

A STUDY ON TEACHING STRATEGIES OF ONLINE READING CLASS AT SMPN 2 TUREN

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Abstract: This study aimed to provide broader insight about online teaching reading strategies at SMPN 2 Turen during the COVID-19 pandemic. For the research design, this study used the descriptive qualitative method. The researcher chose the English teacher at SMPN 2 Turen as a respondent. The procedure of this research involved two steps. In the first step, the researcher interviewed the teacher, and in the second step, the teacher took two lesson plans from the ninth-grade level as documentation of this research. The finding of this study indicated that there are two strategies used by the teacher on online teaching reading strategies, they are: encouraging the use of the dictionary and Question-Answer Relationship. Then, the teacher also divided the activities into three phases, namely pre-reading activities, during-reading activities and post-reading activities. Finally, the problems faced by the teacher when teaching online are unlimited teacher's hour, late assignment submission, limited quota, and unsupported students' smartphone; and, to solve those problems, the teacher tried to keep serving the students, reminded the students to submit the tasks continuously, provided the printed material, and suggested the students to join the class with their closest friend's house. By using encouraging the use of the dictionary strategy, it can help the students to understand the difficult words. While, by using Question Answer Relationship (QARs) strategy, it can help the students to understand the content of the text.

Keywords: Teaching strategies, online teaching reading, online teaching

INTRODUCTION

The COVID-19 pandemic has attacked all countries in the world, including Indonesia. This virus has infected millions of people, therefore affecting their social life like they have to do everything from home or online. Joko Widodo, an Indonesian president, asked the Indonesian people to reduce non-essential activities outside to prevent the spread of covid-19 in Indonesia; moreover, including in terms of education, Nadiem Makarim, as the minister of education and culture of Indonesia, stated that teaching and learning activities must be carried out at home using technology tools (Purwanto, Cahyono, Asbari, & Fahlevi, 2020).

All courses must still be taught even in a pandemic situation, including English lessons. Teaching English is very important because it is an international language, which is very useful and makes it easier for people to communicate with other people around the world. Caplan

(2020) clearly stated that English has nearly 1.13 billion speakers of which around 379 million are native speakers, which means that English is the most spoken language in the world.

Although this online learning has been going on for almost two years, the Indonesian government has made good efforts to overcome the spread of this virus, one of which is the implementation of online teaching and learning. It is a teaching and learning activities that are carried out without face to face meetings but they are carried out in virtual meetings by utilizing technology and can be done at home or anywhere (Afif, Mistar, & Karimullah, 2021).

However, teachers faced several problems in online teaching, one of which is teaching reading skill. Whereas, reading is one of the important skills that must be mastered by students when they are learning English. According to Anggeraini, Episiasi, & Sulisty (2022) reading is a basic skill in English which is not just simple word-for-word translation, however needs to be obtained in a language course. Therefore, in this study, the researcher wants to know which strategy is used by the teacher on online teaching strategies in reading class. A professional teacher will choose which strategy is more suitable for the topic to be taught, the level of students' expertise, and the phase in their learning journey (Anilkumar, n.d.).

There were studies which have been carried out related to this research. It was conducted by Anggeraini, Episiasi, & Sulisty (2022). The researchers found that there are four English teachers using three strategies in teaching reading skill; reading aloud in virtual meetings, silent reading and downloaded digital storytelling. Saputri, Rizal, & Afriani (2021) found two strategies that were used by the English teacher, namely scaffolding and QARs (Question-Answer Relationship). Audina, Zega, Simarmata, Situmeang, & Tarigan (2020) found that the English teacher used one strategy, namely DRA (Directed Reading Activity).

All of those previous studies are related to this current study and also they used the same research design, namely the descriptive qualitative method. However, the first researchers and the third researchers conducted research focused on Vocational High School and the second researchers focused on Senior High School. Meanwhile, in this current study, the researcher wanted to deeply analyze and conduct research about the strategies of English teacher in teaching reading class specifically on online teaching in Junior High School.

The researcher was interested in analyzing teacher's strategies in online reading class in Junior High School especially at SMPN 2 Turen. The teaching strategies between junior and

senior high school may be different because the different ages may use different strategies in online reading class. Ahsanah (2020) stated that teaching younger learners need more often strategies than older students. Thus, the researcher wants to obtain information by describing the teaching strategies used by the English teacher in online reading class. Related to those reasons, the researcher decided to do the research on teaching strategies in online reading class at SMPN 2 Turen.

