about. The process of teaching and learning should be done as perfectly as it can even if it is virtual learning. The teacher did her role perfectly.

The fourth question is used to know the respond of teacher' reading comprehension strategies of the students. As we know distance learning is the teaching-learning process conducted outside of the school. P2 said,

*“The respond of the students are less. It happens because we cannot see the students face to face whether they understand the topic or not. We can say that the response not like usual as face to face learning.”*

The teaching and learning process during online learning disturbs the teacher and the students. The problem was about communicating during virtual learning bother the process of teaching reading comprehension. It was far from the expectation when the teaching process during face-to-face learning.

The fifth question is used to know if there are students that do not understand the topic what will the students do. P2 answered:

*“If the students do not understand, I will give them a reading text once again. They need to find out the keywords in the text, vocabularies understanding and the meaning of the words as well.”*

The teacher gave one more chance to make sure the students understand about a reading text. Another reading text was a solution of P2 to give more understanding to her students. Even keywords, vocabularies understanding the meaning of words were the ways of the teacher in teaching reading comprehension.

The sixth question is used to find out the way of the teacher to motivate the students to have the spirit in studying during online learning. P2 answered:

*“I ask the students to have the spirit in learning even if during the pandemic. During online learning we should survive to adapt the situation in the new curriculum during the covid-19 because the activity is done virtually. So, we are ready or not we should face it because it is the situation right now.”*

The teacher was not different from other teacher generally. The teacher motivated the students to survive in learning during covid-19. P2 also understood the situation changed a lot so the teacher and students need to fight it together. It was not easy but both of them need to face it as well.

The seventh question and the eighth question are used to know whether the teacher used such application or platform during online learning or not and to know about the platform that the teacher used. P2 said:

*"There is no specific platform to use. I usually use Google classroom , Google Meet and WhatsApp."*

It showed that the teacher used the same platform as the another teacher did. It was not much different with another teacher who used Google classroom, Good meet and WhatsApp to handle the process of teaching and learning. It means those applications were easy to use for the teacher during virtual learning.

The ninth question and the tenth question are used to know whether the students can operate the application properly or not and to know whether those platforms could help the process of teaching and learning. P2 answered:

*"Not all of the students are able to use google classroom. Besides, the students are more able to use. But, the use of WhatsAppis also not really efective because not all of the students respond to the teacher' information. Futher, Google meet is more effective because the teacher and students connect with each other by using live video. Moreover, it is based on students' ability."*

It showed that not all of the students were able to adapt with virtual learning. The used of Google classroom or WhatsApp of course help the students in learning process but we cannot deny that they need much time to adapt with those applications to ensure they get any information delivered by the teacher. However, Google meet has a better reaction from teacher and students in the process of teaching and learning.

The eleventh question is used to know whether the teacher has the problem/obstacles during the online learning process or not. P2 said:

*" Yes. Exactly, there are many obstacles during virtual learning. Most of the students do not have access of mobile phones. The students also do not have any skills in using Google meet application or Google classroom."*

The teacher faced many obstacles during virtual learning. Most of the students did not have access of the mobile phones. It was one of the obstacles. As we know mobile phone is a very important platform during virtual learning. Without mobile phone then everything that the students want to do in online learning cannot run as we want. It was also impact to their achievement during online learning. So, it showed that the problem appear from the students who did not really familiar with the application during virtual learning and the access of the mobile phone.

The twelfth question is used to know the problem faced by the teacher during online learning in reading comprehension. The P2 said:

*“There are many problems. Even the students are far from us but to ensure the students do not go anywhere when they are studying. It was the control from the parents but we cannot deny that the parents also busy to work. So, it was a big problem during online learning.”*

From the interview, P2 has many problems that she faced during online learning. It was because of the distance between teacher and students. The distance made the teacher cannot handle the teaching process well because she had no idea how to ensure the students stay in the application to learn during learning process.

The thirteenth question is used to know how the teacher faced those problems and the obstacles that faced by the teacher. P2 answered:

*“We plan for some meetings informally at the school. The students should not wear the uniform and they also prefer to study face to face.”*

It showed that P2 created a good way of making students interested to study. The teacher tried to make the students feel to learn as usual in the classroom even if

just for some meetings. It means that the students are not fully learning from virtual learning but also face to face learning. At least the students did not feel bored in studying. They also do not always focus the virtual meetings.

The last question is used to know whether decrease or increase in students' reading comprehension during covid-19 pandemic. P2 said:

*“Exactly, the score of students' reading comprehension decreases. We cannot focus on students' ability, but we need more focused on the readiness of the students in facing the changing of the learning itself.”*

During the pandemic, students' reading comprehension ability decreased. The teacher's focus was not on ability anymore but a way on how the students' readiness in learning during virtual learning. It showed that the teacher and students were focus more on the learning style changing during covid-19.

In conclusion, the researcher concluded that the reading comprehension strategies used by the second teacher were varieties. It was because of the pandemic so that the teacher should know what strategies that she could apply in the process of teaching and learning. The strategies that the teacher used were : the teacher used Google meet, WhatssApp and Google classroom, sent the students a text and they need to read the text, the students also need to find out keywords of the text, the students also need to underline difficult words and write the vocabularies and the meaning of the words as well.

The teacher had some ways to handle the problem during online learning. Some strategies were : the teacher gave the students a reading text one more time to the students (Sketch to Stretch), the teacher asked the students to find out the

keywords in the text (Think-aloud), vocabularies and the meaning of the words as well (Sketch to stretch)., the students encourage the students to have the spirit in learning even if during the pandemic. The teacher creates a group to meet the students informally. The students should not need to use formal uniform.

The problem faced by the teacher is when the teacher did not do interaction with the students face to face. It was also difficult for the teacher to ensure the students do not go anywhere during the process of teaching and learning. Most of the students did not have access of mobile phones. The students also did not have any skills in using Google meet application or Google classroom. The teacher explained not all of the students are able to use google classroom. Besides, Whatsaap application was not effective as well.

