TEACHER'S STRATEGIES USED IN READING CLASS DURING THE PANDEMIC ERA

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Bachelor Degree of English Language Education



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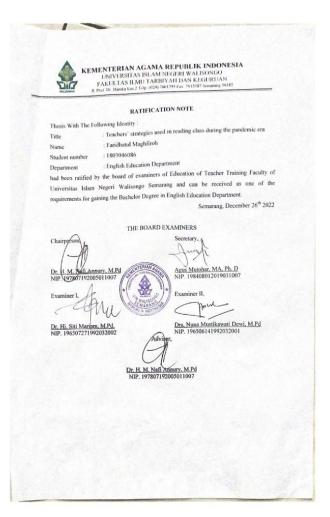
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ADVISOR APPROVAL

ADVISOR NOTE Semarang, 11 December 2022 To The Dean of Education and Teacher Training Faculty Walisongo State Islamic University Semarang Assalamu'alaikum wr. wb. I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis: Title **TEACHER'S STRATEGIES USED IN READING CLASS** DURING THE PANDEMIC ERA Name of Student : Faridhatul Maghfiroh Student Number : 1803046086 Department : English Education I state that the thesis is ready to be submitted to the Islamic Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqasyah session. Wassalamu'alaikum wr. wb. Dr. H. M. Nafi Annury, M.Pd NIP. 197807192005011007

RATIFICATION NOTE



ABSTRACT

Title	:	Teachers' Strategies Used
		in Reading Class During
		the Pandemic Era
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The spread of COVID-19 virus had successfully forced several activities, including education from offline to online learning. Researcher tent to investigate about what strategy used in MTs Subandi. The researcher conducted the research using qualitative method. This research is aimed to analyze social phenomenon from the perspective of human participants. The researcher used interview section to obtain the untouchable data from the document. Based on the research, some strategy and activities were not suitable to implement in online class. Teacher mostly implement problem-based learning with various activity. This strategy seemed by the teacher to be the most effective to students. Teacher had followed the model of online learning studysaster was recommended by the ministry of education. Student showed their perception in their learning process was varied. There were some students felt happy doing activities in language learning. Learning material was delivered well during learning process even was still done by online. The result showed that the strategies were varied. Reading skill that taught by the teacher in facilitating reading material was getting lots of respond by the students.

Keyterm : Junior high school, Pandemic era, Teachers' strategies

ΜΟΤΤΟ

"Never stop learning"

(Faridhatul Maghfiroh)

DEDICATION

Bismillahirrahmanirrahim

This thesis is dedicated to my mom and my dad H. Nasron and Hj. Umi Fadilah. Thank you for being my motivation and my supporting person that never endless. The dedications are also directed to my siblings, Nafis Aisha. That I love so much. Thank you for being my inspiration to be better.

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In the name of Allah, the most gracious and the most merciful, prises are always given to Him. Peace and salutation are always upon to the light of the darkness, Prophet Muhammad SAW. May we be acknowledged as his adherent!

The researcher realizes that a lot of people have been willing to help to complete and finish this thesis so that the researcher would like to express gratitude and appreciation to:

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- 8. My friends that I cannot mention one by one for always being my side
- 9. Last but not least, I wanna thank me, I wanna thank me for believing me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for just being me at all time

The researcher believes that this research is far from perfection. The researcher would be glad to gain constructive suggestion to make this thesis better.

> Semarang, 11 December 2021 Writer,

> > Faridhatul Maghfiroh SN :1803046086

LIST OF CONTENT

THES	IS STATEMENT	i
ABST	RACT	ii
MOT	го	iii
DEDI	CATION	i
ACKN	NOWLEDGEMENT	ii
LIST	OF CONTENT	iv
LIST	OF TABLE	i
LIST	OF FIGURE	ii
LIST	OF APPENDICES	iii
CHAF	TER I	1
A.	Background of the study	1
B.	Research questions	8
C.	Objective of the research	8
D.	Significant of the study	8
E.	Definition of key terms	10
F.	Scope and limitation of the study	11
CHAP	TER II	12

A. Previous research	
B. Literature review	15
Teachers' strategies in teaching reading	15
Learners' strategies in learning reading	24
Type of reading	26
The concept of student perceptions	29
A. Research design	
1. Source of data	32
2. Research setting	
B. Method of collecting data	
C. Instrument	35
D. Method of analyzing data	39
CHAPTER VI	44
CHAPTER V	71
A. Conclusion	71
B. Suggestion	75
APPENDICES	80
CURRICULUM VITAE	

LIST OF TABLE

Table 4.1 Coding Information	47
Table 4.2 teacher' strategies in teaching reading during	
pandemic era	48
Table 4.3 class activities in learning reading during pandem	nic
era	53
Table 4.4 Students' respond on the strategies used by the	
teacher	57
Table 4.5 English Students 2 and 3	59
Table 4.6 English Students 5	61
Table 4.7 English students 6 and 7	63

LIST OF FIGURE

Figure 1.1 Document (Module)	88
Figure 1.2 Document (Module)	89
Figure 1.3 Document (Module)	89
Figure 1.4 Document (Module)	90
Figure 1.5 Document (Module)	90
Figure 1.6 Document (Module)	91
Figure 1.7 Document (Portfolio)	92
Figure 1.8 Document (Portfolio)	93
Figure 1.9 Document (Portfolio)	94
Figure 1.10 Document (Portfolio)	95
Figure 1.11 Document (Portfolio)	96

LIST OF APPENDICES

Appendix 1. Transcript of interview with the	77
teachers	
Appendix 1. Transcript of interview with the	78
teachers	
Appendix 3. Documentation study	81
Appendix 4. Document (Lesson planning)	82
Appendix 5. Document (Module)	85
Appendix 6. Document (Module)	88

CHAPTER I INTRODUCTION

This chapter depicts the background of study, research questions, objectives of the study, significance of the study, and definition of key terms

A. Background of the study

The spread of COVID-19 virus had led some countries to get the worst issues of any aspect in life. Pandemic era had successfully forced several activities, including education.¹ Even some countries in 2020 still open the class during pandemic era, the vibe and environment of education was still blue. The report of UNESCO, 2021b, almost half of the world's students were still affected by partial or full school closure.² It means during pandemic era, teachers might give learning material through some

¹ Babatunde and Soykan, Covid-19 pandemic and online learning: challenges and opportunities, Taylor and francis journal, may 2020.

² Ana Eva Halin, Thomas Nordstrom, No learning loss in Sweden during the pandemic: Evidence from primary school reading assessment. Educational research journal, volume 114, Elsavier, 2022.

online-learning-platform, such as google classroom, zoom, and skype. In Indonesia, the material of English become one of the obligatory subject tought in any educational institution. The process of language learning in non-English language country had turn to be so dramatic and challenging during pandemic era. COVID-19 has pinpointed the problem of school management and ways of learning between teacher and students. The teaching and learning process which do face to face must be changed to an online system.³

Anyways, reading is lifelong skill to be used in both educational institution or whole life. Reading is the basic skill for human to life.⁴ Based on this fact, reading skill of any educational level should be taught. As a matter of fact, by mastering the skill of reading, people have a chance to obtain other knowledge from the manuscript. Dealing with the condition, teaching reading English for non-

³ Rosalina Elsa, Nasrullah and Elyani, Teachers' challenges towards online learning in pandemic era, antasari journal, volume 12:2, 2020.

⁴ Anderson, Hiebert, Scott, and Wilkinson, Becoming a nation of readers, national institute of education, 1985.

native English seemed to be difficult for both teacher and students through online system. The goal of reading is to understand the material or the text they read.⁵ According to the theory, the difficulties of teaching reading were not only coming from the ways or strategy they used. It also come from the quality of understanding the text students read. This condition turned to be so hard to educate pupil through online learning process.

In other hand, teaching English had numerous strategies to accomplish the teaching and learning goals. The quality of students' reading or speaking cannot be denied has correlations with the quantity of the text or vocabulary they learnt. This circumstance made teaching English become one of the challenging works. All skills in English had deep correlations one another. To illustrate, the common condition of implementing speaking area should cover the condition and the same knowledge of everyone there. This activity will use at least speaking and listening skills. There is almost no individual skill

⁵ Hulya Kucukogu, Improving reading skills trough effective reading strategies, language studies conferences 2012, 2013.

standing alone, even writing should go together with the quality of the reading skill.

