

## Teaching Reading Comprehension Strategis In Elearning Mode At MTs N 02 Model Palembang

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### Abstract

This study aims to determine the strategies used by teachers in teaching English, especially reading comprehension with E-learning mode during the pandemic. This research is located in MTsN 02 Palembang. Qualitative methods with case studies were used in this study. In conducting this research, data were collected from three eight grade English teachers. Semi-structured interviews were conducted for know the strategies used in teaching reading based on the experience of each teacher. Result of this study shows that the teachers used several strategies in the learning process through E-learning. That is, the teacher used various strategies in each meeting. As a result, the use of several strategies implemented by teachers can assisting teachers in teaching English through E-learning.

**Keywords:** *Teaching strategies, Reading comprehension strategies, E-learning*

### INTRODUCTION

English is an International language that is usually used for communication with people from various cultures. In that language, people can understand and socialize with each other. Dardjowidjojo (as cited in Setiyadi, 2009) stated that language was a arbitrary verbal symbol system used by members language community to communicate and interact each other based on the culture. Here, language is a human tool and strategic to interact with all people around the world, especially English.

As a foreign language in Indonesia, English is actively learned by all of people to own good achievements in the international community. In education system, English subject has been studied since early school to higher level. It can also be found in private lesson. Students are asked to understand the lesson from the basic to master it. Hartati (2013) defines it is very important to study English from the beginning to prepare the generations to be able to compete in the era of rapidly developing globalization technology and science have improved. That is why English is very important to learn, especially students.

In learning English, there are four skills namely speaking, reading, writing and listening. The four skills are divided into two categories, speaking and writing skills are called active or productive skills, while reading and listening skills are called passive or receptive skills (Harmer, 2001). All of those skills must be taught by the

teacher in teaching and learning process in the classroom. That means it is better for students to master of them. But, many students do not master all of those skills, for example, some students are good in writing skill, but are not good for reading skill. Another example, some students are good in speaking, but are not doing well in listening. That means that each student has a different level of ability in acquiring language. (Khairunnisa, et al., 2020). So, it is difficult for students to master all of those skills.

Reading is one of the most important language skills for students to learn. According to Harmer (2007) reading is useful for language acquisitions; the more the students read, the better they get at it. Through reading activity, the students can get a lot of information. Another opinion from Nurdianingsih (2021) reading is the process of how information is processed from the text into meanings, starting with the information from the text, and ending with the benefit of the reader. The purpose of reading is to understand written language. Students reading at school often have difficulty understanding the passage. To become a good reader, students must learn to understand and comprehend the content of the text. So, the goal of reading can be achieved.

In teaching reading, each of teachers may use different strategy. The teachers can influence students to understand their reading by using the appropriate strategies (Wibowo, 2020). It is not easy for teachers to teach reading to students because students are asked not only to read with correct pronunciation but to understand the content of the text. Furthermore, the different levels of skills of students in each class make the teacher must have the way to teach reading. The teacher must know the personality of the students in order to know how to teach that is suitable for teaching reading activities. Then, the teachers must make subject matter that is easily understood by the students.

Teaching strategies in reading comprehension are important in the learning activity and can affect students' reading comprehension. According to Aswan et al., (2010) teaching strategy is the teacher's plan in the teaching and learning process to achieve the planned goals. It means the teachers not only teach but must have their own strategies so that learning activities are effective. Brown (2004) stated that teaching strategies can make teaching reading easier to apply various teaching methods and techniques. Moreover, Nurdianingsih (2021) mentioned that reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

At the end of December 2019, the first city corona virus infection was found in Wuhan, Hubei, China. Corona virus or Covid-19 is a family of viruses that causes illnesses ranging from the common cold to more serious illnesses (Jaya, 2020). This situation has implications for the government, especially in the field of education. The education system in Indonesia has changed since the corona virus attacked. In order to minimize the spread of the corona virus, Minister of Education and Culture, Nadiem Makarim announced that learning activities at schools would be closed and turned into distance learning. He recommended the teachers to implement learning through e-learning platforms such as Google Classroom, Google Form, WhatsApp, Zoom, and so on.

Online learning is a challenge for the all the teachers, especially English teachers. That is because the language is about how to master the skills. Islam (2019) stated that English language is not about studying knowledge and more about mastery

of the skills. In responding to the teacher and learning process in the pandemic era, the use of media is an important part. In the use of learning media, especially in online classes, creativity, and careful instructional considerations from the teachers are needed. So this is a challenge for teachers in implementing English lesson through e-learning platforms. The teachers must teach a skill to students. In addition, the teachers not only teach but must have their own strategies so that learning activities are effective even though learning from home.