#### **4.1.1.3 The Third Teacher Participant' Interview' Finding**

The first question is used to find out the answer about the strategies that the teacher used in teaching reading comprehension during the covid-19 pandemic. Based on the interview, P3 said:

*“The strategy that I used by giving the students the relevant topic about daily activities to read. It also should be suitable with their ability. The topic is not from the textbook. The important thing is still related to the theme. I also asked the students to listen to the song and then the teacher encourage them to read the lyric of song firstly. We will discuss about that song next week so that the students will be not stressful.”*

It showed that the teacher did not focus on the textbook. The teacher was more focused on daily activities topic in order to make the students have a new experiences. Even P3 tried to make the students do not feel bored because the



teacher gave the students a task to read lyric of the song. As we know, the song is one of the things that make people feel happy to listen or to read because of the music inside. So, that is the strategy of the teacher in reading comprehension during virtual learning. The second question is used to find out the steps that the teacher used in using the strategy in reading comprehension. P3 explained in the interview:

*“The students need to join Google classroom firstly after that I will give students a topic and the instruction. I also give the students how many minutes/hour for the students to do the task. Beside, I also give the students a learning video so if there is a student who want to ask a question they can write it down on Google classroom.”*

We concluded the teacher more focused in giving such instruction or direction to the students. Besides, a learning video also given by the teacher in order to ensure the students' understanding. Clear direction is really important to the students because if the students do not understand the direction then they also cannot do the task well.

The third question is to know whether the strategy that the teacher used is in line with the condition during the covid-19 pandemic or not. P3 said that :

*“Suitable, it is because we use digital-based learning or online learning.”*

The teacher tried her best to ensure every process of teaching and learning is suitable for the condition nowadays. Even access of the internet was the factor that the teacher care about. The process of teaching and learning should be done as perfectly as it can even if it is virtual learning. The teacher did her role perfectly.

The fourth question is used to know the respond of the teacher' reading comprehension strategies of the students. As we know distance learning is the teaching learning process conducted outside of the school. P3 said,

*“The students’ response only one or two students who are diligent. I can see the students who are not diligent. But of course It is far from the expectation. Sometimes I ask them why they are like that, why they do not do their task.”*

From the teachers’ explanation, it showed that the students’ responses during reading comprehension in virtual learning were not interested in studying in virtual learning.

The fifth question is used to know if there are students which do not understand the topic of what will the students do. P3 answered:

*“If there are students who do not understand, they can contact me. As the teacher, I am available. But we will make a schedule for it if the want to ask something regarding the subject or English.”*

Based on the teachers’ explanation, it can be said that the teacher welcomes the students to ask her question about the subject or the topic.

The sixth question is used to find out way of the teacher to motivate the students to have the spirit in studying during online learning. P3 answered:

*“All teachers motivate the students in WhatsApp group. All teachers give the motivation to the students to have spirit in learning and never give up even if still pandemic. We also tell the students that the important thing is their respons during process of the teaching and learning.”*

Motivation from the teacher was there. The teacher motivated all students to have spirit in learning even if the condition was not really good. The teacher

understood about the situation was not easy so that P3 gave the students such motivation.

The seventh question and the eighth question are used to know whether the teacher used such application or platform during online learning or not and to know about platform that the teacher used. P3 said:

*"I did not use specific platform. Yes, it is like usual. Actually, for creating the learning application there is a training, online seminar also there. I often join those activities but look back to the students' responses which are not really interest in learning during online learning so that as the teacher also not really motivated to learn. The application is only Google classroom, google meet, zoom and whatsapp."*

From the explanation above, we concluded the teacher did not use a specific platform to run the teaching process in reading comprehension. However, the teacher is provided training or seminar in using the application. It showed that the readiness of the teacher and the school facing virtual learning was very good. The teacher had knowledge about virtual media or the application in order to teach the students later on.

The ninth question and the tenth question are used to know whether the students can operate the application properly or not and to know whether those platforms could help the process of the teaching and learning. P3 answered:

*"In the beginning, I do not understand how to use the application well. Because of there is training for the teachers so finally we are able to use those applications. It is different from the students which is no exercise in using those applications. Sometimes, I often angry at the students because they are absent to join in the group. It could be they do not understand how to use those application but I sent the students a video from youtube about how to use the application."*

The readiness of the school and the teacher were the key to them in facing virtual learning. The teacher had training and seminar in order to use the application or online platform during the teaching process. The use of application helped the teacher to run the process of teaching but not to the students who did not understand how to use the platform properly.

The eleventh question is used to know whether the teacher has the problem/obstacles during the online learning process or not. P3 said:

*“There are many problem/obstacles”*

The teacher had many obstacles during virtual learning. Exactly, the teachers cannot deny the problem/obstacles faced by them during online learning. The problem should be different from face-to-face learning. It can be from the use of the internet and the use of the internet platform to run their teaching and learning process.

The twelfth question is used to know the problem faced by the teacher during online learning in reading comprehension. P3 said:

*“The problem is when I joined the Google classroom, I waited for the students to join for so long but there is no one join the group. I said, “Hey where are the students? why they do not join the group?” So just like that. Besides, checking their attendance also difficult because they are lack of responses. Sometimes, if there are the students who do not understand, I asked them to have a video call with me but no one calls me. We need to survive to use online learning because we teach foreign language. The students feel afraid.”*

The problem was not about the use online platform but also about the participants of every student to join in a group. The participants of them were very important to ensure they accept the learning from the teacher. However, it was difficult for

both the teacher and the students to use online platform. Even the students misunderstand to use those applications. It means that the students need to be aware of their responsibility in learning during virtual learning.

The thirteenth question is used to know how the teacher faced those problems and the obstacles that faced by the teacher. P3 answered:

*“I faced the problem when I gave the score to the students. The students who do not do their task they need to ask to their friends. Sometimes the students delete the message in group chat. Those students who are late in collecting the task so that their score also should be lower from the students who collected the task on time. “*

The teacher faced the problem when she gave the task to the students but not all of the students collect the task on time. It showed that the students did not do their responsibility as they need. Even if it was online learning but they need to pay attention more to their learning. Because when they did not do their task or late to collect it so that their score also lower than the others students.