Learning language as a second language acquisition turn to be one of the challenges to be master or acquired. Indonesian technique to study English had mentioned as the SLA (Second Language Acquisition). "Second Language Acquisition (SLA) refers both to study of individuals and groups who are learning subsequent to learning their first one as young-children."⁶ In this term, technique and strategy to make learning language easier have done by people when they are young (L1). Repeating that thing will be awesome strategy.

Strategies in facilitating students to learn reading now had been easily found in internet. The lecturer of IKIP PGRI Bojonegoro, RR Rozak, had investigated different scaffolding strategies to enhance students' intensive reading in bilingual classroom context. In his research, students bring different action even with the same

⁶ Muriel Saville-Troike, *Introducing second language acquisition* (Cambridge university press, 2006)

material because of the implementation of scaffolding strategies.⁷ Some strategies such as, modelling, prior knowledge strategy and question generalization had been used a lot in the current school. His research investigated offline learning process without taking a look at the different situation.

Most of the other research held research in the specific teaching and learning process without comparing the other condition. Some of them focused on online learning process or offline learning process. nowadays, the condition of learning process rapidly forced schools to operate blended learning, where students are able to get material offline and some of them are online. In conclusion, pandemic had colored the type of education in Indonesia.

Facing the pandemic, the condition was getting better nowadays. Though it was coming good, some countries in this world still suffer from the *coronavirus-19* with the

⁷ Refi Ranto Rozak, Teaching intensive reading through different scaffolding strategies in the bilingual classroom context, eprint-uns, 2019.

new variant.⁸ It starts the condition to move the room learning from offline to online process. There were numerous countries embark to open online courses as their rule in education. In other hand, online learning had difficulties to be introduced in some countries. For example, Indonesia has 34% students had difficulties facing the current issues in online courses for some reasons. Such us, the lack of internet access and/or technology and in the US, there are a quarter percent of 15-year-old students coming from disadvantaged background.⁹ This condition made the gap clearer between privilege and usual background. It made the education role (educator and learner) start to think the most relevant and the best strategies to overcome students' need for their English proficiency. Learning strategies and media increase rapidly during covid-19 outbreak. Web-based learning had been implemented in all level educational institution in developed and

⁸ Report of World Health Organization, WHO.int accesed 2022.

⁹ survey of PISA, updated 2020 The COVID-19 pandemic has changed education forever. This is how. Journal of WEC., Vol 39.

developing countries. Web-based learning and teaching process is one of the learning processes utilizing internet and social platform as the media to learn such as youtube, tiktok, and many others. ¹⁰ In Semarang especially in bawen, there are numerous schools initiated to have account in online platform to establish learning process.

Each city in Indonesia had a unique strategy in facilitating students to learn reading. Without taking some probabilities, teacher prepared online learning and offline learning process. this situation also happens in Semarang. Teaching learning group, online and offline learning process, and other strategy had been spread in Semarang. Through this fact, researcher tent to investigate about what strategy used in MTs Soebandi. This educational institution located near by the researchers' house and still interesting to do research there. Researcher will come with the research entitled **Teacher's Strategies Used in Reading Class During the Pandemic Era.**

¹⁰ Abu bakar nordin. Web-based teaching and learning approach (WBTLA), MOJET, volume 1 issues 2

B. Research questions

This research is aimed to find the answer to the following research question:

- How are strategies used in facilitating students to learn reading?
- 2. How are students' respond on the strategies that teacher used in facilitating students to learn reading?

C. Objective of the research

- 1. To explain kind of strategies used in facilitating students to learn reading in Bawen, Semarang
- 2. To explain students' respond on the strategies used by the teacher during learning in school.

D. Significant of the study

The finding of this study can be significant to:

- 1. Practical purposes
 - a. For Teachers

This research will help teachers developing their teaching techniques. Hopefully teacher could be more noticed in how to facilitate students in mastering English in their level.

b. For students

Hopefully, this research can motivate students to be more sensitive about learning English language and encourage learning English as the international language and as investment of their future.

c. For the next researcher

Hopefully, this study can be further continued by the next researcher who will research about the unique strategies used by the teacher in some condition. The researcher hopes that the result of this research can give significant impact and meaningful reference toward another research.

- 2. Theoretical purposes
 - a. For researcher

This research can help the researcher to answer the research question. The researcher will know the current students' need and teacher strategies in helping students' language proficiency.

E. Definition of key terms

1. Teachers' strategies

Teachers' strategy is a set of activities (methods and technique) that a teacher used to support their pupil through the learning process.

2. Pandemic era

Pandemic era worldwide referred to the situation when COVID-19 spread in the world. This condition made all aspect shut down for about 2 years. It was started from 2019 exactly at the last day of march to the last of 2021. All aspect in the Indonesia had been limited with the health protocol and governmental laws.

3. Junior high school

Junior high school or middle school is the formal institution that held teaching and learning process

in the level between elementary school and high school.

F. Scope and limitation of the study

This study will be focusing on the strategies and some activities in facilitating students to learn in class during pandemic era. Besides, this study explored the suitable model and approach to do in facilitating students to learn English reading.

Nevertheless, doing observation and interview in school had opened insight of the researcher about the suitable strategies. This research also had some limitation, firstly, this research was only focusing on the junior high school level. Secondly, this research was perfectly implemented in MTS H. Soebandi, Bawen. It means the condition in the same time but with different place will show different result. Lastly, this research had done in exploring teacher's strategy in teaching English reading.

CHAPTER II REVIEW OF THE RELATED LITERATURE

This chapter covered some studies and the previous research related with the study, the basis of the literature review, and the references used by the research in doing this research.

A. Previous research

In advanced of conducting the research, the researcher has been looked for some researches that had completely conducted, related to this research.

To begin with, The research from *R. Malatesha* Josi, Mary Dahlgren, and Regina Boulware Gouden entitled Teaching Reading in an Inner City through a Multisensory Teaching Approach.¹¹ This research is aimed to investigate the efficacy of the Multisensory Teaching Approach to improve reading skill at the first grade level. The result of this study that the first

¹¹ R. Malatesha Joshi, Teaching reading in an inner-city school through multisensory teaching approach, anal of dyslexia, Vol 52, No 1

grade children taught with the Multisensory Teaching Approach performed better on test of reading comprehension. According to the informant and the narrative of the result, those strategies were the easiest and the fastest teaching reading strategy in the first grade level.

Secondly, the research from Joseph Y haw and friends, the teacher of department of curriculum and instruction, faculty of education and human development, university of Hongkong. Their research entitled Need supportive teaching is associated with the greater reading achievement: what the Philippines can learn from PISA 2018. This research aims to investigate the week of the teaching reading strategy and to discover the supportive teaching strategy based on the experience of the international program of literacy This research 2018 started from in the information that Philippine ranked as the lowest ranked of the world in PISA (Programme for International Students Assessment) 2018. This

research had been examining and investigating the strategy used by the teacher in teaching reading during learning in school. Joseph's research discovered that the leak of supportive teaching is the main problem in Philippine. The result of the research was suggested that the potential importance of enhancing need supportive teaching as an evidence-based approach to improve students' reading achievement.

Furthermore, the research from Carisma Dreyer and Charl Nel, the students of Potchefstroom university of CHE. Their research entitled *teaching reading strategies and reading comprehension within a technology-enhanced learning environment*. This research took place in south Africa. This research aimed to describe the condition of the students' lack in reading ability in south Africa. this research also questioned about the perfect strategy to be implemented in south Africa. the result showed that in south Africa need to introduce the technology and internet. Some of students who received both statistically and practically significantly higher marks on three reading comprehension measures than did the students in the control group.

