An analysis of teachers' strategies on students' reading comprehension in online learning at junior high school

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Abstrak

Tujuan dari penelitian ini adalah untuk menggambarkan dan mendapatkan data analisis terkait strategi guru saat pembelajaran daring, masalah yang dihadapi guru dalam mempertahankan pemahaman membaca siswa dan respon siswa terhadap strategi guru selama pembelajaran daring. Data dikumpulkan dengan observasi, kuesioner, dan wawancara. Peneliti menyimpulkan bahwa guru menggunakan "finding difficult vocabulary", previewing strategy, reviewing strategy, discussion strategy, dan resuming strategy agar pemahaman siswa terhadap sebuah teks dapat dicapai selama pembelajaran daring. Masalah yang dihadapi guru adalah siswa memiliki kosakata yang terbatas dan juga kurangnya kemauan dalam belajar bahasa Inggris. Selama proses pembelajaran daring, siswa memahami materi pelajaran tentang teks yang dijelaskan oleh guru dan mereka juga menunjukkan respon positif terhadap strategi-strategi guru tersebut.

Kata Kunci: *Strategi guru, pemahaman membaca siswa, pembelajaran daring.*

Abstract

This research aims to describe and obtain the analysis data of the teachers' strategies for students' reading comprehension in online learning, the problems teachers face in maintaining students' reading comprehension, and students' responses to teachers' strategies during online learning. The researcher concludes that teachers use "finding difficult vocabulary", previewing strategy, reviewing strategy, discussion strategy, and resuming strategy so that students' understanding of a text can be achieved during online learning. The problems teachers face are that students have limited vocabulary and lack the willingness to learn English. During the online learning. process, students understand the subject matter about the text explained by the teacher, and they also show a positive response to teachers' strategies.

Keywords: Teachers' Strategies, Students' Reading Comprehension, Online Learning.

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INTRODUCTION

According to Djaber Nacer B. (2015) as cited in (Aviles & Vera, 2017, p. 13) that reading is one of the most significant ways of learning because it is related to literacy and the development of civilization. Most students just read the text and it makes students do not understand the content and the explanation of the text, so students' reading comprehension was not achieved properly. Reading comprehension is not just one single process, because it takes intricate interaction of several components that combine information from the page that the students read with their background knowledge and experiences (Paris & Stahl, 2005, p. 71). The target of reading is comprehension, and it is the skill to understand a language or a text (Nurhamidah et al., 2018, p. 303).

According to the personal view of the researcher herself that reading is the activity that occurs as a whole work. It means that reading is not only done when we have reached the end of a text or a story, but there is also a close interaction between the reader and the text. The reader is not only looking at a printed book but also elaborating in several senses such as marking the page, deciding what the meaning, and how the content of the text relate to one another (Alderson, 2000, p. 3). The process of describing and understanding the meaning of a word in the small scope and the meaning of a text in the large scope has a big influence in improving one's reading comprehension as will be explained in the following statement that knowing the word meaning can give a contribution in understanding the text, so it means students need to have good comprehension (Mardiana & Kurniawan, 2011, p. 2).

However, the condition that occurred in 2020 changed almost every aspect of human life converted into online activities due to the COVID-19 pandemic, which has spread to almost every country in the world. Coronavirus SARS-CoV-2, a respiratory pathogen, is a virus that causes an infectious disease known as COVID-19. WHO first found the new virus in cases in Wuhan on 31st December 2019 (World Health Organization, 2020, p. 2). The positive cases of COVID-19 can increase or decrease depending on the way each country handles it. The Indonesian government took preventive steps to stop the spread of COVID-19 by changing the learning process into online learning activity. The pandemic has made learning that is usually done directly in the class turned into online learning using a variety of digital learning applications such as Zenius, Quipper, or through Google which provides several collaborative learning tools such as Google Meet and Google Classroom (Abidah et al., 2020, p. 38).

The Indonesian government has discussed and taken several decisions related to the online learning process, which was conveyed by Mr. Nizam, *Plt. Direktur Jenderal Pendidikan Tinggi*, in his forewords which refers to the Joint Decree of the Four Ministers Number 01/KB/2020 on June 15th 2020 regarding The Implementation Guidelines Learning in the 2020/2021 Academic Year during Corona Virus Disease (Covid-19) Pandemic Period that

learning system in tertiary institutions in all territories must be implemented online for theoretical and practical courses (Kementerian Pendidikan dan Kebudayaan, 2020, p. 3).

