



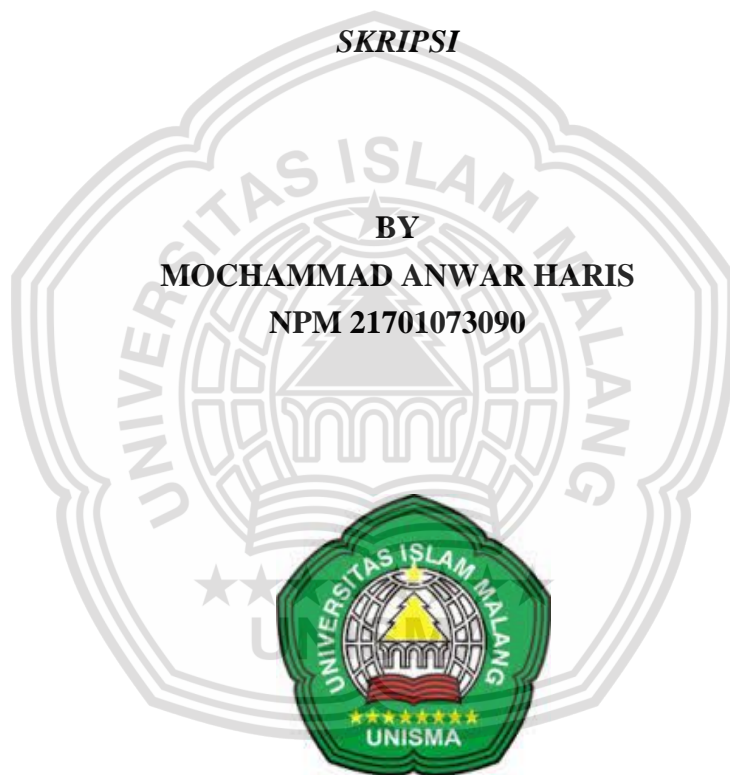
**AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING
READING COMPREHENSION THROUGH ONLINE LEARNING TO
THE SECOND SEMESTER ENGLISH DEPARTMENT STUDENTS OF
UNIVERSITY OF ISLAM MALANG**

SKRIPSI

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FACULTY OF TEACHER TRAINING AND EDUCATION
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**Presented to
Faculty of Teacher Training and Education
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In partial fulfillment of the requirements for degree of
Sarjana in English Language Education**

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ABSTRACT

Haris, Mochammad Anwar. 2021. *An Analysis of Teacher Strategies in Teaching Reading Comprehension through Online Learning to the Second Semester English Department Students of University of Islam Malang*. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Dr. Drs. Alfian Zuhairi, M.Pd; Advisor II: Fitri Awaliyatush Sholihah, S.Pd., M.Pd.

Key words: Teacher strategies, teaching reading, online learning

Reading comprehension skill is a pivotal thing which should be had by each learner especially for learners who learn English as a foreign language. 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. 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. Lecturer would definitely encounter the challenges and the barriers in the process of teaching reading especially in this pandemic situation.

This study aimed to provide broader about teaching reading strategies in online learning and all of its aspects such as planning and ways of teaching reading skill. A descriptive qualitative research was used in this study. The researcher chose one of reading lecturer of University of Islam Malang. In addition, to obtain the data, the researcher used observation, interview, questionnaire, and documents.

The finding of the study indicated that the observed lecturer had made the lesson plan with considering the essential elements of creating the lesson plan such as, objectives, activities, and media used. Moreover, 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 found that most of the students gave positive response.

Based on the findings of the study, it is strongly requested that further exploration and investigation about teaching reading be carried out in order to conduct in-depth research in future research. The suggestion was addressed to the teacher for considering the strategy used in teaching reading comprehension. It was also needed to apply interactive and interesting activities for the students in order to enhance students' motivation in learning reading comprehension.

CHAPTER 1

INTRODUCTION

This introduction presented and discussed some important points, namely (1) background of the research, (2) research problems, (3) objectives of the research, (4) significances of the research, (5) scope and limitation of the research, and (6) definition of key terms.

1.1 Background of the Research

Research studies of teaching reading which always updates were a pivotal thing and one of the aspects to gain and develop further research on ELT. There were always newest things in the research of teaching strategies in reading comprehension especially conducted by using online learning system. 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). It was definite that reading becomes an important thing for English language learners since they could obtain much information by reading. It was appropriate with Harmer (2007) who stated that reading is useful for language acquisitions or in other words, the more the students read, the better they get at it.

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. Lecturer would definitely encounter the challenges and the barriers in the process of teaching reading especially in this pandemic situation.

Since the end of 2019, the spread of *Coronavirus Disease (Covid-19)* had changed many aspects in human life all over the world. Minimizing the transmission of infectious diseases, the government took decisive steps to make decisions on several matters. Especially in education field, the government banned the teaching and learning activities to be carried out directly in the class face-to-face. Thus, it made that there were many colleges or universities worldwide that are quick to move into online class in order to minimalize the spread of the virus (Tomkins, 2020).