B. Literature review

Teachers' strategies in teaching reading

a) Multisensory teaching approach

Multisensory teaching approach is one of the teaching and learning strategies that utilize many sensory aspects.¹² Multisensory approach can be well implemented in reading class using the perfect instruction. Using many activities to activate students' sensory make class become more enjoyable. This strategy can be further implemented in class with the complete facilitation. To illustrate,

¹² R. Malatesha Joshi, Teaching reading in an inner-city school through multisensory teaching approach, anal of dyslexia, Vol 52, No 1.

teaching narrative text can be functioned as writing and reading class. Activities in gaining lots of information could be done by controlling students' emotion and willingness.¹³ In teaching narrative text, students can be driven to be more expressive while reading stories. When they want to express their emotion, they will directly use their ability to speak in front of the class.

b) Synthetic phonic

Synthetic phonic is the strategy to teach reading in early English class. A review of the teaching of early reading in England commissioned by the UK government recommended that synthetic phonic should be the preferred approach for young English learners.¹⁴ Synthetic phonic is the method that students will be given a broken word into

¹³ Michael Mcgirr, Book that save my live: Reading for wisdom, solace and pleasure, 2018

¹⁴ Dominic Wyse and Usha Goswami, Synthetic phonic and the teaching of reading, wiley on behalf of BERA, 2016.

broken up into the smallest unit of the sound that is phonemes such as /b/ /t/ /a/ then students will arrange the letter into a word they understand such as /bat/ or /tab/. This simple instruction makes some experts called this strategy as the simple view of reading.¹⁵ This strategy can be further utilized to enhance students' awareness and the quality of lexical students in early class.

c) Technique of teaching silent reading

Silent reading is an activity that students read the given text without uttering the word they read. This activity is commonly used to comprehend the readers' understanding. There are many ways to instruct students to do silent reading. Some of them, initiating students with the story and ask them to find the favorite character in the text. Students will

¹⁵ Rose, Appendix by stuart and stainthorp, a simple view of reading, Cambridge press, 2006

directly do silent read to get the impression of the character they love. Training to judge relative values in a text, this technique made students directly read to find the values in a text. The content of the text is not only the moral values and the meaning. It can be seen as the whole organization or complete literature. The activities such as looking for the main ideas and the generic structure of the text can be a reason to order students to do silent reading.

d) Storybook reading strategy

Storybook reading strategy is the strategy that teacher implemented the activity where students are ordered to have a book they like. This strategy is merely like a strategy reading for pleasure. Students had their favorite book to enhance the quantity of the lexicon they acquire. This strategy can be used in group and individual learning process. Storybook reading strategy is well implemented in a group learning process. Students are ordered to read the book and continue to have sign in a chapter they have read. Students also need to depict the situation of the story they read. They also need to explain the meaning and the vocabulary they had found in a text.

With utilizing the existence of information spread in any internet platform, students can have a favorite book and chapter they have instantly. This strategy can be operated in all learning process. It can be functioned as the media in offline learning process. Storybook also could be functioned as the assessing media in online learning process.

e) Content area reading strategy

Content area reading strategy is one of the strategies to limit the globalization of the text. With limiting the text, students may get the main interaction to how they can manage their vocabulary. This strategy is used to introduce students to the new lexicon with the same content or the same area.¹⁶ This strategy is well functioned as the next level of reading for pleasure. Based on some journal, content area reading strategy is able to be implemented in senior high school level or a level where students can acquire more than 10 new vocabularies each day.

f) Reading my stories

Reading can be the major input for students in second language acquisition. ¹⁷ Reading my stories is a set of learning and assessing section in which students initially write a story about their life in a piece of paper. Then, teacher divides class into group with the exact number of students. Next, teacher collects students' paper and continue to exchange the paper in Whatsapp group or google drive

¹⁶ William S. Palmer, Teaching reading in content areas, journal of reading, vol 19, no 1 pp. 43-51, 2016

¹⁷ Jossey-Bass, How to teach English language learner: effective strategies from outstanding educators, John Wiley and son. Inc, 2010

from group one to the other group. Finally, class is moved to zoom and teacher asks students to read their friends' story that have been written in a paper trough zoom or video call platform. This strategy can be well done in online as long as the situation and the communication in class is still exist. To add, student will be so proud and sometimes shameful when they listen to their stories.¹⁸ This strategy also makes students feel so free in learning reading and listening as well.

g) Reading aloud

Reading aloud is one of the common strategies used in learning reading performed by the students in class. This strategy also supports students to have English reading skill. Learning media will take part of students' heart in seeing the skill they will get. By giving the reading text, student may

¹⁸ Gillian Baxter, English as a second language: literature plus reading for pleasure, Graficor Chenelière éducation, 2010.

directly be understood that they will practice their reading skill. This strategy will help students in repairing students' weakness in reading skill. Reading aloud started from teacher in performing reading and sharing a text. Then, students will be ordered to read the text loudly in front of the class. The other students are ordered to listen and turn of their microphone in zoom. In time of reading aloud teacher may correct students' mistakes. Finally, all students had the same chance to read the text loudly. This strategy can make English environment to support students' language proficiency.¹⁹

h) Questioning

Questioning is one of strategies to get reading comprehension. This strategy is implemented in many schools during pandemic covid-19.

¹⁹ Rena M P and Keith P, Building online learning communities: effective strategies for the virtual classroom, Jossey-Bass, 2007

In some cases, teacher gave the PDF file to students containing text or dialogue about the material in class. The class will be started with reviewing previous material, then students begin to read a text or dialogue from the teacher. In the end of reading, students will be asked some questions about the text or dialogue they have read. In questioning students, teacher may use oral or written questions as long as the answer is stated inside the text. This strategy is very useful in practicing students' reading comprehension skill.

i) Reading and sharing

Reading and sharing is the strategy used by teacher in order to find the general information about the text. This strategy may lead students to have reading comprehension. Reading and sharing can be used in online learning as well as teacher provide some texts to share. This activity is able to be done by following step. Firstly, teacher leads students to have reading text. Then, the chosen students will have different text to read. After reading, students are ordered to share what information they got from the text and the class begin to have discussion.

In addition, reading comprehension has linguistic numerous elements process. Reading comprehension involved metacognitive process, microprocess, macroprocess, integrative process. and elaborative process.²⁰ These strategies used in more expert learners.

Learners' strategies in learning reading

a. Cognitive strategies

Cognitive strategy is the strategy where the students utilize the power of their cognitive is

²⁰ Karen R Haris and Steve graham, teaching reading comprehension to students with learning difficulties, the Guildford press USA 2007

really used in learning process.²¹ This strategy was commonly used to the students who has the capability in intelligence and understanding more.

b. Memory strategies

Memories strategy is one of the strategies to enhance the understanding by forcing the memory and their critical thinking. The benefit of the memory strategy is that the students do not really need a book to capture the understanding by using their memory or their brain.

c. Compensation strategies

Some students do not really have the quantity of the lexicon in the class. Compensation strategy is easy to implement in daily life. This strategy is really used the compensation to make mistakes in speaking and writing.

²¹ Catherina snow, a research agenda for improving reading comprehension, RAND corporation, 2019.

d. Metacognitive reading strategies

Metacognitive discussed the process of an individual in planning and managing in order to achieve one's goal.²² Students will be planning the text they will read and make their own indicator to achieve the purpose they want.

Type of reading

a. Reading for pleasure

Reading for pleasure is one of the types in reading technique where students can look for their favorite book or subject as they want. Students are ordered to enjoy the reading because the material of the book is something that they really love.

b. Reading for wisdom

²² M A. Annury, Mujiyanto, The use of metacognitive strategies in EFL reading comprehension. 2020

Reading can bring some meta-cognitive aspect. This strategy of teaching reading is fully effective to the sensitive adult learner.²³

c. Silent reading

Silent reading is the activity where students read the text to maximize the comprehension in a whole text. Silent reading needs to do deep understanding while reading. Silent reading is the activity to read the text without uttering the text.

d. Reading aloud

Reading aloud is one of the common strategies used in learning reading performed by the students in class. This strategy also trains students to have English reading skill. Learning media will take part of students' heart in seeing the skill they will get. By

²³ Michael Mcgirr, Book that save my live: Reading for wisdom, solace and pleasure, 2018

giving the reading text, student may directly be understood that they will practice their reading skill. This strategy will help students in repairing students' weakness in reading skill. Reading aloud started from teacher in performing reading and sharing a text. Then, students will be ordered to read the text loudly in front of the class. The other students are ordered to listen and turn of their microphone in zoom. In time of reading aloud teacher may correct students' mistakes. Finally, all students had the same chance to read the text loudly. This strategy can make English environment to support students' language proficiency.²⁴

The concept of student perceptions

Perception (from the word sensory *perception*, meaning gathering and receiving) is the organization, identification, and interpretation of information in order to represent and understand the presented information and environment.²⁵ Perception isn't regarding empty thoughts or imagination. In sensory scientific theory, the senses area unit biological systems utilized by humans or organisms to understand. Even sensation may be a process, it should be a input and perception in response.