Online learning has several impacts both on students and teachers. For teachers, they face various challenges in online learning, especially in delivering the material of the subject so that it can be understood by students. For students, they experience the new pattern of learning using several digital learning applications. It could be argued that this was an emergency condition so the preparations were not well prepared. If schools can prepare and integrate digital-based learning well, it will be easier for students to use electronic books (Myrberg & Wiberg, 2015, p. 53). With this current situation, students read the text from digital media during online learning. The concern from the previous statement is about the impact of digital reading on deep reading comprehension according to Rosenwald (2014) as cited in (Niccoli, 2015, p. 8). Douglas K Hartman, Paul Mark Morsink, and Jinjie Zheng (2010) as cited in (Kanniainen et al., 2019, p. 2201) also explained that rapidly advancing technology and the existence of the internet have changed people's reading practices and rendered traditional views of literacy inadequate. In general, the applications for electronic reading cannot present essential spatial landmarks and it gives poor feedback on the progress of the reading activity, and also it does not show how much is left of the chapter directly and transparently, so it is quite difficult to plan the reading (Myrberg & Wiberg, 2015, p. 53).

Whereas as explained by Jeremy Harmer that students need to be involved with their reading. The reading activities that students do in class are very important. Moreover, when learning as usual is carried out in the classroom, the teacher can clearly see the feelings or expressions of students when reading a text because it is important to allow students to express their feelings about the topic in a text (Harmer, 2007, p. 101). However, the teacher is quite difficult to see students' feelings or expression about one text, so reading activities and students' reading comprehension are two essential things in the learning process, both offline and online learning.

It has been explained earlier that reading is a very important activity. Reading can develop other abilities, such as readers will get a lot of vocabulary and will recognize the grammar of the language they read which is English, so teachers and students must be able to take advantage of the text being discussed in the learning process (Wahjudi, 2010, p. 85). This research discussed reading skills, especially about students' reading comprehension. According to the personal view of the researcher herself that reading activity might be categorized as an activity that is not favored by most students so that it can causes students to feel bored in understanding a text. This personal view is in line in OECD's PISA 2018 research which revealed that the result of Indonesian students' reading comprehension is 371 while the average score of OECD is 487 (Schleicher, 2019, p. 6). Indonesia is located in 75 in the reading comprehension category, the 6th place from the bottom.

Several reading strategies have been used by teachers during the COVID-19 pandemic. According to Tari Putri Utami in her research with the title "*An Analysis of*

Teachers' Strategies on English E-Learning Classes during COVID-19 Pandemic" she explained that teacher for eighth-grade students at MTs Sudirman Getasan used several strategies that also include reading skill. The strategy was video-based learning. The teacher made a video about recount text and the next activity was the discussion in WhatsApp Group and the teacher gave the stimulus through images related to recount text to find out students' understanding about the material (Utami, 2020, p. 59). The teacher also explained that when students did several stages in the material about the song, the students had indirectly demonstrated the ability to listen, to write, and to read. Reading ability is shown by students when they are reading the lyrics they have written (Utami, 2020, p. 95).

METHOD

The method used in this research was qualitative method. The researcher analyzed the data that has been collected and then the researcher described the data based on the objective of the research. Qualitative method is the way to understanding the meaning of an individual or a group, as well as exploring social or human problems (Creswell, 2009, p. 22). The problem to be examined in this research is about teachers' strategies on students' reading comprehension, especially in online learning situations.

Table 1. The List of Questions for Teachers

Sections	Questions
The Identification Part	How long have you been teaching?
	What university did you graduate from?
	Did you graduate from Faculty of English Education or Faculty of English Literature?
The Main Part	What are the main differences between usual classroom activity at school and online learning activity?
	What do you think about the system of online learning?
	Are there any changes or adjustments related to the learning materials in the syllabus with the online learning system applied?
	What strategies are used during online learning process regarding students' reading comprehension?
	What are the strategies used by you as the teacher so that students' understanding of a text can be achieved during online learning?

> How do you evaluate students' level of reading comprehension during reading activities in online learning?
>
> What are the problems faced by teachers in maintaining students' reading comprehension in online learning?
>
> Do students' grades increase or decrease during online learning?

The third instrument is questionnaire. The result of the questionnaire were displayed in a table from number one to ten then the data was displayed in several tables based on the indicators of questionnaire. The researcher explained the highest and the lowest score for each question in the questionnaire and the researcher also explained the result in the form of narrative. To find out the percentage of students' responses, the following is the formula used by the researcher according to Anas Sudijono (2006) as cited in (Anjani, 2020, p. 38).

