AN ANALYSIS OF THE TEACHER'S STRATEGIES IN TEACHING READING SKILL BY USING ONLINE NOVEL IN CLASS XI SMAN 3 SINABANG

(A Qualitative Study of XI Grade Students of SMAN 3 Sinabang)

THESIS

Submitted in Partial of Requirement for Degree of

"Sarjana Pendidikan "S1

By:

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This thesis has been approved to be defended before the Thesis Examining Team of the English Department Study Program, Faculty of Teacher Training and Education, Bina Bangsa Getsempena University.
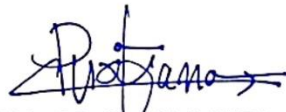
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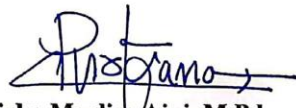
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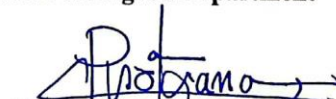**Examiner II**

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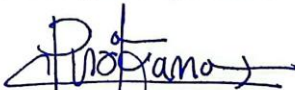FKIP UBBG

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This thesis was prepared as one of the requirements for obtaining a bachelor's degree in English department. Bina Bangsa Getsempena University English language education study program. This research was conducted as an effort to find out teachers' strategies in teaching reading skills in a foreign language, which is one of the lessons at school. The involvement of teachers and students in the learning process of pronunciation, fluency, grammar, understanding and knowing a lot of English vocabulary can foster reading skills and can trigger student activity in the learning process.

In the process of preparing this thesis, the author received a lot of guidance and guidance as well as useful assistance from various parties. Therefore, on this occasion the author would like to express his deepest thanks and highest appreciation to:

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With all humility, the author apologizes if there are errors and shortcomings in writing this thesis. The author realizes that this thesis is still far from perfect, therefore the author hopes for suggestions and constructive criticism for changes to this work.

Hopefully the results of this research will be useful for the author himself, future readers and the field of education in general.

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ABSTRACT

Yulia Rahma Sri Mulia. 2024. Analysis of Teacher's Strategies in Teaching Reading Skill Using Online Novel in Class XI Mipa SMAN 3 Sinabang. Thesis, Department of English, Getsempena Bina Bangsa University. Supervisor (I) Regina Rahmi, M.Pd, Supervisor (II) Rizka Marlisa Aini, M.Pd.

This research aims to find out the strategies used by teacher in teaching students' reading skill using *online novel* in class XI Mipa SMAN 3 Sinabang. This study used descriptive qualitative method. The participant in this research was an English teacher at SMAN 3 Sinabang and the sample in this research was class XI Mipa students at SMAN 3 Sinabang. The data collection instruments used in this research were observation and interview and all data was processed using qualitative data analysis stages, namely data reduction, data presentation, and drawing conclusions. Based on the research results, the teacher's strategies in teaching *reading skill* using *online novel* in class XI Mipa SMAN 3 Sinabang are: Pre-Reading Activities, the teacher begins the learning process to arouse students' interest in learning by implementing Question Answer Relationships (QARs). Continuing While Reading Activities, teacher begin to apply strategies such as Self-Directed Reading, Self-Directed Translate a Text, and Finding Difficult Vocabulary. Then it continues with Post-Reading Activities, there are several strategies, namely looking for images and morals, and drawing conclusions from *online novel*. It can be concluded that at each stage the activities and strategies applied by the teacher in learning English *reading skill* in class XI Mipa SMAN 3 Sinabang were declared effective. Through this strategies, students gain self-motivation to learn *reading skill* using *online novel* properly and correctly under the direction and guidance of an English teacher, Simeulue Regency.

Keywords: Teaching Strategies, Online novel, Reading Skill

ABSTRAK

Yulia Rahma Sri Mulia. 2024. Analisis Strategi Guru dalam Mengajar Keterampilan Membaca Menggunakan Novel Online di Kelas XI Mipa SMAN 3 Sinabang. Skripsi. Jurusan Bahasa Inggris, Universitas Getsempena Bina Bangsa. Pembimbing (I) Regina Rahmi, M.Pd, (II) Rizka Marlisa Aini, M.Pd.

Penelitian ini bertujuan untuk mengetahui strategi yang digunakan guru dalam mengajarkan keterampilan membaca siswa menggunakan *novel online* di kelas XI Mipa SMAN 3 Sinabang. Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan penelitian ini adalah seorang guru Bahasa Inggris di SMAN 3 Sinabang and sample dalam penelitian ini adalah siswa kelas XI Mipa SMAN 3 Sinabang. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan wawancara dan seluruh data diolah dengan menggunakan tahapan analisis data kualitatif yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan hasil penelitian, strategi guru dalam mengajarkan keterampilan membaca menggunakan *novel online* di kelas XI Mipa SMAN 3 Sinabang adalah: Kegiatan Pra-Membaca, guru mengawali proses pembelajaran untuk membangkitkan minat belajar siswa dengan menerapkan Question Answer Relationship (QARs). Melanjutkan Kegiatan Sambil Membaca, guru mulai menerapkan strategi seperti Self-Directed Reading, Self-Directed Translate a Text, dan Menemukan Kosakata Sulit. Kemudian dilanjutkan dengan Kegiatan Pasca Membaca, terdapat beberapa strategi yaitu Mencari Gambaran dan moral, serta Menarik Kesimpulan dari *novel online*. Dapat disimpulkan bahwa pada setiap tahap kegiatan dan strategi yang diterapkan guru dalam pembelajaran *keterampilan membaca* bahasa Inggris di kelas XI Mipa SMAN 3 Sinabang dinyatakan efektif. Melalui strategi ini, siswa memperoleh motivasi diri untuk mempelajari *keterampilan membaca* menggunakan *novel online* dengan baik dan benar di bawah arahan dan bimbingan seorang guru bahasa Inggris Kabupaten Simeulue.

Kata Kunci: Strategi Pengajaran, Novel Online, Keterampilan Membaca

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is an international language used and spoken by people all over the world. The Indonesian government has realized the importance of English as the main language taught and studied from junior high school to university level, which is outlined in the 2006 English Unit Level Curriculum (UTC). This curriculum emphasizes mastery of various English language skills, including listening, reading , writing, and speaking, with the overarching aim of enabling students to use English epistemically, functionally, and performatively.

Of the four skills mentioned above, one of them is reading. Reading is a very important skill in English for students to learn. It serves as a gateway for students to increase knowledge and experience, as well as provide information and ideas. The reading process also involves word recognition, comprehension, fluency, and reading motivation.

According to Cristina (2019:6), reading is one of the things that is very necessary in gaining knowledge. This means that reading is a very influential skill for English students. By reading they will get a lot of information and ideas that they want to know. Information can be obtained from books, magazines, online novels and social media. Therefore the more they read in English, the more information they gain. Because there are still many readers who do not understand the meaning or information of what they read. This difficulty also occurs in school students, one of which is a student who is studying in English class. This difficulty is caused by several

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factors, one of which is the students' low English reading ability. The cause is the lack of awareness, interest and motivation of students in learning English reading skill.

Based on the researcher's experience while teaching as a pre-service teacher at SMAN 3 Sinabang, student learning outcomes in four English language skills, namely listening, speaking, reading and writing, are still very low. This was obtained from the results of the implementation of the learning process provided by the researcher. As a result, the average student is still not skilled in learning four English skills, one of which is reading. So it is necessary to know the teacher's strategy in teaching students reading skills in class. Therefore, in this research the researcher used online novel media.

Online novels are a form of visual communication that can improve reading skill. Reading novels online can increase students' knowledge, expand students' vocabulary and improve students' English reading skill. With online novel media, students will be more independent in learning to read, there by increasing students' interest in reading. Especially in learning to read English. The school should require teacher in each class to use interesting learning media as an alternative to improve student achievement at SMAN 3 Sinabang. Several previous studies have investigated teachers' strategies in teaching students' English reading skill.

First, Murdiono, Ajeng Cahaya Astari (2020) Analysis of Teacher Strategies in Teaching Reading Skill to Tenth Grade Students Man 2 Bojonegoro Academic Year 2019/2020 Ajeng. This research uses interview and documentation instruments. From this research, the researcher found that the tenth grade English teacher at MAN 2

Bojonegoro had a different strategies, but the goal was of course the same so that tenth grade students could learn reading skill well in class.