Perception is human ability to illustrate the stimuli they got into a piece of understanding in his brain.²⁶ Students ought to take action too as a respond in learning method. once the category is well controlled by teacher

²⁴ Rena M P and Keith P, Building online learning communities: effective strategies for the virtual classroom, Jossey-Bass, 2007

²⁵ Daniel Schacter, Psychology, worth publisher 2011

²⁶ Dellantinio S, Internal perception: The role of bodily information in concepts and word mastery, springer, 2017

action that may be teacher center learning. As opposite once a category is choked with students respond from their perception that may be center learning. to own a balance category, teacher ought to be familiar concerning students' feeling or perception through their action as a respond in school.

CHAPTER III RESEARCH METHOD

In this chapter, the researcher delivered research method. It consists of research design, source of the data, instrument, technique of collecting data, and technique of analysing data.

A. Research design

In this study, the researcher conducted the research using qualitative method. This kind of research is aimed to analyze social phenomenon from the perspective of human participants in the study. (Ary Jacob, and Razavieh, 2002)²⁷. To add, Strauss and Cortbin (1990, p. 11) explains qualitative research as any type of research that doesn't implement statistical procedures or other means of quantification. Qualitative research is basically associated to the multiple aspects. In accordance, Creswell clearly mentions that qualitative is about interpreting the

 $^{^{\}rm 27}$ Ary Jacobs and Razavieh, Introduction to research in education8 $^{\rm th}$, New York Cangage learning, 2009

meaning of the data and constructing the final report in the flexible structure.²⁸

Furthermore, Denzin and Lincoln (1994, p.2) claimed qualitative research as multi-method in focus and it's interpreted and contextualised the sense from people's beliefs and practices.²⁹

1. Source of data

The data will be coming from the natural interaction in school, especially from the teachers and students in MTs Soebandi. Researcher will need at least two informants from teacher that teach English in different grade and at least 20 active students from different grade in school. Researcher will have interview offline and online to teachers and students because schools operate blended teaching and learning process. researcher

²⁸ Creswell W John, 2014, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, SAGE Publication.

²⁹ Shidur Rahman, 2017, The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language "Testing and Assessment" Research: A Literature Review", *Journal of Education and Learning; Vol. 6, No. 1.*

will continue learning all documents available in school and do observation in class where the class is operating offline learning process during research period.

2. Research setting

This research will be held in September 10th when all the preparation had been well-prepared. Preparation will be from the school stackholders appointment and the permit of doing research from the university. In April, schools commonly had preparation to do final exam. This time is considered as the perfect time to evaluate and study the previous teaching and learning process. teacher will be welcome to do observation and the students will be fun to be interviewed.

B. Method of collecting data

1. Interview

In gathering the data needed in this research, researcher will be using interview technique to find out what are teacher strategies and student perception. This method will be used to elaborate the untouchable part of teachers' strategies and students' respond on the strategies of the teacher in facilitating reading. There will be some clear instructions with the guidance of particular strategy during interview. The procedure of the interview technique will be started with asking some questions to teachers in order to get information and to answer research question 1. The number of the respondent from teacher is the only teacher from the current school. Then, it will be continued to get interview with some students using random sampling and the number of the respondent from students are 10 students in class 8 and 9. Most of common question will be explained as follow in attachment.

2. Documentation

This technique will be directed to MTs Soebandi studying about the media or tool of

learning process. data will be gathered after understanding the available of the learning or assessing media such as modul or other. This instrument also used for understanding the lesson plan and some document of learning process during online learning.

C. Instrument

In this research. Researcher will have two main instruments. There are interview guidance and documentation. Interview guidance will be delivered to teacher and students. Those questions were based on the theory of learning and teaching strategy. Documentation guidance would be the next step learning and observing.

Research Instrument			
Intervie	Interview guideline for English teacher		
Name	:		
Age	:		
Class	:		
Day and date:			

Place

:

- 1. What strategies do you used in teaching English reading?
- 2. How do you facilitate reading for students in class?
- 3. What strategies do you really used to control students?
- 4. What difficulties do you find most in classroom?
- 5. How do you assess the strategy you used in class?

Research Instrument Interverse guideline for English students Name : Age : Class : Day and date: : Place :

- 1. What do you feel learning English during covid-19 outbreak? Easier or harder?
- 2. Do your teachers' strategies help you in learning reading? Is that understandable?
- 3. Do your teachers give you a facilitation to learn reading?
- 4. Do you like the way the teacher teaches in classroom?
- 5. What is the most interesting moment you got in class when you are learning reading with your teacher?

Document study

Name	:
Place	:
Day and date	:

Title of the study		: Teacher's strategies used in	
		reading class during the	
		pandemic era.	
No	Document	Availability	Teachers'
			strategies
1.	English		
	module		
2.	Learning		
	media		
3.	Teachers'		
	administration		
	(note and		
	preparation)		
4.	Students' and		
	teachers'		
	report		
5.	Text or slide of		
	text		
6.	portfolio		

D. Method of analyzing data

In this research, the researcher analyzed the data after the processes of collecting data was done. The tecnique of analysing data is followed to the model of Braun and Clarke (2006,2012) or commonly we called it as thematic analysis. Here are the details.

Familiarizing yourself with the data
 In the first step in analyzing data using Braun and
 Clarke model was getting know the data. This
 understanding would lead the researcher to be
 more familiar with the research's objectives.
 Researcher read and repeat the data after the data
 obtained. As mentioned in their journal, "The first
 step in thematic analysis's process is becoming
 familiar with the entire data set, which entails
 repeated and active reading through of the data".³⁰
 All data from the research such as, interview note,
 documents, and lesson planning was often be read

³⁰ Victoria Clarke & Virginia Braun, *Thematic analysis*, the journal of positive psychology, 123, 297-298. 2017

until now.³¹ In this step also, researcher used coding system to minimize the material to analyze and to shorten the big data.

2. Generating initial codes

After doing the first step (familiarization work), researchers began to take notes on potential data items of teachers' strategies, students' perception toward teachers' strategies, and other preliminary ideas. This is the beginning of second step (coding process). This phase of work generates codes, not themes. This action was needed to sort the data and shorten the big data. Data would be used in analyzing data using some codes such as initial word of each part, some common acronyms, and other segments or elements. In analyzing data large information that always be repeated would come as the same segments. Such as LM for Learning Material, ES for English Students, ET

³¹ Michelle E. Kiger & Lara Varpio, Thematic analysis AMEE Guide no. 131, Medical Teacher, 2020.

for English Teachers and so on. The information of codes displayed in chapter IV before displaying data during research.

3. Searching for themes

The data continued to be analyzed by arranging and classifying data to the theme researcher focus on. The data from 3 different educational institution covered numerous information. To classify the useful data, researchers used two themes in gathering all data. Firstly, teachers' strategies. it covered all information about teaching strategies implemented in schools researched. All data came from deep interview with the teacher was gathered in on bundle. Secondly, students' perception. This bundle presented all information about students' respond and perception toward teachers' strategy during learning process. data from the interview with the students had lots of information and lots of files. The data from study documents would be gathered as the information they bring.

4. Reviewing themes

After gathering the data in two themes, researcher analyzed the data to arrange data as the sub theme. Sub theme would cover the next data in building similarity of the report. The information like teachers' strategy in teaching speaking, listening reading, and writing would be gathered in different sub theme. This step was ordered to find the similarity and to make the report clear and understandable. This step brought some figure or thematic map to display the data but this thematic map did not mention in displaying data. This map was only functioned as the way to analyze the data.

5. Defining and naming themes

Once the thematic map had been refined, data would be easy to arrange. This step was functioned as the recheck section where all data was ready to be written in the report of the research. In step 5 hard script of the report had been written. All data may be seen as the final draft. While proofreading and rechecking the final draft, in this step, researcher may add additional data in the missing chapter or applying data in the sub theme. Researcher also was able to revise the final draft if that seemed not really important or not suitable with the objectives of the research.

6. Producing the report/manuscript

This step would be the last step of analyzing the data taken from the research. In this final step, researcher was ready and confidant to write the report. All data in theme and sub theme could be written all in the final manuscript of report. Steps such as describing theme, note taking, and so on would be very helpful in this final step. Researcher only needed to move the data into the report framework that had been ruled in the guidance of reporting the research from university.