The last question is used to know whether decrease or increase in students' reading comprehension during the covid-19 pandemic. P3 said:

*“The score of students' reading comprehension decreases. The teacher also explains that is not only reading but also another subject also decrease.”*

It showed that the factor of virtual learning was really impacted to reading comprehension. Even, it was also impacting to another subject not only English subject.

In conclusion, the teacher had some strategies in reading comprehension. There were : the teacher gave the students the relevant topic about daily activities

to read (Think-Aloud), the teacher also asked the students to listen to the song and then the teacher encourage them to read the lyric of song firstly (Sketch to Stretch), the teacher gave the students learning video so that if there is a student who want to ask a question they can write it down on Google classroom (Question-Answer Relationships (QAR)).

The teacher had some ways to handle the problem during online learning. Some strategies were : The teacher allowed the students to call her by mobile phone, the teacher was available for that but the schedule should be discussed firstly, all of the teachers gave the students motivation to studying and keep spirit in learning even if during pandemic.

The problem faced by the teacher that: there was no one of the students join the group in google classroom. The teacher waited the students for so long to join but there is no one. The students asked them where they are to ensure their responsible to join it is really difficult. Sometimes if there is a student who do not understand, the teacher tells them to ask personally via WhatsApp and later on the teacher will do the vc with them but there is no one contact the teacher.

## **4.2 Discussion**

As presented in first chapter, the purpose of this study is to find the strategies of the teaching in reading comprehension during virtual learning. The researcher concluded the result that found by the interview between the researcher and the teachers. The teachers called by the researcher as the first participant, the second participant and the third participant.

### **4.2.1 The First Participant's Interview**

The teacher used varieties strategies. Those strategies were: teacher sent the students a teaching video for every topic and shared the reading text with the students based on the lesson plan. Those reading texts were sent to the students by using WhatsApp. It means the teacher used some strategies during virtual learning in order to ensure the process of teaching and learning runs well. It is supported by the view of Assa (2015: 74-80), an English teacher must know about strategies to get better results in learning. The strategies that the teacher used were in line with the pandemic situation where the teacher and the students need an online platform to study. It is supported by Yohana et al. (2020), "one of the media that can be used in learning is online media.

It was good for the teacher and also the students because during the pandemic the process of teaching and learning of course did not really run well. So, it was good when the teacher used some strategies. At least those videos could help the students in understanding the topic given by the teacher a bit. Besides, the teacher also shared the reading texts to the students based on the lesson plan.

Those reading text sent to the students by using WhatsApp. It is in line with the view of Kuntarto (2017:101), Online learning is learning that in the learning process uses multimedia technology, virtual classes, videos, animated online texts, email, voice messages, telephone conferences, and online video streaming. As we know WhatsApp is the most popular application used by the teacher and the students in order to keep their communication during virtual learning.

The teacher had some steps in reading comprehension. The steps were not really different from the first question. The teacher were sending a teaching video to the students, gave the students a task or the reading text in WhatsApp group to them. Then the teacher gave the students a direction to read the text. It is in line with research that conducted by Nurdin, (2021) at SMP IT Al-Ghofar ,the steps that were applied by the English teachers of SMP IT Al-Ghofar in implementing the strategies were mostly the same, they made an instruction that was shared in WhatsApp Group and provided a task. However, If there were students who did not understand, the teacher asked the students to meet her face to face or by using video call to ensure they understood the topic.

It showed that the teacher was more focused to teach the students about reading comprehension from the video. It was good because the teacher always care about the students in implementing the strategy. It is in line with the view of Simamora & Oktaviani (2020) the teacher plays important role in choosing a teaching strategy. Without a video, maybe it could be difficult for the students to understand what the teacher said. The use of video could make the students do not feel bored towards the process of teaching and learning during virtual learning.



Besides, the teacher gave the students a task or the reading text in WhatsApp group to the students.

Besides, the strategy used by the teacher was suitable with the condition during covid-19. The teacher explained the strategy supporting the teaching and learning process. It means that the teacher understood enough to run virtual learning and the teacher believed the strategies that she used in online learning could afford her role. It means that the teacher tried to match it with the condition of the students and also tried to make sure the students could understand some topic that given by the teacher.

There were one or two students fewer of the responses. Basically, the students did not really like English. The problem was about the factor of the students' responses is quite less. The students' understanding also needs to be proved from the task given by the teacher, at least the students responded towards the reading text. There were also the students who did not really pay attention or respond to the teacher during the teaching and learning. It means that their response also related to their interest in English. The teacher tried to ensure the students at least responds their teacher.

However, the teacher highly paid attention to the students' understanding. The teacher wanted to ensure the students understand the topic given by her by allowing the students to contact her if they have such questions regarding English. It means that the teacher did not limit the communication between her and her students. Even if the process of teaching and learning was done by virtual learning

but the teacher did not want to make the students confused about the topic. So, the teacher highly welcomed her students to feel free to ask everything to her regarding the subject. So, the students who are afraid to ask it face-to-face, they could send the teacher a message to ask about what they did not understand.

Furthermore, the teacher motivated the students well. Doing is the best thing rather than giving up before trying. The teacher understood the process of teaching and learning did not run well every day. It is in line with the view of Rindu (2017) that the teacher should have the capacity to do their role in the classroom effectively. The students answered a wrong or correct answer at the same time.

From the explanation, the teacher did not use any platforms in running the teaching and learning process. On the other hand, the teacher used Google Classroom and WhatsApp to teach the students. As we know those applications are the familiar application in the education world nowadays. It is also in line with the view of Author (2014) that technology already takes a part in today's education. It means there was no specific platforms used by the teacher during online learning.