Alfian, (2018), Analysis of English Teacher Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone. The researcher aims to identify the strategies used by teachers in teaching reading comprehension at SMA Negeri 5 Bone. This research uses checklist and questionnaire observation instruments. The results of this research show that teacher's use two effective strategies in teaching English reading comprehension. Furthermore, researcher observed that implementing this strategies, teacher resulted in increased student interest and motivation towards the learning process.

What this research has in common with previous research is that it discusses teacher strategies in teaching students' reading skill in schools using qualitative descriptive method and has the same goal in finding out the strategies used by teacher in teaching reading skill in the classroom. Therefore, researcher are interested in observing and finding out what teacher strategies are in teaching reading skill. Based on the description above, the researcher intends to conduct research with the title "**Analysis of Teacher's Strategies in Teaching Reading Skill Using Online Novel in Class XI SMAN 3 Sinabang**"

1.2 Research problem

The problem on this research is what are the teacher's strategies in teaching reading skill using online novel?

1.3 The Objective of Study

The aim of this research is to find out teacher's strategies for teaching reading skill using online novel.

1.4 The Significance of Study

1. Students

   The results of this study can help students; so that students are able to achieve mastery of learning optimally to achieve proud achievements.

2. Teacher

   Teacher can understand phenomena systematically in education, provide instructions about what to do in educating and as an opportunity to make self-corrections in carrying out the teaching and learning process in class.

3. Institutions

   This research is expected to be a reference for universities to pay more attention to the quality of their students in teaching as the next teacher's.

1.5 Definition of Key Terms

1.5.1 Teaching Strategies

A process of transferring knowledge from teacher to student or from one person to another, both in formal and informal situations is called teaching. In addition, teaching also comes from the word teaching which means giving

instructions to someone, so they know or can do something. Teaching strategies is a general plan for lessons that includes structure, student behaviour desires, and an outline of the tactics needed to achieve the expected goals in teaching and learning activities.

1.5.2 Online Novel

Novel Online is a form of visual communication that can improve reading skill. Reading novel online can increase student's knowledge, expand student's vocabulary and can improve student's English reading skill.

1.5.3 Reading skill

Reading is one of the things that is very necessary in gaining knowledge. This means that reading is a very influential skill for English students, by reading students can also get more information and ideas.

CHAPTER II
REVIEW OF LITERATURE

This study includes: the concept of Teaching, Teaching strategies, types of Teaching Strategies, Teaching Reading, Stages of Teaching Reading, Strategies of Teaching Reading, Online Novels, Reading Skill, Types Reading Skill, Purpose Reading Skill, and Techniques of Reading.

2.1 Teaching

Based on Suyanto (2013-2) states that the process of teaching is what hinders student's ability to learn. Duo to this, teaching methods include reviewing and summarizing the material, providing resource, addressing problems that arise during the learning process, involving all students and providing motivation to make students more focused during learning. There were always difficulties when the teacher was teaching. It's true that sometimes spme students can get irritable and prone to stress, but it's also important to remember that in the best circumstances, teaching can also be very joyful. Based on this explanation, the authors suggest that learning activities that promote and maintain a healthy environment will help student in their learning process achive their goals.

2.2 Teaching Strategies

Before starting to teach students in class, the teacher will develop materials and create a plan to make it easier for students to obtain information and achieve course goals. If the teacher can explain the material clearly, students will be more likely to remember the information. Therefore, it is the teacher's responsibility to consider their teaching

strategies before teaching students. Then, based on the suitability of the teaching strategies, the teacher applies it in class.

In the context of educational technology, strategy refers to approaches related to implementing and planning activities. Essentially, an effective strategy involves certain steps to achieve goals efficiently and effectively. Variations in strategy also include the use of different tactics.

Based on Sarjan (2017:11), a teaching strategy is a method of instruction that is know as "perencanaan" or "kegiatan" that is intended to achive a specific goal. According to maulidar and samad (2019:5), a teaching strategy is a means of developing effective communication skill with individual students or with the entire curriculum. It culminates in student characteristic and learning objectives.

According to Yani (2016:13), a learning strategy is a method of instruction designed to assist students in achieving the learning objectives by their teachers. The implementation of the strategy is one of the teachers main tools. This research employs a variety or methods, both theoretical and practical.

According to Khanifatul (2013:19), book teaching strategies include plans, main issues, and teacher perspectives regarding the organization of main lessons, transfer of material, and how to manage teaching and learning process activities to achieve course objectives.

Based on Gagne (2012:25) states that strategy is an internal ability that is essential for thinking, solving problems and making decisions. From the various definitions that have been explained, this indicates that strategies are tools used by educators in the educational

process to think, solve problems, and make decisions with the aim of achieving the expected results in teaching and learning. There are various learning strategies that can be implemented effectively to improve comprehension skills. Some strategies are important for building a knowledge base, while others are useful for teaching technical understanding skills and dealing with specific challenges. Effective teaching demands understanding and skills in applying various learning methods.

Based on Jones and Bartlett (2010:165) teaching strategies are a collection of structures, systems, methods, techniques, procedures and processes used by teachers to teach. It includes various methods used by teachers to help students learn. On the other hand, learning activities mean the instructional tasks given to students or guided by teachers to complete. This includes activities that allow students to participate in learning. It is important to remember that the terms "teaching strategies" and "learning activities" are not mutually exclusive, and they can include both active and passive instruction. For example, a teacher might choose to use a teaching strategy of lecturing, where students are expected (as part of their learning activities) to listen attentively.

Thus, a teaching strategies is a comprehensive plan created by a teacher to achieve student success through academic achievement. Teaching strategies help teachers make the best possible use of methods and resources to achieve goals.

2.2.1 Types of Teaching Strategies

According to Hamruni in Utami (2020:31), teaching strategies can be grouped into several sections as follows:

A. Direct Instruction Teaching Strategy

The direct instruction teaching strategy is an approach in which the teacher directly guides the learning process. This strategy is effective for providing information gradually or building skills systematically. Direct instruction is generally deductive. The advantage of direct teaching strategies is their ease in planning and implementation, while the disadvantage lies in the lack of emphasis on developing important critical thinking and interpersonal skills.

B. Indirect Instruction Teaching Strategy

The teaching strategy of indirect instruction, or what is also known as inquiry, inductive, problem solving, decision making, and discovery approaches, places students at the center of learning. Although different from direct teaching strategies, the two can complement each other. In this strategy, the teacher's role changes to become a facilitator who manages the learning environment and provides opportunities for students to actively participate in learning.

C. Interactive Teaching Strategy

Interactive teaching strategies emphasize discussion and collaboration between students. This encourages students to generate new ideas or concepts, respond to experiences, develop approaches, and expand thinking patterns. The advantage of this strategy is the development of students' social skills and rational argumentation, while the weakness depends on the teacher's creativity in managing group dynamics.

D. Experiential Teaching Strategy

Experiential teaching strategies focus on inductive activities in which students are the center. Reflection on their experiences becomes the basis for planning to apply

concepts in real contexts. The advantage of this strategy is increasing student participation and developing analytical skills, but the disadvantage lies in the high cost and time required.

E. Self-Teaching Strategy

The goal of self-directed teaching strategies is to develop students' individual initiative and ability to learn independently. The advantage of this strategy is that it creates a sense of responsibility in students, while the weakness is that its implementation is difficult for young students.

2.2.2 The Component of Teaching Strategy

Teaching Strategy Components (According to Hamruni, 2009:10):

A. Teacher

The role of teachers is very important in the learning process because they have to develop various different strategies to maintain variation in the classroom atmosphere, but still stick to the established curriculum.

B. Students

Students are learning objects who must improve their abilities in accordance with the learning objectives in the study program.

C. Goals

Learning objectives determine the strategies, media, materials and evaluation that will be used in learning.

D. Teaching materials

Teaching materials are media used in the learning process and are a core component of the process according to Suharsini (2006).