CHAPTER VI FINDINGS AND DISCUSSION

This chapter depicts the research finding and discussion containing the result of interview to the teachers in MTs H.M Subandi, the result of interview with 10 active students in from the different grade in the current school and the result of documentation study in MTs H.M Subandi. The documents that the researcher used in this research are lesson planning in the specific class the teacher taught, learning media, text or slide of presentation, and the students' portfolio. The documents focused on gaining more data for the field of research, they are teachers' strategies in lesson planning and students' perspective in students' portfolio.

A. Finding

The researcher used interview section to obtain the untouchable data from the document. Some question dealing with the need in this research. Then, the data gained will be supported with the document find in teaching and learning process. The arrangement of the process of collecting data are here. Firstly, researcher did interview with English teacher that taught English during pandemic era in MTs HM Soebandi. After that, researcher continued to study the document of teaching reading and students' assessment to support the data gained by interview section with the teachers. Then, the research moved to figure out the second question relating to students' respond. The instrument used in answering the second question was interview with the students directly in classroom.

Interview with the teacher was done in September 2022 in MTs H.M Subandi with only a teacher taught English during pandemic era because the condition of the school was not really crowded so that school just need an English teacher to handle all classes. The research was continuing to study the available documents in school used to teach English during pandemic era both hard and soft documents. It cannot be denied that the most documents used when teaching and learning process during pandemic era were soft document. So that the process of collecting data from document was quite taking a long time. this process was finished in the last of October 2022. In the early October, researcher continued the research to get the data from the students in the current school with the guidance of the teacher. The amount of the students were 20 students from different grade in school. Mostly they were in the grade eight and nine. This process was very enjoyable and conducive. So that the process did not take a long time to finish. It just took 2 meetings in both eight and

nine grade.

In displaying data, researcher added the reasons of the students and teacher' difficulties to take and give the material trough online class during pandemic era. There would be same or maybe similar term in displaying data to indicate the main strategy or the respond from the students. Based on the process of analyzing data before. Researcher would show the data in form of table and description theme. Coding system also used in this finding.

No.	Codes	Explanation
1.	TS	Teacher strategy
2.	SR	Students' respond
3.	LM	Learning material
4.	ET	English Teacher
5.	ES	English Student
6.	MTs	MTs H.M subandi
7.	SD	Students' difficulties

Some codes used in displaying data

8.	TD	Teacher' difficulties

Table 4.1 Coding Information

Based on the research in the field. Researcher would bring the data in form of table and theme. Here are the data.

1. Teacher's strategies to teach reading during pandemic era

By doing the research, researcher just figured out the main problem and the best strategy in teaching online class based on the experience of the teacher in the field. Teacher mentioned variative teaching strategies implemented in MTs H.M Subandi. She explained it happened because of the need and the material of the class were variative.

No.	Teacher's strategies	Learning material
1.	Presentation	Cards (greeting and
		invitation)
2.	Free-reading	Warning and caution
		sign
3.	Reading my story	Narrative text and
		recount text

4.	Questioning	Active	and	passive
		voice		

Table 4.2 teacher' strategies in teaching reading during pandemic era

ET mentioned the strategy and the need of the students in learning reading during pandemic era. ET also explained the meaningful and perfect TS was the fixed agreement with students' need and students' pleasure. This TS also need to fill up with the best activity in class, such as ice-breaking activity and others in learning during pandemic era. She added

"Teaching online class is taking a lot of preparation, and the essential preparation was to shape students' attention and willingness to learn from their gadget."

Teaching and learning process through online learning always got the complicated and over-preparation. Even in 2006 curriculum, all material in all subject were directed to use lecturing and reading strategy to teach. It would truly be different with the current condition. Teacher must prepare more strategy and activity in class during pandemic era. ET in MTs was very professional. She explained some of the strategy and learning process during pandemic era well. To illustrate, when she brought the material of narrative text, teacher should possess the different strategy to teach. Even she was using the different material in class. ET in MTs depicted the TS when teaching during pandemic era in her word.

"Using some strategies in facilitating reading during pandemic era is so important. Sometimes we were stagnant in teaching process and it made students come bored and unconditional"

Reading skill was so important to acquire for enlarging insight of English. It contained vocabulary of the text. Then, it can also contain the culture view and explanation in the text. By the very essential function of reading skill, preparing students to acquire the skill was so meaningful in teaching and learning process in educational institution at any level. ET also mentioned.

"The important part of learning reading is to understand the environment. I hope my students can understand any information they see, they hear and they think both in the real world and cyber."

Furthermore, ET often facilitated students to understand the simple information they got in a public by translating and showing the most common warning and caution sign. ET implemented Problem-Based-Learning in teaching such this material. TS used in this approach was free-reading and interpreting. The activity started by showing the signs in a form of slide. Then, students might read the sign and interpret freely at the first time. after that, they would explain to all people in class. After that activity happened, teacher might correct the mistaken meaning or pronunciation.

Besides, TD in doing this strategy was the condition of students' network and time limit of explaining the material and the assessment. Even with some problems, ET was completely utilized all possibilities to foster students' reading skill acquisition. She said that all condition was bringing the same risk between failed and success, then I was choosing the middle way where students can obtain the knowledge little by little with low risk.

"Teaching reading in online class is quite boring, mostly students will wait their name is called to do reading the specific text that was provided by the teacher."

Reading skill needed to be familiar with the text and paragraph. Reading simple sentences would be unfit for MTs students. They had enough memories to read English text well. Some new insight would be so important for students. Text was composed by some paragraph. Paragraph also started with reading sentences. By understanding this SD, teacher may add material about sentence element and organization. The material of kinds of sentence form i.e. active voice and passive voice. In teaching material about passive and active voice, teacher implemented questioning and answer activity. It seemed like oral test or verbal assignment. ET explained and describe the whole activity in class.

> "Initially, Students are guided to get the material about forms of sentences. Then, students are asked about the understanding even it had been seen from the indicator of learning, after that students are ordered to change the form of the text given by their friend. It is continued until the last students give and get the sentence from and to his students."

There are so many strategies from teacher to maintenance students' willingness and spirit to study during pandemic era. Some strategies need more activity in online class. Four-basic English skill appeared to be essential skill to acquire for enrich knowledge from English text. Reading skill was very important to obtain real imagination as a prove to master language. ET in MTs mentioned

"English had input and output skill. Reading and listening are the input to the learners, then, writing

and speaking are the output skill of it."

2. Teacher's activities to facilitate students in learning reading during pandemic era

In research, the main technique to explore the untouchable part of the data was doing interview. In this section, researcher would like to describe the sight and the condition in the class during pandemic era. This section was functioned to depict the activities and the strategy used during learning. In teaching some LM, ET mentioned that there were some activities used to break students' emotions and willingness to study even to encourage students to learn more about the material given by the teacher.

No.	Activities	Learning	Learning
		Approach	Material
1.	Free-Editing	Problem based	Narrative text
		learning	
2.	Online sharing	Scientific	Text
	and discussion	approach	organization
3.	Riddle	Any	Sentence

		approaches	structure
4.	Question and	Inquiry	Vocabulary
	answer	approach	of the text
5.	Guessing the	Problem based	Report and
	actor	approach	procedure
			text

 Table 4.3 class activities in learning reading during pandemic era

Teaching online class were suggested as the simple class using smartphone or other gadgets with a ton of difficulties and obstacle. In fact, some activities that can be well applied in offline class seemed hard to be implemented in online class. This section would be talking about teacher's creativity in teaching reading by implementing some activities that encourage students. Time and position of the activities to do was flexible. It can be done as initial, main or final action in teaching and learning process. Even mostly, teacher used it as the material to break the tension of the students in class.

"Mbak, teaching online is challenging so much. Teacher is a person who teach in class, a person whose activities should be well in front of camera, and also a person who is ready to entertain students when they are bored."

The focus point of the students when they were doing online class was the slide in share screen. So that, giving students a place to express their emotion was so good to encourage their spirit to study. ET always had a good relationship with ES in MTs. As facilitator, teacher utilized this fact by doing free-editing activity during learning in pandemic era. In any single slide in presenting material, ET gave students a space for students to give their opinion or their example dealing with the material. Then, students might express their understanding in the current media. ET mention that

"Teaching any subject means that we are ready to be their parents and friend. We can get the relation from them as long as we can measure and accompany their emotion."