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of Yes or No answers

N = Number of students

RESULTS AND DISCUSSION

Results

The researcher answered the three research questions that have been mentioned before. The first question is to identify the strategies used by teachers so that students' understanding of a text can be achieved during online learning. The second question is to find out the problems faced by teachers in maintaining students' reading comprehension in online learning. The third question is to obtain students' responses to teachers' strategies during online learning. The following are the findings of the research questions that have been mentioned previously.

1. Strategies Used by Teachers during Online Learning

The explanation of the discussion is used to answer the three research questions. The following is a further explanation of the answer to the research questions.

Table 2. The Result of Observation Checklist

No.	Sections	Indicators	Options	
			Yes	No

1.	Opening Activity	The teacher opens the lesson by greeting the students	✓	
		Pray before study	✓	
		The teacher checks students' attendance list	✓	
		The teacher asks students about the last material of the subject	✓	
		The teacher tells the purpose of the subject	✓	
2.	Main Activity	The teacher explains the material of the subject	✓	
		The teacher uses dialogue for teaching	✓	
		The teacher uses text for teaching	✓	
		The teacher makes some examples	✓	
		The teacher tells the students how to read the text clearly	✓	
		The teacher makes students thinking about the meaning of the text	✓	
		Students practice the material of the subject	✓	
		The teacher helps the students	✓	
3.	Teachers' strategies on students' reading comprehension	The teacher explains the learning strategy that will be used related to reading comprehension		✓
		The teacher uses one strategy of reading comprehension		✓
		The teacher uses two or more strategies of reading comprehension	✓	
4.	Closing Activity	The teacher gives the opportunity for students to ask questions about the material of the subject	✓	
		The teacher gives the exercise related to the material of the subject	✓	
		The teacher summarizes about the material of the subject	✓	
		The teacher closes the learning activity	✓	

2. Students' Responses to Teachers' Strategies during Online Learning

The following is the table of the overall results from the questionnaire of students' responses on teachers' strategies during online learning.

Table 3. The Results of Questionnaire of Students' Responses

No.	Questions	Answer (%)		Total (%)
		Yes	**No**	
1.	Does the teacher use Previewing as a strategy in reading and understanding the text?	77%	23%	100%
2.	Does the teacher use Reviewing as a strategy in reading and understanding the text?	74%	26%	100%
3.	Does the teacher use Resuming as a strategy in reading and understanding the text?	67%	33%	100%
4.	Does the teacher use Discussion as a strategy in reading and understanding the text?	72%	28%	100%
5.	Do you like the strategies used by your teacher when explaining and teaching material about a text?	93%	7%	100%
6.	Do you understand the material about the text that your teacher has explained?	94%	6%	100%
7.	Did your grades in English improve during the online learning?	65%	35%	100%
8.	Can you answer the questions from one text?	86%	14%	100%
9.	Do you think that the strategies used by the teacher can overcome your difficulties in reading and understanding the text?	67%	33%	100%
10.	Does the teacher often give exercises or assignments related to the material about the text?	95%	5%	100%

Table 4.2 above shows the result that 93% of students answered yes that they liked the strategies used by the teachers when explaining and teaching material about a text and 7%

of students answered no. Based on the result of the questionnaire, it can be concluded that most of students showed positive responses regarding the teachers' strategies used in learning about texts during online learning. Students' positive responses to the strategies that the teacher uses can help them understand the subject matter. On the other hand, if students give a negative response, this will affect their language learning progress. Students' responses to teachers' strategies are that the majority of students understand the material about the text after the teachers explain it. According to the teachers that if students understand the text, then they could answer the questions related to the text properly and correctly.

CONCLUSION

According to the data description and discussion, the researcher concludes that teachers used finding difficult vocabulary, previewing strategy, reviewing strategy, discussion strategy, and resuming strategy so that students' understanding of a text can be achieved during online learning. Teachers face two main problems in maintaining students' reading comprehension in online learning. According to the data description and discussion, the researcher concludes that the problems faced by teachers are that students have limited vocabulary, which makes them less interested and less enthusiastic about learning English, and also the lack of willingness from the students themselves to learn English. This problem can be influenced by the student's home and school environments, which do not support students in developing their reading comprehension skills.

The conclusion for students' responses to teachers' strategies during online learning is that most students showed positive responses based on the result of the indicators of the questionnaire. The strategies used by the teachers make students understand the text they have read so that they can answer the questions related to the text. Students' responses are indicated by the high percentage of the questionnaire results..

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