The teacher understood the use of those applications well but the students did not really understand. Even if they understood but not all of them could learn in using those applications. The students need to have training in order to ensure they understand the function of the application used of the teacher during virtual

learning. It seems the students did not use the platform very often. So, the students seem need time to adapt to the process of teaching and learning virtually.

However, online learning was not different from face-to-face learning where the problem was always there. The problem or obstacles was never-ending even if online learning or not. Interaction of the students was a big problem during virtual learning. It was because the teacher did not teach the students face to face like in the classroom. The teacher's limitation was so big that she did not explain the topics in front of the students like usual she did in the classroom before the pandemic. The teacher felt that the process of teaching and learning did not run well because the students misunderstanding towards the explanation during online learning about the topics.

The teacher faced the problem by communicating with the students face-to-face once a month in the school. Even the teacher allowed the students to have a video call with her if they want to ask further about the topic that they did not understand. It means that the teacher's response towards the problem was really well. Thus, the teacher was highly care about the students' understanding during online learning like what happens nowadays. It showed that the teacher tried to make an easier way to the students in understanding the lesson given by her.

From the teacher' explanation, it showed that the student's reading comprehension during virtual learning was decreased. It happened because of some factors that impact to the students' understanding. The problem was still about the virtual meetings between teacher and students. So, that is why their

reading comprehension decreases because they were still lack understanding about the topic during virtual learning. However, the achievement of the students during online learning is hard to assess because it was related to the pandemic situation. Sometimes, everything was not supported well during virtual learning. Many students were misunderstanding because we could see the students directly.

#### **4.2.2 The Second Participant's Interview**

The teacher had a strategy in order to teach the students reading comprehension. Creating small groups was a very good strategy in learning during online learning. Sometimes, the students did not pay attention to the platforms such as Google Classroom and WhatsApp so that they would aware in learning. It is in line with the view of (Gacs & Spasova, 2020; Haerazi, 2020) that traditional education setting into online learning by using a various online platforms such as Google Classroom, Microsoft, Zoom, WhatsAap, Youtube and others. It means that not all of the students had an internet connection during online learning. It was one of the big problems during virtual learning because internet connection is very important. But, the teacher had a good solution where she could create a small group to have extra explanation towards the students who were still confused with the topic.

The teacher had some steps in using the strategy in reading comprehension. Those steps were in line with the reading comprehension where the students need to follow some regulations in doing a task. As we know, strategy is very important in process of the teaching and learning. It is supported by Richard (2001) that

strategies are a way in teaching and learning process. Thus, those tasks would be discuss after they did their assignment. It was a good way for the teacher in giving the students a task so that the students will read the text until finished.

The teacher tried her best to ensure every process of teaching and learning suitable with the condition nowadays. Even the access of the internet was the factor that the teacher care about. The process of teaching and learning should be done as perfectly as it can even if it is virtual learning. The teacher did her role perfectly. It is inline with the view of Nwagwun ( as cited in Ayua, 2009) stated the teachers are most necessary factor in the school system. We can see that the teacher was still aware of the internet access which sometimes could be the problem towards the students. Thus, the teacher adjusted the existence of online learning and face-to-face learning which had different situation.

The teaching and learning process during online learning disturbed the teacher and the students. The problem was about communicating during virtual learning bother the process of teaching reading comprehension. It was far from the expectation when the teaching process during face-to-face learning. It also could be because the signal connection did not support the students while they were studying by using Google Classroom or WhatssAap. It is supported by Lestianawati & Widyanoro (2020) that found some problems faced by the teacher in conducting online learning system, such as teacher' disability in accessing the internet, difficulties in explaining the material, students' limitation in accessing the internet, etc.

The teacher gave one more chance to make sure the students understand about a reading text. Another reading text was a solution of P2 to give more understanding to her students. Even keywords, vocabularies understanding the meaning of words were the ways of the teacher in teaching reading comprehension. It was really great as the exercise for the students so that the students can be more focused on the text.

However, the teacher's was not different from other teachers generally. The teacher motivated the students to survive in learning during covid-19. P2 also understood the situation changed a lot so the teacher and students need to fight it together. It was not easy but both of them need to face it as well. It showed that the teacher used the same platform as the other teachers did. It was not much different with other teachers who used Google Classroom, Google Meet and WhatssApp to handle the process of the teaching and learning. It means that those applications were easy to use for the teacher during virtual learning.

However, not all of the students were able to adapt to virtual learning. The use of Google Classroom or WhatsApp of course help the students in the learning process but we cannot deny that they need much time to adapt with those applications to ensure they get any information delivered by the teacher. However, Google Meet has a better reaction from teacher and students in the process of teaching and learning. It also could be because they did not read the information that sending by the teacher so they lack of responses. The platform used by the teacher also in line with the view of Enriquez (2014), "in online learning teachers and students learn together, at the same time, using various

applications, such as WhatsApp, Edmodo, Telegram, Zoom Meeting, Google Meet, Google Classroom, Teacher Room and other applications.”

The teacher faced many obstacles during virtual learning. It is also supported by the research’ result by Siti Nurhamidah (2018), The researcher identified many problems, as seen that there are many teachers who did not know how to teach English, especially in teaching reading comprehension. Even most of the students did not have access to mobile phones. It was one of the obstacles. As we know mobile phone is very important platform for virtual learning. Without mobile phone then everything that the students want to do in online learning cannot run as we want. It also impact to their achievement for online learning. So, it showed that the problem appear from the students who did not really familiar with the application during virtual learning and the access of the mobile phone.

From the interview, P2 had any problems that she faced during online learning. It was because of the distance between teacher and students. The distance made the teacher did not handle the teaching process well because she had no idea how to ensure the students stay in the application to learn during the learning process. It was also difficult for the teacher to ensure the students did not go anywhere during the process of teaching and learning. It means that the role of the teacher during virtual learning was limited because the teacher did not see the students clearly. We cannot deny there were the students who pay attention or not towards their studying during online learning even if they were connected to Google Classroom.