Based on the explanation above, the researcher is interested in investigating and finding on teachers strategies in teaching reading comprehension through e-learning mode. So, the researcher conducted the research entitled "Teaching Reading Comprehension Strategies in E- Learning Mode at Mts Negeri 02 Model Palembang."

## **LITERATURE REVIEW**

### **Teaching strategies**

Teaching strategy is a method used by teachers to implement subjects to the students. It is made up of the strategies and approaches that a teacher will employ to assist students in their learning. This technique belongs to the subject of educational studies technology's learning design. Teachers must understand who their students are, where their various sorts of intellect originate, how inspired they are, and so on. The teachers must have creative and unique ways to make it easier for students to understand the lessons in theory and practice. The strategy used by the teacher must attract the attention of the students.

According to Stone and Morris (as cited in Isaac, 2010) teaching strategy is a general plan for a material that includes the structure, instructional objectives, and a tactical outline of the plan needed to carry out the strategy. That means the teacher uses several structures, methods, and procedures to create a successful learning. Wandberg and Rohwer (2009) explain that teaching strategy refers to the structures, systems, techniques, methods, procedures, and processes used by the teachers during teaching.

Another definition of a teaching strategy according to Sarode (2018), teacher strategy is a method for assisting students in learning and developing essential subject matter in order to meet learning objectives. This strategy examines several available learning modalities to assist them in designing plans to address targeted audiences. A teacher's strategy is a plan to accomplish a certain goal in the teaching and learning process. In other terms, teaching tactics are approaches for instructing students.

Before a teacher teaches the students, they should know the students' ability in each class. So, a teacher can choose which strategy to use according to student needs. With the chosen strategy, students can apply the lessons given by the teacher in accordance with the expected goals.

Additionally, Balachandran (as cited in Fajriah, 2017) stated that there are four factors that influence the teaching strategies. The first factor is the teachers. This factor relate to the learning knowledge provided, the ability to manage the class, and create the learning styles needed by students. The second factor is the students. This factor consists of class structure, grade level, the benefits of particular teaching and students' involvement. The third factor is environment. Environment factors can be a source of learning that supports the learning process. The last

factor is the lesson. This factor encourages contextual the lesson that relates the lessons to real life.

### **Teaching reading comprehension strategies**

Vacca and Jo (1999) stated that strategies in teaching reading comprehension are Scaffolding, Think Aloud, Reciprocal Teaching, SQ3R and QARs.

#### 1) Scaffolding

Scaffolding is a term that refers to a set of instructional approaches used to guide students towards better understanding and, ultimately, greater independence in the learning process. The term itself serves as a useful descriptive metaphor: the teacher provides students with a temporary level of support that allows them to achieve higher levels of understanding and skill acquisition than they could otherwise. Scaffolding is also defined as a process in which a student is helped to solve certain problems beyond his developmental abilities through the help of a teacher or other more capable person. This means that the teacher can provide textual subject matter and students can read parts of the text correctly and ask the teacher the meaning of the unknown words.

#### 2) Think Aloud

Think Aloud is a practice that assists students in learning activities with the goal of helping them retain more relevant information from teacher-provided texts. The teacher's capacity to transfer creativity and regulate students in completing each stage of the hard thinking manner in understanding reading the text, as well as the teacher's ability to make students' thoughts apparent by verbalizing the mind when reading orally. The teacher uses this method to speak aloud while reading the options orally. Their verbalization includes describing what they are doing while reading to check their understanding

#### 3) Reciprocal Teaching

Reciprocal teaching urges students and teachers to share the role of teacher by allowing both to lead a discussion about a given text. Reciprocal teaching is a form of instruction in which students take on the role of teachers in small group reading sessions. Predicting, questioning, generating, summarizing, and clarifying are four tactics used in Reciprocal Teaching to drive the discussion. Reciprocal Teaching is an excellent technique to teach students how to extract key concepts from a text while also addressing vocabulary, generating thoughts and questions, and summarizing material.

#### 4) SQ3R (Survey, Question, Read, Recite, Review)

SQ3R is a reading approach that breaks down your reading process into digestible chunks. This is only one of several comparable ways that you might employ to improve comprehension. It is divided into five sections such as: surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy entails (1) skimming the chapter's headings to locate the key portions, (2) transforming the heading into a question, (3) reading to find the solution to the question, and (4) remembering the significant point (the answer to the question) by recounting or writing it down at the important point.

#### 5) QARs (Question-Answer Relationship)

QARs is a reading technique based on question comprehension and analysis. After students finish reading, they will use the Question-Answer Relationship (QAR) strategy. QAR teaches pupils how to figure out what kinds of questions they're being

asked and where to look for solutions. To put it another way, this method helps pupils understand the questions so that they can obtain information from the reading. As a result, in the classroom, pupils merely skim read the reading and instead focus on the teacher's questions regarding the text reading to gain a better understanding.

