

**TEACHERS' STRATEGIES IN TEACHING READING  
COMPREHENSION AT SMP IT AL-GHOFAR DURING  
COVID-19**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC  
UNIVERSITY, MALANG  
JULY, 2021**

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COMPREHENSION AT SMP IT AL-GHOFAR DURIING COVID-

19

THESIS

Presented to Universitas Islam Negeri Maulana Malik Ibrahim Malang  
in Partial Fulfillment of the Requirements for barchelor's degree in  
education (S.Pd)

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,  
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**APPROVAL SHEET**  
**TEACHERS' STRATEGIES IN TEACHING READING**  
**COMPREHENSION AT SMP IT AL-GHOFAR DURING COVID-19**  
**THESIS**

Submitted to Faculty of Education and Teacher Training, Maulana Malik Ibrahim  
Malang State Islamic of Malang as one of the requirements for bachelor's degree  
in education (*S.Pd*)

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## LEGITIMATION SHEET

### Teachers' Strategies in Teaching Reading Comprehension at SMP IT Al-Ghofar During Covid-19

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Has been defended in front of the board of examiners at the date of 13th July 2021  
and declared

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in the English Education Department, Faculty of Education and Teacher Training.

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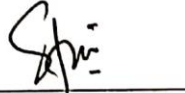
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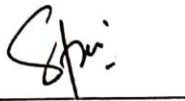
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**THE OFFICIAL ADVISOR'S NOTE**

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The Honorable,  
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Maulana Malik Ibrahim State Islamic University of Malang  
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*Assalamuaikum Wr. Wb.*

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Therefore, we believe that the thesis of Rizal Ali Nurdin has been approved by the advisor for the further approval by the board examiners

*Wassalamualaikum Wr. Wb.*

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#### STATEMENT OF AUTHORSHIP

I state that the thesis entitled "Teachers' Strategies in Teaching Reading Comprehension at SMP IT Al-Ghofar During Covid-19" is my original work to meet a bachelor's degree requirement. I do not include any materials previously written or published by other writers, except those I have cited in this thesis's bibliography. Hereby, if there is an objection or claim, I am the only person responsible for that.

Malang, July 13th, 2021

The researcher



Rizal Ali Nurdin

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## **MOTTO**

*“The philosophers have only interpreted the world, in various ways.*

*The point, however, is to change it.”*

*-K.H. Marx*

## **DEDICATION**

This thesis is dedicated to **my beloved parents** who have supported, accompanied, gave me a lot of motivation, love, and so much more. Also thank to my uncle, friends, and teachers who always support me in finishing this thesis.



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All praise belongs to Allah SWT, who has been giving the writer His mercies, blessings, guidance, and everything, so the writer has the knowledge and willingness to arrange this thesis to meet the bachelor's degree requirement. Shalawat and Salam may always be upon our Prophet Muhammad SAW, who has guided us into the bright era and better era.

This thesis entitled “An Analysis of Teachers’ Strategy in Teaching Reading Comprehension SMP IT Al-Ghofar During Covid-19” will not be successful without any support in the form of continuous pray, love, and motivation from other people. Then, the writer would like to express his thanks and gratitude, especially to Mrs. Septia Dwi Jayanti, M.Pd., for her advice, suggestion, motivation, and Her time until the writer finished and complete this thesis.

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4. To the writer's Advisor, Mrs. Septia Dwi Jayanti, M.Pd.
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9. And everyone whose name cannot be mentioned one by one.

Malang, July 13th, 2021

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## LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Words

ا	=	<b>a</b>	ز	=	<b>Z</b>	ق	=	<b>q</b>
ب	=	<b>b</b>	س	=	<b>S</b>	ك	=	<b>k</b>
ت	=	<b>t</b>	ش	=	<b>Sy</b>	ل	=	<b>l</b>
ث	=	<b>ts</b>	ص	=	<b>Sh</b>	م	=	<b>m</b>
ج	=	<b>j</b>	ض	=	<b>Dl</b>	ن	=	<b>n</b>
ح	=	<b>h</b>	ط	=	<b>Th</b>	و	=	<b>w</b>
خ	=	<b>Kh</b>	ظ	=	<b>Zh</b>	ه	=	<b>h</b>
د	=	<b>d</b>	ع	=	<b>'</b>	ء	=	<b>'</b>
ذ	=	<b>dz</b>	غ	=	<b>Gh</b>	ي	=	<b>y</b>
ر	=	<b>r</b>	ف	=	<b>F</b>			

### B. Long Vocal

Long Vocal (a)	=	<b>â</b>
Long Vocal (i)	=	<b>î</b>
Long Vocal (u)	=	<b>û</b>

### C. Dipthong Vocal

أ و	=	<b>aw</b>
أ ي	=	<b>ay</b>
أ و	=	<b>ũ</b>
إ ي	=	<b>î</b>

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## ABSTRAK

Nuridin, Rizal Ali. 2021. Teachers' Strategies in Teaching Reading Comprehension at SMP IT Al-Ghofar During Covid-19. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Septia Dwi Jayanti, M.Pd.

Kata Kunci: Teachers' strategy, Teaching Reading Comprehension, E-Learning

Strategi pembelajaran memiliki peranan penting dalam pembelajaran bahasa asing, terutama dalam pembelajaran *Reading Comprehension*. Bagaimana pun juga, selama para siswa akan mendapati kesalah pahaman dalam memahami sebuah teks yang mereka baca, guru sebagai fasilitator harus memilih strategi untuk membantu kemampuan proses berpikir mereka dalam menganalisa maksud dari sebuah teks.

Penelitian ini dilakukan dengan tujuan untuk; (1) mengetahui strategi yang digunakan oleh guru dalam pembelajaran *Reading Comprehension* di SMP IT Al-Ghofar selama Covid-19, (2) menggambarkan implementasi strategi guru dalam pembelajaran *Reading Comprehension* selama Covid-19.

Dalam penelitian ini, peneliti menggunakan pendekatan kualitatif dengan menggunakan tiga instrument, yaitu observasi, interview, dan dokumentasi. Data yang diperoleh telah diproses dengan beberapa cara, yang pertama reduksi data, memaparkan data temuan, dan menggambarkan kesimpulan. Partisipan dalam penelitian ini adalah dua guru Bahasa Inggris SMP IT Al-Ghofar dengan durasi 2 pertemuan.

Hasil penelitian ini menunjukkan bahwa ada tiga strategi pembelajaran yang digunakan oleh guru Bahasa Inggris selama Covid-19, yaitu *Question-Answer Relationships*, *Semantic Mapping*, dan menerjemahkan sebuah paragraf. Adapun cara para guru dalam mengimplementasikan strategi, keduanya hampir sama, mereka hanya membuat sebuah instruksi yang dibagikan di WhatsApp group dan menyediakan sebuah tugas.

## **ABSTRACT**

Nurdin, Rizal Ali. 2021. Teachers' Strategies in Teaching Reading Comprehension at SMP IT Al-Ghofar During Covid-19. Department of English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Septia Dwi Jayanti, M.Pd.

**Keyword:** Teachers' strategy, Teaching Reading Comprehension, E-Learning

Teaching strategy plays an important role in teaching foreign languages, especially in teaching reading comprehension. However, since students might be a misunderstanding about the text they read, teachers as a facilitator has to consider the strategy to help students' thinking process in analyzing the intended meaning from the text.

This research was aimed at: (1) knowing the teachers' strategies in teaching reading comprehension at SMP IT Al-Ghofar during Covid-19 (2) describing the teachers' implementation of the strategies in teaching reading comprehension at SMP IT Al-Ghofar during Covid-19.

In this research, the qualitative approach used by the researcher involves three instruments, observation, interview, and documentation. The data obtained were processed in several stages in the form of data reduction, displaying data, and drawing the conclusion. The participant of this research was two English teachers of SMP IT Al-Ghofar and took two meetings.

The results of this research showed that there were three teaching reading strategies used by the English teachers during Covid-19. The strategies were Question-Answer Relationships, Semantic Mapping, and Translating simple paragraph. The steps that applied by the English teachers of SMP IT Al-Ghofar in implementing the strategies were mostly same, they made an instruction that was shared in WhatsApp Group and provided a task.

## مستخلص البحث

نوردين، رجال علي. ٢٠٢١. استراتيجية المعلمين في تدريس فهم القراءة في المدرسة الثانوية الاسلامية الغفار خلال فيروس كورونا (Covid-19). قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية، مالانغ. مستشار: سيبتيا دوي جاياتي، ماجستر (M.Pd).

الكلمة الرئيسية: استراتيجية المعلمين، تعليم القراءة والفهم، التعلم الإلكتروني

تلعب استراتيجية التدريس دورا هاما في تدريس اللغات الأجنبية، خاصة في تدريس فهم القراءة. ومع ذلك، بما أن الطلاب قد يكونون سوء فهم حول النص الذي يقرأونه، يجب على المعلمين كميسر النظر في الاستراتيجية لمساعدة عملية تفكير الطلاب في تحليل المعنى المقصود من النص.

كان الهدف من هذا البحث هو: (١) معرفة استراتيجية المعلمين في تدريس فهم القراءة في المدرسة الثانوية الاسلامية الغفار خلال فيروس كورونا (Covid-19) (٢) واصفا تنفيذ المعلمين لاستراتيجيات تدريس فهم القراءة في المدرسة الثانوية الاسلامية الغفار خلال فيروس كورونا (Covid-19).

في هذا البحث، يتضمن النهج النوعي الذي يستخدمه الباحث ثلاث أدوات، المراقبة، المقابلة، والتوثيق. وقد عولجت البيانات التي تم الحصول عليها على عدة مراحل في شكل تخفيض للبيانات وعرض البيانات واستخلاص النتيجة. شارك في هذا البحث اثنان من مدرسي اللغة الإنجليزية في المدرسة الثانوية الاسلامية الغفار وعقدا اجتماعين.

أظهرت نتائج هذا البحث أن هناك ثلاث استراتيجيات قراءة تعليمية استخدمها معلمو اللغة الإنجليزية خلال فيروس كورونا Covid-19. وكانت الاستراتيجيات علاقات الأسئلة والأجوبة، ورسم الخرائط الدلالية، وترجمة فقرة بسيطة. كانت الخطوات التي طبقها معلمو اللغة الإنجليزية في المدرسة الثانوية الاسلامية في تنفيذ الاستراتيجيات هي نفسها في الغالب ، فقد قاموا بتعليمات تمت مشاركتها في مجموعة (WhatsApp) وقدمت مهمة.

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents the background of the research which intended to describe the reasons for conducting this research, scope of the research, research questions, objectives of the research, significance of the research, definition of key terms, and outline of the research are formulated here.