Furthermore, P2 created a good way of making the students interested to study. The teacher tried to make the students feel to learn as usual in the classroom even if just for some meetings. It means that the students were not fully learning from virtual learning but also face-to-face learning. At least the students did not feel bored to study. They also did not always focus on the virtual meetings. During the pandemic, the students' reading comprehension ability was decreased. The teacher's focus was not about ability anymore but a way on how the students' readiness in learning during virtual learning. It showed that the teacher and students were focused more on the learning style changing during covid-19.

#### **4.2.3 The Third Participant's Interview**

The teacher did not focus on the textbook. The teacher was more focused on daily activities topics in order to make the students have a new experiences. It is supported by Kasim & Wahyuni (2016) that the successful reading teachers realize that reading can be taught by using a variety of strategies. Even P3 tried to make the students did not feel bored because the teacher gave the students a task to read the lyric of the song. As we know, the song is one of the things that makes people feel happy to listen or to read because of the music inside. The teacher wanted to find out the lesson from another platforms not only from the book. It is in line with the view of Kusumastuti (2013) that the fundamental of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. It was good for the students and it would not make the students feel bored. The important thing is still related to the theme.



However, the teacher was more focused in giving such instruction or direction to the students. It is in line with the view of Kimbly & Garnezy in Brown (2000:7) that teaching is the activities to show or to help someone to learn how to do something, give instruction, guide in the study of something, provide with knowledge, etc. Besides, a learning video was also given by the teacher in order to ensure the students' understanding. Clear direction was really important towards the students because if the students do not understand the direction then they also cannot do the task well. It means that the teacher did not only ask the students to listen to the song but the teacher also would explain it later on .

Furthermore, the teacher tried her best to ensure every process of the teaching and learning was suitable for the condition nowadays. Even access of the internet was the factor that the teacher care about. The process of the teaching and learning should be done as perfectly as it can even if it was a virtual learning. The teacher did her role perfectly. As we know, nowadays the use of digital platfroms is really affects the students and the teacher at the same time.

The teacher allowed the students to contact her if they did not understand about subject or the topic given by the students. It means that the teacher welcomed the students to not be shy if there were such questions that they want to know. However, Sun (2014) says distance learning presents opportunities for the learners because this learning style provides the study's flexibility at a time, place and pace convenient. On the other hand, the students found they did not enjoy the learning process during online learning it showed from their participants in virtual classroom.

Motivation from the teacher was there. The teacher motivated all students to have spirit in learning even if the condition was not really good. It was not only about motivation but the teacher needs to ensure the students understanding how to use the platform. It is in line with the view of Kowalczyk (2014) that the teachers must guide the learners since the key to a succesful online learning experience. The teacher understood about the situation was not easy so P3 gave the students such motivation. It means that the role of teachers in motivating their students was really important and even if it was still pandemic situation but the teacher tried her best to give spirit to the students. The teacher told to the students the important things was about their respond in learning. It means that the teacher wanted to their how far the responses of the students were during virtual learning.

However, the teacher did not use a specific platform to run the teaching process in reading comprehension. However, the teacher is provided training or seminar in using the application. It showed that the readiness of the teacher and the school was good in facing virtual learning. The teacher had knowledge about virtual media or the application in order to teach the students later on. It is also in line with the view of Dasar (2017) that a teacher needs training continously.

The readiness of the school and the teacher were the key to them in facing virtual learning. The teacher had training and seminar in order to use the application or online platform during teaching process. The use of application helped the teacher to run the process of teaching but not to the students who did not understand how to use the platform properly.

Moreover, the teacher had many obstacles during virtual learning. Exactly, we cannot deny the problem/obstacles that faced by the teacher during online learning. The problems were should be different from face-to-face learning. It can be from the use of the internet and the use of internet platform to run their teaching and learning process. It is in line with the view of Ko & Rossen (2010: 21) said the teaching online was conducted the lesson partly or completely using internet.

Similarly, the problem was not about the use of the online platform but also about the participants of every student to join in a group. It showed that the students did not interest to learn during virtual learning but nobody knows maybe the students did not really understand how to use applications like Google Classroom etc. The participants of them were very important to ensure they accept the learning from the teacher. However, it was difficult for both the teacher and the students to use an online platform. Even the students misunderstanding to use those applications. As we know online platform is very important to the student. It is inline with the view of Sarode (2018:58) that the strategies of teaching identify the various learning methods to enable them to expand the appropriate strategies with the identified target group that is students. It means that the teacher also need to be aware of the students.

The teacher faced a problem when she gave the task to the students but not all of the students collect the task on time. It showed that the students did not do their responsibility as they need. Even if it was online learning but they needed to pay attention more to their learning. Because when they did not do their task or

late to collect so that their score also lower than the others students. However, the factor of virtual learning was really impacted to reading comprehension. Even, it was also impacting to another subject not only English subject.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses the conclusion and suggestion as an inference of the result from the research findings and discussion presented in the previous chapter.

#### **5.1 Conclusion**

After completing this research, the researcher draws some conclusions and suggestions in terms of teachers' reading comprehension strategies during virtual learning. As presented in the first chapter, the purpose of this study is to analyze the strategies of reading comprehension during online learning.

Based on the research finding and discussions, the researcher draws some conclusions of three english teachers that interviewed by the researcher. In conclusion, the researcher concludes that the teachers' strategies used in teaching reading comprehension during virtual class that used by the first participant were: the teacher sent the students a teaching video for every topic (Think-aloud), the teacher also shared the reading text towards the students based on the lesson plan by using WhatsApp platform (Sketch to Stretch) and the teacher gave the students a direction to read the text (Information Delivery).

Beside, The strategies that the second participant used in reading comprehension were: the teacher used online learning platform namely, Google Meet, WhatssApp and Google Classroom. Through these platforms, the teacher sent the students a text and they need to read the text (Sketch to Stretch), the students also need to find out keywords of the text (Think-aloud), the students

also need to underline difficult words (Semantic Mapping) and write the vocabularies and the meaning of the words as well (Sketch to stretch).