### *E-learning*

E-learning, or electronic learning is a learning tool that uses digital technology as a platform for teaching and learning activities. Sara and Rachid (2018) stated that e-learning as a platform that has knowledge and it is located on the education, teaching, and section. This digital technology can be accessed via mobile phone and computers using the internet network. The rapid development of information and communication technology has made educational institutions use e-learning systems to increase the flexibility and effectiveness of learning. That means e-learning can be used by all the students whenever and wherever they are, including at home.

Online learning is one part of e-learning. E-learning has several scopes such as virtual classrooms, web-based learning, computer-based learning, etc. Rusman (2013) mention that e-learning is a learning process that uses networked electronic equipment to deliver learning material, interaction, and guidance. All of these areas require a connection to the internet. Thus, it can be concluded that e-learning is a teaching and learning activity that utilizes electronic devices as a medium to support the learning process.

E-learning is defined as a platform or program where students can receive some or all of their learning activities through a network system such as the internet (Woods et al., 2013). Meanwhile, Aboderin (2015) stated that e-learning is the use of ICT to enhance or support learning in education. So, this can cover a wide range of systems, from students using multiple applications and accessing online material to taking part in learning activities. It makes teaching more effective and efficient for all subjects and opens up a world of knowledge not available in most parts of the world. At the same time, e-learning empowering students with awareness and information skills that are essential to increase knowledge in the world of technology.

## **METHODS**

Qualitative method was used because this study discussed certain situations that actually occur in research subjects that focus on teaching reading comprehension strategies in e-learning mode. Creswell (2014) stated that qualitative research is a type of study that focuses on deciphering the meaning of an individual or a group and investigating social or human issues. In this method, the research problems answered by gathering information from the teachers' perspective through interviews as a proof of learning activities. The qualitative descriptive method is the best appropriate for this research because the data is discussed using words instead of statistics

### **Participants**

MTs Negeri 02 Model Palembang was the site of this research, which was located at Jl. Inspektur Marzuki, Siring Agung, Kec. Ilir Barat I, Kota Palembang, Sumatera Selatan. The main participants of this study were English teachers of MTs Negeri 02 Model Palembang who would focus on the way of the English e-learning classes. There are six English teachers in this school. The participants chose by using purposive

sampling method. The researcher selected three participants from the teachers of the second grade. The reason is eight grade teachers already know a little about the character of students based on their competence through academic scores and assessments from previous teachers.

**Data collection and analysis**

In analyzing the qualitative data, the researcher used interview as data collection. Thematic analysis was used in this study. Thematic analysis is a type of qualitative researches that examine themes (Alhojailan, 2012). According to Braun and Clarke (2006), thematic analysis consists of six steps, they are familiarization with the data, making codes, searching for the themes, reviewing themes, defining and naming the themes and generating the reports.

**FINDINGS**

Based on the results of the data analysis that the researcher has obtained from interview, the researcher has concluded several themes for the students’ perception toward English club program in practicing speaking. The description of each theme was explained as follows:

**Teaching reading comprehension strategies in E-learning mode**

The description regarding each theme was obtained from coding data illustrated in table 1 below.

**Table 1**

Themes and codes for teaching reading comprehension strategies in E-learning mode

<b>Themes</b>	<b>Codes</b>
Scaffolding	All of the teachers said that they asked their students to read a reading text and the students could ask about unfamiliar word to the teachers.
2. Think aloud	The first teacher stated that he asked the students to develop the content of reading. He also gave the reading text with different level and asked about students’ opinion and retell about the reading. The second teacher mentioned that he discussed question about the students’ ideas in reading and he gave different levels of difficulty in reading. Also, he asked the students’ opinion and asked the students to summarize reading text.
3. QARs	All of the teachers explained that they gave the question in the end of the lesson and helped the students’ finding the answer. They also asked them to make

	the questions and find solution. Two of three teachers asked the students' opinion about the question that has been given.
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## DISCUSSION

After the researcher analyzed the result of data analysis by using thematic analysis, the researcher found that there were some of strategies used by the teachers in teaching reading comprehension in e-learning mode. The strategies were scaffolding strategy, thinking aloud strategy and QARs (Question-answer relationship) strategy.

