

**An Analysis of Teacher Strategies in Teaching Reading Comprehension through
Online Learning to the Second Semester English Department Students of
University of Islam Malang**

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ABSTRACT

This study aimed to provide broader insight about teaching reading strategies which was implemented by a lecturer in online learning. A qualitative research design was used in this research. The researcher chose one of the senior reading lecturers of University of Islam Malang as the subject of the research. To collect the data, the researcher used some instruments such as observation, interview, questionnaire and documents. The finding of the study was indicated that the observed lecturer compiled teaching strategy since the lecturer made the lesson plan. The researcher found that the lecturer applied reciprocal strategy and QARs. The observed lecturer also implemented various activities. Besides, the students also gave positive perception regarding with the teaching strategies which were implemented by the lecturer. It was demanded further exploration and investigation about teaching reading strategy deeply in future research regarding all those findings.

Key words: *Teaching listening, online learning system*

INTRODUCTION

Reading comprehension skill is a pivotal thing which should be had by each learner especially for learners who learn English as a foreign language (Antoni, 2010). Because of the importance of reading comprehension, accordingly, teaching reading had likewise an important role to help the students reach the goal of reading which was to understand a text. Moreover, according to Brown (2004), to make the students to be effective and efficient readers is the aim of teaching reading. It was

similar with what Dwiningtyas, Sofyan and Puspita (2020) said that teacher, in effective teaching reading comprehension, leads students in the classroom to become proficient and successful readers.

However, despite the fact that reading as well as how to teach reading was important for the students, certainly, it was not easy to teach reading to the students effectively. The implementation of online learning had impact for many teachers because they faced and adapted new situation and new challenges. Therefore, to create an effective learning of reading comprehension, the teacher should apply certain strategies to the students. Dwiningtyas, Sofyan, and Puspita (2020) mentioned that the teacher should use some strategies in teaching reading such as applying various methods, media and games in order to keep the students interested. In order to use any instructional technique effectively, teacher must understand the principles and assumptions upon which each specific technique is based. Teaching reading strategies is very important to help students understanding the text easier.

There were several previous studies which are related with the present study. In the field of teaching reading, there were 1) Dwiningtyas, Sofyan, and Puspita (2020) which the result showed that the combination of strategies was very important to apply in order to help students in learning comprehension. 2) Nurdianingsih (2021) with the result indicated that the teachers combined several strategies like understanding text, individual and group learning strategy, and QAR strategy in teaching reading comprehension. 3) Audina et al. (2020) the result of the study showed that the teacher only used Directed Reading Activity (DRA) in teaching reading comprehension.

Then, in the field of research on online teaching, there were 1) Utami (2020) found that the teacher used some strategies in teaching some skills in English class. 2) Mardiah (2020) conducted her research which the result showed that the impact of the pandemic forced the teaching and learning process to use E-Learning system as the relevant teaching-learning method. However, the result of interviewing the lecturer showed that was still ineffective in actual practices.

All the previous studies were relevant with the present study which also used qualitative research. However, the previous studies were divided into two, namely in the field of strategies used in teaching reading and teaching online. The researcher did not find specific topic which same as the present study which analyze the strategy in teaching reading comprehension through online learning. Accordingly, the researcher wanted to conduct a research and explore the strategies in teaching reading comprehension especially in university level.

Based on the explanation above, the researcher assumed that the role of a lecturer is very important to overcome students' problem in learning reading comprehension especially in online learning. Therefore, the lecturer should find out appropriate strategy in order to increase the quality of teaching and learning process as well as the students' reading skill. For this assumption, the researcher was interested to do a research under the title "An Analysis of Teacher Strategies in Teaching Reading Comprehension through Online Learning to the Second Semester English Department Students of University of Islam Malang".

METHODS

The research design of this study was a descriptive quantitative and qualitative study. The subject of this study was one of reading lecturer who taught two classes at second semester of English Department (2020-2021). The researcher used some instrument to gain the data through observation, interviews, questionnaire, and documentation. The researcher interviewed the lecturer before conducting the observation in order to check the data validity. Moreover, a total of fifty-one students gave their responses related to the strategy used by the lecturer. The researcher also used bilingual in ten questions which was in English and in Indonesian to reduce or minimalize the students' confusion in understanding the question. The researcher then analyze the data which it included some stages like 1) get familiar with the data, 2) revisit research objectives, 3) developing a framework, and 4) identifying patterns and connections. Then, regarding to analyze the data from questionnaire, the first

stage was the researcher took a look at the results presented in *Google Form*. Then, the researcher would analyze which the most of the students' answer. The last, the researcher presented and explained it descriptively.

FINDINGS AND DISCUSSIONS

After all data had been accomplished well, the researcher found some findings which had categorized based on the problems and objectives of the study which cover teaching plan for online reading class, the use of strategy in online teaching reading, online teaching reading activities, and the students' perception about the lecturer's strategies.

a. Teaching Plan for Online Reading Class

The researcher found that the lecturer made the lesson plan before she taught the reading comprehension. Making teaching plan is the most crucial and the first thing before doing a learning activity (Ratnawati, 2017). A lesson plan could be as a strategy for teacher or lecturer to teach effectively. As it is said by Khan (2006) that a lesson plans is a strategy for teaching a particular subject which attempted to save time and energy and gives the maximal output in less time.