E. Method

Method refers to a standardized set of classroom guidelines aimed at achieving linguistic goals. Methods primarily focus on defining the roles and behaviours of both teachers and students, and secondarily consider aspects such as linguistic objectives, sequencing, and materials. They are typically seen as broadly applicable across various audiences and contexts.

F. Media

Media, the plural form of "medium," encompasses a wide range of communication tools, including television, computers, images, radio, and newspapers. In the realm of education, specific media are employed in the teaching-learning process to impart knowledge to students, a field commonly referred to as media education.

G. Evaluation

Evaluation serves as a vital component for assessing the outcomes of the teaching-learning process, enabling teachers to gauge the attainment of desired objectives. Evaluation can take on two main forms: summative, providing a summary of achievement, and formative, offering ongoing feedback for improvement.

2.3 Teaching reading

In the classroom context, the process of teaching reading is a technique for transferring knowledge from teachers to students through the use of strategies and special materials to understand reading skills. The teaching process is more than just the transmission of information from teacher to student; this is a complex process that also

involves learning to read as a method to facilitate students' understanding of the educational process.

Harmer (2010: 23) states that teaching is not an easy task; it is a need that, when successful, is very satisfying to see a student's progress and know that we have contributed to that progress. Although students can sometimes face difficulties and stress, teaching, under optimal conditions, can be a very enjoyable experience. Based on this description, the author concludes that teaching activities and creating a conducive learning environment can motivate and provide opportunities for students to achieve their learning goals. Reading is just as important as any other language skill. For example, there are many English magazines and articles available on the internet today. Ur (2009) says that reading texts are sometimes more difficult to grade because our level of English is too high for this example. However, the leader may find it easier to achieve the goal because of the few questions that set the topic and the vocabulary related to the text.

It has been mentioned before that reading is a complicated process. Apart from reading the text, readers must understand the message conveyed by the author so they can share their thoughts and make conclusions. Teaching reading should start early because of the importance of reading.

Educating students to use the knowledge they have to help understand the text they read is the main goal of teaching reading. According to Cunningham (2008), the main steps in teaching reading to improve students' understanding are:

1) Activate or increase the background knowledge necessary to understand the text.

2) Determine the purpose of reading, including identifying information to be sought, questions to be answered, and predictions to be verified.

3) Read the text for this purpose.

4) Ask students how they achieved this goal, such as by answering questions, summarizing, and reading relevant information.

5) Give feedback on their comprehension performance.

2.3.1 Stages of Teaching Reading

Strategies in teaching reading activities include pre-reading stages, activities while reading, and post-reading activities which are adapted to the types of activities offered to students in learning English.

A. Pre-Reading Activities

According to Alyousef (2006:69), aims to motivate students before they start reading the text. The purpose of this reading stage is to arouse students' interest and give them the opportunity to answer the teacher's questions. It is based on the student's previous experience or knowledge. Pre-reading can be done in several ways, such as:

a) Use of titles: The teacher uses titles to encourage student reactions to topics related to the reading. In this case, students try to discuss the characteristics of the title given by the teacher and answer questions related to the title.

b) Completion of the Title: Students answer the teacher's questions about the title of the text in the online novel.

B. While-Reading Activities

When in the reading process, as explained by Anthony (2006:65), the aim is to encourage students to become flexible and active readers. At this stage, students can read texts quickly and complete assignments individually while being checked by the teacher. After students complete the surface problem task, the teacher gives them another task to do after they have read the text.

C. Post-Reading Activities

According to Brown (2006), after completing the reading process, at this stage students will summarize the content of the text, compare various texts, and practice their reading skill. There are several important reasons for teaching reading skills, including:

(1) Students can learn to understand texts written in English, whether for academic, professional, or even just personal enjoyment.

(2) Reading texts also helps in finding good examples to use in writing in English.

(3) Reading activities provide opportunities for students to increase understanding of language, expand vocabulary, improve grammar, understand the use of punctuation, and hone skills in constructing sentences, paragraphs, and entire texts.

2.3.2 Strategies in Teaching Reading

Reading is one area where a teacher has many teaching options. To implement any of these strategies effectively, a teacher must understand the concepts and assumptions that hinder each educational strategies. The number of labels or descriptors that can be used to indicate behavior that can be categorized as teaching-related activities is unlimited. To teach reading comprehension effectively, educators must have clear strategies. According to Vacca & Vacca (1999:53), there are several approaches that can be used to teach students reading comprehension:

1. Question and Answer Relationship (QAR)

    QARS is a reading approach that uses comprehension and evaluation questions. In other words, this method helps students understand reading questions so they can learn the topics in reading. For this to work in the classroom, students simply need to skim reading and focus on the teacher's questions about their reading topic.

2. Installation Of Scaffolding

    Scaffolding text methods is a critical shift in the way that teaching is delivered that would improve the subject literacy of all students, particularly those from different backgrounds.

3. Speaking Out Loud

    The goal of the think-aloud technique is to assist students retain more important information from the teacher-provided texts by having them read aloud.

4. Equitable Instruction

By letting both students and teachers take the lead in the discussion of a specific text, the technique known as reciprocal teaching invites both parties to share the role of teacher. Four techniques are used in reciprocal teaching to direct the conversation: anticipating, formulating questions, summarizing, and elaborating.

5. Directed Reading-Thinking Activities (DRTA)

DRTA is a reading learning approach that consists of three stages: reading preparation, reading activation, and reaction to the story.

Asking students about their techniques is a way teacher's can evaluate themselves. Teachers also always try to make their techniques more creative and fun, so that it is easier for students to understand the material.

2.4 Definition of the Novel

Based on Estent (2013:7), also states that novels are a reflection of human life in a more limited contexs in which conflicts arise that ultimately lead to changes in the way people live their lives whitin the group. Drawing from these principle, a novel is a sastra's depiction of human exixtence that cause conflict. The above statement is also attributed to ress.

According Nurgiyantoro (2015:13), defines a book as a story that explores a topic greater detail, with a lot of rich details, and a lot of dark details. Nurgiyantoro characterizes novel as a finite kind of story that deffers from other finite kinds of stories,

such as poetry and prose. Based on above research, it can be inferred that novels are stories composed of prose that depict human life with all of its dramas and tragedies.

Based on Surastina (2020:29), states that a novel's hakikat is a prosaic narrative. It has not even close to 50,000 words that describe the human condition that is highly immanent.

A novel is a literary work that involves the author's imagination, where this imagination can be a fantasy or vision expressed by the author. This type of literature emerged after other literature such as poetry and drama. Based on Priyatni (2012), a novel is a rather long form of prose that describes everyday life. Basically, novels tend to tell stories that are closely related to common experiences in everyday life. Reading novels is important for everyone because it can provide a broader understanding of life. However, the choice of novel genre must also be adjusted to the intellectual level of the reader.

2.5 Online Novels

Novel Online is a form of visual communication that can improve reading skill. Reading novel online can increase student's knowledge, expand student's vocabulary and can improve student's English reading skill. Online novels are novels written or published on a network of online sites. Due to the changing times, the tastes and choices of readers who are constantly changing, as well as the developments in publishing technology that are constantly developing, and the popularity of online novels is continuously increasing.

Online novels are a form of novel that can be accessed electronically via the internet. Usually, online novels are available in digital format that can be read directly on the

screen of a device such as a computer, tablet or smartphone. This allows readers to access and read novels from anywhere and at any time as long as they are connected to the internet.

Reading novels online has a number of significant benefits for students:

1) Online novels can be accessed easily from various electronic devices such as laptops, tablets or smartphones. This allows students to read anywhere and anytime, even when they are traveling or don't have access to printed books.

2) Online novel platforms provide access to various novel titles from various genres and authors. This allows students to explore a variety of topics and writing styles, helping them develop broad literacy interests.

3) Reading novels online can help improve students' language skills, including reading comprehension, vocabulary, and understanding of context. They can become familiar with different types of writing and sentence structures.

4) Online novels often present interesting and imaginative stories, allowing students to develop their imaginations and broaden their horizons about the world. This can stimulate students' creativity and help them develop critical thinking skills.

5) With easy access to online dictionaries and translation tools, students can expand their vocabulary while reading novels online. They can also experience the use of words in different contexts, helping to strengthen their understanding of the language.