Online learning means that the learning activities could not be done directly in the class face-to-face but the lecturer and the students could use several kinds of technology to conduct the learning process. Usually, the lecturer would use certain online platforms or digital application which was suitable for the learning needs. Similarly, Lee (2009) stated that teaching online is related to the use of some technologies in constructing the system's infrastructure with adequate performances.

In teaching online, technology is an essential thing, not only as a background but also as a context for instruction in teaching, because technology can be the place where the teaching and learning occurs (Major, 2015).

The implementation of online learning had impact for many teachers because they faced and adapted new situation and new challenges. It is definitely not easy to make such kind of online learning with a sudden preparation (Susilowati, 2020). 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 which had been adapted with the material, syllabus, and the curriculum and those strategies are proven to be effective in teaching reading

comprehension because it can help the students to comprehend the text and they could reciprocate their opinion with their friends. 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. For example, in writing skill, the teacher used planning, drafting, and editing; moreover, in listening skill, the teacher prefers to choose listening the song and write the lyrics. All of the teachers used video in teaching with e-learning model. 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 of 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”**.

1.2 Research Problems

Based on the background of the research, the research problems can be formulated into as follows:

1. How does the lecturer compile the lesson plan for online teaching reading to the second semester English Department at University of Islam Malang?
2. How are the teaching strategies implemented in online teaching to the second semester English Department at University of Islam Malang?
3. How are the activities carried out in online reading class to the second semester students of English Department at University of Islam Malang?
4. How are the students' perceptions regarding to the use of strategies in online teaching reading to the second semester English Department at University of Islam Malang?

1.3 Objectives of Research

Based on the research problems above, this research has some aims to describe as follow:

1. How the lecturer compiles the lesson plan for online teaching reading to the second semester English Department at University of Islam Malang.
2. How the teaching strategies are implemented in online teaching to the second semester English Department at University of Islam Malang.
3. How the activities are carried out in online reading class to the second semester students of English Department at University of Islam Malang.
4. How the students' perceptions are regarding to the use of strategies in online teaching reading to the second semester English Department at University of Islam Malang.

1.4 Significances of the Research

The result of this research would be expected into several significances to the teaching strategies in reading comprehension.

1. Practical significance
 - a. It would be contributed to English lecturers to know the implementation and as a model to other English lecturers in term of teaching reading skill.
 - b. This research would be contributed for the researcher to know how the reading lecturer teaches the online reading class during Covid-19 pandemic which focused on Second semester of English Department of University of Islam Malang.

2. Theoretical significance

This research gave some useful information about teaching reading strategies especially conducting in online teaching. Moreover, the results of this study could help the English reading lecturer as the reference to improve the teaching strategies in teaching reading.

1.2 Scope and Limitation of the Research

The scope of this study was focused on several points like teaching plan of reading skill, the activity of reading comprehension class, the teaching strategy implemented and the students' perception about the use of teaching strategy in online reading class of the second semester of English Department at University of Islam Malang. Moreover, in doing this research, the researcher had the limitations in its data. The collecting data from observation and questionnaire which was only done for two times also became the limitation in gaining the data due to coincide with final exam. Then, the implementation of intensive reading became a limitation of the lecturer to conduct the reading activity due to the learning should carry out by online. The researcher also could not meet and conducted the research directly in the classroom.

1.3 Definitions of Key Terms

To avoid some mistakes and misunderstanding about the terms which were used in this research, it is important for the researcher to define some key terms as follows:

1. Teaching Reading

Teaching reading refers to how the way the teacher or lecturer taught reading comprehension to the students. It includes some aspects like teaching plan, teaching activity, and the strategy used. In this research, the research will focus on the teaching reading at second semester English department students of University of Islam Malang.

2. Online learning

Online learning refers to the learning of activity which made both teacher and the students cannot directly conduct the learning in the classroom so that the learning requires using certain digital application. This study will emphasize teaching reading skill at second semester of English Department of University of Islam Malang.

3. Teaching strategy of reading skill

The teaching strategy refers to the way of the reading lecturer to deliver course material using certain method or technique to the students in teaching reading skill at second semester of English Department of University of Islam Malang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter would present some (1) conclusions and (2) suggestions based on the findings and the discussions in the previous chapter.

5.1 Conclusions

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.

5.2 Suggestions

Based on the findings and the discussions in this research, some suggestions are suggested to reading lecturer, students, the researcher 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 researcher itself, due to the several limitations and weakness in the data collection, it was highly recommended to carefully consider and determine the time of the data collection in order to improve the data quality and validity. For the next researchers, it was recommended that the future researchers could investigate more exceed which related to this study in conducting research in ELT field such as the teaching of reading skill which focuses on the strategies and activities of reading skill at university level. Additionally, it was recommended to next researchers to develop and it could be used for references. 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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