ET also described her thought in facilitating students to read and have a friendly discussion in online class. In fact, Assessing and pre-learning activity shared in google classroom and whatsapp group. ET was able to control ES thought and understanding in form of discussion in both google classroom and whatsapp group. beside, teaching reading was quite boring sometimes, so that ET always gave students short ice breaking activity that can be done only by text. The function of it was to motivate students to stay spirit in learning even it was online learning because the condition in 2020 was still red zone. ET knew so much about SD in gaining lesson through online learning during pandemic era. some jokes and riddles were entered in discussion section. ET added that:

"Learning English is simple thing to do in both online and offline class. The difficult on is to get in students' heart so that students are aware English is one of the obligational subject to study in school."

Texts are various in any languages. One of the fastest ways to learn reading was reading the pleasure text. Teachers must understand well about this condition. So that, ET applied such a special activity to make students comfortable and happy to study during pandemic era. one of teachers' activities implemented during learning was guessing an actor. Initially, students were ordered to make a simple text regarding with the condition or the experience they feel in their life. Then, the text was submitted to the teacher to share. After that, students were ordered to read the text. It took a long time so that not all students were ordered in the same day. Lastly, after reading, students were allowed to guess who is the actor or the writer of the text in class. ET mentioned that.

"One of the interesting and fancy activities when teaching reading or English was the discussion to guess the actor of the text. Sometimes we laugh a bitter laugh."

Some activities used to counter SD in learning and acquiring reading skill. ET in any educational institution level had to be more creative in teaching during pandemic era. some activities also might be utilized only to rebate students' opinion in learning English. Such as playing riddle and guessing the actor in group. student would get time to refresh their emotion and their stress in learning class by playing game or such a happy activity. Time management was very important to do such an activity during learning. ET said that.

"Reading and speaking are couple skills that operated together to get the main skill of communicating. To keep the main strategy in class as an essential activity, we sometimes used some activities such as game and riddle in class to break students' tension." 3. Students' respond on the strategy and the activity in class during pandemic era

By implementing all techniques in collecting data, there were so many responses from the source of data 2 (students). To illustrate, the process of collecting data from students took three times. School facilitated researcher to have a deep interview with the students. In other hand, the time given from the school was not really long. So that, researcher came to the school again to take data three times. Here are the data in a table form.

No.	Teacher strategies	Students' respond
		(mostly)
1.	Presentation	Happy and boring
2.	Free-reading	Confusing
3.	Reading my story	Unique and
		interesting
4.	Questioning	Funny and
		understandable

1. English students 1 and 2

 Table 4.4 Students' respond on the strategies used by the teacher

The data showed that some of teaching strategies used by the teacher in class during pandemic era were good and accepted by ES. In interview, some students took a long time to tell the whole learning process that they remember so much. This action actually shocked the researcher why they were still had a memory about it. The activities that was accustomed done in class had a durable space in students' brain. To illustrate, ES gave the perfect material about the lesson in form of slide. ES was joined in the vibe of learning activities. In other hand, some ES gave the bad experience dealing with the lesson but it is in the small number of students in class. To conclude, ES felt that the learning activity effective and was understandable. ES in MTs mentioned that.

"My teacher was so friendly and easy for us to get the material from the activity we got in class. Time to read the slide was the happiest action."

In using some strategies, ET said that all activities were implemented to facilitate students to learn reading during pandemic era. in field, ES from MTS was feeling the pure emotion that learning trough online had the same role and feeling in gaining knowledge from the teacher. ES mentioned that "Learning English with my ET will always be the same, some activities like questioning always become my favorite activity to follow during learning. That was so funny and interesting to join. We can ask any question and respond it honestly"

No.	Teacher strategies	Students' respond
1.	Presentation	Boring
2.	Free-reading	Simple way to study
		reading
3.	Reading my story	Hard to pronounce
4.	Questioning	Confusing

2. English Students 3 and 4

Table 4.5 English Students 2 and 3

Reading the other language can be interesting someway, this activity also needed to be analyzed about the motivation and the inspiration in teaching and learning process. Learning language for the second language learners sometimes assumed as the boring and stagnant process. There is no move and progress. This interview also got the same data as mentioned by the respondent in MTS

> "To face the screen all day long made me confused and stuck. I think this activity was

quite boring, even the material had explained well."

Furthermore, not all teaching strategies run well in giving and sharing lesson. ES also found the bad respond in some teaching strategy during pandemic. In teaching reading, texts were very important in class. ES willingness to study was also unstable. Both factors should be mixed together in teaching and learning strategies. In fact, free-reading activity could not be the answer to encounter SD in learning reading. Almost all students got unconditional emotion learning reading by the activity such as confused, hard to get the point, and so on. One of the English students in interview section stated that.

"Learning English makes us feel uncomfortable to study sometimes. English is not my language so that we are lack of the vocabulary in class. one more problem is some activities in class make me confused and many more."

No.	Teacher strategies	Students' respond
1.	Presentation	Boring
2.	Free-reading	Simple and easy
3.	Reading my story	Unique

1. English Students 5

4.	Questioning	Fun

Table 4.6 English Students 5

During the process of collecting data by doing interview, some students took a long time to tell the whole learning process that they remember so much. This action actually shocked the researcher why they were still had a memory about it. The activities that was accustomed done in class had a durable space in students' brain. In other hand, some ES gave the bad experience dealing with the lesson but it is in the small number of students in class. To conclude, ES felt that the learning activity was effective and understandable. ES in MTs mentioned that.

"Reading, listening, speaking or whatever that was, as long as the teacher is the same, that's not a problem. Reading English felt fun with the slides given by my ET."

Based on the result of the documentation study, students were shown that learning strategy used by the teacher was well-oriented. ES was able to get the new insight through the activity they did in class. In learning process, the existence of indicator or learning goal must be achieved. ET should make a simple and easy learning activity for students in class. beside, online learning seemed to be more challenging for achieving learning goals because of some factors in class, home or maybe in their surroundings. Some portfolios of the students and project ordered by the teacher were well-submitted in form of task. ES was able to do the task individually or in group. They earn at least new lesson in class. ET mentioned that.

"We realized that the learning through online is little bit harder than the regular learning. We used some indicator to measure the learning activity was running well. Some learning goal was always achieved in class even only lowlearning goal. That is not problem for us because we still have many meetings again with the students in class."

No.	Teacher strategies	Students' respond
1.	Presentation	Нарру
2.	Free-reading	Simple and
		intertaining
3.	Reading my story	As usaul
4.	Questioning	Nice

1. English students 6 and 7

Table 4.7 English students 6 and 7

In interview, some students took a long time to tell the whole learning process that they remember so much. This action actually shocked the researcher why they were still had a memory about it. The activities that was accustomed done in class had a durable space in students' brain. To illustrate, ES gave the perfect material about the lesson in form of slide. ES was joined in the vibe of learning activities. In other hand, some ES gave the bad experience dealing with the lesson but it is in the small number of students in class. To conclude, ES felt that the learning activity was effective and understandable. ES in MTs mentioned that.

"My teacher was so friendly and easy for us to get the material from the activity we got in class. Time to read the slide was the happiest action."

In iterview section, ES realized that learning was so fun with the variative activities. Free-reading and reading the story were the common activities applied to facilitate students to read and learn the material about mastering one of the four-basic-skills to acquire by the second language learners. All activities done in happy way. ES could say that

"reading could be easier by showing the text and the media. Some activities seems similar all day, even the indicator or the goal just was just known by the teacher, we still can enjoy the class"

B. Discussion

 Teachers' strategies in teaching reading during Covid-19 outbreak

Teaching strategies was the additional skill that teacher must acquire in teaching and learning process. In MTs H.M. Subandi, Bawen, English teacher faced online learning to teach some subject during pandemic era. Teacher in any institutional institution had their special way to explain the material. In some cases, teachers had the same approach in teaching English but the strategy of teaching and sharing activities would be different from other. This condition was called modification strategy of language learning and teaching process³². Pandemic era had the main factor in implementing teaching strategy in class.

³² Brian O Chriss, modifying learning strategies for classroom success, teaching journal, volume 1 issue 3, 2005

This condition influenced to teachers' strategy to facilitate their scholar to acquire reading skill well.

The description had been shown well in form of table and narration above. Some factor interrupting teaching and learning process also was depicted well in the description. Based on the research, some strategy and activities were not suitable to implement in online class during pandemic era. The proof of that condition was the missing skill that written in learning goal in lesson plan and some document of teaching. Teacher strategy and activity was seemed lack of understanding and motivation to students. To conclude, English teacher should be more familiar with the students' action and activity dealing with the students' emotion. We believe that learning strategy can improve students' willingness to acquire essential skill for their life and learning. Teacher also should be more attractive with the lux way to be students' inspiration to study in class, even the class is online.