6) Reading novels online allows students to learn independently and adapt learning to their own pace. They can arrange their reading schedule according to their needs and time availability.

7) Through reading online novels, students can become more skilled in using digital technology. They can develop online navigation skills, understanding of digital platforms, and understanding of online etiquette.

8) After reading an online novel, students can participate in online or in-class discussions about the novel's themes, characters, and plot. This can strengthen their understanding of the story and help them develop critical thinking skills.

Thus, reading novels online not only provides entertainment, but is also a valuable learning tool for students, helping them develop a variety of literacy skills that are important for their lives.

Based on Dee (2018), the advantage of online novels is that they make it easier for writers to measure readers' interest in the writer's ideas. Online novels are usually shorter with lots of dialogue and conflict. Here are the advantages of online novels:

1) Online novels can be accessed and read at any time via internet devices.

2) There are various genres, from fiction to non-fiction, and in foreign and Indonesian languages.

3) Many discussion and comment features allow readers to interact with each other and share opinions.

To get novels online and for free, you can go through various sites, both in the form of applications and searches on Chrome. The advantages of this media include being

easy to access, just by installing it via the appstore (apple), playstore (android), and all you have to do is synchronize the online novel application. This application can be opened via PC computers, tablets and all the gadgets that you have. This application is fairly cheap because you don't have to pay to access it on your gadget, this application also allows you to be able to read without having to be connected or accessed by the internet. Here are some online novel applications that have the highest ratings in the appstore and play store:

Novels obtained in the form of applications can be downloaded through the play store such as:

1) Fizzo Novels

The Fizzo application is the number 1 online novel application currently in Indonesia. Not just a free novel reading app, but this app is also a portal to a new world, where writers and readers can enjoy the experience of reading novels. Various kinds of features are easy to use in this application, such as reading novels offline, and novels can be downloaded for free in ebook form so that readers can enjoy them anytime and anywhere.

2) Light Novels

This light novel application can be enjoyed throughout the world. This novel contains all genres such as history, horror, fantasy, comedy, romance, drama, light novels, bed stories, and others which can be accessed for free.

3) Webnovels

Webnovels attract more than millions of readers and writers who dedicate their time to reading and writing. Webnovel provides an atmosphere and experience for reading comics and novels that is different from the others.

2.5.1 Types of Online Novel

1. Web Novel

Is a novel published online, often in a form divided into chapters or certain parts. Web novels often have direct interaction between authors and readers, with readers able to provide feedback and comments on each posted chapter.

2. Light Novel

This is a type of light novel that is popular in Japan and is often written in a light, simple, and easy to read style. Light novels usually consist of interesting stories with interesting illustrations, often with fantasy, adventure, or romance themes.

3. Serial Web Novel

Similar to web novels, serial web novels are novels published online in serial form with ongoing continuity. Usually the stories are longer and more complex, with the plot developing from chapter to chapter.

4. Fanfiction

Is a work of fiction created by fans based on original works such as books, films, or video games. Fanfiction is often published online and includes a variety of genres and points of view taken from original works.

5. Original Online Fiction

   This is a novel written specifically for online publication without first being published in print. These novels cover various genres such as fantasy, science fiction, mystery, romance, and many more.

6. Interactive Fiction

   This is an online novel that allows readers to choose the direction of the story or make decisions that affect the storyline. Readers can interact with the narrative and characters, creating a unique and interactive reading experience.

7. Platform-Driven Fiction

   These are novels written specifically for a particular social media platform or application. Examples include stories posted on Twitter, Instagram, or other text-based applications that limit the number of characters per post.

8. Webtoon series

   These are novels packaged in comic or moving image format, which often have an interesting storyline and are equipped with beautiful illustrations.

Each type of online novel has its own unique characteristics and appeals to readers with different preferences. From light and relaxing stories to complex and deep stories, online novels offer a variety of reading experiences that can be enjoyed by a wide range of readers.

2.6 Definition of Reading

Based on Yupita (2014:10), ability, skill, dexterity, talent and ability are the power (force) to carry out an action. Skills can be abilities that are present from birth or are the result of practice or practice. Literacy, according to Milasari et al. (2014:1), defined as indirect communication between readers and writers through written language. Therefore, literacy can be interpreted as a person's ability or ability to communicate indirectly through spoken language. Carried by training or training and used to do something that is achieved by his actions.

Reading, according to Herliyanto (2015:6), is also a process of translating written symbols into words and understanding the meaning contained therein. This means that readers are expected to be able to understand what is written in the text and draw conclusions from what they read. Readers can understand the text by reading it. As stated by Meliyawati (2016:3), reading is a skill that can be considered as part of an activity that involves various elements, including reading and understanding the content of the text. So, reading is a process carried out by readers to understand text and get information from it.

According to Cristina (2019:6), reading is an important component in acquiring knowledge. Therefore, reading is a very beneficial skill for English students because by reading students can get more ideas and information. Apart from that, according to Roza (2016: 5), reading is an interesting process where the reader interacts with reading the text and tries to understand the author's intentions. In addition, reading is a process in which readers discover important ideas and information from the texts they read. By

reading lots of books, we can gain new knowledge and use it as a reference for writing. Therefore, students must master grammar rules and have a wide vocabulary to understand when reading.

Based on the explanation above, it can be concluded that reading is an important skill to learn because by reading we can find out anything and influence that knowledge.

2.6.1 Types of Reading

According to Patel and Praveen (2008), intensive reading, extensive reading, aloud reading, and silent reading are several types of reading. Reading focuses on idioms and vocabulary found in poetry, poems, novels, or other sources. Example:

1. Students concentrate on linguistic or semantic details and structural details, such as the grammar of parts.

2. Wide reading is a way of reading in which students read texts for fun and to improve reading skills in general. For example, students read various books such as magazines, newspapers and periodicals mainly for fun, and they only need a general understanding of the contents of the book.

3. Reading aloud, for example, means reading loudly and clearly. This includes reading poetry, dialogues, and other types of text.

The purpose of silent reading is to teach students to read the text carefully so that they can concentrate or think to understand the text. One example is students reading the text carefully.

2.6.2 Purpose of Reading

Reading is an activity that has a purpose. One can read for information or to verify existing information. You can also read for fun or to improve your language skills. Reading also plays an important role in social life. With the help of reading, a person gets information about the political, social, economic and cultural problems of his country. Reading influences attitudes, beliefs, norms, morals, judgments, and general behavior; it shapes our thinking and actions. The purpose of reading is to relate the ideas of the text to what you already know. The reader must be familiar with the reading topic to connect ideas.

According to Grabe William and L. Fredrika (2002), the target categories of reading include: reading for simple information, reading for fast browsing, reading to learn from texts, reading to integrate information, reading for writing, reading for criticism text and reading for general understanding.

a. Years Reading Simple Information

Reading simple information is common reading, although some researchers consider it a relatively independent cognitive process. It is often used in reading assignments, which are perhaps best viewed as a type of reading.

b. Fast skimming

Reading is a common part of many reading assignments and a useful skill in its own right. In practice, this means a combination of guessing what might be important in the text and then applying basic reading skills to those passages until a general idea emerges.

c. Read to learn

Reading to learn usually takes place in academic and professional contexts where large amounts of information have to be learned from a text requiring memorizing main ideas, identifying and building rhetorical frameworks, and making connections text to reader's base

d. Reading for information integration

Reading for information integration requires additional judgments about the relative importance of complementary, supporting, or conflicting information and the possibility of changing the rhetorical framework for information from multiple sources.

e. Read to write and read to review text

Reading to write and reading to review texts can be variations of information aggregation tasks. Both require the ability to organize, select and evaluate information from a text.

f. Reading for General Understanding

Reading for general understanding, as advanced fluent readers do, requires highly automated and fast word processing, a strong ability to form a general representation of the main idea, and the effective coordination of many processes very limited time limit.

The purpose of reading is not only for students, but also for the whole society. They have to read a lot to get knowledge and information about social life. It can help a person to become aware of the social, political and economic problems of his country.

2.6.3 Technique of Reading

There are many ways that we can use to make it easier to read. Reading can help more than good reading skills, according to Mikulecky and Jeffries in Rahmad (2008). When you look up a word in a phone book or dictionary, you often use a scan technique.

