An Analysis on English Teacher's Strategies in Teaching Reading Comprehension in New Normal Era

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ABSTRACT

Analysis of English teacher strategies in teaching reading comprehension in the new normal era. This study aims to see how the strategies used by English teachers in teaching reading comprehension in this new normal era. This research was conducted at SMPN 3 Kuok. As a research subject, this understanding of reading comprehension involved three English teachers. The design and method used in this research is descriptive research. The author uses telephone interviews by giving questions to each English teacher as an instrument in this study. The results of this study indicate that 3 English teachers at SMPN 3 Kuok use strategies to teach reading even though the teaching process is carried out online with the WhatsApp application. In order for students to stay focused while reading, the teacher prohibits other students from sending messages while other friends are recording sound, this is done in order to remain disciplined and keep students focused and the teacher always gives a message by recording sound. And then provide the opportunity for students to make conclusions, for students who are able to do research who are given an A grade. In this study, the researcher concluded that the strategy in teaching reading and reading carried out by the English teacher at SMPN 3 Kuok was good.

Keywords: *Teacher's Strategies, Reading comprehension.*

INTRODUCTION

Reading is one of the language skills that is very important for students to learn and get information accurately. By having reading, students can improve their own language and experience. By reading students will get information and ideas they need to know. In addition, by reading students will be able to find out what they did not know beforehand. With a lot of reading, people can get a lot of information. The more read, the more information would get. Reading makes someone smarter and more creative as stated According to Laddo in (SARJAN, 2017) .

Reading is also useful for other purposes: any exposure to English (provided students understand it more or less) is a good idea for language students. At the very least, some languages stick to their minds as part of the process of language acquisition,

and, if the reading text is very interesting, mastery in reading will be even more successful (Harmer, 1988: 68).

Reading is about how to understand written texts. This is a complex activity that involves perception and thought. Reading consists of two processes related to word recognition and understanding. Word recognition refers to the process of understanding how written symbols correspond to the language spoken by someone. Understanding is the process of understanding connected words, sentences and text. Readers usually use background knowledge, vocabulary, grammar knowledge, experience with texts and other strategies to help understand written texts (Bernhardit, 2000: 6)

Reading forces the reader's brain cells to work regularly, so that the reader becomes sharper and smarter. Although some information can be obtained without reading, for example by listening to teachers, seminars, radio, television. By reading someone can get more extensive information than if only listening. For example, someone who reads a newspaper will get more information than someone who only watches the news on television. The reader can read the text again when the people forgets or tries to get detailed information, while the listener cannot (Willis, 2008).

Reading comprehension is an activity in the form of understanding to get an information delivered in reading material. and the result of reading is getting an accurate information. For example when someone wants to know about the corona virus, then can read about a corona virus and can be read through newspapers or articles and then after reading will get results in the form of an explanation about the corona virus.To get an understanding in reading activities the reader needs to comprehend the next reading not just reading. Every person who reads to get

information then that person must really be able to understand from the text being read.

Reading comprehension is the act or activity of combining information in a passage with prior knowledge to build and gain meaning. Reading comprehension can be defined as a thought process in which the reader becomes aware of an idea in the reading text to be understand.

Reading comprehension is one of the most important elements in teaching English. It is important for students to get learning objectives. To help students achieve their goals, the teacher needs to have a strategy in teaching reading comprehension. Teaching reading is a process or action that requires enormous responsibility because a teacher must make students understand about the reading text that is read, and the success or failure of an education in students is very dependent on the teacher's technique in carrying out their duties. .

Teaching reading is also a beginning of learning which emphasizes the process by which students must be able to recognize letters in order to facilitate the process of teaching. And strategies in teaching reading: Pre- reading activities, During reading activities, and Post-reading activities.

Teaching reading comprehension exercises how well students develop the ability to understand what they are reading that has a profound effect on their entire lives. Therefore, the main purpose of teaching reading comprehension is to help students develop the knowledge, skills and experience they must have if they want to become competent and enthusiastic readers.

Teaching reading and increasing reading comprehension required a strategy. Strategy can be interpreted as a way, technique or method of activities to achieve an

educational goal in the learning process which can also be interpreted as a plan that contains a plan of activities arranged to achieve certain educational goals.

At SMPN 3 Kuok many students experienced problems with reading texts, many students were afraid of being told to read English texts by teachers, many refused because they did not understand and were dizzy. The reason is that students do not like English texts, students are not interested in reading English texts. As a result of the corona virus pandemic many students were dismissed but after a long time it was reopened with conditions for learning from home and in the new normal era all learning systems are based online with whatsapp media. Reading comprehension in the process of learning English in the new normal era.

METHOD

Researchers used descriptive designs in this study because Research is focused on certain phenomena in the school environment. In the case of a phenomenon is the activity of teaching and learning English, especially in reading. Then, the researcher observes and illustrates the actual phenomenon clearly as possible without manipulation. Therefore, the appropriate design can be used and carried out this research is descriptive research. The design consisted of an interview with an English teacher. This interview happened after researchers make observations. In this process the interview asked the researcher in detail about the strategies he used to teach students reading comprehension.The Research of this research is descriptive qualitative with direct interview design. Descriptive method is a method used to check the status of a human group, an object, a condition, thoughts, and events that will occur (Sugiyono, 2008).