Firstly, teacher implemented so many learning strategy and activities in teaching and learning strategy. The main point of it to facilitate students to earn the lesson during learning following the vibe and students' emotion. The fact shown that the era faced in learning and anything is always dynamic. Kind of teaching activity will always be moving as well. Pandemic era was the term to open human to be online in any aspect. By implementing online class, students still get the material even they are not going to school. The strategy of teaching during pandemic era was extremely numerous. In MTs H.M Subandi bawen, teacher mostly implement problem-based learning with various activities in class. This strategy seemed by the teacher to be the most suitable and effective approach to foster students to acquire reading skill in English.

Besides. the activity in class during implementing PBL depend on teacher creativity. In MTs HM Subandi, teacher was really professional and innovative. She did free-reading, discussion and many other to share the material and the lesson to all students. By doing some activities here, students may express their feeling and willingness to study again teacher also was able to measure students' understanding by playing some games and other activities. This intelligence action should be possessed by all educator in any educational institution. By doing some strategy here, teachers' strategies were also categorized as the

direct instruction.³³ The old common strategy used by the teacher in lecturing approach.

By implementing those activities, teacher had followed the model of online learning recommended by the ministry of education. Studysaster. Studysater was the most recommend model used in educational system during COVID-19 outbreak. This model utilized any sharing and educational platforms in internet as the media and place to study. The minister of education had a great policy in teaching and learning process during pandemic era. The rule of applying online class was so uncommon for students in MTS. So that, the minister of education had facilitated schools of any level in education to utilize internet as a media and paid by the teacher. In a total, there were so many national-budgets used to keep students to study from home.

Studysaster was visualized similar with blended learning in common.³⁴ Teacher would be

³³ Lucia Renard, *Direct instructions- a practical guide to effective teaching,* book widget interactive learning, 2019

³⁴ Toyib D, Kontribusi nyata pencegahan COVID-19 melalui pembelajaran dengan model studysaster dan blended learning, BDK Bandung KEMENAG RI, 2021

guided to use online platforms in gaining and sharing lesson to study. Activities and strategies were modeled by the minister of education in current era. Each subject had the essential-material to teach by the teacher and to understand by the students. Essential material would have the main learning strategy and indicator in learning during pandemic era. In English subject, essential material had cut most of the important skill to acquire in communication. Reading and writing would be the most common skill to teach in English subject during pandemic era. The result of this study showed that presentation wasn't the affective strategy used in in online learning process. In interview section, the most effective activity for student is questioning section.

2. Students' perception on teachers' strategy used in teaching English.

Students and teacher had their perception dealing with the strategies implemented. Teacher assumed, by doing some activities in language learning, the best achieved indicator of students' skill in acquiring students' language proficiency. Students also had their perception and respond with the

activities that their teacher lead in class. Some activities come to stuck and producing varied respond in class. This condition become the most common factor for students' learning successfulness. After whole activities done in online class. This action needed to be evaluated for the next teaching and learning process. Researchers assumed that the teacher should have need analysis and situation analysis before implementing some strategy even the analysis is only about document study in a class before they take. For example, students in grade 7 with the different learning skill and indicator in learning English. They still need the basic lesson and happy activities because English was the new subject since there is no English subject again in elementary school. In this case, need analysis was the best answer to put the basic to advance activity during learning in class.

ES showed their perception in their learniprocess was varied. There were some students felt happy and motivated doing activities in language learning. Besides, the other showed in contrast. In some learning strategies, ES earned the best insight and achieved indicator with the help of funny activities in class. LM was delivered well during learning process by the existence of strategy. As a theory, students would easily get the main target of learning with learning in happy and motivation. Even the class was still done by online learning during pandemic

CHAPTER V CONCLUSSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study which was compiled based on the data analysis discussed in the previous chapter and presents the suggestion for the teacher, the students, and the next researcher in accordance to teachers' strategies in facilitating students to learn reading in class during pandemic era.

A. Conclusion

The researcher depicted some strategies, activities and approach used by teacher in facilitating reading material in order to get the best knowledge and life skill in reading. By doing this research also, we may take a look at the respond shown by the students dealing with the strategies implemented in online class during COVID-19 outbreak in MTs HM Soebandi, Bawen, Semarang.

Firstly, the data from the research in chapter IV had been talking about the strategies used by teacher in MTs HM Soebandi Bawen in teaching reading during pandemic era. The result showed that the strategies were variative and assorted. In the early of interview, an English teacher said that the strategy used in teaching and facilitating English reading was Problem Based Learning (PBL). The agenda of it to discover students' weakness in mastering reading skill, then to review the source in order to overcome students' anxiety in learning. This strategy was actually one of the best approaches to teach language for the secondlanguage-acquisition learners. The main media used in this learning approach was presentation or slides through online platforms. Teacher facilitated students to have reading material and reading technique lesson through presentation or slides. It took several meetings to ensure that students can follow the material and the skill taught by the teacher in online class. Teaching reading was quite taking time and emotion. English teacher realized this consequence before implementing PBL in teaching online class.

Next, there were some activities done in teaching and learning process through online class. Some of the main activities was reading slides and material. This activity was always done in every single meeting in schedule. The process of learning reading English through online learning model was using slides and the source of the material can be from internet, books, or

the other source of learning material from the government. To add, in pandemic era, there was an essential material published by the minister of education to shorten the material in prior to adjust students to online learning. The other activity done in online class in MTs HM Soebandi was free-reading and so on. Free-reading was just an activity to understand the sign and the warning word existed in the public. This activity also raised from the question "what is the meaning?" and "how to read properly?". Activities such as riddle and guessing the actor were just the ice-breaking activities to stay focus through games using English language. All activities and model actually refer to the model introduced by the minister of education as the main model used in online class activity. The model was studysaster. Studysaster is the model that utilized any single sources in internet or other to make a very suitable material to teach in pandemic era. This model was made by the government by spending lots of national budget to facilitate students to access any source and giving free to use online class platform, such as, google classroom, zoom, google meet and the other.

Lastly, the respond from the students dealing with the strategy and the activities implemented by the teacher to teach and facilitate students to acquire reading skill. Reading skill that taught by the teacher in facilitating reading material was getting lots of respond by the students. Some of them were giving the best respond dealing with the strategy implemented by the student. They were happy in learning material and following all activities led by the teacher. Some students might answer in interview section that learning online and offline were similar. They were still able to acquire the material and insight from the teacher. In other hand, students got difficulties in gaining new knowledge when following the activities and learning strategy done by the teacher. They mentioned that the way to adjust their habit to the new habit in online class was taking a lot of time. in online learning, teacher must control the students' activity and action through the screen. It will be difficult to face by the stagnant teacher. Teaching online class still need an analysis to measure students' ability and the indicator used in teaching and learning process. Need analysis also took part in composing the specific material need by the students and the condition they will use the skill in

daily life. It was a common that all new activities and models will have an improving suggestion to be better.

B. Suggestion

This research studies about the kinds of strategies used in teaching and facilitating reading material in Semarang especially in Bawen during Covid-19 outbreak. Schools in Semarang operated online learning and few of them operated offline learning during pandemic era. This particular action may lead to have different strategy to be done in gaining the best condition both teacher and students. Even in different strategy, the target of the strategy is still the same. Teacher should well understand about the capacity of the students and the condition of their students. This step is really needed to be done in any school. As the material of language curriculum development, need analysis must be the answer of implementing strategy or making module. Need analysis and situation analysis are the main keys to encounter problems in learning process. Need analysis used to fit the material and situation analysis is functioned to minimize students' excuses during teaching and learning process. Another lack of this research was the inappropriate data

from the teachers and students. This research had been conducted in MTs HM Soebandi, bawen, the private school that still less of the facilitation in applying new method in teaching language. The school still focus on adding the amount of the learners. This condition made interview cannot be applied well even researcher had a primarily research before conducting the research. Then, researcher suggests the next researchers that wanted to have similar research to have more reliable source of data or respondent. Primarily research should be well done to obtain more data from more reliable findings. Lastly, to have deeper discussion about teaching strategies to the particular skill and material, this term would be interesting to discuss with different part of teaching and learning sector, such as facilitation, particular skill, curriculum and students' perceptions.