However, the third participant strategies used in teaching reading comprehension were: the teacher gave the students the relevant topic about daily activities to read (Think-Aloud), the teacher also asked the students to listen to the song and then the teacher encourage them to read the lyric of song firstly (Sketch to Stretch), the teacher gave the students learning video so that if there was a student who want to ask a question they can write it down on Google Classroom (Question-Answer Relationships (QAR)).

## **5.2 Suggestions**

After drawing the conclusion, the researcher would like to give some suggestions based on the findings and to complete this research. These suggestions are presented as an effort to teachers in managing the process of teaching an learning during distance learning. Additionally, It could be the solution for everyone who is still learning using online learning.

For the teachers, hopefully in the future the teachers are highly suggested to use more varied strategies in teaching reading comprehension during virtual learning. Those strategies should be in line with the condition that faced by the students and teacher as well. The teacher are also encouraged to use more varied ways in teaching with the online learning platforms.

For the students, the students need to learn more about the use of learning platform, such as, Zoom, Google Classroom, Google Meet etc. The students need to join the students' group while they are learning and do not miss the class

anymore. If there were any problems, they need to ask the teacher and let the teacher know it.

For the future researchers who want to analyze about teachers' strategies in reading comprehension during virtual learning, it is suggested that he/she can do the research with more varied strategies than this. They can do the research based on specific strategies that they really want to know and also need to observe the process of teaching and learning during virtual so that they will know how the situation during reading comprehension learning.

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**APPENDIX 2**  
**TRANSCRIPTION OF THE FIRST TEACHER' INTERVIEW**

- Researcher :Apa Strategi yang Ibu gunakan dalam pembelajaran reading comprehension/pemahaman membaca selama masa pandemic Covid-19 ini?
- Teacher :Strategi yang digunakan biasanya mengirimkan video mengajar pada setiap materi, membagikan teks bacaan sesuai KD dikirim melalui WA.
- Researcher :Apa saja Langkah-langkah yang ibu lakukan dalam strategi pembelajaran tersebut?
- Teacher :Langkah-langkahnya mengirim video mengajar,membagikan tugas atau teks bacaan digrup wa, memberikan intruksi untuk membaca teks, dan jika ada yang kurang mengerti saya menyuruh anak-anak untuk face to face dengan vc atau bertemu secara langsung.
- Researcher :Apakah strategi yang Ibu gunakan sesuai dengan kondisi pembelajaran saat pandemic Covid-19?
- Teacher :Sesuai. Karena memang strategi ini saya rasa cukup cocok dan mendukung pembelajaran seperti sekarang.
- Researcher :Bagaimana respon siswa dalam menanggapi strategi pembelajaran yang Ibu gunakan?
- Teacher :Paling 1 atau 2 orang anak-anak responnya kurang apalagi mereka sering bilang tidak suka pelajaran Bahasa inggris dan sering mengeluh bilannngnya tidak bisa, saya tidak menyuruh mereka untuk menguasai semua isi teks tapi setidaknya mereka ada respon walaupun jawabannya salah.
- Researcher :Jika ada siswa yang masih belum mengerti tentang materi yang diberikan, apa yang Ibu lakukan?
- Teacher :Saya meminta siswa untuk menanyakan kembali yang tidak paham kalo tidak berani didalam grup saya perbolehkan japri secara pribadi

Researcher :Bagaimana cara Ibu memotivasi siswa agar selalu semangat belajar selama pembelajaran Online berlangsung?

Teacher :Yang saya selalu sarankan kepada anak-anak “silahkan coba walaupun salah nanti kita perbaiki sama-sama untuk mendapatkan jawaban yang benar jangan pernah menyerah sebelum mencoba.

Researcher :Apakah Ibu menggunakan aplikasi tertentu selama pembelajaran online?

Teacher :Tidak ada, saya hanya memakai aplikasi goggle classromm dan wa.

Researcher :Jika iya, aplikasi apa yang yang Ibu gunakan?

Teacher :Saya hanya memakai aplikasi goggle classromm dan wa.

Researcher :Apakah Ibu serta peserta didik dapat mengoperasikan aplikasi tersebut dengan baik?

Teacher :Kalo saya sendiri bisa mengoperasikan dengan baik tapi kalo anak-anak tidak 100 % bisa artinya fifty-fifty ada yang bisa ada yang tidak .

Researcher :Apakah aplikasi tersebut dapat membantu jalannya proses pembelajaran?

Teacher :Tapi kalo anak-anak tidak 100 % bisa artinya fifty-fifty ada yang bisa ada yang tidak .

Researcher :Apakah Ibu mengalami permasalahan selama pembelajaran online?

Teacher :Ada. Pastinya banyak.

Researcher :Jika iya, apa permasalahan yang Ibu alami?

Teacher :Permasalahannya itu kita tidak bisa berinteraksi langsung dengan anak-anak jadi kita tidak bisa meng clear kan permasalahan yang ada, itu kendala besar bagi saya sendiri apalagi didalam pembahasan kita menggunakan Bahasa asing, kadang ada yang missperseption dengan anak-anak atau salah paham kita bilang lain di respon lain jadi apa yang kita inginkan tidak tersampai.

- Researcher :Bagaimana cara Ibu menyelesaikan permasalahan tersebut?Jika iya, apa permasalahan yang Ibu alami?
- Teacher :Kadang-kadang saya menyuruh anak-anak untuk 1 bulan sekali kesekolah dan jika saat pembelajarn daring jika ada yang tidak mengerti saya perbolehkan untuk vc secara pribadi.
- Researcher :Apakah ada penurunan atau peningkatan dalam reading comprehension pada peserta didik selama masa pandemi Covid-19?
- Teacher :Yang saya alami itu menurun karena ini comprehension banyak anak-anak salah pemahaman karena kita tidak bisa melihat secara langsung anak-anak itu paham atau tidak beda kalau dida;am kls kita bisa melihatb anak-anak mana yang masih bingung dan mana yang sudah paham.