#### **1.1 Background of the Research**

Reading is one of the subject assessments that is measured by the Program for International Students Assessment (PISA) in every three years. Indonesia has always participated in PISA since the first conduction in 2000, but the result showed that Indonesia continuously has a lower ranking. In 2018, the result showed that Indonesia ranked 74 from 79 countries. According to PISA (OECD,2019), there were just one in ten students able to distinguish between fact and opinion based on implicit cues. Hence, it is described that a lot of students in Indonesia could not complete the basic reading tasks.

In teaching and learning language, there are four skills that should be involved, like speaking, writing, listening, and reading. Those skills are connected to one another, writing and speaking are productive skills while listening and reading are receptive skills. Since reading as a window of knowledge, it is a good habit to be taught to all people to acquire the

knowledge and considers as one of the most important language skills that must be mastered by students.

Reading is a technique of getting information from the text. According to Goodman (1967:126), reading is one of the psycholinguistics processes in which the context is reconstructed by the readers. It occurs in the human mind; the text is read by the man and their mind is used to interpret the meaning. Related to this definition, Irwin (2007:9) says that reading is a receptive skill which particularly the readers would make a new interpretation in their mind. Thus, it can be concluded that reading is a process of interaction between the readers and the text which the author wrote.

Reading is an essential skill in teaching and learning English language. There are lots of benefits of reading activity in teaching and learning activities, such as getting the information in all aspects, improving the students' thinking process, and increasing the students experience and their own language. As stated by Jordan (1997:194), reading can improve students' ability to compose writing English language, expand vocabularies, and understand the English language text.

The importance of reading has been taught to us by Allah Almighty, and therefore by reading we would find out all about our necessities in the Qur'an. The first verse of surah about reading (Surah Al-'Alaq verse 1-5) was sent down to the prophet Muhammad by Allah through Jibril:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۖ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ  
اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۚ الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ  
مَا لَمْ يَعْلَمْ ۚ

*Read! In the Name of your Lord who has created (all that exist). He has created man from a clot of congealed blood. Read! Your Lord is the most Generous. Who has taught (the writing) by the pen. He has taught man what he didn't know. ” (Surah Al- 'Alaq verses 1-5)*

From that surah, Allah teaches us the importance of reading. It showed that prophet Muhammad was asked by Allah to read. Therefore, reading has been present since a long time ago and must be practiced by humankind since it could improve our understanding and knowledge in all aspects.

Reading comprehension is one of the reading pillars that the students have to master. It is an ability to make an interpretation and recall about the text. According to Goodman on Otto (1979:151), reading comprehension is the interaction between thought and language. It is the basis for evaluating the success of comprehension based on the degree of consistency between the information reconstructed by the readers and the intended information of the author. In nutshell, reading comprehension is the ability to comprehend the text.

Since the students came from different areas such as interest, intelligences, disabilities, geographic, and distance, teaching strategy should be selected by the teachers in order to improve the quality of teaching and learning activities. King (2008), says that reading

comprehension involves four factors, such as the reader, the text, the strategy, and the objective of the learning. Hence, the appropriate strategies must be considered by the teacher.

Teachers' strategy has an important role in teaching reading activity. Using an efficient and effective strategy can improve students' comprehension. As stated by Harmer (2001:30), teaching strategy is the set of general directions selected by the teacher to gain the objective of teaching and the learning process. Related to this definition, Brown (2004:60) says that selecting the appropriate teaching strategy makes the teaching reading process easier to apply to various teaching methods and techniques. Thus, a successful teacher understands that teaching strategy has an important role in order to improve student's language skills, especially reading skills.

In the period of Covid-19 outbreak, English teachers have been challenging in teaching reading. Generally, the teaching reading activity was done in the classroom, it enables teachers to apply various strategies. However, since the teaching and learning activity implemented by distance learning lots of strategy cannot be applied. They request to figure out a strategy that is appropriate for distance learning.

For almost a year, countries all over the world have had a big problem with the arrival of the new virus, called as COVID-19. On January 30<sup>th</sup>, 2020, the World Health Organization (WHO) declared COVID-19 as a worldwide crisis, and on March 11<sup>th</sup>, 2020 as a worldwide pandemic. As of

now, there have been 114,315,846 confirmed cases of COVID-19 and 2,539,427 deaths (WHO,2021). In order to reduce the spreading of COVID-19, the lockdown strategy and social distancing have been applied by the country all over the world.

The various sectors of human life are affected by this pandemic. One of them is the education sector. In Indonesia, lots of educational institutions still prioritized having face-to-face in the classroom in teaching and learning activities. However, since COVID-19 attacked it cannot be implemented as regulated by the government.

Furthermore, The Minister of Education and Culture, Nadiem Anwar Makariem, published a Policy Number 4 of 2020 concerning the Implementation Policy in the Emergency Spread of Coronavirus Disease (COVID-19). It has the teaching and learning activities in the classroom to be stopped and apply distance learning by utilizing technology and information.

Distance learning is an interactive way of learning process by taking advantage of the internet and computer as a medium. During pandemic, Electronic learning (E-learning) is considered as the most relevant medium to deal with the process of teaching and learning which the teachers and students are from their home as regulated by the government. According to Munir (2009:196), E-learning is a medium that is used as an effort to transform the learning activities in the classroom into a digital form that is integrated by internet technology. Through E-learning, the students can



access the material anytime and anywhere. It also enables the teachers to enrich the material by using a variety of learning resources, such as pictures and videos (Suartama, 2014:20).

This research presents some previous studies to enrich substantial information to this research. The previous researches also focus on teachers' strategy in teaching reading. The first research was written by Riana Yuliasari (2020). The subject of the research is two teachers from SMA IBA Palembang. The instrument of the research was using interview. The result of research found that the teacher strategies used by the teacher of SMA IBA Palembang are QARs, Skimming, Scanning, Contextual Teaching Learning and Warming-up for reading (WFR).

The second research was written by Rio Gusti Ranggi (2019). His research focused on teachers' strategy in teaching reading. The subject of his research was the English teacher of third grade in state junior high school 23 Jambi. The instrument of the research used observation and interview. The result of the research found the teacher strategies used by the teacher are Scaffolding and QARs.

And the last research was written by by Nurmadia Sarjan (2017). The subject of the research was the English teacher in Junior High School 1 of Wonomulyo. The instrument of the research used observation checklist and interview. The result of the study found that the teacher strategies used by the teacher are QARs and Scaffolding.

Based on the previous researches, those researches have similarity with the present research, those researchers conducted a research on strategy in teaching reading comprehension. On the other hand, there were also the differences between those researches and present research. Those were the object of the research and the situation in which the distance learning was applied.

Based on the explanation above, this research aimed at knowing what strategies used by the teacher in teaching reading comprehension during Covid-19. Hence, the researcher formulates a research study entitled “Teachers’ Strategies in Teaching Reading Comprehension at SMP IT Al-Ghofar During Covid-19”.

## **1.2 Scope of the Research**

Based on the explanation of phenomena above, the main focus of this research was investigated teachers’ strategy in teaching reading comprehension during Covid-19. This research wants to find out the English teachers of SMP IT Al-Ghofar strategy in teaching reading comprehension during Covid-19. This research is focusing on to two English teachers.

There were two reasons why the researcher conducted the research at SMP IT Al-Ghofar and two English teachers. First, since the social distancing was applied the researcher could not conduct the research from the other locations which far from the researcher’s location. However, the location of SMP IT Al-Ghofar is close from the researcher. And second,

since the main focus of the research was investigated the teachers' strategy in teaching reading comprehension, the researcher chose the English teacher. In SMP IT Al-Ghofar there are two English teachers. Both of them were about thirty years old, in which dealing with distance learning, where the teaching and learning activities are using e-learning, they were more experienced in using technologies.

### **1.3 Research Questions**

Based on the explanation above, the researcher conducted this research in order to know how the teachers at SMP IT Al-Ghofar teach reading comprehension. This research focused on teachers' strategy in teaching reading comprehension during Covid-19. In order to clarify the problem of the research, the researcher formulated the problem as follow:

1. What are the teachers' strategies in teaching reading comprehension at SMP IT Al-Ghofar during Covid-19?
2. How do the teachers implement the strategies in teaching reading comprehension at SMP IT Al-Ghofar during Covid-19?

### **1.4 Objectives of the research**

Based on research questions above, the objective of this research formulated as follow:

1. To know the teachers' strategies in teaching reading comprehension at SMP IT Al-Ghofar during Covid-19.
2. To describe the teachers' implementation of the strategies in teaching reading comprehension at SMP IT Al-Ghofar during Covid-19.

### **1.5 The Significance of the Research**

The researcher expects the result of this research would be something beneficial to the English teachers, students, and other researchers. First for the English teachers, the result of this research is expected to provide information as a feedback in order to develop the quality of teaching and learning activities, especially in reading comprehension. Second, this research is expected to give contribution to the students to be used as reference to improve English skills, especially reading skill. Hopefully, they can understand the kinds of teaching strategies and select one of the strategies to improve their reading skills. Third is other researchers, the result of the research is expected to be an additional reference for the next researcher who will conduct research about teaching strategy in teaching reading comprehension.

### **1.6 The Definition of Key Terms**

In order to reduce misunderstanding the terms in assuming the title of this research, the researcher defined the key terms as follow:

#### **1. Reading comprehension**

Reading comprehension is the ability to get understanding about the text. There are lots of type texts that are taught in SMP IT Al-Ghofar. Those are descriptive text, narrative text, report text, recount text, and procedure text in teaching reading comprehension.

## 2. Teaching strategy

Teaching strategy is a design of the general direction of method or plan that is used by the teachers during in SMP IT Al-Ghofar Covid-19 outbreak to teach reading comprehension. It is used in order to achieve learning objectives effectively and efficiently.

## 3.E-learning

E-learning is a tool selected by the teachers as a medium of integration of teaching and learning activities during Covid-19 outbreak in order to gain the objective of the learning in reading comprehension by utilizing the network internet and computer. The E-learning used by the English teachers in SMP IT Al-Ghofar are Google forms, WhatsApp, and Quizziz.

### **1.7 Outline of the Research**

This research was divided into five chapters. In order to elaborate the research problem, each chapter is divided into subtopics. The first chapter is the introduction. It consisted of the background of the research, scope of the research, research questions, objectives of the research, significance of the research, definition of key terms, and outline of the research.

The second chapter was consisted of the theory that support to the research. It was divided into subtopics consisting of teaching strategy, reading comprehension, and E-learning explanations.

The third chapter was discussed about the methodology of the research which consists of research design, research setting and participant, data

source, research instrument, and technique of data analysis.

The fourth chapter was the research findings and discussion. The result of the result was consisted of the findings of the teaching strategies used by the English teachers at SMP IT AL-Ghofar in teaching reading comprehension, and the description of the implementation of teaching strategies of reading comprehension in distance learning.

And the last chapter was the fifth chapter. It consisted of conclusion about the result and suggestions that are given by the researcher.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher presents the related theories to support the research. The theories include, definition of reading comprehension, the purpose of reading, types of reading comprehension, levels of reading comprehension, definition of teaching strategy, principles of teaching reading comprehension, stages of teaching reading comprehension, models of teaching reading comprehension, strategies of teaching reading comprehension, definition of E-learning, characteristics of E-learning, components of E-learning, and advantages and disadvantages of E-learning.