A. Find a concept or keyword.

The scanning steps are as follows:

• Say the information you are looking for.

• Try to anticipate what the answer look like, as well as what clues you might use to find the answer. For example, you'll immediately read a snippet that looks up numbers when you search for a specific date. You can determine which sections are likely to contain the information you are looking for by using headings and other tools. You can also optionally choose to read and skip parts of the song.

B. Skimming is a method used to quickly extract important ideas from a text.

Any skimming procedure consists of reading the title; read the introduction or first paragraph; read the first sentence of every second paragraph; read all titles and subheadings; and read the summary or last paragraph.

2.6.4 Theoretical Model of Reading Process

According to Barbara (fall 2008), there are three reading views, namely top-down, top-down and interactive views.

A. Bottom up

Simply put, the reading bottom view focuses on text-based processing as the primary instructional task of the teacher. Reading for learning is seen as a series of associations or sub-skills that are reinforced until they become automatic. Letters are associated with word forms, words with groups of forms and sequences with forming ideas; in other words, the parts of the reading are strung together into a single unit. It is seen as top-down text processing that shapes learner responses.

B. Sort by

The top-down reading view focuses on the reader. In this reading, the reader is seen as a problem solver who actively thinks about what the writer is saying. Then he tried the clues in the text; In other words, reading is treated as a negotiation of meaning between writer and reader. It is considered a top-down process where readers' ideas create their own responses.

C. Interactive

The Interactive View of Reading focuses on the constructive nature of active reading as a primary instruction for teachers. Readers use reader-based (bottom-up) processing to construct models of meaning. Although he is active, his assumptions are shaped by what the text says and what he already knows about that information; That is,

reading is seen as a construction of meaning. It is considered an interactive process in which the reader switches strategically between the text and what he already knows to construct his response.

2.7 Definition of Learning Strategies

Strategies can be defined as a plan designed to achieve certain goals. In education, strategies can also be defined as the way teachers and students collaborate to achieve the goals set as the basis for learning activities.

One of the most important components is the teaching strategies, which makes it easier for teacher's to determine learning paths that suit the needs of students. According to Tulung (2019), language learning strategies are an important component in the teaching and learning process because they can improve a person's language skill. Language learning strategies are also an important component of successful language learning, and different language learning strategies can produce different results.

Sanjaya (2008: 126) states that in education, strategies is defined as a plan that includes a series of actions aimed at achieving certain goals. From the understanding above, it can be concluded that the learning strategies is a plan of action (a series of actions). In addition, learning strategies involve the use of various methods and means or strengths.

When studying That is, the creation of a new strategies has not yet reached the point where the work plan has been expanded. The strategies is designed to achieve predetermined goals. All strategic planning decisions are made with the aim of achieving this goal. Therefore, the preparation of learning strategies, methods, and the use of various

learning resources is based on achieving this goal. However, to achieve success, goals must be set and measurable.

2.7.1 Types of Learning Strategies

The holistic approach is divided into two main strategies: explanation and discovery, according to Rusmono (2012:68). According to Vienna Sanjaya (2008: 104), the discovery strategy consists of two parts of group and individual learning strategies:

a) Information processing theory is the basis of representation strategy. This theory describes learning in several ways: 1) Seeking information about principles or propositions explained by examples; 2) Forming students' self-understanding of principles or suggestions; 3) Learn to make conclusions about important things; and 4) Building fertilizing activities.

To apply this presentation approach, the following things are done:

1) Information is given to students

2) The master test is determined; and, if necessary, reassertion.

3) Possibility to apply through examples and increasingly complex questions.

4) Ability to use new knowledge in real situations and problems.

b) Based on the experiential handling theory, also known as experimental learning theory, instructional design is based on the following:

1) Students act in certain situations

2) Students gain an understanding of the event in question

3) Students generalize certain events into general principles

4) These principles are applied to new situations or events.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the method, this study consists of four parts. First, the research design is described. Second, explain where the data was collected and who the participants were. Third, explain how the data will be collected. And finally, an explanation of data analysis.

3.1 Research Methods

This research is a qualitative descriptive study to see or find out the teacher's strategies in teaching English reading skill to students' using online novel in class XI MIPA SMAN 3 Sinabang, Simeulue Timur District, Simeulue Regency. Data collection techniques in this study are observation techniques and interviews. Observation techniques were used to collect information the teacher's strategies in teaching students' to read English using Novel online media. The interview technique was used to find out the teacher's strategies in teaching students' English reading skill through Novel Online. Data analysis techniques used in this study are: data reduction, data display and conclusion.

Based on the explanation above, the researcher examined information about the teacher's strategies in teaching students' English reading skill through Novel Online. Therefore, this study uses qualitative research. In this research, the researcher examines the strategies for teaching reading skill in English teacher education. This, the researcher uses a qualitative descriptive method.

3.2 Research Location

This research was conducted at a senior high school (SMA) in Simeulue Regency, Suka Karya Village, Simeulue Timur District, Sinabang City, Aceh, the research was carried out in semester 1 in class XI Mipa SMA Negeri 3 Sinabang.

3.3 Subject and Research Sample

English teacher who teach English at SMAN 3 Sinabang participated in this research. To find out what strategies are used in teaching English reading to the students' using online novel. The main participant in this study was English teacher who teach English subject.

SMAN 3 Sinabang has several classes with several students and then there is one English teacher. In class X there are two classes, class XI there are two classes and class XII there are two classes. The researcher finally chose a purposive sampling technique. The English teacher at SMAN 3 Sinabang who will be the subject of this research and class XI MIPA who will be the sample in this research because their English reading skills are still low and lack interest and motivation in reading, so the researcher took class.

One important part of the research process is sampling. The sample is part of the population to be studied or searched for, based on Arikunto (2016:17). Based on Sugiyono (2010:85), purposive sampling is a sampling technique based on certain considerations. Researcher used this method because some samples did not meet the specified criteria.

3.4 Research Instruments

Research instruments are tools that researcher use to collect data. According to Arikunto (2006:160), research data collection tools are called research instruments. This aims to get better, comprehensive and systematic results, so that information can be hidden easily. In this case, researcher used observation and interviews. Observation techniques was used to collect information on teacher strategies in teaching students reading skill using Novel online media. Interview as a tool to find out the teacher's strategies in teaching reading skill using Novel Online in class XI SMAN 3 Sinabang.

3.4.1 Observation

Observation techniques was used to collect data. This method is used to observe everything that happens in class during learning process. The tool used to do this is an observation sheet, which contains elements that the teacher's will achieve in developing strategies for teaching reading skill by using online novel in class XI SMA Negeri 3 Sinabang. In this study, observations were made by visiting research sites.

3.4.2 Interview

Interview is a communication process that is carried out by anyone who wants to ask questions and get answers to these questions. Moleong (2016: 186) says that an interview is a conversation conducted by someone with another person for a specific purpose, the conversation is carried out by the researcher and the teacher answers each question. This information must support the interview data, especially the teacher's strategies in teaching students' to read English through Novel Online. The interview was conducted face to face. The purpose of the interviews in this study was to ask the English

teacher's to study the strategies the teacher used in teaching English reading skill through online novel for class XI Mipa. Researcher used several methods to collect data. First, the researcher prepared questions to ask the teacher. Second, the researcher asked questions to the teacher according to the concept. Third, the researcher recorded the interviews as accurately as possible using an audio recorder.

3.5 Data Collection Techniques

This research uses the following steps:

A. The researcher received permission from the principal and English teacher's at SMAN 3 Sinabang, that he would conduct research at this school.

B. Researcher made observations using observation sheets.

C. The researcher saw how the teacher implemented learning using online novel in the classroom.

D. Researcher interviewed English teacher regarding strategies in teaching reading skill using online novel in class XI MIPA SMAN 3 Sinabang.

E. The researcher then recorded their conversation during the interview

F. Researcher analysis what are the teacher's strategies in teaching English reading skill to students using online novel in class XI MIPA SMAN 3 Sinabang.