**APPENDIX 3**  
**TRANSCRIPTION OF THE SECOND TEACHER' INTERVIEW**

- Researcher :Apa Strategi yang Ibu gunakan dalam pembelajaran reading comprehension/pemahaman membaca selama masa pandemic Covid-19 ini?
- Teacher :Strategi yang digunakan goggle mett dan watshApp, tapi kitya sesuaikan lagi untuk anak-anak yang tidak memiliki akses internet nantinya kita buat kelompok-kelompok kecil untuk membahas secara langsung.
- Researcher :Apa saja Langkah-langkah yang ibu lakukan dalam strategi pembelajaran tersebut?
- Teacher :Kita mengirimkan teks disuruh baca nanti kita suruh mencari kata-kata kunci dan garis bawah kata-kata yang sukar atau sulit, cara pemahamannya dari situ dulu nanti setelah itu baru kita bisa jumpa langsung dalam kelompok kecil baru kita bahas detail nya.
- Researcher :Apakah strategi yang Ibu gunakan sesuai dengan kondisi pembelajaran saat pandemic Covid-19?
- Teacher :Sesuai, karena saya menyesuaikan jika ada anak yang tidak memiliki akses internet nantinya kita bisa jumpa langsung karena saya menyesuaikan ada yang daring dan ada yang luring.
- Researcher :Bagaimana respon siswa dalam menanggapi strategi pembelajaran yang Ibu gunakan?
- Teacher :Responya kurang karena pembelajaran online kita pun tidak bisa lihat langsung apakah mereka paham atau tidak, bisa kita bilang responnya tidak intens berbeda dengan langsung.
- Researcher :Jika ada siswa yang masih belum mengerti tentang materi yang diberikan, apa yang Ibu lakukan?
- Teacher :Kalo tidak paham kita ulang lagi kasih teks cari kata kunci, pemahaman kosa kata, dan cari arti.

Researcher :Bagaimana cara Ibu memotivasi siswa agar selalu semangat belajar selama pembelajaran Online berlangsung?

Teacher :Saya mengajak anak-anak untuk selalu semangat belajar walaupun dalam keadaan covid ini. secara daring kita harus mampu beraptasi karena dalam kurikulum karena dalam kurikulum kemaren memang ditekankan untuk beraptasi dengan perubahan belajar siap tidak siap mampu tidak mampu kita harus siap menghadapinya, memang keadaan sudah seperti itu.

Researcher :Apakah Ibu menggunakan aplikasi tertentu selama pembelajaran online?

Teacher :Tidak ada yang spesifik.

Researcher :Jika iya, aplikasi apa yang yang Ibu gunakan?

Teacher :Aplikasinya seperti biasa menggunakan goggle class room, goggle mett, dan watshApp.

Researcher :Apakah Ibu serta peserta didik dapat mengoperasikan aplikasi tersebut dengan baik?

Teacher :Untuk goggle classroom tidak semua siswa mampu kalua WatshApp.

Researcher :Apakah aplikasi tersebut dapat membantu jalannya proses pembelajaran?

Teacher :Kurang efektif karena siswa ada yang respond an ada yang tidak, tapi untuk goggle mett mungkin lebih efektif bisa live tapi tergantung lagi kemampuan siswa.

Researcher :Apakah Ibu mengalami permasalahan selama pembelajaran online?

Teacher :Pasti ada dengan karakteristik peserta didik daerah sini banyak yang tidak punya akses ke gadget tapi belum tentu punya skill dalam menggunakan aplikasi goggle mett atau goggle class room.

Researcher :Jika iya, apa permasalahan yang Ibu alami?

Teacher :Kendalanya banyak, apalagi anak-anak jauh dari kita tapi untuk memastikan anak-anak itu tetap on the text tidak kemana-mana saat belajar itukan control dari orang tua dan dimana ada orang tua mereka yang bekerja dan ada yang akses juga. Pokoknya permasalahannya kompleks kalo daring.

Researcher :Bagaimana cara Ibu menyelesaikan permasalahan tersebut?Jika iya, apa permasalahan yang Ibu alami?

- Teacher :Itu tadi kita buat pertemuan kelompok secara tidak normal disekolah tidak harus menggunakan seragam dan anak-anak pun lebih suka belajar bertatap muka langsung.
- Researcher :Apakah ada penurunan atau peningkatan dalam reading comprehension pada peserta didik selama masa pandemi Covid-19?
- Teacher :Pastinya menurun dan untuk penilainnya kita tidak bisa terfokus pada kemampuan anak, akan tetapi kita lebih fokuskan pada kesiapan anak dalam menghadapi perubahan belajar tersebut.



**APPENDIX 1**  
**LIST OF TEACHER' INTERVIEW QUESTIONS**

1. Apa Strategi yang Ibu gunakan dalam pembelajaran reading comprehension/pemahaman membaca selama masa pandemic Covid-19 ini?
2. Apa saja Langkah-langkah yang ibu lakukan dalam strategi pembelajaran tersebut?
3. Apakah strategi yang Ibu gunakan sesuai dengan kondisi pembelajaran saat pandemic Covid-19?
4. Bagaimana respon siswa dalam menanggapi strategi pembelajaran yang Ibu gunakan?
5. Jika ada siswa yang masih belum mengerti tentang materi yang diberikan, apa yang Ibu lakukan?
6. Bagaimana cara Ibu memotivasi siswa agar selalu semangat belajar selama pembelajaran Online berlangsung?
7. Apakah Ibu menggunakan aplikasi tertentu selama pembelajaran online?
8. Jika iya, aplikasi apa yang yang Ibu gunakan?
9. Apakah Ibu serta peserta didik dapat mengoperasikan aplikasi tersebut dengan baik?
10. Apakah aplikasi tersebut dapat membantu jalannya proses pembelajaran?
11. Apakah Ibu mengalami permasalahan selama pembelajaran online?
12. Jika iya, apa permasalahan yang Ibu alami?
13. Bagaimana cara Ibu menyelesaikan permasalahan tersebut?
14. Apakah ada penurunan atau peningkatan dalam reading comprehension pada peserta didik selama masa pandemi Covid-19?