#### **2.1 Reading Comprehension**

##### **2.1.1 Definition of Reading Comprehension**

Reading comprehension is often described as a complex process of interaction that involves many components. After reading the written text, the readers are expected to recall and make an interpretation. As stated by Klinger (2007:131), reading comprehension is a complex process that includes multi-components of interaction. Those components are readers, previous knowledge, reading strategy, the text, interest in the topic, and knowledge of text types. According to Tarigan (2005:8), reading comprehension is the ability of the readers to bring and get the meaning from the written text. Hence, reading comprehension is an effective interaction between the readers and text in order to gain the intended

meaning of the written text.

According to M. Rahmani and K. Sadeghi (2011:116), reading comprehension is a process of mental interactions between a reader's linguistic knowledge, knowledge of the world, and knowledge of the topic. In addition, Snow (2002:11) categorizes reading comprehension into three components. The components are the reader, the text, and the activity. So, the readers should be able to reconstruct the meaning of the text which the authors wrote. Hence, since they do not get anything from the text, they do not really do the reading activity.

Based on the explanation above, it can be concluded that reading comprehension is the ability to understand the written text to get the intended meaning from it. It is also a complex process of interaction between reader and text. It occurs in the human brain and involves many components. Those components are the reader, the text, and the previous knowledge in which they interact one another in order to reconstruct, evaluate, and compare the meaning of the text based on the readers' prior knowledge.

### **2.1.2 The purpose of Reading**

There are lots of experts who have already explained the purpose of reading. According to Nunan (1989:33), there are five purposes of reading. Those purposes are to gain information that we curious about some topic, to gain an instruction on how to perform some task, to gain act in a play correspond with a friend and understanding a business letter



and for enjoyment or excitement

The other purposes of reading stated by Rizki Fiprinita (2013), the main purpose of reading is to build connections between what readers already know and what they need to know. By recognizing the reason of the readers will greatly increase theirs' chance of understanding the text.

In nutshell, the purpose of reading comprehension is numerous and depends on the matter and circumstance. Perhaps the purpose of reading only for filling the spare time or for excitement. And academically, reading is an activity to comprehend either the written text.

### **2.1.3 Types of Reading Comprehension**

According to Harmer (2007), reading is divided into two types and will be explained as follow:

#### **2.1.3.1 Intensive Reading**

In learning language, intensive reading is a reading activity which the process is under the teacher's guidance. In intensive reading, the readers tend to be more careful and close, less relaxed, and dedicated not as a pleasure but gaining a specific learning aim and tasks (Scrivener, 1994:188). Based on that statement, it can be concluded that intensive reading is a kind of reading that does not come from the reader's internal motivation and it needs guidance from the teacher.

In intensive reading, the teacher will choose a text that in terms of content and language are more difficult. In order to help

the students to make sense of the text, the explanation of the difficulties of structure will be provided as a basis for expanding vocabulary and idiom. The material for developing the relevant control of the language in writing and speech will be provided. In order to get specific information and acquire knowledge, deep comprehension should be done by the students, by systematically looking up every word, phrase, clause, and paragraph they do not understand.

#### 2.1.3.2 Extensive Reading

Extensive reading is a group of reading activities that consist of survey reading and skimming. The purpose of extensive reading is to get a general understanding of text and to cover the text as much as possible in the shortest time. So, in extensive reading, the students read by looking up the first sentence, each paragraph, searching for the main idea and the conclusion.

Extensive reading is also often defined as reading for pleasure. It occurs from the student's internal motivation. It gives students a chance to read as much as they can, the text chosen by them in which they can read at their own ability and speed. Extensive reading has several benefits, such as developing students' vocabulary and the good reading habit can be developed. Thus, in a simple way, the objective of extensive

reading is for pleasure.

According to Patel and Jain (2008:120) Extensive reading has various characteristics. Those characteristics are extensive reading is silent reading, extending the vocabulary of the student, the subject matter is more emphasized, enrich students' knowledge, the students play an important role because they have to task for measures, and the good reading habit will be developed by extensive reading

In conclusion, extensive reading can be used as a medium in developing students' vocabulary and extending their knowledge through the text they are interested in. The objectives of this reading only for pleasure. The students only read what they want to read, and they are not forced to find specific information on the text. Hence, the good reading habit can be developed by this reading.

#### **2.1.4 Levels of Reading Comprehension**

Since the students' understanding of material might be on a number of different levels, Burns et al (1984) divided reading comprehension into four levels. Those levels will be explained as follows:

##### **2.1.4.1 Literal Reading**

Reading for literal comprehension is getting the information that is mentioned directly in a selection. In literal reading, the

principal ideas are directly mentioned in the text. Thus, literal comprehension is generally considered as the simple and basic comprehension skills, it only requires a little reasoning and thinking. It is important to identify the main ideas, details, causality, and sequence as the basis of understanding of vocabulary, meaning of phrases, and meaning of paragraphs.

#### 2.1.4.2 Interpretive Reading

In interpretive comprehension, the students require inferencing between the lines. It is a process of deriving ideas that are inferred rather than directly mentioned. Interpretative reading skills includes inferring the main idea to a passage in which the main ideas are not directly mentioned. It includes inferring the causality, referents of pronouns, referents of adverbs, omitted words, detecting the author's purpose in writing, and making inference the whole of text

#### 2.1.4.3 Critical Reading

Reading for critical comprehension is the evaluation of written text, comparing the ideas discovered in the written text with known standards and inferring conclusions about their accuracy, appropriateness and timeliness. The critical reader should be active readers, they will evaluate what is read through making questions, looking for facts, and suspending judgment

until they consider all of the material. They also analyze critically the author's thoughts, which have been identified by the lower level of reading comprehension and judge their validity or worth.

#### **2.1.4.4 Creative Reading**

Reading for creative comprehension requires the readers to be able to think and use their imagination. In this reading level, the reader moves beyond the text of the author, extending the ideas of the author to new context, and combining the ideas of the author with other ideas to form new ideas or expand the old ones. It also requires the readers recognize the causality of the text, creating the new ideas, and making a solution to a problem.

Based on the explanation above, it can be concluded that taking the ideas that directly mentioned is the definition of literal comprehension, inferring between the lines is the definition of interpretative comprehension, evaluating about the text is the definition of critical reading, and to read beyond the text of the author is the definition of creative reading.

## **2.2 Teaching Strategy**

### **2.2.1 Definition of Teaching Strategy**

One of the teacher jobs is providing several assistances to help students in the teaching and learning process. In the teaching and learning process, the teacher should be considered in a lot of aspects.

The aspects are the background of the students, the objective of learning, the timing, and the problems of learning. Hence, the teaching strategy is needed by the teacher in order to make the learning process more enjoyable.

Teaching strategy refers to the techniques, structures, method, approaches, procedures used by the teacher in teaching and learning activities (Harmer,2001). Those are the ways the teachers used in helping the process of students learning to gain the particular teaching and learning goals.

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

Based on the statement above, it can be concluded that teaching strategy is the teacher's effort in order to achieve the learning goal. It is

a plan designed by the teacher in dealing with any difficulties during the teaching and learning process.

### **2.2.2 Principles of Teaching Reading Comprehension**

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

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

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

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

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

#### 2.2.2.3 Students should be encouraged to respond to the content of a reading text

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

#### 2.2.2.4 The major factor of reading is a prediction

One of the strategies in reading comprehension is prediction. Generally, the title gives clues about the context of the written text. So, before the students come into the text, they ask to predict the written text by looking at the title or picture. Through doing this, the students will immediately begin the reading process. For students who have creativity, it might be an



exciting activity. Hence, to help the students understand the text easily, the teachers should take time to them to make a prediction.

#### 2.2.2.5 Match the task to the topic

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

#### 2.2.2.6 Good teachers exploit reading text to the full

Exploiting the full text means that teachers are not only required to ask students to read the text and move to other activities that are not related to the text. However, the teachers should integrate reading text into a more interesting class environment. In teaching reading, the teacher's responsibility is discussing the text comprehensively.

### **2.2.3 Stages of Teaching Reading Comprehension**

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

#### 2.2.3.1 Pre-reading

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

#### 2.2.3.2 While-reading

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

#### 2.2.3.3. Post-reading

In this stage, the teachers help students to use their acquired knowledge based on the text. In order to evaluate comprehension about the text, the teachers can do some activities, such as quiz questions, summarizing writing, or outlining.

Based on the explanation above, an efficient and effective reading is done by several stages. The teachers need to pay attention to those

stages, such as pre-reading, while-reading, and post-reading which will probably make the learning process more efficient and effective.

#### **2.2.4 Models of Teaching Reading Comprehension**

In the learning process, the teacher requires to be more creative in order to improve students' skills by understanding the appropriate models. As stated by Leu and Kinzer (2003), say that teachers must understand each reading process because it reflects about their beliefs about the reading process, the students' role, and how the reading instruction is contextualized in daily literacy instruction. The models that can be used by the teachers will be explained as follow:

##### **2.2.4.1 Bottom-Up Model**

Bottom-up model assumes that reading is a process of decoding the printed text into sounds. It begins from the small unit into the large unit. Firstly, the students are required to identify the letters of the alphabet, after recognizing the letters students asked to combine them to recognize words, sentences, paragraphs, and text level processing.

This model is also well-known as phonics-based reading programs. It's because in this model the teachers emphasize teaching students by focusing on blending sounds to form words. After passing that level, students were taught about how

to combine those words into phrases and clauses and finally sentences (Marzano,1987).

#### 2.2.4.2 Top-Down Model

This model is the opposite from the bottom-up model. According to Marzano (1987), the top-down model requires the readers to make predictions and hypotheses about the written text and they try to confirm both of them by working down to the letter levels. Hence, this model requires the teachers to encourage the students to make a prediction, activating prior knowledge, and then confirm the prediction.

Based on the statement above, it can be concluded that the top-down model begins from the general idea to the specific idea. By interpreting the written text, the students are encouraged to have an understanding of the written text through their prior knowledge and experiences.

#### 2.2.4.3 Interactive Model

Interactive model assumes that the process of interpreting written text into the intended meaning involves making use of both data-driven sensory and non-sensory information. This model requires the teachers to ask students to make an interpretation using the bottom-up or top-down model simultaneously.

According to Reutzel and Cooter (2003), the interactive model suggests that the process of reading is started by decoding letters and words by formulating the prediction and hypothesis about the written text. In order to get understanding about the written text, the teachers ask students to process the visual information that exists in the written and also emphasizes what they may bring through what they already know.