G. The researcher presented the results of his research

3.6 Data Validity

Evidence from this research, then write interview transcripts based on the results of the interview. In addition, the researcher interviewed the teacher to get information about the process.

3.7 Data Analysis Techniques

Data analysis is very important data in research, because with the help of data analysis all the information obtained can be important and useful for solving research problems. The collected data were then analysed using the Miles and Huberman (2014) model, namely data reduction, presentation and conclusion.

A. Reducing information

Reducing means making a summary, choosing the things that are necessary, focusing on what is important, and looking for important patterns and themes in it. Therefore, researcher can continue to do data reduction during research to get data that is in accordance with the focus of the problem. This reduced data provides a clear picture and makes it easier for researcher to collect more information. This research data reduction focuses on the results of teacher interviews which refer to the teacher's answers regarding strategies in teaching students' to read English through Novel Online in class XI Mipa SMAN 3 Sinabang.

B. Display Data

The next step is to display the data after the data has been reduced. In this qualitative research, data can be presented either in the form of brief descriptions or

charts. Once the data match the focus of the problem, the researcher manages the group and gains understanding of the results. Data analysis, which includes the results of observations and interviews, completes the presentation of this data.

C. Conclusion

In drawing this conclusion, the researcher concludes the results of the analysis and interpretation of the data, as well as the evaluation of actions based on the search for meaning. They also provide an explanation of the data they have collected. The facts found in this qualitative research are facts that have never happened before. Findings can be causal, interactive. Findings can also be in the form of a description or description of something that was not clear before so that it is examined to make it clear. Therefore, in qualitative research, data is analysis using the following steps:

1. Record the most important points obtained from the field, then elaborated and developed according to the circumstances, observations and interview results.

2. Researcher collect data from various sources of information. Researcher took detailed data starting from photographs, observations and data results in the field.

3. Selection of the right informants in accordance with the selection of data.

4. Researcher must be observant in paying attention to processes in the field so that the results are maximum and can be accounted for.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter present the result and discussion. This was done by research to find out teacher's strategies in teaching student reading skill using online novel.

4.1 Research Result

The research location is the place or area where research will be carried out. To obtain research data, researcher carried out this research at SMAN 3 Sinabang, Suka Jaya Village, Simeulue Regency, Aceh Province. This high school is one of the schools with state status in Simeulue Regency.

The number of teaching staff at SMA Negeri 3 Sinabang in the 2023/2024 academic year is 18 people with each subject taught from class X to class XII. The number of employees at SMA Negeri 3 Sinabang for the 2023/2024 academic year is 4 people. The following is the data for English teacher at SMA Negeri 3 Sinabang which is explained in the table below:

English Teacher's Data

Name	Type PTK	Department/Prodi	Additioal Task
Nilawati, S.Pd	Subject Teacher	English	Hard Librarian

4.1.1 Observation Result

In this study, the researcher made observations from the first day to the last day of the English teacher strategies when teaching reading skill using online novel in the classroom. There are three observation activities carried out by English teacher, namely:

4.1.1.1 Pre-Reading Activities

Based on observations made by researcher of teacher in the classroom. In pre-reading activities, the teacher begins the lesson by greeting the students. Then the teacher presents or shares the online novel text link to the student class WhatsApp group. Here the teacher also carries out strategic Question Answer Relationships (QARs) with students by asking what topics will be discussed in the material that has been provided.

4.1.1.2 While Reading Activities

Based on observations made by researcher of teachers in the classroom. In the reading activity here, the teacher carries out Self-Directed Reading, namely the teacher asks students to read online novel independently first via each student's cellphone and read in turns so that each student has the opportunity to read online novel. Then the teacher carries out the self-directed Translate a text strategies for students. Because there are still some students who don't know the meaning of the online novel text, the teacher applies the self-directed Translate a text strategies so that each student translates the story in the online novel. After that, the teacher uses Finding vocabulary difficulties, namely where the teacher asks students to find words that are difficult for them to know in the online novel text. This aims to enable students to know the contents of online novel stories and students can add new vocabulary from online novel.

4.1.1.3 Post-Reading Activities

Based on observations made by researcher of teacher in class, in the Post-Reading activity, the teacher gave students 5 minutes. Here the teacher carries out the Finding image and moral strategies, namely the teacher asks each student what moral message we can take from the online novel story using our own words. After that, the teacher carries out a conclusion drawing strategy, where the teacher asks students to come forward one by one to conclude the story of the online novel. It is very important for teachers to ensure that this class has a clear goal of teaching English reading skill to students using online novel.

4.1.2 Interview Result

This research was carried out from August 1 to August 8 2023. Researcher conducted observations and interviews with English teacher in class XI MIPA. The author conducted an interview on August 8 2023 in accordance with the problem boundaries that the author took, as follows:

• R = RESEARCHER

• T = TEACHER

Question 1

    R: How do you plan to use online novel media in teaching students English reading skill in class?

    T: *"In my opinion, reading novel online can be done by students to practice English, by reading lots of novel. Moreover, in novel students get a lot of vocabulary. Especially new vocabulary that can improve students' English reading skills, step by step in a practical way."*

Question 2

> **R:** In your opinion, what strategies will you use in teaching students' English reading skill?
>
> **T:** *"In my opinion, the strategies that I will use in teaching reading skill, namely, I ask students to look for difficult words, then ask students to find out the contents of the text by looking for the meaning of the online novel text, and ask students to try to understand the meaning from the online novel."*

Question 3

> **R:** In your opinion, is the use of online novel very effective in teaching students' English reading skill?
>
> **T:** *"I think, by reading online novel, students can find out new vocabulary, because in novel there is a lot of difficult vocabulary. So when they read online novel, students can improve their reading skill from previously not knowing to knowing by trying to find out the meaning."*

Question 4

> **R:** How do you explain and interpret the teacher's learning strategies in teaching students' English reading skill using online novel?
>
> **T:** *"First, I asked the students, second, were there any words that were difficult to pronounce, third, I asked if anyone didn't know the meaning, then I asked the students to understand the story in the Online Novel."*

Question 5

> **R:** How do you develop learning strategies to improve students' English reading skill using online novel?
>
> **T:** *"I think about telling students to read a lot, and to try and try so that our tongues don't get stiff when reading English."*

Question 6

> **R:** How do you attract students' attention so that they are more enthusiastic about participating in class learning?

T: *"The way I attract students' attention is by providing motivation, to liven up the class atmosphere, such as asking students interesting questions."*

Question 7

R: How effective is your strategies in using online novel to teach students' English reading skill in class?

T: *"Quite effective."Because if you say it's 100% effective, it's not, because it goes back to the class conditions and the story material, when they are given a novel about love, they are interested."*

Question 8

R: In your opinion, are there any obstacles to using online novel media that you experience when implementing strategies for teaching English reading skill to students in the classroom?

T: *"In my opinion, the obstacles I experience when teaching are that students have difficulty reading, pronunciation is difficult and there are many students who are lazy about reading, but we as teacher try to motivate and encourage students to continue reading, by not interrupting when students are reading. For example, if students are reading, don't stop them by saying, "Oh, your reading is wrong." Because it will make students afraid to read. Therefore, before starting to read, first ask the students where the pronunciation is difficult."*

Question 9

R: How do you evaluate students' English reading skill using online novel?

T: *"There are three stages in evaluating students' reading abilities, namely, evaluation, tests and remedial."*

Question 10

R: What assessments do you carry out in teaching students' English reading skill using Online Novel?

T: *"The most important assessment I carry out is assessing students' pronunciation and how fast or slow students read."*

Based on the interviewed conducted by researcher to the teacher, it concluded that:

Q.1   Based on observations made by researchers, teachers are in the process of formulating strategies to teach English reading skills. The teacher has previously determined the steps that will be used in developing strategies to teach students English reading skill using online novel in class.

From the outcomes of interviews conducted by the researcher with the English teacher in Class XI Mipa, it is evident that the teacher not only determines the learning strategies but also meticulously plans their implementation.

Q.2   Based on observations made by researcher, teacher understand how to use strategies in teaching reading skill using appropriate steps, because the strategies teachers use with students have a big influence on student learning. If you look at when teacher guide students directly, there are still students who are still not fluent in reading English in class.