Brown (2001) explained that there are several essential elements which should be included in lesson plan, namely goals, objectives, activities, media, and assessment. The researcher found out that the observed lecturer had made the lesson plans which was included the essential elements which were the goals, the course objectives, both the lecturer's and the students' activities, and the media used. However, the observed lecturer did not mention the assessment of reading skill in the teaching plan.

b. The Use of Strategy in Online Teaching Reading

The researcher found that the observed lecturer encountered the difficulties in online teaching reading which she could not fully monitor the students whether the students really understand about the text or not. Therefore, the lecturer combined two strategies in teaching reading comprehension. The lecturer implemented "reciprocal strategy" and "QARs (Question Answer Relationship)".

According to Sahab (2014), in the reciprocal strategy, there are four strategies which are emphasized and packaged in a form of dialogue including predicting, clarifying, questioning, and summarizing. In the predicting, the students were encouraged to think ahead which was based on the students' prior knowledge and experience to the text which they read (Panmanee, 2009). This stage could make the students to have an opportunity to combine their new knowledge which they obtained from the text to the basic knowledge which they already have.

Moreover, the researcher found that the observed lecturer also applied QARs strategy in teaching reading comprehension. QARs strategy could stimulate the students to be an active reader. As it was stated by Raphael and Au (2005) that QAR is a reading comprehension strategy which could encourage the students to be active readers which is developed to emphasize how the students do their tasks of reading texts and answer the questions.

c. Online Teaching Reading Activities

The researcher found that the observed lecturer also implemented three stages which had formulated in the lesson plan to teach reading comprehension, namely, introduction, main activity, and closing. During the classroom activity online, the observed lecturer still divided the main activity of reading comprehension into three stages which were pre reading, whilst-reading, and post reading activity. These activities could be called as BDA (before, during, and after reading) strategy. BDA strategy combined pre reading and post-reading and comprehension monitoring during reading activities (Laverick 2002).

Laverick (2002) and Rizkita (2013) described the procedure of before, during, and after reading strategy as (1) in the pre-reading, students begin with the brainstorming and write what they already know related to the topic, (2) in the whilst-reading, the students are reading the text and write brief notes on the new information which they found. When the students found the information in the text that agrees with what they wrote, it indicated that their background knowledge is correct, (3)

after the students read the text, they briefly summarize the new information they have learned and make several questions to be asked to their peers, (4) the lecturer leads the discussion and check the students' understanding about the text, (5) the students write a main idea and make a summary of the text. BDA strategy is an effective strategy for lecturer to monitor the students' understanding and it could provide an interactive teaching and learning process (Nurdina, 2018).

d. Students' Perceptions

To gain the data for students' perceptions regarding to the strategy which was used by the lecturer, the researcher shared a questionnaire to the students. The researcher got the responses from fifty-one respondents in ten questionnaire items which were described in the following explanations. Based on the result of the questionnaire percentages, the researcher concluded that the students positively responded towards the ways of lecturer in teaching reading comprehension. It meant that the strategies which were implemented by the lecturer could be said effectively in teaching reading comprehension through online learning.

In addition, the responses of students for questionnaire items which were distributed also reached more than 50% for two alternative responses which were "agree" and "strongly agree". It meant that the students extremely considered how good the lecturer ways in teaching reading comprehension and it influenced their achievements on their reading comprehension. This result of the questionnaire convinced the researcher that the observed lecturer truly maximize the use of teaching strategy in reading comprehension class to improve the students' achievements on their reading skill.

Nevertheless, there were a few students who gave negative responses for the items. It might be that they are not interested in reading comprehension. Meanwhile, there were some students who selected "neutral" for the item. A lecturer had a crucial role for developing students' understanding in reading comprehension. As it was said by Muhammad, Muslem and Sari (2017) that reading is an important skill for the

students, therefore, the lecturer should give more attention of their significance role in developing the students' reading development. In other words, a lecturer had responsibility for teaching reading to help the students' achievement on reading better.

CONCLUSIONS AND SUGGESTIONS

Related to the findings and the discussions presented in the previous chapter, the researcher drew some conclusions regarding to the use of strategy in teaching reading comprehension. Dealing with the teaching plan, the lecturer had made the lesson plan with considering the essential elements of creating the lesson plan such as, objectives, activities, and media used. Meanwhile, dealing with the strategy used in reading class, the lecturer implemented reciprocal strategy and QARs (Question Answer Relationship) strategy to teach the reading skill to the second semester.

Related to the reading activities, the lecturer implemented the activities into three phases like pre-reading activities, whilst-reading activities, and post-reading activities. These activities could be called as BDA strategy which is very effective to be implemented. Regarding with the students' perceptions towards the strategies used in reading class, it could be concluded that most of the students gave positive response.

Based on the findings and the discussions in this research, some suggestions are suggested to reading lecturer, students, and the future researchers for improvement of teaching reading through online learning in particular. For reading lecturer, related to the teaching plan for reading class, the lecturer should insert the assessment for students' reading skill. Moreover, the lecturer also needs to find and implement an interesting activity in order to attract more the students to be more active in participating in the class. In addition, for English students, it is suggested to have more practice and implement in order to be able to improve the students' reading skill.

For the next researchers, it was recommended that the future researchers could investigate more exceed which related to this study in conducting research in the teaching of reading skill which focuses on the strategies and activities of reading skill at university level. Since this study had several limited scope and areas, and it certainly consisted of several limitations in its data, it is strongly demanded to the future researchers to do large coverage areas of the study.

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