## **2.2.5 Strategies of Teaching Reading Comprehension**

### **2.2.5.1 Semantic Mapping**

Conceptually, Semantic Mapping is one of teaching strategies that allows the students to explore vocabulary knowledge by creating the other related words or phrases in a form of a map. According to by Clark (2005:133), semantic mapping is a strategy which the students is helped to organize the information about the content of text they now into different categories. It is a visual representation of the content.

Huynh et al (2009:47) states that semantic mapping falls under the broad category of graphic organizers and can be used in any subject area to help students understand relationships and to build concepts about broad topics. Semantic mapping enables students to see relationships that may be difficult to visualize.

Semantic Maps is a way of giving students chance to illustrate the attributes related to an idea or concept and show the relationships among those elements. The process of making a semantic map is also known as webbing process, it because the result of assignment can resemble a spider web.

In addition, Heimlich et all (1986) state that semantic mapping is a process of structuring the information in a graphic form. It is an individualized content approach in which students are required to create new words to their own experiences and prior knowledge.

From the explanation above, it can be concluded that semantic mapping is a process of organizing the information in graphic arrangement form. It is used to activating the student's background knowledge. In order to connects the key concepts or main ideas and subordinate ideas are related to one another by using circles or squares.

#### 2.2.5.2 Think-aloud

Think aloud is a strategy in which students verbalize their thoughts as they read. It encourages students to identify the difference between reading the text and comprehending the text by expressing their thoughts. This awareness of metacognition is

a crucial component of learning, it provides students to evaluate their level of understanding to become a strategic reader.

According to Oster (2001), think aloud provides a chance for students to verbalize their thoughts. It also provides teachers to use strategy like predicting and visualizing. The aim of Think Aloud is the students should be able to recall more significant information from the text. Hence, think-aloud requires students to say out loud what they are thinking during reading and responds to questions mentioned by the teachers or other students.

Based on the explanation above, it can be concluded that think-aloud is a strategy which is used to make students verbalize and express their thoughts in order to extend students' understanding based on the text and not merely only the words. It also will enable teachers to evaluate student's understanding and find out the appropriate ways of teaching and the learning process.

#### 2.2.5.3 Sketch to Stretch

Sketch to stretch is an effective strategy that can be used the teachers to manage students' comprehension by asking the students to visualize or image after they read the text. According to Roberta (2009:134), sketch to stretch strategy requires the

students to visualize about text while they read a piece of text in their minds, and as the end of reading activity students are asked to create an image to present their comprehension about the text. Related to this definition, Kathy Paterson (2009:77) defines that sketch to stretch strategy helps students to get better understanding of the story elements by emphasizing on students' ideas and feeling, not their artistic abilities. It means that the main focus of this strategy is to monitor students' comprehension about the content of the text, although this strategy deals with artistic ability.

In addition, Kathleen (2005:158) states that Sketch to stretch is strategy which students interpret by using artistic activity in form sketches, by briefing text description or notes to express their thought. Hence, sketch to stretch strategy is a way of comprehend the content of text by using artistic activity.

Based on the explanation above, it can be concluded that sketch to stretch strategy is a nonverbal strategy in which intended to interpret the literature through artistic activity by visualizing the content of the text in form of sketches or images.

#### 2.2.5.4 QAR

Question-Answer Relationships (QAR), it is a reading comprehension strategy that developed to clarify how students



approach the tasks of reading and answering questions. This strategy was developed by Taffy Raphael in 1983 to assist students find a source of information when answering questions. However, one of the teacher's responsibilities is to promote high levels of literacy to students. It is important to use an appropriate strategy of reading comprehension to assist students improve their comprehension and make them become active and interactive in the learning process. QAR is a strategy of questioning that emphasizes a relationship between the text, the question, and the students' background knowledge.

Furthermore, Moreillon (2007) states that QAR requires students to classify the question by the source of their answers. The question can be literal and inferential. Hence, QAR is a reading strategy by understanding and analysis of questions.

Based on the statement above, it can be inferred that QAR is teaching strategy to assist students related to theirs' background knowledge to the information provided in the text.

## **2.3 E-Learning**

### **2.3.1 Definition of E-Learning**

E-learning was derived from two words, the letter “e” is the abbreviation from electronic and learning. So, e-learning is a process of learning by utilizing the electronic device. According to Tarhini et al

(2016:23), e-learning is the process of delivering information where the teachers and students are in a separate place and time, the process is initiated by utilizing information and communication technology (ICT) in order to enhance students' learning experience and performance. Related to this definition, Rusman (2013:264) stated that e-learning is a process of teaching and learning by utilizing electronic media, which can be integrated in conventional education and distance learning. Based on Suartama (2014), using e-learning in education context enables students to access the material anytime and anywhere. It also enables teachers to enrich the material by using a variety of learning resources such as pictures and videos. Thus, e-learning is the way of delivering information and knowledge through information and communication technology (ICT) in order to maintain the interaction between teachers and students, where both of them are in a separate place and time.

Furthermore, Abrami et al (2008) state that e-learning is a flexible process of learning through the usage of ICT, tools, and application which maintain the interaction among teachers, students, and the online learning environment. The information and communication that can be used by teachers are the network internet, CD-roms, software, videos, pictures, and other telecommunications. Whereas Wan and Haggety (2008) stated that e-learning is a process of taking advantage through a modem, computers, phone, and other handheld devices. Hence, it can be described that e-learning encourages the teachers to use the application of electronic

media such as the network internet, CD-room, software, computer, phone, and other media telecommunication.

Based on the statement above, it can be concluded that e-learning is a process of maintaining interaction among teachers and students, where both of them are in a separate place and time by taking advantage of information and communication technology. The forms of information and communication technology are the network internet, CD-room, computers, phone, picture, videos, and other media.

### **2.3.2 Characteristics of E-Learning**

According to Rusman et al (2013), e-learning has several characteristics. Those characteristics are as follow:

#### **2.3.2.1 Interactivity**

E-learning enables the teaching and learning process to provide lots of communication channels. It can be direct communication (synchronous) such messenger and chatting, or indirect communication (asynchronous) such as mailing list and forum discussion.

#### **2.3.2.2 Independency**

E-learning provides a flexible process of teaching and learning. It enables students to access material given by teachers anytime and everywhere. It makes the process of learning to be student centered.

#### 2.3.2.3 Accessibility

In comparison with the conventional learning process which the students only can access the material in the classroom. E-learning provides the learning resources become more easy to be accessed by utilizing the wide access of network internet.

#### 2.3.2.4 Enrichment

The process of teaching and learning and material is applied to enrichment. E-learning enables the usage of technological devices such as pictures, animations, and videos.

### **2.3.3 Components of E-Learning**

According to Beatrice (2011), e-learning has several components such as e-learning contents, e-tutoring, collaborative learning, and virtual class. Those components will be explained as follow:

#### 2.3.3.1 E-learning contents

The contents of e-learning include simple learning resources, electronic simulation, and interactive e-lesson. First, simple learning resources are interactive resources where the students only can read the contents such as power point presentation, document, audio file, or video. Second, electronic simulation is a web-based training that brings

students into the real world. Third, interactive e-lesson is a set of screens that include animations, text, and graphics.

#### 2.3.3.2 E-tutoring

E-tutoring is a process of individual teachers in taking advantage of technologies to give feedback to their students. It enables the teachers to improve their performance through improving their understanding to respond to students' problems, making a challenge for students, and making feedback.

#### 2.3.3.3 Collaborative learning

Collaborative learning is a process of learning where the students work together by making discussion and sharing the knowledge that is designed by the teachers. It uses social software suchs, discussion forum, blog, and chat. It is designed to facilitate students to communicate and share the knowledge among them.

#### 2.3.3.4 Virtual classroom

Virtual classroom is a process of learning where the teachers teach remotely by using a combination of materials such as video or power point presentation. It enables the learning material available to students and makes the learning process more contextual and interactive.

#### **2.3.4 Advantages and Disadvantages of E-Learning**

According to Marc (2002), there are some advantages by using e-learning in process of teaching and learning. First, e-learning provides a lot of informations. the process of teaching and learning is are more flexible in context of time and place, providing the opportunities to improve among the students' performance by utilizing the discussion forums, making the consideration of the student differences, and it enables students to self-pacing by using indirect communication.

Regardless of all the advantages of e-learning, there are also several disadvantages in using e-learning. According to Almosa (2002), e-learning has several disadvantages. Those disadvantages are lack of the interaction among the teachers and students, the process of teaching and learning tends towards training rather than education itself, not all the network internet is available in all places, and the students can feel isolated.

## **CHAPTER III**

### **METHODOLOGY**

In this chapter the researcher explains the methodology of the research to obtain, gather, and arrange the data collection. It consists of research design, research setting and participant, data source, research instrument, and technique of data analysis.

#### **3.1 Research Design**

In this research, the researcher wanted to get the information about the teachers 'strategy in teaching reading comprehension at SMP IT Al-Ghofar during Covid-19. The research described the strategy used by the teacher. Therefore, the design is a descriptive qualitative approach.

According to Ary (2002), qualitative approach is designed to gain information concerning the current status phenomena. It also involves looking in depth at non numerical data such as interview, observation, document, and other sources of information which can be used to understand the phenomenon. Related to this definition, Gay & Peter (1987) stated that descriptive qualitative research was helpful in order to examine a various of educational issues and problems. So, it can be concluded that a descriptive qualitative approach is a kind of research that intends to look in depth at the problem through non-numerical data in order to solve a problem.

Based on the explanation above, it can be concluded that descriptive qualitative research is aimed at describing a social phenomenon in the form of

words. So, in this case, the main purpose of descriptive research is describing the existing phenomena in teachers strategy in teaching reading comprehension at SMP IT Al-Ghofar during Covid-19.

### **3.2 Research Setting and Participant**

#### **3.2.1 Research Setting**

This research was done in SMP IT Al-Ghofar. This school is located in village Cikadut, Cimenyan, Bandung Regency, Province of West Java, Indonesia. The research conducted from April until May 2020 in two meetings.

#### **3.2.2 Research Participant**

The participants in this research were two participants, they were the English teachers at SMP IT Al-Ghofar. There were only two English teachers in SMP IT Al-Ghofar. Moreover, the present research was conducted at knowing and describing the teachers' strategy in teaching reading comprehension during Covid-19. According to Creswell (2013) states that qualitative research requires the research to choose the participants or site who understand the current situation that will be conducted.

### **3.3 Data Source**

The source of the data is a significant part of a research. The researcher requires the data source for getting the information and dealing with problem



formulations. According to Arikunto (2002), data source is all facts and figures that the researcher used as material to compile information, while information is the result of data processing that is used for a purpose.

The data of this research was the information of two English teachers strategy that used in teaching reading comprehension at SMP IT Al-Ghofar during Covid-19. In this research the primary data source were the observation and interview. While the secondary data was in form of documentation.

### **3.4 Research Instrument**

In order to get the result of the research, the researcher used some instruments, those were observation, interview, and documentation to help the work more effective and efficient. In this research, the researcher employed a sets of observation and interviews which belong to qualitative data collection techniques. Furthermore, to get deeper meaning from observation and interview result, and the researcher was collected information from the documentation from the teacher implementation in teaching reading comprehension through e-learning.