From the results of interview conducted by researcher with English teacher, it can be concluded that the learning strategies implemented by teachers greatly influence the smoothness of learning that takes place in class, so that teacher can adapt students' reading to the strategies the teacher uses.

Q.3   Based on the results of observations made by researchers, it appears that teachers are effective in implementing learning strategies using online novel

media. This effectiveness is apparent during classroom teaching, where teachers use online novel media to gain students' awareness of new and challenging vocabulary. This approach aims to facilitate the development and improvement of students' reading skills accurately.

According to the outcomes of interview with the English teacher, there is a sense of effectiveness in implementing strategies for teaching English reading skills using online novel media. This effectiveness is attributed to the capacity of such strategies to amplify and foster students' interest in their English reading skills through the utilization of online novel media.

Q.4   Based on the findings of observations made by researchers, the main method used by English teachers in explaining strategies for developing students' English reading skill in class is by asking questions regarding online novel topic titles, then asking students to read online novels individually. This approach is clearly visible throughout the process of learning reading skill.

According to the insights gathered from interview with English teacher, it is affirmed that the English teacher employs strategies for teaching English reading skill by meticulously following the predetermined stages prepared in advance.

Q.5   Based on the results of observations made by researcher, the teacher developed a strategies for learning English reading skill by asking students to continue reading, so that the teacher knows to what extent the students' English reading skills are fluent in the classroom. This is seen when the learning process takes place in the classroom.

Based on interviews conducted by researcher, in developing English reading skill, teacher use actions to ask students to continue reading so that their tongues do not get stiff when reading English. This is also very important for students' fluency in reading English properly and correctly.

Q.6   Based on the results of observations made by researcher, the teacher way of attracting students' attention during learning is that the teacher provides interesting stories and interesting questions so that students are more active so that the atmosphere in the class is not quiet and tense. So with the warmth of the class, students will definitely not be reluctant/afraid to ask the teacher about things they don't know or don't understand regarding the material that has been given.

Based on the results of interviews conducted by researcher, in attracting students' attention to reading, it is true that teachers often ask interesting questions in order to liven up the class atmosphere. This is very important for teachers when dealing with students who find it difficult/not confident to ask the teacher.

Q.7 Based on observations made by researcher, the effectiveness of teachers' strategies in using online novel can attract the attention of students who are bored of reading books. This can be seen when teachers teach using online novel media in class.

Based on interview conducted by researcher with teacher, the effectiveness of the teacher's strategies in using online novel media in teaching English reading skill in class is quite effective, if it is said to be 100% effective, also not. Because it also depends on class conditions.

Q.8 Based on the observational findings by the researcher, challenges arose during the teaching of English reading skills in the classroom, particularly stemming from students' limited abilities in pronunciation, grammar, vocabulary, and overall reading fluency. These difficulties were noticeable throughout the learning process. Consequently, the teacher recognized the need to inspire and motivate students, encouraging them not to give up and to maintain enthusiasm for enhancing their English reading skill.

According to the insights gained from interviews conducted by the researcher with the teacher, it is indeed accurate that obstacles are encountered in implementing reading skill strategies using online novel in the classroom. In response, the teacher remains dedicated by providing effective motivation, ensuring that students are not discouraged from reading and are motivated to improve their English reading skill with diligence and precision.

Q.9   Based on the observations made by researcher, the teacher has devised plans to assess students' English reading skill through examinations and remediation efforts.

According to the insights garnered from interview with the teacher, it is indeed accurate that the teacher evaluates students' English reading skill using online novel through assessments, examinations, and subsequently implements remedial measures when students' scores prove to be inadequate. This practice is of paramount importance for the teacher to ascertain the efficacy and accuracy of the strategies employed in teaching English reading skill.

Q.10   Based on the results of observations made by researcher, the teacher plans to carry out assessments on students. To find out whether the strategies used by English teacher can be useful and applied for further learning of English reading skill.

Based on interviews conducted with teacher, the teacher has prepared steps to assess students' English reading skill in using online novel media by assessing students' pronunciation, then how fast or slow the students are in reading English. It is very important for teacher to know how to improve students' English reading skill by using online novel media.

4.2 Discussion

Based on the findings that researcher conducted at SMAN 3 Sinabang School, it is clear that there are strategies used by teacher in teaching reading skill using online novel. This is proven by the results of observations, and interviews conducted by researcher regarding teacher strategies in teaching students' reading skill using online novel in class XI MIPA at SMAN 3 Sinabang. In the process there are bound to be obstacles, such as teaching and learning activities and all the activities involved in it, in the research location that I observed at SMAN 3 Sinabang, there were several things that caused obstacles in the process of students' English reading skill. Among them are students who are still not fluent in reading, there are students' pronunciation that is still low. Based on the research results, it can be described as follows:

The strategies used by teacher in teaching reading skill using online novel in class XI Mipa SMAN 3 Sinabang are:

a. Question Answer Relationship (QAR)

The learning activities conducted by the teacher, as observed by the researcher, employ effective strategies in teaching the reading skill using online novels in Class XI Mipa at SMAN 3 Sinabang. The teacher actively engages as the main facilitator in creating a dynamic classroom environment, fostering a question-and-answer interaction between the teacher and students that stimulates critical thinking, visual perception, auditory comprehension, and reading proficiency.

In implementing these strategies, the teacher adeptly encourages students to attentively listen and participate in discussions related to online novels. This approach results in a serene classroom atmosphere where students feel comfortable asking the teacher questions about any aspects they find challenging or unclear.

In conclusion, the application of these learning strategies can be deemed effective. The students benefit from the opportunity to clarify their understanding of the material, fostering a participative and engaged class environment that mitigates silence.

b. **Self-directed Reading**

Learning activities carried out by teacher through observations and interviews with researcher's regarding teacher strategies in teaching reading skill using online novel in class XI Mipa SMAN 3 Sinabang have been implemented. This is seen from the teacher who will see the student's English reading ability, so that the student can follow the lessons given by the teacher. Providing this material is done by involving students directly in learning, namely by the teacher guiding students directly in learning. Applying this strategies, the teacher is able to guide students one by one to see how students' reading skill using online novel are fluent, or not yet fluent. And the teacher also directs students to read and other students are directed to listen to what their friends are reading.

It can be concluded that the application of this learning strategies can be said to be effective, because here students are directed to learn independently, even with guidance from the teacher when students experience difficulties in reading.

c. **Self-directed Translate a Text**

Based on the learning activities carried out by the teacher through observations and interviews with researcher, it is evident that the teacher's strategies for teaching reading skills using online novels in Class XI Mipa at SMAN 3 Sinabang have been successfully implemented. Notably, the teacher guides students in translating the text of the online novel. This strategy is designed to enhance students' comprehension of the online novel, ensuring clarity and enabling students to proficiently follow the teacher's instructions during the reading skill sessions with online novel.

The application of this strategies is considered effective, as it encourages students to engage in independent learning. Through the translation process, students develop a deeper understanding of the material and are less reliant on their peers for comprehension. This approach fosters a sense of self-reliance and autonomy in the learning process.

d. **Finding Difficult Vocabulary**

The learning activities carried out by the teacher through the researcher's observations of the teacher's strategies in teaching reading skill using online novels in class XI Mipa SMAN 3 Sinabang have been implemented. This is

seen when the teacher directs students to find difficult vocabulary in online novels. When implementing this strategies, teacher must be able to encourage students to find difficult vocabulary that they cannot translate and this strategies aims to enable students to acquire more new vocabulary.

It can be concluded that this strategies can be said to be effective, because the teacher directs students to find difficult vocabulary independently.

e. **Finding Images And Morals**

The learning activities undertaken by the teacher, as observed by the researcher, highlight effective strategies employed in teaching reading skills using online novels in Class XI Mipa at SMAN 3 Sinabang. This is particularly evident when the teacher presents engaging lesson materials to facilitate student acceptance and comprehension. Additionally, the teacher guides students in identifying both images and moral lessons within the online novel text.

In the execution of this strategies, it is imperative for the teacher to provide clear guidance, as some students may encounter difficulties in discerning the images and moral lessons embedded in the online novel. The teacher's role is crucial in facilitating a comprehensive understanding among students.