#### **APPENDIX 4**

##### **TRANSCRIPTION OF THE FIRST TEACHER' INTERVIEW**

- Researcher :Apa Strategi yang Ibu gunakan dalam pembelajaran reading comprehension/pemahaman membaca selama masa pandemic Covid-19 ini?
- Teacher :Strategi yang digunakan seperti kasih bahan untuk dibaca cari yang relevant buat mereka dalam kehidupan sehari-hari disesuaikan dengan kemampuan mereka, bukan dari buku paket yang penting masih berhubungan dengan tema, saya juga suruh mereka untuk mendengar lagu kemudian saya suruh mereka untuk baca-baca dulu dan minggu depan baru kita bahas biar anak-anak tidak stres.
- Researcher :Apa saja Langkah-langkah yang ibu lakukan dalam strategi pembelajaran tersebut?
- Teacher :Langkah-langkahnya yaitu kita masuk google classroom setelah itu saya kasih bahan nanti dikasih instruction selanjutnya kita kasih batas waktu mengerjakannya kemudian saya juga ada kasih video pembelajaran kepada anak-anak, nanti jika ada yang bertanya mereka bisa menulis di google classroom tersebut.
- Researcher :Apakah strategi yang Ibu gunakan sesuai dengan kondisi pembelajaran saat pandemic Covid-19?
- Teacher :Sesuai, karena yang kita pakai bernuansa digital atau online
- Researcher :Bagaimana respon siswa dalam menanggapi strategi pembelajaran yang Ibu gunakan?
- Teacher :responnya ada 1 atau 2 orang siswa yang rajin saja kalau yang tidak rajin Nampak pun ngak memang payahlah kita bilang, jauh dari ekspektasi, kadang-kadang saya bilang kemereka “ini kalian gimana? Ibu kasih surat cinta (tugas) tidak ada balasan”.
- Researcher :Jika ada siswa yang masih belum mengerti tentang materi yang diberikan, apa yang Ibu lakukan?

Teacher :kalau ada yang masih belum mengerti bisa telfon, kita available saja. Tapi waktunya kita sesuaikan lah, ngak setiap waktu juga, nanti saya bilang kalau ada yang mau bertanya misalnya dari jam sekian ke jam sekian.

Researcher :Bagaimana cara Ibu memotivasi siswa agar selalu semangat belajar selama pembelajaran Online berlangsung?

Teacher :kalau memotivasi dari grup wa wali kelas itu guru-guru lain semua kasih motivasi kepada anak-anak harus tetap semangat jangan gara-gara pandemic kita kalah. Motivasi lain kami juga bilang sama anak-anak yang penting kalian respon dalam belajar.

Researcher :Apakah Ibu menggunakan aplikasi tertentu selama pembelajaran online?

Teacher :kalau khusus nggak ada, ya yang seperti biasa saja, sebenarnya kalau untuk membuat aplikasi pembelajaran itu ada pelatihannya seminar online pun ada, sering kami ikut, cuman kembali lagi melihat respon anak-anak yang kurang semangat jadinya kita pun untuk mempelajari membuat aplikasinya pun tidak semangat.

Researcher :Jika iya, aplikasi apa yang yang Ibu gunakan?

Teacher :Aplikasinya cuman google class meet, zoom, dan WA

Researcher :Apakah Ibu serta peserta didik dapat mengoperasikan aplikasi tersebut dengan baik?

Teacher :kami awalnya nggak bisa juga, kemudian kemaren ada pelatihannya untuk guru-guru akhirnya bisalah tapi kalau untuk anak-anak nggak ada pelatihannya. Itulah kita mungkin sibuk marahin mereka karena nggak masuk, bisa jadi mereka nggak mengerti cara menggunakan aplikasinya tapi kita juga ada kirim di grup video dari youtube tutorial cara menggunakan aplikasinya.

Researcher :Apakah aplikasi tersebut dapat membantu jalannya proses pembelajaran?

Teacher :membantu, dari pada tidak ada sam sekali

Researcher :Apakah Ibu mengalami permasalahan selama pembelajaran online?

- Teacher :ada, banyak permasalahannya namun tidak akan pernah mencoba untuk memperbaiki lagi hanya saja tidak memerlukan dokumentasi tapi tidak demikian dan tidak valid seperti biasanya
- Researcher :Jika iya, apa permasalahan yang Ibu alami?
- Teacher :untuk permasalahannya seperti, pas masuk google classroom kita tungguin udah lama nggak ada juga yang masuk terus saya bilang “Heyy anak-anak kemana kok nggak ada yang masuk?!” ya gitu untuk tekan hadir aja payah kurang respon anak-anak, kadang-kadang jika ada yang nggak ngerti saya suruh wa nantik ibuk vc tapi nggak ada yang mau melarikan diri semua, luar biasa struggle nya pembelajaran daring ini, mungkin karena ini pelajaran Bahasa Inggris makannya mereka takut semua.
- Researcher :Bagaimana cara Ibu menyelesaikan permasalahan tersebut?
- Teacher :cara menyelesaikannya ketika pemberian nilai, untuk yang nggak mengerjakan tugas mereka kita suruh bertanya ke teman yang lain kan nggak mungkin kita menjapri mereka satu-persatu untuk kasih tugasnya. Kadang-kadang saya tarik ulang pesan grup di wa, nantik kalau memang mereka sudah mengerjakan tugasnya nilainya tetap saya kurangkan dari murid-murid yang lain yang mengerjakan tepat waktu.
- Researcher :Apakah ada penurunan atau peningkatan dalam reading comprehension pada peserta didik selama masa pandemi Covid-19?
- Teacher :penurunan pastinya, mau reading atau materi yang lain tetap menurun

## Documentation of Interview