According to Denzin & Lincoln (2005), instrument of collecting data is a tool chosen and used by the researcher to collect data in order that the activity becomes systematic and easy. The method used by the researcher in conducting the data collection in this research as follows:

### 3.4.1 Observation

In order to get the data directly from the existing phenomenon, observation is used by the researcher as the instrument of the present research. According to Ary (2002), there are two types of observation. The first type of observation is participant observation, in which the observer actively participates in the phenomenon being observed. And second is non-participant observation, in which the observer does not have to participate actively in the observed field.

In this case, the researcher acted as non-participant observation, in which the researcher just observed the ways of the teacher in implementing the teaching reading comprehension strategy through the online class on WhatsApp group.

### 3.4.2 Interview

Interview is one of data collection technique which is done by asking open-ended question to the participants of the research. It can help the researcher to understand, and explore subjects' behavior, experiences, and opinions to gain depth information based on the phenomena researched. Bungin (2007) stated that depth interview is a process to gain information needed for the aim of research by face-to-face questioning between the interviewer and interview, with or without the use of an interview guide.

In this research, the researcher focused on interviewing two participants. In conducting the interview, the researcher was prepared a list of a question as a guidance to get information about teaching strategies used during Covid-19 and the ways of their implementation.

#### 3.4.3 Documentation

According to Ary (2010), documentation refers to a wide range of written, visual, and physical including what other authors my term artifacts. Moreover, Lodico (2006) stated that documents produced before the study by the participants generally include things like public records, personal writing, or instructional materials. In this research, some pictures used as data to answer the research problems were as evidence that the researcher did the research and to support the interview. The documents were the picture during observation and the instruction of teachers in using E-learning.

### 3.5 Techniques of Data Analysis

After the data have been collected, there would be the data analysis. Data analysis in this research was concerned at describing what were in the data. Based on the collecting data, they were interviewing and documentation, the data was analyzed in qualitative ways. According to Sugiyono (2014), there are several stages to analyze the data; data reduction, data display, and making verification or conclusion.

### 3.5.1 Data reduction

Firstly, the researcher has been recording and writing the transcription of the interview through several stages such editing, segmenting, coding, and memoing. After writing the transcription of the interview, researchers did a reduction. The important thing has gotten by the researcher to present the data from the transcription of the interview.

### 3.5.2 Data display

Secondly, the researcher presented the data by taking the important one from the transcription of the interview that was appropriate for the result of the interview. Then, the researcher presented the data by describing the data in a qualitative way. The description of data here was in a narrative way.

### 3.5.3 Verification/Conclusion

Lastly, when the data display was presented, the researcher did a conclusion or verification. The researcher summarized the data that has been presented. In the end, the researcher took the conclusion of the data presented and gave suggestions. To sum up, the researcher did those three steps in analyzing the data. The researcher reduced the transcription of the interview, presented the data, and concluded the data presented.

## **3.6 Data Validity**

In this research, the data was obtained by conducting observation, interview, and documentation. Thus, triangulation was used as a tool to check the validity of the obtained data. According to Creswell (2013) stated that triangulation is

a ways of data verification by using two or more methods of data collection in the research of human behavior.

Furthermore, Sugiyono (2014) stated that there are four techniques in triangulation. Those are, source triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. Based on the explanation above, the researcher validated the data collection in this research by using methodological triangulation through observation, interview, and documentation.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents data analysis which deals with the data investigated from the research. The data are about teaching strategies used by the English teachers at SMP IT Al-Ghofar and their implementation while teaching reading comprehension during Covid-19. In this chapter, the researcher presents two things which are findings and discussion of the research.

#### **4.1 Research Findings**

Before going to explain the teaching reading strategies used by English teachers and the ways of their implementation. The researcher will explain that the participant in this research is two English teachers of SMP IT Al-Ghofar. The characteristics of the participant can be seen in the following table.

**Table 4.1**

**Characteristics of two English teachers of SMP IT Al-Ghofar**

No.	NAME	DESCRIPTION
1.	DN	Teacher Grade Seventh and Eighth
2.	PS	Teachers Grade Nineth

#### **4.1.1 English Teachers' Strategies in Teaching Reading Comprehension During Covid-19**

As long as the pandemic situation still exists, and the educational institutions are still closed, the government has decided that teaching and learning activities must be continued by utilizing the internet connection. To make sure that students understand about the subject, especially in reading comprehension activity, teachers as a facilitator have to think about various aspects to make the teaching and learning activities works effectively. One of the aspects that must be considered by the teachers is strategy because it will determine the result of teaching and learning activities.

Based on the result of the first observation the researcher found that teaching reading strategies that have been implemented by the informants, there was the same strategy they have been implemented which is the Question-Answer Relationships strategy. It also found in the interview section as stated by DN as an English teacher grade seventh and eighth:

*“...Before distance learning was applied, there are lots of strategies that I usually implemented in teaching reading comprehension, such as Think-Pair-Share, Think Alouds, and Question-Answer Relationships strategy. However, in distance learning, I only use the strategy that possible to be implemented. The strategy that I usually use are Question-Answer Relationships and Semantic Mapping. Since I could not control the students directly, I prefer to used the Question-Answer Relationships strategy to clarify that they have already read the text that i have been asked to them. Meanwhile, the reason why I implemented the semantic mapping is helping students to expand their vocabulary knowlegde) (Interview with DN, on*

*Monday, April 19, 2021, 10.30-11.30 a.m. in Office SMP IT Al-Ghofar)*

In line with DN explanation, in face-to-face learning PS prefers to implement collaborative learning strategies, such as Think Alouds, Question-Answer Relationships, and Jigsaw Classroom. It seemed in the interview section:

*“...To be honest, in teaching and learning activities, especially in terms of reading comprehension strategies that I Implemented during distance learning are not as much as I usually implement. In face-to-face teaching and learning activities, I usually prefer to use collaborative learning strategies, such as Question-Answer relationships, Think Alouds, and Jigsaw Classroom. However, in distance learning that I often implement in reading comprehension learning, there are only two, Question-Answer Relationships and translating simple paragraphs. I wish that I could implement the other strategies, but the possible strategy that I could implement only both of them. And translating simple paragraphs is used by me to increase the students' vocabulary knowledge. It is used by me to make them easier to comprehend the text...” (Interview with PS, on May 24, 2021, 09.00-10.00 a.m, in Office SMP IT Al-Ghofar)*

The observation and interview result showed that during the Covid-19 outbreak, the teachers could not implement the best strategies that usually they used in face-to-face learning. Furthermore, in the second and third observations in their online classes, the researcher found that they have been implemented were the Question-Answer Relationships, Semantic Mapping, and translating simple paragraphs strategy.

However, reading comprehension is one of the important language skills that should be involved in teaching and learning activities. In the process of reading comprehension, after reading the text the readers have to recall and make an interpretation of it. So, reading



comprehension is a language skill that must be mastered by students because it can improve their thinking process.

In order to find out the students level in reading comprehension in online classes, DN as an English teacher stated that he only could encourage students at literal and interpretive levels. It seemed in interview section:

*“...In distance learning, I think the students’ ability in comprehending the text is very different from face-to-face in the classroom. In face-to-face learning, I always try to encourage them to become readers at a critical reading level, but in distance learning I think they only can comprehending at the literal reading and interpretive level ...” (Interview with DN, on Monday, April 19, 2021, 10.30-11.30 a.m. in Office SMP IT Al-Ghofar)*

While PS stated that during distance learning she only encourage students in literal level:

*“...The students in this school are lack participating in teaching and learning activities. Therefore, in face-to-face learning, I prefer to use collaborative learning strategies because by using it we can encourage them to reach a higher level, which is usually only at the literal level. However, in distance learning they comprehend the English texts only at the literal level...” (Interview with PS, on May 24, 2021, 09.00-10.00 a.m, in Office SMP IT Al-Ghofar)*

From the interview above, it can be concluded that the level of students’ reading comprehension was different from the learning process in the classroom. In process of learning in the classroom, although the students are lacking in participation, but the teachers can

handle it by using collaborative learning strategies which can encourage them to improve their level in reading comprehension.

#### **4.1.2 The Implementation of English Teachers' Strategies in Teaching Reading Comprehension**

In implementing strategies in teaching reading comprehension in the situation of Covid-19 outbreak, the ways that the Informants can do is only making an instruction by sending instruction through WhatsApp Group as stated by DN as an English teacher:

*"...In distance learning, I did not make any videos or records to give the student an explanation. That was not I could not afford to do it, but the condition was impossible. The students in this school, most of them are living in rural areas, they deal with poor internet connection. They bought a textbook that was recommended by the school. What I did was giving them instructions about what they need to do in the form of a short message on the WhatsApp Group. In this condition, students tend to self-study, and the first thing that I did as a teacher was making a lesson plan, making a brief instruction to be shared, and the last I provided the task on Google Forms or Quizizz..."*  
(Interview with DN, on Monday, April 19, 2021, 10.30-11.30 a.m. in Office SMP IT Al-Ghofar)

In line with DN statement, PS also stated that:

*"...Since every student has a textbook recommended by the school, so, all I did was give an instruction via WhatsApp Group to give an explanation to my students. The school and we as teachers have agreed in terms of learning media that we use only WhatsApp Group and Google Forms. With the reason to facilitate school administration and adjust the situation and condition of students. Therefore, as a teacher, The first thing that I do is thinking of what strategies are appropriate for descriptive or narrative reading texts, The second, making instruction that would be shared on WhatsApp Group. And the last is providing assignments in the form of multiple-choice or*

*translating them...” (Interview with PS, on May 24, 2021, 09.00-10.00 a.m, in Office SMP IT Al-Ghofar)*

In summary, it can be concluded that in distance learning, the teachers only gave the material in forms of instruction that shared into WhatsApp Group and making task in Google Forms or Quizizz, and it showed from the first until three observation. It did not mean that they could not make an explanation in the forms of records or videos, but they adjust with the situation of the students.

However, when the students faced any difficulties in the learning process or they did not understand the material or instruction, the teachers will explain again to them, asking them to re-read instructions and material, or giving them an example of how to complete the task. It explained by DN as the English teacher:

*“...Based on the instruction that I have made on WhatsApp Group, I explained to them to ask me directly if they did not understand. If they still did not understand, I usually gave them an example or a more detailed explanation of how to do it...” (Interview with DN, on Monday, April 19, 2021, 10.30-11.30 a.m. in Office SMP IT Al-Ghofar)*

Furthermore, PS also has the similar explanation:

*“...Firstly, I usually will re-explain the instruction that I have made. And secondly, I will give an example to do the assignment that I have given to them...” (Interview with PS, on May 24, 2021, 09.00-10.00 a.m, in Office SMP IT Al-Ghofar)*

Based on the interview above, it can be concluded that were still some difficulties faced by students while learning reading comprehension in distance learning either in understanding the instuction or material.