FINDINGS AND DISCUSSION
A. Findings of the Research

The research was conducted at SMPN 3 which is located on Jl .Lintas Pekanbaru-Pasir Pengarayan, Kampar Regency, Kuok District, Riau Province. with

the status of a public school, with it established September 30, 2004. This area is quite strategic because it is on the side of a causeway so that it is accessible by public transportation. Physically, SMPN 3 Kuok is quite good. The school has 9 classrooms, 1 library room, 1 teacher room, 1 mosque, 1 laboratory, 1 principal's room, 3 canteens, 2 teacher toilets and 3 student toilets.

Currently teachers and students communicate using internet media. The teacher provide the lesson material, either in the form of files, videos, or writing (text). By using whatsapp application, a teacher teaches in several places simultaneously. The students get the material provided by the teacher in the form of files or readings from the teacher concerned and students can carry out assignments or exams at the specified time.

The main concern of this study is focused on analyzing teacher strategies in teaching reading comprehension in new normal era. Researchers conducted interview techniques to obtain data about the strategies of English teachers in teaching reading comprehension in the new normal era. Interview about strategies in teaching reading comprehension in new normal era conducted by telephone with an English teacher, the telephone interview with the teacher was conducted on Monday 26 October 2020.

1. **What teaching techniques do you use to teach reading to students?**
   Teacher responses:

   By providing reading texts in the form of interesting texts such as narrative, snow white so that students are interested and curious about the contents of the story. but because during the pandemic and students are required to learn from home, therefore the teaching and learning process will be carried out online, and all teachers send assignments online and use the

whatsaap application.

2. **In pre reading activitiy lessons, do you always motivate and encourage students about the importance of reading?**

   Teacher responses:

   Usually when I meet face to face I always give motivation by talking a lot so that they are more excited, but because the learning is done online, it becomes difficult to provide motivation. The method I use is simply to give an A to students who are present and active in the group, this in my opinion has motivated them to learn to read online. and then I went straight to the point of the lesson.

3. **What strategies do you employ so that students can focus with text in whilst reading activity?**

   Teacher responses:

   During face-to-face learning I usually reprimand students who speak while other students are reading. but when the learning process is carried out online with the whatsapp application and reading by recording voice from the whatsapp application, I also make rules in a way where when students read by recording voice, I prohibit other students from sending messages in groups, I convey this rule first before starting lessons. This is so that students who are reading with voice notes are not disturbed by chat notifications from other students.

4. **What strategies do you apply to find out whether the students understand or don't**

   Teacher responses:

   During the face-to-face or online learning process, to find out whether students understand or not with the material I provide, I usually use a strategy by giving a question at the end of the lesson before closing. For students who are able to answer, it is a sign that the student understands the material I

provide.

5. **At the end of the lesson, do you give moral values to students regarding the text that has been read?**

Teacher responses:

yes, I always give moral values to students so that students understand positive and negative things. face-to-face, I verbally give moral messages to students, and because of this. In online classes, the way I give moral values is by sending voice notes to tell students what is allowed and what is not...

6. **Do you give conclusions to students regarding the text that has been read at the end of the lesson?**

Teacher responses:

If at face-to-face giving conclusions to students it is compulsory for me, but because teaching and learning is done online, the way to give conclusions is only through voice notes. but before giving conclusions I first throw questions to the students, if they are able to provide conclusions, then I will give an A, if there is no, then I will make conclusions with voice notes and send to the group

B. **The Data Analysis**

In this study, researchers used qualitative data analysis techniques.this research process in which researchers systematically search for and organize data to increase understanding of data and make it possible to present the results to others. Nevertheless, Ary (2010: 283) states that data analysis in this study can be broken down into four stages; they Coding, Data Reduction, Data Display, and Drawing Conclusions or Interpretations. That can be explained as follows:

1. Coding

The first stage in analyzing qualitative data here involves coding. The first step in coding is called as an open code, a start code, or a temporary code.

and the most common the approach is to read and sort them by finding units of meaning, words, phrases and sentences so that they are easy to learn. and at this stage, After getting the data, the researcher collected the data. After all data has been collected by the researcher then places all units that have the same code. That will be easier read the data.

2. Data Reduction

The second step is data reduction. This is a process reduce data that occurs repeatedly. "Reducing data means summarizing, choose the main, focus on what's important, find the topic and shape ". and At this stage, researchers obtain data from interviews with teacher. The interview results show how the teacher uses the strategy in teaching reading comprehension.

3. Data Display

After data reduction, and the next step in analyzing data is Data Display. This is the process of displaying data in tabular or essay form so that you get what is more understandable.

4. Conclusion

In this final step the data analysis is drawing conclusions. Here, researcher start to see what the data is. The researcher checks all entries with the same the code then combines these categories and find the connection between category. Then, continue to tell stories and make connections between story. Finally, researchers can get results and conclusions from research.