First, the teacher used several strategies in teaching reading during the learning process. One of the strategies used by the teachers is scaffolding. Some of the teachers used scaffolding strategy through WhatsApps and E-Learning aims to help the students about the unfamiliar word. It also helped the students to read the text with correct pronunciation. Gasong (2007) stated that scaffolding is a teaching method in which students are given some assistance in the early stages of learning, then the assistance is reduced and students are given the opportunity to solve problems. Scaffolding allows teachers to assist various students in negotiating meaning and overcoming challenges in text-based learning scenarios. When students have difficulty, the teacher uses the scaffolding method to provide support according to student needs, such as holding classes and assisting students in learning to read the correct text and the meaning of the text that they do not know.

According to Vacca and Jo (1999) scaffolding is a technique in which a teacher or other individual with more competence assists students in solving challenges that are above their developmental capacity. This encourages students to ask questions about what they do not understand in the book. As a result, scaffolding is a form of support, provided by the teacher to students, that allows the development of learning abilities, resulting in a better level of content mastery as indicated by the completion of increasingly difficult challenges. Another statement from Poorahmadi (2009), Instead of memorizing specific scenarios to accomplish some action, scaffolding allows students to learn how to solve problems, perform specific activities, and change information.

Second, the strategy used by teachers is thinking aloud. Some of the teachers used thinking aloud strategy through E-Learning mode aims to help the students in understanding the reading text. Thinking aloud strategy helps the students on learning activities, especially reading. According to McKeown and James (2007), it is a cooperative process between teacher and students working together to contract comprehension of the text as they interact with it, thinking aloud is one of the transactional techniques. Better knowledge of the text may emerge in class as a result of engagement that encourages thinking out loud. Vacca and Jo (1999) mentioned that think aloud is a strategy that helps students in learning activities with the aim of remembering more important information from texts provided by teachers.

Moreover, Oster (2001, p. 64), provides some of important factors to consider when reading. If they find any crucial points, the first factor is "what do they pay attention to." "Facts and potential facts concerning characters or stories" is the second category. Finally, kids can "guess" what will happen next. Then there are "questions they have" concerning the story. The latter is a "personal reaction" to the

story's impact on them. Finally, Oster (2001) used short stories to demonstrate a thinking aloud method and discussed the process with his class. One of the most effective treatments for people who struggle with reading comprehension is to think aloud. Students will be aware of their own understanding process as a result of this.

Third, another strategy used by the teachers is QARs (Question-answer relationship) strategy. All of the English teachers used QAR strategy when they were teaching their classes. In this strategy, the teachers gave some of questions related to the text. If the students could answer the question, it means they have understood of the text. It aims to see the students' understanding in reading texts. According to Vacca and Jo (1999) students can use the Question and Answer Relationship Strategy to better understand their own thought processes and build metacognitive abilities. The QAR strategy is a reading strategy based on question comprehension and analysis. In addition, it assists pupils in comprehending the questions in order to obtain knowledge from the reading. The QAR technique, according to King (2008), is a questioning strategy that stresses the link between text, questions, and the students' prior knowledge. As a result, this method was employed to assist students in making connections between their prior knowledge and the information provided in the text.

Tompkins (2016) states that the QARs technique is considered suitable in learning to understand texts, students are guided to focus more on the text during the learning process. This is represented in the steps of the QAR strategy, which consists of (1) reading the questions and (2) understanding the level of the QAR questions. (3) reading the text, (4) responding to questions, and (5) providing various responses. This means that this strategy can be used by teachers in the learning process to see students' understanding. According to Preszler (as cited in Anggrain et al., 2020), QAR approach is a popular reading strategy that can help kids understand what they're reading. It aids students in recognizing question kinds and how questions and answers relate to one another. In addition, the teacher can determine how well the students comprehend the lesson.

## **CONCLUSION**

Regarding the result of the study, it was found that the use of strategies used in delivering material in E-Learning mode can be divided into several parts; scaffolding, thinking aloud, and QAR (Question-answer relationship) strategy. From the scaffolding strategy, all of the teachers used it. They used this strategy to help students who have difficulty in interpreting the text. Students are required to understand the word by asking unfamiliar word through E-Learning and. From thinking aloud strategy, it used by the teachers. The purpose of this strategy is for students to improve their creativity in reading text. This strategy also guides students to think critically. QAR strategy got positive responses from all the English teachers. All teachers used QAR strategy when they were teaching in their classes. This strategy includes activities in asking questions related to reading texts. Giving feedback questions aims to see that students have understood the reading material. In addition, those strategies are used by the teachers through E- learning.

For the teachers, it is hoped that the teacher can add some teaching strategies in the classroom even though the learning media used is e-learning or other supporting applications. Furthermore, teachers are expected to never give up when teaching in the pandemic era.



For the students, it is suggested that students will have a better understanding of reading comprehension. In addition, it is hoped that students are never late in participating in learning and enjoy the learning provided.

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