However, for almost a year the education institutions, especially from the elementary up to senior high school thought that distance learning was a new thing and new experience. Hence, some advantages has appeared for every teacher, as explained by DN:

*“...I think, since distance learning was applied, the advantages are not outweighed by the disadvantages. The first advantage is flexibility in contexts of time and place, which we usually do the teaching and learning in the classroom, now we can access it anywhere. The second is efficient, the teaching and learning process more efficiently in several matters, such as energy and time. In distance learning, teachers no longer have to go to school and classes in to give explanations. And the third is there are many learning media resources that we can bring into the process of teaching and learning...” (Interview with DN, on Monday, April 19, 2021, 10.30-11.30 a.m. in Office SMP IT Al-Ghofar)*

Related to DN explanation, PS also explained:

*“...So far, I think, the advantages of teaching reading comprehension in distance learning are only in the aspect of being efficient and accessibility. Firstly, efficient in saving energy and costs. Secondly, accessibility because distance learning is more flexible in the contexts of place and time...” (Interview with PS, on May 24, 2021, 09.00-10.00 a.m, in Office SMP IT Al-Ghofar)*

Based on the interview above, it can be concluded that distance learning has several advantages. Firstly, efficient in the context of time and place. Secondly, it is accessible. And lastly, a lot of learning media

resources that can be implied in the process of teaching and learning activities.

Since the distance learning is a new thing and new experience for teachers, they might be facing the obstacle in a process of teaching and learning. It seemed in the interview section with DN:

*“...For the disadvantages, The first is in the are of the condition where the student have a poor internet connection. So, in terms of interacting between them and me is not effective. Moreover, we have never done virtual classes. And the second, most of the students are lack in participation, they also always late in collecting the task It difficult for me as a teacher to do assessing effectively, becuae I always find the same answer from each students, i think maybe they are cheating...” (Interview with DN, on Monday, April 19, 2021, 10.30-11.30 a.m. in Office SMP IT Al-Ghofar)*

Same with DN statement, PS also stated:

*“...The disadvantages of distance learning in teaching reading comprehension are lack of interaction between me as a teacher and students, most of the students do not have the equipment to do online classes (such as smartphones, computers, or laptops),it needed a lots of internet data connection, and the most important thing is the internet connection gap between city and rural areas...” (Interview with PS, on May 24, 2021, 09.00-10.00 a.m, in Office SMP IT Al-Ghofar)*

In summary, it showed that there are lot of disadvantages of dintance learning, such as internet connection problem, spends a lot of internet data connection, and less interaction between teachers and students.

## **4.2 Discussions**

Based on the result of the interviews, the researcher found that the English teachers of SMP IT Al-Ghofar used some strategies in teaching reading comprehension, The teaching strategies used were Question-Answer Relationships, Semantic Mapping, and Translating simple paragraph.

One of the teaching strategies in reading comprehension was Question-Answer Relationships. The English teachers of SMP IT Al-Ghofar used this strategy to make sure that students were read the text that has been asked to read by the teacher and clarified that they were understood the text. It means that they already have read and understood the text, they could answer the question. This strategy was helped the teacher to know how far students comprehend the text. As stated by King (2008), QAR strategy is a questioning strategy that emphasizes a relation between the text, question, and the background knowledge of the students. Hence, this strategy was used by the informants in order to assists the students' relationship between their background knowledge and the information provided in the text.

Semantic mapping was used by informants in teaching reading comprehension strategies. It is used to help students to explore vocabulary knowledge by creating other related words or phrases in graphic form. Clark (2005:133) suggests that semantic mapping is one of the teaching strategies that can be used by teachers. The teachers used semantic mapping in order to explore the students' vocabulary knowledge.

Translating simple paragraphs was the last of teaching strategies in teaching reading comprehension. It is used by the informant to increase students' vocabulary by finding or making the equivalent meaning of the text into the second languages.

Furthermore, in order to implement the teaching strategies, the English teachers in SMP IT Al-Ghofar explained that they did not make any videos or recording to give students an explanation, but they only made the instruction to gave students an explanation that would be shared in WhatsApp Grup, although they also made a lesson plan.

Thus, the English teachers of SMP IT Al-Ghofar used those strategies above in teaching reading comprehension while distance learning. They were using Question-Answer Relationships, Semantic Mapping, and Translating simple paragraphs. And in the ways to implement the teaching strategies they only making lesson plans and instructions that would be shared in WhatsApp Group.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion derived from the findings and the discussion in chapter 4. In addition, several suggestions are pointed out in order to give information as well as guidance to conduct upcoming research to the same topic.

#### **5.1 Conclusion**

Based on the findings of this research, since the English teachers of SMP IT Al-Ghofar could not control students directly, they were used three strategies to make sure that students were read the text that has been asked to read and clarified that they were understood the text. The strategies were Question-Answer Relationships, Semantic Mapping, and Translating simple paragraphs. Those strategies used by the English teachers to assist the students' relationship between their background knowledge and the intended meaning from the text.

In the ways of the implementation of the teaching reading comprehension the English teachers did not make any videos or records to give students an explanation, they only gave them the instruction that was shared in WhatsApp Group and providing some exercises to clarify that students understood what they read. Although the learning process is not maximal which some students were cheating and late in collecting the tasks.



From the data above, it can be concluded that in distance learning the English teachers were implementing three teaching strategies in teaching reading comprehension. Those strategies were Question-Answer Relationships, Semantic Mapping, and Translating simple paragraphs. And in the ways to implement the teaching strategies they only making lesson plans and instructions that would be shared in WhatsApp Group.

## **5.2 Suggestions**

Based on the conclusions above, the researcher would give some suggestions. It is hopefully can be useful for:

1. For teachers

It is hoped that this research can encourage them to consider a better way of teaching reading comprehension to improve the student's ability. And also hoped can apply the other interesting strategies through an online class.

2. For students

From the result above, it is hoped will motivate students to keep and more responsive to the learning process. The students also have to practice reading, especially to improve them in comprehending the text.

3. For other researchers

It is expected that this research can be an inspiration to do more study about teaching reading strategies and what will be related to these findings. And other researcher expects to continue this research with the others best instrument that can trace the deeper data that was needed.

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# **APPENDIXES**

## Appendix 1 Permission letter to conduct the research



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
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Nomor : 1151/Un.03.1/TL.00.1/01/2021 2 April 2021  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

Kepada  
Yth. Kepala SMP IT AL-GHOFAR  
di

Kampung Cisanggarung, Desa, RT.02/RW.11, Cikadut, Kec. Cimenyan,  
Bandung, Jawa Barat 40194

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Rizal Ali Nurdin  
NIM : 17180038  
Jurusan : Tadris Bahasa Inggris - S1  
Semester - Tahun : Genap - 2020/2021  
Akademik  
Judul Skripsi : **"An Analysis of Teachers' Strategy in Teaching Reading Comprehension at SMP IT Al-Ghofar During Covid-19"**  
Lama Penelitian : **April 2021** sampai dengan **Mei 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**



Dekan,

Dr. H. Agus Maimun, M.Pd  
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip





SEKOLAH MENENGAH PERTAMA ISLAM TERPADU

**SMP IT AL-GHOFAR**

SK Izin Operasional: 421.3/2755-DISDIK-2017 NPSN: 69966006

Kp.Cisanggarung Desa.Cikadut Kec.Cimencyan Kab.Bandung Prov.Jawa Barat

Telp. 087722277679 E-mail: smpit.alghofar@gmail.com

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

Nomor: 094/SMPIT-AG/VI/2021

Kepala Sekolah SMP IT Al-Ghofar Desa Cikadut Kecamatan Cimencyan Kabupaten Bandung,  
menerangkan bahwa:

Nama : Rizal Ali Nurdin  
NIM : 17180038  
Prodi : Tadris Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Judul : *Teachers Strategy in Teaching Reading Comprehension at  
SMP IT Al-Ghofar During Covid-19*

Benar nama tersebut diatas telah melaksanakan penelitian dari tanggal 19 April 2021 s/d 24 Mei 2021 di SMP IT A-Ghofar Desa Cikadut Kecamatan Cimencyan Kabupaten Bandung dengan judul : *Teachers Strategy in Teaching Reading Comprehension at SMP IT Al-Ghofar During Covid-19*.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Bandung, 22 Juni 2021  
Kepala Sekolah  
  
Mismit Husen, S.Pd.I

*Appendix 2 The Blueprint of Interview Guideline*

**BLUEPRINT OF INTERVIEW GUIDELINE**

No	Content	Sub-content	Question Items	Number of the question
1.	Teaching Reading Comprehension	Types of strategies	What kind of strategies did you usually implement in teaching reading comprehension during distance learning?	1
			In which level the students' ability in comprehending the English Text while distance learning?	2
2.	The role of the teacher	Implementation	How did you apply reading comprehension strategies in distance learning?	3
			How did you respond to students when they find any difficulties in distance learning?	4
			What are the advantages of teaching reading comprehension in distance learning?)	5
			What are the disadvantages of teaching reading comprehension in distance learning?	6

Adapted from Ani, Fitri. (2020). *An Analysis on the Teacher's Strategies in Teaching Descriptive Writing Through Online Class at The Seventh Grade of SMP 2 Gubug in academic year 2019/2020*. Retrived from <http://erepository.perpus.iainsalatiga.ac.id/9992/1/skripsi%20fiks%201->

*Appendix 3 Transcript of Interview*

**TRANSCRIPT OF INTERVIEW**

**First participant**

Name : Dikdik Nugraha, S.Hum  
English teacher : VII and VII (Seven and Eight grades)  
Day/Date : Monday, 19th April 2021  
Time : 10.30 A.M

I (*Interviewer*)                      DN (*Participant*)

I : Selamat pagi, Pak!

*(Good morning, Sir!)*

DN : Selamat pagi.

*(Good morning)*

I : Bagaimana kabar Anda hari ini, pak?

*(How is your life today, sir?)*

DN : Alhamdulillah baik.

*(Alhamdulillah, fine)*

I : Alhamdulillah. Baiklah, sekarang saya di sini ingin mewawancarai Bapak, apakah

bapak bersedia?

*(Alhamdulillah. Well, now I am here I want to interview you, are you ready, Sir?)*

DN : Insya Allah, saya bersedia.

*(Insya Allah, I am ready)*

I : Baik, Bapak di sini saya akan mewawancarai Bapak tentang strategi pembelajaran reading comprehension Anda selama pembelajaran jarak jauh dilaksanakan. Saya sendiri sudah menyiapkan beberapa pertanyaan, Baiklah, kita awali dengan pertanyaan pertama, strategi apa yang biasa Anda implementasikan selama mengajar reading comprehension dalam pembelajaran jarak jauh?

