

TEACHER'S STRATEGY FOR TEACHING ONLINE READING

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Abstract

During the COVID-19 pandemic, teachers had to rearrange their teaching strategies especially in skills reading, because they had to teach online. This study was conducted with the aim of describing the obstacles, the teacher's strategy and to find out the extent to which the strategy helped teachers in teaching reading online during the Pandemic. This study uses a qualitative design. The technique used observation, interviews and documentation. Using written or oral data to collect data such as observations and documentation taken from WA Chat. The results of this study found that there are several obstacles faced in the application of online reading learning, including: (1) internet signal, internet quota and different home conditions. (2) teacher's strategy in teaching online reading. In practice the teacher creates a WA group in each class, then there are 3 stages of online reading learning, namely: Pre-reading, while-reading and Post-reading. (3) The implementation of online reading learning so far has been going well, but there are some obstacles students still have low interest in reading. Teachers have difficulty determining material that is appropriate for their age or class, the application of online learning must be in accordance with the lesson plans and syllabus.

Keyword: Teaching strategy, reading skill, online teaching.

Abstrak

Di masa pandemi COVID-19, para guru harus mengatur ulang strategi pengajarannya terutama dalam keterampilan membaca, karena harus mengajar secara online. Penelitian ini dilakukan dengan tujuan untuk mendeskripsikan kendala, strategi guru dan untuk mengetahui sejauh mana strategi tersebut membantu guru dalam mengajar membaca online selama masa Pandemi. Penelitian ini menggunakan desain kualitatif. Teknik yang digunakan adalah observasi, wawancara dan dokumentasi. Menggunakan data tertulis atau lisan untuk mengumpulkan data seperti observasi dan dokumentasi yang diambil dari WA Chat. Hasil penelitian ini menemukan bahwa terdapat beberapa kendala yang dihadapi dalam penerapan pembelajaran membaca online, antara lain: (1) sinyal internet, kuota internet dan kondisi rumah yang berbeda. (2) strategi guru dalam mengajar membaca online. Dalam prakteknya guru membuat grup WA di setiap kelas, maka ada 3 tahapan pembelajaran membaca online yaitu: Pra-membaca, sambil-membaca dan Pasca-membaca. (3) Pelaksanaan pembelajaran membaca online selama ini sudah berjalan dengan baik, namun ada beberapa kendala siswa masih memiliki minat baca yang rendah. Guru kesulitan menentukan materi yang sesuai dengan usia atau kelasnya, penerapan pembelajaran online harus sesuai dengan RPP dan silabus.

Kata kunci: Strategi pembelajaran, keterampilan membaca, pembelajaran online.

INTRODUCTION

One of the strategies that must be managed and applied by nguyru when teaching in class is reading strategy. Wallace (1992: 57) states that reading strategy is a unified process that cannot be subdivided into sub-skills. In educating students, teachers play an important role in schools.

The teacher interactive teaching not only has an educational and vocational role but he must be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor (Illic, 1999: 141). More specifically, teachers teach organizers and partners during communication with their students. Teaching English is not easy. With different skill levels in each class, teachers must use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate student interest. Therefore, teachers need to manipulate several strategies to support the teaching and learning process.

Reading comprehension is the activity of the reader to understand and get information and text with a simultaneous process. There are three components involved in this process. They are: reader, text and activity. The three components relate to each other in various stages of reading comprehension. They are: pre, while, and post reading activities. Thus, the reader's understanding (literal, inferential, and critical) is well determined from the interaction between these components.

The strategy shows the important role of a teacher to achieve the goal of

understanding teaching reading. In general. There are two fundamental responsibilities of a teacher in teaching language in the classroom: to provide a rich language learning environment and to support students in language use (Lindfors, 1989). This means that an English teacher must make two components in teaching reading, especially teaching understanding comprehension. According to the researcher, reading teaching strategies are very important to explore more about implementing online reading strategies. In this case, it is focused on researching English teachers who are teaching in the eleventh grade of high school, especially in reading skills.

RESEARCH METHOD

In the application of "online reading teaching strategy" using a qualitative method with a descriptive approach. By interview, observation and documentation. To get the results of the interview conducted a question and answer with the teacher. To get observation data using the WA application. So, the researcher entered the group WA observation class and then observed how the implementation of this strategy took place.

RESULT AND DISCUSSION

After conducting interviews and observations, the researcher found several obstacles, teacher's strategy and how implementation this strategy.