METHOD

This research used the descriptive qualitative method. According to Thomas & Maglivi (2009), a qualitative study is an investigation of the natural situation, exploratory research of experience and everyday life. Whereas descriptive research is a scientific study with fact-finding interpretation (Krishnarao, 1961). Lambert & Lambert (2012) revealed that “the aim of qualitative descriptive study is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals”. In this study, the researcher attempted to describe the fact about teacher’s strategies, teacher’s activities also the teacher’s problems and their solutions in online reading class.

The participant of this study should meet some criteria, (1) an English teacher, (2) the teacher has teaching experience minimum of five years, and (3) a teacher who teaches online during the pandemic. Based on the criteria, the researcher recruited only one participant who met the criteria at SMPN 2 Turen. She has teaching experience for 18 years and the researcher assumed that by 18 years of teaching experience, she is very competent in her field as an English teacher and she also used online teaching during a covid-19 pandemic.

In order to get the result of the research, the researcher used interviews and documentation. In the interview, the researcher used a semi-structured interview which means that the questions are based on an interview guide but the topic of the interview can be developed with the responses of the interview subject. The interview guide consists of six questions regarding the teacher’s strategies, teacher’s activities and teacher’s problems and their solutions in online reading class. The interview guide was adapted from Chotimah (2021). The researcher has developed the interview guide in accordance with the research problems and research objectives. After that, the interview guide was also validated by an English lecturer at the University of Islam Malang and has teaching experience for six years. While, the documentation

of this research is the lesson plans of the English teacher at SMPN 2 Turen. In this study, the researcher asked for the teacher's lesson plans as a complement to the collection of research data after the interview with the teacher.

From the data collected, the researcher analyzed the data. According to Rahmi, Mistar, & Widowati (2021), the researcher organized and familiarized the data, combined the data, coded and reduced also interpreted and presented the data. The researcher organized the interview recording by transcript the interview result and translate it, then the researcher familiarized it by retelling the data. After that, the researcher combined all the data to complete each other. The data were analyzed and categorized. Then, the data that have been combined based on the problems were coded and reduced. The researcher deleted unimportant data and concluded the data to make the researcher easier to present and interpret the data. After all data analyzed by conducting all steps before, the researcher will be easy to interpret and present the data that have been found.

FINDINGS

a. Teacher's Strategies in Online Reading Class

The researcher gained the research data by interviewing the teacher. The teacher was interviewed based on the questions, especially for teacher's strategies. There are two interview questions addressing the teacher's strategies. For the first question, the researcher asked the teacher about the teacher's strategies used in teaching reading online. The following is the response from the teacher:

"I use the strategies of encouraging the use of the dictionary and a Question-Answer relationship. The reason is, by encouraging the use of the dictionary, students will find it easier to understand difficult words, while by Question-Answer relationship, students can understand the content of the reading text".

The interview above shows that the teacher used QARs (Question-Answer relationship) and encouraged the use of the dictionary. The strategy of encouraging the use of the dictionary can help students understand difficult words. Furthermore, the strategy of the Question-Answer relationship can help students understand the content of the reading text.

The second question, the researcher asked the teacher about the effectiveness of the use of those strategies in teaching reading online class. The following is the result of the interview from the teacher:

“Very effective, because they can understand the text easily. If they understand the difficult words and understand the content of the text, it will be easier for them to understand the implied meaning of the text”

From the interview above shows that those strategies were very effective used in teaching reading online class. By using the QARs and encouraging the use of the dictionary strategy, they can make the students understand the text easily.

b. Teacher’s Activities in Online Reading Class

In reading class activities, the researcher got the data from the teacher’s lesson plans as the main instrument. Besides, to make the data more valid and detailed, the researcher also interviewed the teacher. The teacher divided the reading class activities into three phases, namely pre-reading activities, during reading activities and post-reading activities.

Pre-Reading Activities

From the teacher’s lesson plans, the teacher started the class by praying the du’a according to their respective beliefs and conveying the learning objectives and indicators to be achieved through the WhatsApp group or Google Classroom. To support the research data, interviews were also conducted to find out how the pre-reading activities in online class were described.

“I asked the students to send attendance first in Google Classroom, then asked them to pray, after that, I conveyed the learning objectives and indicators through the WhatsApp group or Google Classroom”.