*(Well, Oke sir here I will interview you about your teaching strategy in teaching reading comprehension since distance learning was applied. I also*

*have prepared some questions. Oke, we start from the first question. What kind of strategies did you usually implement in teaching reading comprehension during distance learning? )*

DN : Sebelum pembelajaran jarak jauh dilaksanakan, ada banyak strategi pembelajaran yang biasa saya implementasikan dalam pembelajaran reading comprehension, seperti strategi *Think-Pair-Share*, *Think Alouds* dan *Question-Answer Relationships*. Namun, dalam pembelajaran jarak jauh, saya hanya mengimplementasikan strategi yang memungkinkan diterapkan saja. Strategi yang saya gunakan adalah *Question-Answer Relationships* dan *Semantic Mapping*. Semenjak saya tidak bisa mengontrol siswa secara langsung, saya lebih suka menggunakan strategi *Question-Answer Relationships* untuk mengklarifikasi bahwa mereka telah membaca teks yang telah diajukan kepada mereka. Sedangkan, alasan saya mengimplementasikan *Semantic mapping* adalah untuk membantu siswa untuk memperluas pengetahuan kosa-kata mereka.

*(Before distance learning was applied, there are lots of strategies that I usually implemented in teaching reading comprehension, such as Think-Pair-Share, Think Alouds and Question-Answer Relationships strategy. However, in distance learning, I only use the strategy that possible to be implemented. The strategy that I usually use are Question-Answer Relationships and Semantic Mapping. Since I could not control the students directly, I prefer to used the Question-Answer Relationships strategy to clarify that they have already read the text that i have been asked to them. Meanwhile, the reason why I implemented the semantic mapping is helping students to expand their vocabulary knowlegde)*

I : Di level apa kemampuan siswa dalam memahami teks Bahasa Inggris dalam pembelajaran jarak jauh?

*(In which level the students' ability in comprehending the English Text while distance learning?)*

DN : Dalam pembelajaran jarak jauh, saya pikir kemampuan siswa dalam memahami teks sangat berbeda dengan pembelajaran tatap muka di dalam kelas. Dalam pembelajaran tatap muka, saya selalu berusaha untuk mendorong siswa untuk menjadi pembaca pada tahap critical reading, namun dalam pembelajaran jarak jauh siswa hanya bisa pada memahami pada tahap literal dan interpretif.

*(In distance learning, I think the students' ability in comprehending the text is very different from face-to-face in the classroom. In face-to-face learning, I always try to encourage them to become readers at a critical reading level, but in distance learning I think they only can comprehending at the literal and interpretive levels.)*

I : Bagaimana cara Anda menerapkan strategi reading comprehension dalam pembelajaran jarak jauh?

*(How did you apply reading comprehension strategies in distance learning?)*

DN : Dalam pembelajaran jarak jauh, saya tidak membuat video atau rekaman untuk memberikan penjelasan kepada siswa saya, bukan saya tidak mampu untuk melakukannya, tapi kondisi tidak memungkinkan. Siswa di sini, kebanyakan berasal dari daerah pinggiran, yang memiliki koneksi internet yang buruk. Sebagai gantinya, mereka membeli buku pelajaran yang telah direkomendasikan oleh pihak sekolah. Yang saya lakukan hanya memberikan instruksi yang perlu mereka lakukan berupa pesan singkat di WhatsApp Group. Dalam kondisi seperti ini, siswa pun melakukan belajar secara mandiri, dan pertama-pertama dan pertama-pertama yang saya lakukan sebagai guru adalah membuat lesson plan, membuat instruksi yang ringkas yang akan dibagikan, dan yang terakhir saya menyediakan tugas di Google Forms atau Quizizz.

*(In distance learning, I did not make any videos or records to give the student an explanation. That was not I could not afford to do it, but the condition was impossible. The students in this school, most of them are living in rural areas, they deal with poor internet connection. They bought a textbook that was recommended by the school. What I did was giving them instructions about what they need to do in the form of a short message on the WhatsApp Group. In this condition, students tend to self-study, and the first thing that I did as a teacher was making lesson plan, making a brief instruction to be shared, and the last I provided the task on Google Forms or Quizizz.)*

I : Bagaimana Anda menanggapi siswa pada saat siswa menemukan kesulitan dalam pembelajaran jarak jauh?

*(How did you respond to students when they find any difficulties in distance learning? )*

DN : Dalam instruksi yang saya buat di WhatsApp Group, saya telah menjelaskan kepada mereka untuk bertanya kepada saya secara langsung jika mereka tidak mengerti. Jika mereka masih tidak mengerti saya biasanya memberikan contoh atau penjelasan yang lebih detail tentang bagaimana melakukannya.

*(Based on the instruction that I have made on WhatsApp Group, I explained to them to ask me directly if they did not understand. If they still did not understand, I usually gave them an example or a more detailed explanation of how to do it.)*

I : Apakah kelebihan mengajar reading comprehension dalam pembelajaran jarak jauh?

*(What are the advantages of teaching reading comprehension in distance learning?)*

DN : Saya pikir, semenjak pembelajaran jarak jauh dilaksanakan, kelebihan tak sebanding dengan kekurangan. Kelebihan pertama adalah Fleksibel dalam waktu dan tempat, yang mana biasanya kita melakukan kegiatan mengajar dan belajar di dalam kelas, sekarang kita bisa mengaksesnya di mana pun. Kedua, kegiatan mengajar dan belajar itu lebih efisien dalam beberapa hal, yakni energi dan waktu. Dalam pembelajaran jarak jauh, guru tidak lagi harus berangkat ke sekolah dan kelas-kelas dalam upaya memberikan penjelasan. Dan yang ketiga adalah ada banyak sumber media pembelajaran yang bisa kita masukan dalam proses kegiatan mengajar dan belajar.

*(I think, since distance learning was applied, the advantages are not outweighed by the disadvantages. The first advantage is flexible in contexts of time and place, which we usually do the teaching and learning in the classroom, now we can access it anywhere. The second is efficient, the teaching and learning process more efficiently in several matters, such as energy and time. In distance learning, teachers no longer have to go to school and classes in to give explanations. And the third is there are many learning media resources that we can bring into the process of teaching and learning.)*

I : Apa kekurangan mengajar reading comprehension dalam pembelajaran jarak jauh?

*(What are the disadvantages of teaching reading comprehension in distance learning?)*

DN : Untuk kekurangannya, dalam keadaan kondisi di mana siswa adalah koneksi internet sangat buruk. Sehingga, dalam hal berinteraksi antara mereka dan saya tidak efektif, apalagi kami tidak pernah melakukan kelas virtual. Dan yang kedua adalah kebanyakan siswa kurang baik dalam berpartisipasi, mereka juga sering terlambat dalam mengumpulkan tugas. Itu mengakibatkan saya sebagai guru sangat sulit untuk melakukan penilaian secara efektif karena saya sering menemukan kesamaan jawaban dari tugas yang mereka kumpulkan, saya kira mereka menyontek.

*(For the disadvantages, The first is in the are of the condition where the student have a poor internet connection. So, in terms of interacting between them and me is not effective. Moreover, we have never done virtual classes. And the second, most of the students are lack in participation, they also*

*always late in collecting the task It difficult for me as a teacher to do assessing effectively, becuae I always find the same answer from each students, i think maybe they are cheating.)*

## TRANSCRIPT OF INTERVIEW

### First participant

Name : Popi Syntia, S.Pd  
English teacher : (Nine grades)  
Day/Date : Monday, 24th May 2021  
Time : 09.00

I (*Interviewer*)

PS (*Participant*)

I : Selamat pagi, Bu!

*(Good morning, Mam!)*

PS : Selamat pagi.

*(Good morning)*

I : Bagaimana kabar Anda hari ini, Bu?

*(How is your life today, Mam?)*

PS : Alhamdulillah baik.

*(Alhamdulillah, fine)*

I : Alhamdulillah, baiklah, sekarang saya di sini ingin mewawancarai Ibu, apakah

ibu bersedia?

*(Alhamdulillah. Well, now I am here wanto to interview you, are ready Mam?)*

PS : Insya Allah, saya bersedia.

*(Insya Allah, I am ready)*

I : Baik, Ibu di sini saya akan mewawancarai Anda tentang strategi pembelajaran reading comprehension Anda selama pembejaran jarak jauh dilaksanakan. Saya sendiri sudah menyiapkan beberapa pertanyaan, Baiklah, kita awali dengan pertanyaan pertama, strategi apa yang biasa Anda implementasikan selama mengajar reading comprehension dalam pembelajaran jarak jauh?

*(Well, Mam here I will interview you about your teaching strategy in teaching reading comprehension since distance learning was applied. I*



*also have prepared some questions. Oke, we start from the first question. What kind of strategies did you usually implement in teaching reading comprehension during distance learning?)*

PS : Jujur saja, dalam kegiatan mengajar dan belajar terutama dalam hal strategi reading comprehension yang saya implementasi selama pembelajaran jarak jauh tak sebanyak yang biasanya saya implementasikan. Dalam kegiatan mengajar dan belajar tatap muka biasanya saya lebih suka menggunakan collaborative learning strategi, diantaranya yakni *Question-Answer Relationships*, *Think Alouds*, dan *Jigsaw Classroom*. Namun, dalam pembelajaran jarak jauh yang kerap saya implementasikan dalam pembelajaran reading comprehension hanya ada dua, *Question-Answer Relationships* dan menerjemahkan paragraph sederhana. Sebenarnya, saya berharap bahwa saya bisa mengimplementasikan strategi yang lain, tapi yang mungkin saya lakukan hanya itu. Saya menggunakan strategi *Question-Answer Relationships* tak lain untuk meningkatkan kemampuan siswa untuk menghubungkan pengetahuan mereka dengan informasi yang ada dalam teks. Dan menerjemahkan paragraf saya gunakan untuk meningkatkan pengetahuan kosa-kata siswa dalam mencari kata yang sepadan dalam bahasa kedua mereka. Saya melakukannya agar mereka lebih gampang dalam memahami teks.

*(To be honest, in teaching and learning activities, especially in terms of reading comprehension strategies that I Implemented during distance learning are not as much as I usually implement. In face-to-face teaching and learning activities, I usually prefer to use collaborative learning strategies, such as Question-Answer relationships, Think Alouds, and Jigsaw Classroom. However, in distance learning that I often implement in reading comprehension learning, there are only two, Question-Answer Relationships and translating simple paragraphs. I wish that I could implement the other strategies, but the possible strategy that I could implement only both of them. And translating simple paragraphs is used by me to increase the students' vocabulary knowledge. It is used by me to make them easier to comprehend the text)*

I : Di level apa kemampuan siswa dalam memahami teks Bahasa Inggris melalui kelas online?