In conclusion, the application of this strategy can be deemed effective. It encourages students to engage in independent learning, supplemented by the necessary guidance from the teacher when faced with difficult in identifying images and morals within online novel texts.

f.   Conclusion

The learning activities conducted by the teacher, as observed by the researcher, reflect the successful implementation of strategies for teaching reading skill using online novel in Class XI MIPA at SMA Negeri 3 Sinabang. This is evident when the teacher instructs students to draw conclusions from the online novel text and subsequently encourages them to present their findings to the class. In the application of this strategy, the teacher plays a crucial role in fostering an environment where students actively listen and attend to their peers when presenting the conclusions of the online novel text.

It can be reasonably concluded that the application of this learning strategies is effective. By prompting students to articulate their own perspectives on the online novel texts and share their conclusions with the class, the strategies not only enhances individual understanding but also encourages collaborative learning, allowing students to collectively grasp the of the online novel texts they have read.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter present the conclusion and suggestion of the research. The conclusion is based on the presentation and description of the research finding of data analysis. Furthermore, related to the conclusion the research also gives some suggestion.

5.1 Conclusion

The teacher's strategies for teaching reading skill using online novel in class XI Mipa at SMAN 3 Sinabang has been carried out by the English teacher's at SMAN 3 Sinabang, namely:

1. Pre-reading activities involve the teacher taking an active role in initiating the learning process to stimulate student interest. This includes the implementation of Question-Answer Relationships (QARs), wherein students are provided with opportunities to respond to teacher questions, such as those utilizing titles to elicit their reactions to assigned online novel topics. These activities are designed based on the students' prior experiences.

2. During the While-Reading Activities when the teacher gives assignments to students before reading the text. Here the teacher applies several teacher strategies in teaching students' reading skills using online novels in the second class, translating texts independently, which is something that can help students understand the contents of online novel texts. Third, finding difficult vocabulary, the teacher directs students to find vocabulary that is difficult for students to know in online novel.

3. In post-reading activities, the teacher guides students to find images and moral messages obtained from online novel stories individually. Next, each student is tasked with providing a conclusion based on the online novel text, which they then read in front of their classmates.

It can be concluded that at each stage the activities and strategies applied by the teacher in learning English reading skills in class XI Mipa SMAN 3 Sinabang were declared effective. Through this strategy, students gain self-motivation to learn reading skills using online novel properly and correctly under the direction and guidance of an English teacher.

5.2 Suggestion

After conducting research, the researcher provides suggestions to and students.

a) For teacher's who implement strategies in teaching reading skill using online novel, this is to always direct, guide, motivate, provide understanding, be creative and innovative in the learning process, and can use more varied/interesting strategies so that students do not feel bored or bored while studying.

b) For students, who are not yet fluent in reading, always be active in learning to read and for those who are already fluent in reading, never stop learning, because basically learning is a bridge to knowledge.

c) For future researchers, it is hoped that this research can be used as a reference source in their research.

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INSTRUMENTS OBSERVATIONS

No	Indicators / Aspects observed	Yes	No	Description
1	Pre reading activities			
	➢ The teacher's gives greetings	✓		➢ The teacher sends a link to the novel in the class group
	➢ The teacher's asks students to read a prayer.		✓	
	➢ The teacher's provides the title of the online novel text to provoke students' responses to the reading topic.	✓		
	➢ The teacher's asks students to talk about the nature of the title given by the teacher's, and students answer how many questions are related to the title.	✓		
2	While Reading			
	➢ The teacher's asks students to read the story in the online novel independently.	✓		➢ The teacher's asks students to look for the meaning of the novel they have read.
	➢ The teacher's asks students to find the problem in the story.	✓		
	➢ The teacher's asks questions about WH to make it more complex.	✓		➢ The teacher's asks students to look
			✓	

	➤ The teacher's gives true or false questions along with reasons.			for difficult words in the novel.
3	Post Reading Activities			
	➤ The teacher's asks students to retell the contents of the text they read using their own words.	✓		➤ The teacher's gives students 5 minutes to look for images in the novel.
	➤ Students collect answers to problems found in online novel texts.	✓		
	➤ The teacher ensures that this class has a clear objective in teaching students English reading skills using online novels.	✓		➤ The teacher's asks students about the moral in the novel.
	➤ Teacher's provide motivation to students	✓		
	➤ The teacher's closes the lesson with greetings	✓		➤ The teacher's asks students to come forward one by one to read the conclusion of the novel.
				➤ The teacher's closes the lesson with greetings.

INTERVIEW INSTRUMENT

RESEARCH THE PROBLEM	QUESTIONS	DESCRIPTION
	ENGLISH TEACHER	
What Are The Teacher's Strategies In Teaching Reading Skill Using Online Novel?	➢ How do you plan to use online novel media in teaching English reading skill to students' in class? ➢ In your opinion, what strategies will you use in teaching English reading skill to students' using online novel media in class? ➢ In your opinion, is the use of online novel very effective in teaching students' English reading skill? ➢ How do you explain and interpret the teacher's learning strategies in teaching English reading skill to students' using online novel?	

| | How do you develop learning strategies in teaching English reading skill using online novel? How do you attract students' attention so that they are more enthusiastic about participating in class? How effective is your strategies of using online novel in teaching students' English reading skill in class? In your opinion, are there any obstacles to the use of Novel Online media that you experience when implementing strategies in teaching English reading skill to students' in class? How would you evaluate their students' English reading skill using Novel Online? | |

	➢ What assessment do you make in prohibiting students' English reading skill from using online novel?	

Nomor   : ₂₁₃₅/131013/FI/KM/VII/2023

Lampiran   :   -

Hal   : *Izin Melaksanakan Penelitian Skripsi*

KepadaYth,
Kepala Cabang Dinas Pendidikan dan Kebudayaan Wilayah Kab. Sinabang

Di_

   Tempat

Dengan hormat,

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) mengharapkan bantuan Bapak/Ibu agar sudi kiranya memberi izin kepada yang namanya tersebut di bawah ini :

Nama   : **Yulia Rahma Sri Mulia**

NIM   : **1911060005**

Program Studi : S1 Pendidikan Bahasa Inggris

Untuk mengumpulkan data-data SMAN 3 Sinabang dalam rangka penyusunan skripsi yang berjudul :

"*An Analysisi of The Teacher's Strategies in Teaching Reading Skill By Using Online Novel in Class X SMAN 3 Sinabang*".

Atas pemberian izin dan bantuan Bapak/Ibu kami ucapkan terimakasih.

Banda Aceh, 14 Juli 2023
Dekan FKIP,

Dr. Mardhatillah, M.Pd
NIDN: 1312049101

PEMERINTAH ACEH
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SURAT KETERANGAN PENELITIAN
Nomor : 422 / 064 / 2023

Berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Bina Bangsa Getsempena melalui Cabang Dinas Pendidikan Wilayah Kabupaten Simuelue Tentang Izin Melaksanakan Penelitian kepada mahasiswa tersebut dibawah, maka dengan ini kepala SMAN 3 Sinabang menerangkan bahwa :

Nama	: **Yulia Rahma Sri Mulia**	
NIM	: 1911060005	
Prodi/Jurusan	: S-1 Pendidikan Bahasa Inggris	
Semester	: VIII (Delapan)	
Universitas	: Universitas Bina Bangsa Getsempena	
Alamat	: Desa Suka Karya Kecamatan Simeulue Timur Kabupaten Simeulue	

Benar yang namanya tersebut diatas telah datang ke SMAN 3 Sinabang dalam rangka melakukan penelitian dan pengumpulan data untuk penyusunan skripsi dengan judul *"An Analysis of the Teacher's Strategies in The Teaching Reading Skill by Using Online Novel in Class X SMAN 3 Sinabang"*.

Demikian surat keterangan penelitian ini di keluarkan agar dapat dipergunakan seperlunya.

Dikeluarkan di Kabupaten Simeulue
Pada tanggal 07 Agustus 2023

Kepala SMAN 3 Sinabang,

Sakiman, S.Pd
NIP. 19820707 200904 1 008

APPENDIX

Appendix Day 1

Appendix Day 2

Appendix Interview