During-Reading Activities

The researcher found some points in a row that were made during reading activities in teacher’s lesson plans. First, the teacher instructed the students to read and understand certain material in the textbook or PowerPoint about the narrative text/procedure text that has been uploaded to Google Classroom. Then, the teacher gave the students some problems related to narrative text to be solved either individually or in groups. If the students have difficulty solving the problems, it can be communicated to the teacher via WhatsApp group. The teacher gave

several questions related to the narrative text/procedure text that allow the students to use higher-order thinking skills (HOTS) in solving the problems through the WhatsApp group or Google Classroom. Moreover, in the interview, the teacher said that:

"Entering the main activities, I posted PowerPoint material about Narrative text through Google Classroom or sometimes through WhatsApp group, then I asked the students to read and understand the material and the content of the reading text, after that I gave an example to read the text using voice notes in order they can read the text while listening to my voice notes"

Post-Reading Activities

Based on the teacher's lesson plans, the teacher gave feedback to the students on the process and learning outcomes. After that, the teacher gave assignment either individually or in groups and informed the next material for the next meeting and instructed the students to study it. Then, the learning ended by praying the du'a according to their respective beliefs that have been guided by the teacher through the WhatsApp group. Those findings were in accordance with the teacher's statement in the interview:

"In the closing section, I used the Question-Answer relationship. I reviewed the material that I had taught the students, then I made five open-ended questions as assignments at home to measure students' understanding of a reading text and ended the class by reciting the du'a after studying through the WhatsApp group"

c. Teacher's Problems and Their Solutions in Online Reading Class

Based on the research data from the interview, the teacher faced some problems in online teaching class, especially in reading class. The researcher asked a question related to what problems were found in teaching reading online class, here is the result of the interview answer from the teacher:

"The problems in online reading class are the teacher's working hours are not limited, so I have to stand by on my smartphone to answer when the students ask questions. If once or twice their messages are not answered by the teacher then they will be passive. The next obstacles are many students submitted the assignment late, limited data packages and unsupported some students' smartphone for certain applications".

Based on the transcript above, the researcher found four problems faced by the teacher in teaching reading in the online class. Those problems are unlimited teacher hours, many students who are late in submitting assignments, limited quota, and some students' smartphone that does not support certain application.

After knowing the problems, the next interview question is about the solutions to those problems when teaching an online reading class. The following data is the result of the interview:

“As solutions, I continue to serve these students by standing on my smartphone to answer questions from students and also by asking the students to come to school on a schedule complying with the health protocols. For the next solution, I keep reminding students to immediately submit assignments through the WhatsApp group. I also help to print worksheets for underprivileged students to do at home. Moreover, I also suggested them to join with their friends who live closest to them to study together. I have to find solutions that can solve the problems in teaching reading online class in order they can continue to study well”.

It is clear from the transcript that when the teacher got the unlimited teacher's unlimited hour problem, the teacher keep serving the students by standing on her smartphone to answer the students' questions. In addition, the teacher also made scheduled face-to-face learning by complying with health protocols. For the late assignment submission, the teacher continues to remind the students to submit the task that has been given immediately through the WhatsApp group. For the limited quota and unsupported students' smartphone, the teacher asked the students to come to school to take the worksheet which has been printed by the teacher. Also, the teacher suggested the students to join with their closest friend to study together.

DISCUSSION

The research data were obtained from interviews and documentation. The documentation was collected from the teacher's lesson plans. The interview data related to the teacher's problems, teacher's activities and teacher's problems and solutions. The documentation data related to the teacher's activities in the online reading class.

The result of the interview related to the teacher's strategies has been explained previously that teacher used a Question-Answer relationship and encouraged the use of the dictionary. By using the Question-Answer relationship, it can help the students to understand the content of the

text; and by encouraging the use of the dictionary, it can help the students to understand the difficult words. So, those strategies are effectively used to teach an online reading class because the students can understand the implied meaning of the content of the text easily. This result is supported by Saputri, Rizal, & Afriyani (2021) and Dwiningtyas, Sofyan, & Puspita (2020).

QARs strategy can help the teacher to know how far the students' understand the material (Saputri, Rizal, & Afriani, 2021). While, encouraging the use of dictionary can help the students to find the meaning of difficult words (Dwiningtyas, Sofyan, & Puspita, 2020). The teacher used those strategies because they are suitable for the students and teaching online during pandemic COVID-19. Muzammil (as cited in Wibowo, Syafrizal, & Syafryadin, 2020) stated that suitable teaching reading strategies can improve students' understanding.

Based on the result of the interview and documentation on lesson plans, the second finding shows that the teacher carried out the activities completely. The activities start from pre-reading activities, during-reading activities and post-reading activities. This is in line with Saricoban (2002) that categorized three stages in teaching reading activities such as before reading, during reading and after reading activities.