*(In which level the students' ability in comprehending the English Text while distance learning?)*

PS : Para siswa di sekolah ini sangat buruk dalam berpartisipasi dalam kegiatan mengajar dan belajar. Oleh karena itu, dalam pembelajaran tatap muka saya lebih senang menggunakan collaborative learning strategi karena dengan menggunakan strategi ini kita bisa mendorong mereka untuk mencapai

tahapan yang lebih tinggi yang lazimnya hanya pada tahapan literal. Namun, dalam pembelajaran jarak jauh mereka memahami teks Bahasa Inggris hanya pada tahapan literal.

*(The students in this school are lack participating in teaching and learning activities. Therefore, in face-to-face learning, I prefer to use collaborative learning strategies because by using it we can encourage them to reach a higher level, which is usually only at the literal level. However, in distance learning they comprehend the English texts only at the literal level.)*

I : Bagaimana cara Anda menerapkan strategi pembelajaran reading comprehension dalam pembelajaran jarak jauh?

*(How did you apply reading comprehension strategies in distance learning?)*

PS : Karena setiap siswa memiliki buku pelajaran yang direkomendasi oleh sekolah. Jadi, yang saya lakukan hanya memberikan instruksi lewat WhatsApp Group untuk memberikan penjelasan kepada siswa saya. Pihak sekolah dan kami guru telah bersepakat dalam hal media pembelajaran yang kami gunakan hanya WhatsApp Group dan Google Form. Dengan alasan agar memudahkan administrasi sekolah dan mengikuti situasi dan kondisi siswa. Oleh karena itu, saya sebagai guru terus berupaya untuk memikirkan strategi apa yang sekiranya pas untuk teks reading deskriptif atau naratif. Kedua, membuat pesan singkat berupa instruksi yang akan dibagikan di WhatsApp Group. Dan yang terakhir menyediakan tugas berupa soal pilihan ganda atau menerjemahkannya.

*(Because every student has a textbook recommended by the school, so, all I did was give an instruction via WhatsApp Group to give an explanation to my students. The school and we as teachers have agreed in terms of learning media that we use only WhatsApp Group and Google Forms. With the reason to facilitate school administration and adjust the situation and condition of students. Therefore, as a teacher, The first thing that I do is thinking of what strategies are appropriate for descriptive or narrative reading texts, The second, making instruction that would be shared on WhatsApp Group. And the last is providing assignments in the form of multiple-choice or translating them."*

I : Bagaimana Anda menanggapi siswa pada saat mereka menemukan kesulitan dalam memahami text Bahasa Inggris dalam pembelajaran jarak jauh?

*(How did you respond to students when they find any difficulties in distance learning? )*

PS : Pertama, saya biasanya akan menjelaskan kembali instruksi yang telah saya buat. Dan yang kedua, saya akan memberikan contoh untuk mengerjakan tugas yang telah saya berikan kepada mereka.

*(Firstly, I usually will re-explain the instruction that I have made. And secondly, I will give an example to do the assignment that I have given to them)*

I : Apa kelebihan mengajar reading comprehension dalam pembelajaran jarak jauh?

*(What are the advantages of teaching reading comprehension in distance learning?)*

PS : Sejauh ini, saya kira, kelebihan mengajar reading comprehension dalam pembelajaran jarak jauh hanya mencapai pada aspek efisien dan aksesibilitas. Pertama, efisien dalam menghemat energi dan biaya, dan mudah diakses sebab dalam pembelajaran jarak jauh itu lebih fleksibel dalam konteks tempat dan waktu.

*(So far, I think, the advantages of teaching reading comprehension in distance learning are only in the aspect of being efficient and accessibility. Firstly, efficient in saving energy. Secondly, accessibility because distance learning is more flexible in the contexts of place and time.)*

I : Apa kekurangan mengajar reading comprehension dalam pembelajaran jarak jauh?

*(What are the disadvantages of teaching reading comprehension in distance learning?)*

PS : Adapun kekurangan pembelajaran jarak jauh dalam mengajar reading comprehension adalah kurangan interaksi antara siswa dan saya sebagai guru, banyak dari siswa tidak memiliki alat untuk tersambung ke kelas online (seperti smartphone, computer, or laptop), membutuhkan biaya koneksi data yang banyak, dan yang paling penting adalah adanya ketimpangan jaringan internet antara di kota dan desa.

*(The disadvantages of distance learning in teaching reading comprehension are lack of interaction between me as a teacher and students, most of the students do not have the equipment to do online classes (such as smartphones, computers, or laptops), it needed a lots of internet data connection, and the most important thing is the internet connection gap between city and rural areas)*

*Appendix 4 Pictures of Interview*





*Appendix 5 Picture of Online learning the Teacher*

4:14 922

AI-Ghofar "VIII"  
Anisa, Chanisa, Deki, Ilda, Lala, Mahar...

Google Formulir - membuat dan menganalisis survei, gratis.  
Buat survei baru secara mandiri atau bersama...  
forms.gle

Assalamualaikum wr wb,

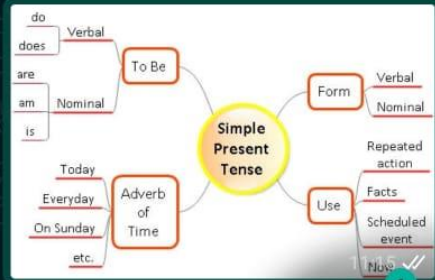
Dear all,

For today's activity, please read the text page number 37 (Reading). In order to make sure that all of you understand the text, please make a mind map about the text. Here, I also attach the example of it. An submit on the link below.

If you have any further questions, feel free to share it in the WAG or private chat.

Thank you  
Wassalamualaikum wr wb  
<https://forms.gle/KD9wKTxJFUVKKWYm8>

11:12 ✓✓



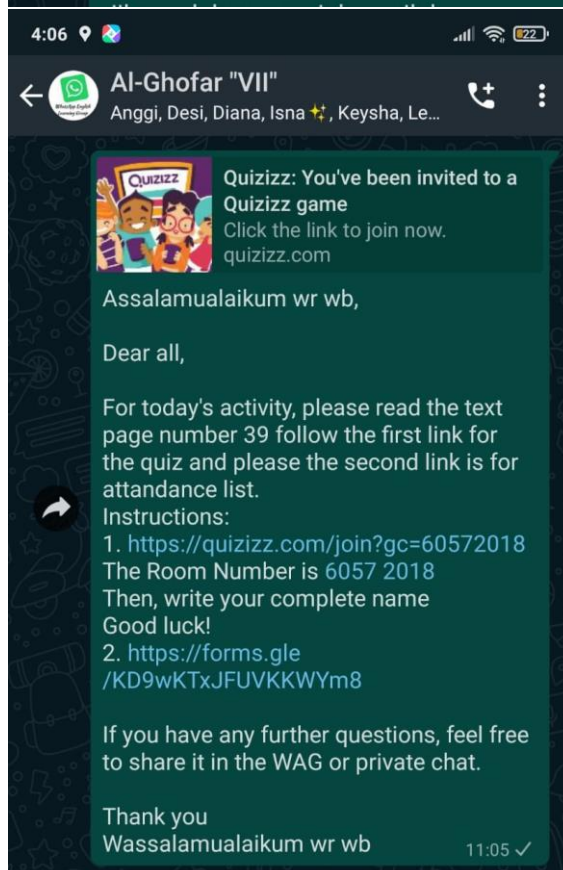
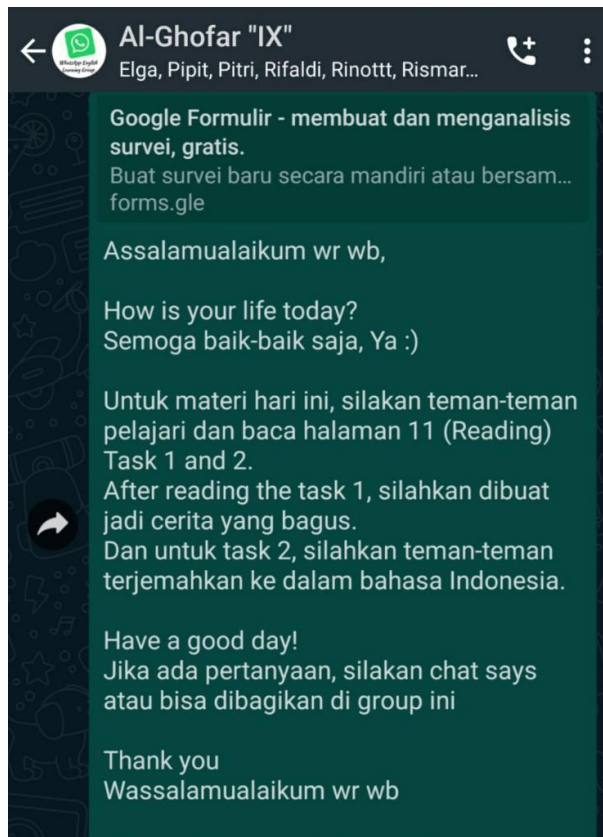
The mind map diagram for Simple Present Tense is structured as follows:

- Simple Present Tense** (Central Node)
  - Form**
    - Verbal: do, does
    - Nominal: am, are, is
  - Use**
    - Repeated action
    - Facts
    - Scheduled event
    - Now
  - Adverb of Time**
    - Today
    - Everyday
    - On Sunday
    - etc.

22 April 2021

Type a message







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<http://fitk.uin-malang.ac.id> Email: [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

**BUKTI KOLONSULTASI DRAFT SKRIPSI**  
**JURUSAN TADRIS BAHASA INGGRIS**

Nama Mahasiswa : Rizal Ali Nurdin  
NIM : 17180038  
Dosen Pembimbing : Septia Dwi Jayanti, M.Pd

NO.	Tanggal Konsultasi	Keterangan	Tandatangan
1.	Konsul Judul / 22 Oktober 2020	Konsul Judul	
2.	Chapter 1 / 30 Oktober 2020	Chapter 1	
3.	16 Januari 2021 <del>Revisi format penulisan proposal</del>	Revisi format penulisan	
4.	20 Januari 2021	Revisi chapter 1	
5.	29 Januari 2021	Revisi chapter 1-3.	
6.	21 Maret 2021	Revisi chapter 3	
7.	01 April 2021	Konsul instrument	
8.	17 April 2021	Konsul chapter 4	
9.	23 April 2021	Revisi chapter 4	
10.	10 Mei 2021	Konsul chapter 5	
11.	15 Mei 2021	Revisi chapter 4	
12.	27 Mei 2021	Revisi chapter 5	
13.	28 Mei 2021	Konsul abstrak	
14.	29 Mei 2021	revisi abstrak	
15.	05 Juni 2021	revisi chapter 3	
16.	10 Juni 2021	revisi chapter 3-4	
17.	12 Juni 2021	revisi chapter 5	



## **CURRICULUM VITAE**



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Place of Birth : Bandung, March 11<sup>th</sup>, 2000  
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### **FORMAL EDUCATION**

1. TK Al-Badriyah
2. SDN Arcamanik 3
3. MTs Al-Mukhtar
4. MA Al-Mukhlisin