DISCUSSION

The purpose of this study was to determine the strategies used by English

teachers in teaching reading comprehension in the new normal era. Keene and Zimmermann in Duke (2002: 433) state that the strategy in teaching reading comprehension is knowing understanding, using imagination, summarizing or retelling to improve reading comprehension.

Based on the research results above, the researcher found six strategies for teaching reading comprehension carried out by English teachers in the new normal era. The first strategy of Sarijah's teacher is to use teaching reading techniques by providing interesting reading texts such as legends and narratives. However, during this pandemic, all teaching and learning processes were transferred online, then the teacher sent materials to the class groups using the Whatsapp application. The second strategy, how to motivate students only by giving an A grade to children who are active in the group, this is because the learning and teaching process is carried out online. Different from the learning and teaching process which is carried out face-to-face, Sarijah teachers always provide motivation and encouragement to students. The third strategy, teacher Rica Darmayanti is to find out whether the student understands the material given, she will give questions, for students who are able to answer it is a sign that the student understands.

The fourth strategy, so that students stay focused on the reading text, Rica Darmayanti will reprimand students who are noisy when other students are reading by recording their voices, but because they are learning online in groups with the WhatsApp application, Mrs. Rica Darmayanti will prohibit students from sending messages when students is reading by recording a voice note. When face to face, Rica Darmayanti will reprimand students who make noise when other students are reading, because it is easily visible and accessible to the eye. Fifth Strategy Ms. Cut Mutia always provides moral values to students so that students know about positive and negative things. But the way to provide moral values is only with voice messages, this is done because the learning process is carried out online, if the learning and teaching process is carried out face-to-face, the Cut Mutia teacher always gives oral values. The sixth strategy, Mrs. Cut Mutia always gives conclusions to students both in face-to-face learning and in online learning. But before giving conclusions, Mrs. Cut Mutia first asked the child a question, if anyone was able to give a conclusion, it would be given

an A. advance, to provide conclusions done orally.

CONCLUSION

This chapter discusses the conclusions about the results that researchers have researched about how the strategies used by English teachers in teaching reading comprehension in the new normal era. After the researcher conducted interviews with three English teachers and by giving each teacher two questions about the strategies used in online reading learning, the researcher found six strategies used by the teacher with each teacher using two strategies. and the strategy is:

1. Sarijjah teacher using reading teaching techniques by providing interesting reading texts such as legends and narratives. However, during this pandemic, all teaching and learning processes were transferred online, then the teacher sent materials to the class groups using the Whatsapp application. read.

2. How to motivate the Sarijah teacher by means that every lesson hour students who take online classes will be given an A score, this is done so that students are excited to learn to read.

3. Rica Darmayanti is to find out whether students understand or not with the material given, she will give questions, for students who are able to answer it is a sign that the student understand.

4. Students stay focused on the reading text, here Bu Rica Darmayanti uses a strategy that is to reprimand students who are noisy when other students are reading, but because they are learning online in groups with the WhatsApp application, then Mrs. Rica Darmayanti will prohibit students from sending group messages when students are read by recording voice notes.

5. Ms. Cut Mutia always provides moral values to students so that students know the positive and negative things by recording sound, this is done because the learning and teaching process is carried out online.

6. Ms. Cut Mutia always gives conclusions to students both in face-to-face learning and online learning. But how to give conclusions when online learning is done with voice note.

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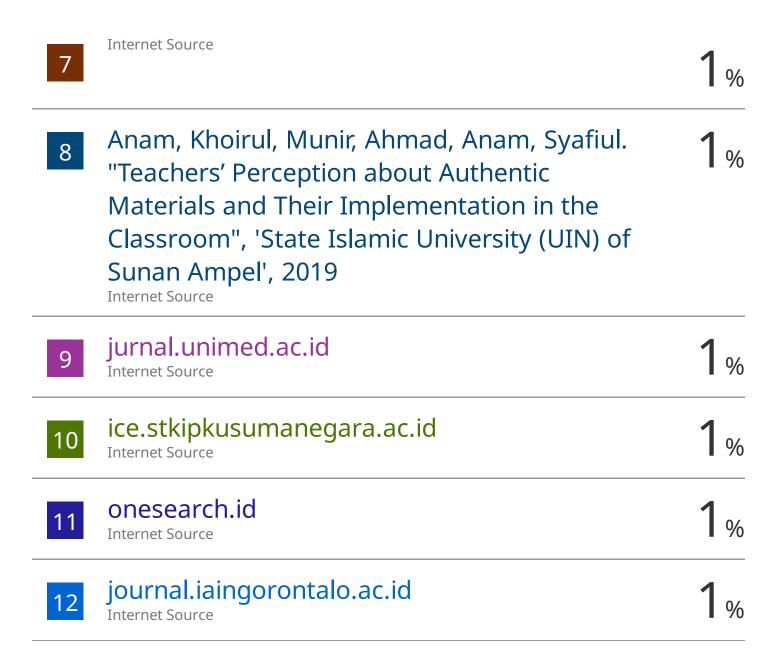of Wonomulyo. *ETERNAL (English, Teaching, Learning and Research Journal)*,

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