First, in pre-reading activities, the teacher started the teaching and learning process by reciting the du'a and conveying learning objectives and indicators about the material that will be explained by the teacher through the WhastApp group. Second, in during-reading activities, the teacher asked the students to read and understand the material and reading text that have been uploaded by the teacher in Google Classroom/WhatsApp group; then, the teacher gave an example on how to read the text using voice note in WhatsApp group; next, gave some problems that must be solved by the students; last, the teacher gave several questions to train the higher order thinking skill of the students.

Third, in post-reading activities, the teacher reviewed and gave feedback about the material that have been explained; after that, the teacher gave homework to measure the understanding of the students; last, the teacher closed the class by reciting the du'a. These activities are slightly different from Sarjan & Mardiana (2017) Mukhroji (2011) Aliyeva (2020). The teacher said that not all students have the same ability to understand the text, therefore the effectiveness of the teaching and learning activities depends on students' ability to understand the text. Because the

students have different abilities and different reading styles, the teacher should teach the students using a variety of teaching reading strategies to improve their knowledge (Sattar & Salehi, 2014).

According to the interview about the teacher's problems, there are four problems faced by the teacher in online reading class. The result of this study showed that those problems are unlimited teacher hours, many students submitting the assignments late, limited internet packages and students' smartphone which did not support certain applications. This finding is slightly different from Rahimah, Juriah, Karimah, Hilmatunnisa, & Sandra (2021), that the pandemic of COVID-19 caused students to have difficulty understanding the material some of them do not have communication facilities, they do not have internet packages to study from home and parents do not master the use of technology. Yesterday, they conducted the research focused on Senior High School namely at Madrasah Aliyah Hidayatul Insan Palangkaraya. Because of the differences in setting research and background knowledge of the students, the problems were slightly different from this current study which has been conducted in Junior High School.

To solve the problems, the teacher tried to keep serving the students to answer all the students' questions on her smartphone and made scheduled face-to-face learning. Moreover, the teacher continues to remind the students to submit the task immediately. Then, the teacher provided printed material and asked the students to join the class with their closest friends. From those results, it shows that the teacher tried to make sure the students learning well and monitored the progress of the students. These are congruent with Tukan (2020), Rahimah, Juriah, Karimah, Hilmatunnisa, & Sandra (2021). They claimed that teachers should make sure that students have good learning during the pandemic COVID-19. Also, the teacher should conduct effective monitoring to the students during online class by making schedules, and conducting effective communication between teacher and parent using the WhatsApp feature (Rahimah, et al., 2021).

CONCLUSION

Related to the findings and discussion above, the researcher conclude the result regarding the teacher's strategies, teacher's activities, and the teacher's problems and solutions. The first, dealing with the strategies used by the teacher in online reading class, the teacher used two strategies to teach the students. These are encouraging the use of the dictionary and Question-Answer Relationship. The use of these strategies aims to help students to understand the difficult

words and to comprehend the content of the reading text. The second, related to the teacher's activities in the online reading class, the teacher divided the activities into three stages. They are pre-reading activities, during-reading activities and post-reading activities. The teacher mostly conducted the teaching and learning process without live online meetings through application such as Zoom, Google Meeting or something because the family of the students comes from underprivileged families. The third is about the teacher's problems, unlimited teacher's hour, submitting assignments lately, limited quota because of the high-cost internet packages and students' smartphone that doesn't support certain application became the teacher's problems in online reading class. Then, to solve those problems, the teacher tried to keep serving the students, continuously reminded the students to submit the tasks, provided the printed material and suggested the students to join the class with other closest friends.

Based on the conclusion above, several suggestions related to the research findings are offered for the English teachers, students and further researchers. For English teachers, the researcher expects that the teachers will get additional information or material about the teaching strategies of online reading class in Junior High School. Also, teachers can look for other references because there are many other strategies that are very useful in online reading class. For students, the researcher expects that the outcome of this study can be used for helping the students, especially the students of the English Department, to know more about the teaching strategies of online reading class in Junior High School. On the other hand, for the students at SMPN 2 Turen, the researcher expects that students can be more aware of their responsibilities as students, one of which is by completing the tasks that have been given by the teacher on time. For further researchers, the researcher expects that further researchers can use this study as the source of data for the next research about the teaching strategies of online reading class in Junior High School. Also, the researcher recommends that further researchers conduct a better study by adding other instruments such as observation and involving more participants.

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