The obstacles come from quotas (financial), signals and the atmosphere of the house. The right teaching model given by the teacher to students is a learning model that is fun, flexible, short and easily

understood by student. Online teaching requires an internet network, with the KEMENDIKBUD program providing free quotas to students. Then the signal, the strength of each area is different. Signal in some areas is still difficult. So, there are some students who are left behind or late in the learning process. Finally, the atmosphere at home, the main difference in teaching during this pandemic is the face-

to-face atmosphere where if something goes wrong the teacher can immediately reprimand us, while our online classroom atmosphere only relies on the network.

As shown in the data below, the teacher's strategy in teaching reading online is presented in three stages of teaching, namely: Pre-reading, While-reading and Post-reading. This can be seen as follows:

Teacher strategy in teaching reading online

strategies used in teaching reading online		
Pre-reading stage	While-reading stage	Post-reading stage
1. Greet and greet students by asking how they are and hoping for good things. 2. Attendance, attendance is done by writing their names according to the order of attendance in the class WhatsApp group. 3. The teacher motivates the importance of reading and asks questions about the material to be given.	1. The teacher uploads the material and explains the content of the material. 2. Students are given text to read and look for difficult vocabulary and then translate. 3. The teacher asks students to read the text and correct the incorrect pronunciation. 4. The teacher gives practice to retell the text in their own language, through voice notes. 5. The teacher gives assignments.	1. Students collect assignments. 2. The teacher closes the lesson by concluding today's material and closing it with greetings.

In teaching the teacher uses the syllabus, lesson plans and reading sources from the internet or books to teach reading skills using descriptive text. The teaching technique used is the method of translation and re-telling. The translation method in translating words, the teacher has applied it directly and indirectly. Translating words is used to increase vocabulary and for students' understanding. Meanwhile, the Retelling method is used to find out how far their understanding of the material has been.

Based on observations, the implementation of this strategy has been

going well, but there are some obstacles experienced. Obstacles from the teacher are about the material provided must be in accordance with the theme, constraints from students about the interests of students in participating in learning. Other constraints experienced regarding signal strength and home atmosphere. Each region has a different signal strength so this can be a barrier to online classes, then the atmosphere at home, the atmosphere at home greatly affects the focus of students in online classes, especially in reading skills. The role of parents is important in implementing this online reading strategy, because more students are at home, so they

know better the atmosphere at home and the state of the students at home, so the

CONCLUSION

This study aims to find answers to research questions about TEACHER'S STRATEGY FOR TEACHING ONLINE READING. The results of this study indicate that online reading learning uses the chosen method of Anthony (1963: 95) who defines the method as an overall plan for a specified regularity. In the implementation of online reading teaching there are several obstacles experienced, including in the ongoing online learning the teacher uses the WA application, in accessing the WA application an internet signal is certainly needed. The internet signal in each area has a different speed, not all have a good signal, especially in remote villages. Then, the expensive internet quota made some parents complain, but this problem has been solved with the free quota from the government. The next obstacle is the atmosphere of the house. The atmosphere at home here is very important, because online learning is done at home. Not all homes have a comfortable atmosphere or support for learning to take place, because the distraction of sound and atmosphere greatly influences the focus of learning. So, teachers and parents have an important role in supporting the passage of online reading teaching. Communication between teachers and parents is also very influential to find out how the development of students.

In the strategy when reading there are 3 stages, namely Pre-reading, While-reading and Post-reading. Online reading teaching strategy so far has been going well. The material used in this online reading lesson is in accordance with the lesson plans and syllabus, then the teacher uses the translation method for students' understanding and to increase students'

responsibility of parents is to pay attention to student activities.

vocabulary. Then, students were asked to retell in their own language, this method was used to find out how far their understanding of the material being taught was. There are obstacles faced in this online teaching, namely from students and teachers. From the teacher, it is still difficult to determine the material according to the material and age of the students. From the students, interest in reading is still low. Teachers here must be more creative in delivering material and choosing materials to attract students' interest, and teachers must create a comfortable and not boring classroom atmosphere so that students can focus and of course be interested in the material to be taught.

So far, the implementation of online reading teaching strategies has been going well, but there are some obstacles from teachers and students. From students with low reading interest and from the teachers themselves, the material taught must be in accordance with the lesson plan and syllabus so that they have difficulty finding material that is appropriate for their age as well. The efforts made by the teacher must be more creative and active in teaching, of course, in finding sources, it must be interesting and make children curious so that they feel interested in the theme to be studied. Teachers and parents have an important role in supporting the passage of online reading learning. Communication between teachers and parents is also very influential because online teaching is done from home so the role of parents here is very influential on the development of children.

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