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APPENDICES

1. Transcript interview with teacher Interview: Faridhatul Maghfiroh English Teacher

What strategies do you use in teaching English reading?

Problem based learning and presentation

- How do you facilitate reading for student in class? before entering a new title, I give students a simple reading that relates to the previous title or what has been learned or what will be learned
- What strategies do you really use to control student?
 because the learning process goes online I provide problem based learning strategies and presentations that are given through google classroom
- What difficulties do you find most in classroom? there are still many students who have difficulty understanding the material, because some words do not know their meaning and some students do not open the material provided due to several obstacles such as wifi, internet network or other things
- How do you asses the strategy you used in class? not optimal because there are no meetings that can explain in detail about the material where the

teacher can meet face to face with students, besides that some children do not submit assignments so the value is empty

- 2. Transcript interview with students Interview: Faridhatul Maghfiroh English Student
- What do you feel learning English during covid-19 outbreak?
 difficult because there are always a lot of assessments
- Do your teachers strategies help you in learning reading? Is that understanable strategy from the teacher helped me but I could not understand the material presented
- Do your teacher give you a facilitation to learn reading yes my teacher facilitated me to learn reading during covid-19
- Do you like the way the teacher teaches in classroom sometimes like sometimes don't like
- What is the most interesting moment you got in class when you are learning reading with your teacher

There is no moment that I like except free time

Interview: Faridhatul Maghfiroh

English Student

 What do you feel learning English during covid-19 outbreak?
 More difficult than offline class because i cannot

understand the lesson

 Do your teachers strategies help you in learning reading? Is that understanable? Its doesn't help because i don't understand about

the lesson

Do your teacher give you a facilitation to learn reading?

Yes the teacher help me to learn with facilitation

✤ Do you like the way the teacher teaches in classroom?

Yes because its very fun when online learn than i don't have to go to school

What is the most interesting moment you got in class when you are learning reading with your teacher?

I like when its free times

Interview: Faridhatul Maghfiroh

English Student

- What do you feel learning English during covid-19outbreak?
 Its difficult because i have network problem
- Do your teachers strategies help you in learning reading? Is that understanable?

Yes, i can understand the lesson which come from google classroom

- Do your teacher give you a facilitation to learn reading? Yes
- ✤ Do you like the way the teacher teaches in classroom?

sometimes I don't understand the material because it's not explained and only reading or videos are provided that I can't understand

What is the most interesting moment you got in class when you are learning reading with your teacher?

When its free time

Interview: Faridhatul Maghfiroh

English Student

What do you feel learning English during covid-19 outbreak?

difficult because there is a lot of material that is difficult to understand when learning online

- Do your teachers strategies help you in learning reading? Is that understanable Yes, its easy to understand
- Do your teacher give you a facilitation to learnreading Sure

Do you like the way the teacher teaches in classroom
 You have a like English lasson

Yes because i like English lesson

What is the most interesting moment you got in class when you are learning reading with your teacher

The most interesting moment when it Exam

3. Documentation study

	Research Instrument		
	Document stud	ły	
	Name :		
	Place :		
	Day and date :		
	Title of the stud	ly : Teache	er's strategies
	used in reading	class during th	e pandemic era.
No	Document	Availability	Teachers'
			strategies
1.	English		PPT
	module		
2.	Teachers'		Lesson Plan
	administration		

	(note and	
	preparation)	
3.	portfolio	Student work
		portfolio

4. Document (lesson planning)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	: MTs HM Soebandi
MATA PELAJARAN	: Bahasa Inggris
KELAS/ SEMESTER	: VII (Tujuh) / 1
MATERI :	: Teks Deskriptif
ASPEK/ SKILL	: Membaca (Reading)
ALOKASI WAKTU)	: 2 x 30 menit (1x pertemuan

1. TUJUAN PEMBELAJARAN

• Membaca teks fungsional pendek dengan intonasi dan ekspresi yang tepat

- Membaca teks fungsional pendek dengan bantuan gambar
- Membaca nyaring instruksi, penjelasan, dan waktu dengan tepat

2. MEDIA PEMBELAJARAN, ALAT/BAHAN DAN SUMBER BELAJAR

Media : Google Classroom, PPT

Alat/ Bahan : Handpne, Laptop/ Komputer

Sumber Belajar : Buku Bahasa Inggris kelas 9

3. LANGKA-LANGKAH PEMBELAJARAN

- Kegiatan Pendahuluan
 - Guru membuka kegiatan pembelajaran dengan salam dan doa
 - Guru menanyakan kabar dan mengecek kehadiran siswa
 - Guru menyampaikan tujuan pembelajaran yang ingin dicapai
 - o Guru memberikan motivasi dan apersepsi
 - Guru menyampaikan lingkup materi, langkah pembelajaran, dan teknik penilaian
- Kegiatan Inti
 - Guru memberikan contoh teks deskriptif
 - Guru menyuruh siswa untuk membaca teks secara bergantian
 - Guru menjelaskan fungsi social, struktur teks, dan unsur kebahasaan
 - Guru menyuruh siswa untuk menanalisa struktur teks deskriptif

- Guru menyuruh siswa untuk mendeskripsikan teman atau orang dengan membacakanya didepan kelas
- Kegiatan Penutup
 - Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran
 - Guru memberikan penugasan terhadap siswa
 - Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa

4. PENILAIAN HASILPEMBELAJARAN

Penilaian Sikap : Observasi Salam kelas

Penilaian Pengetahuan : Soal pilihan ganda

Mengetahui Kepala Sekolah Kab. Semarang, juli 2020

Guru Bahasa Inggris Rachman Karsono, S.Pd.I Siti Fatimah, S.Pd

5. Document (english module)



Figure 1.1 Document (Module)



Figure 1.2 Document (Module)



Figure 1.3 Document (Module)

EXAMPLE OF DESCRIPTIVE TEXT



My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs. She is a very kind person. She is very lovely, friendly, patient, and she loves to holp people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

Figure 1.4 Document (Module)

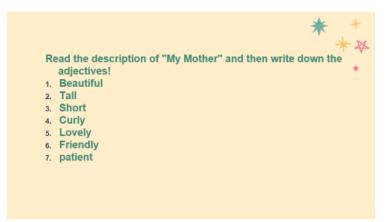


Figure 1.5 Document (Module)



Figure 1.6 Document (Module)

6. Document (portfolio)

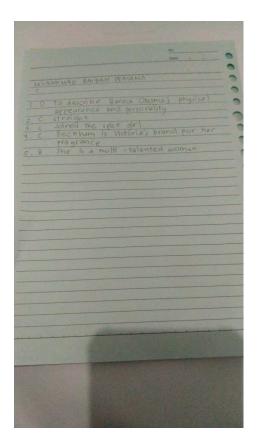


Figure 1.7 Document (Portfolio)

22 -DORAEMO hits the streets nanang bagas a 1 A To persuade the leaders to choose him in the election A. plat
D. created pathion Hyle
J. D. created pathion Hyle
H. P. posh spice is the title of her new album
s. A she is an ordinary woman 0 (KIKY) @ 1970-2017 Fujik

Figure 1.8 Document (Portfolio)

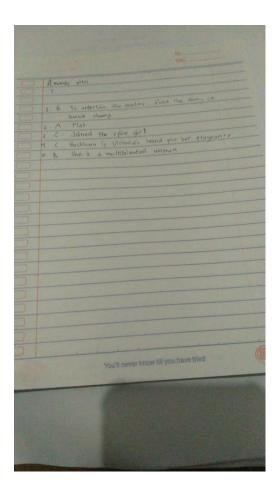


Figure 1.9 Document (Portfolio)

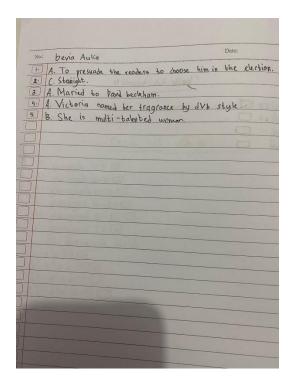


Figure 1.10 Document (Portfolio)

Dika DWi Saputra 1. C. = to Remore the life OF the president of USA 2. (-3547a) get 3. a. 2 marrieb to pavio Becleman u. a. 2 victoria named for Praghance by Jub Style 6. B. 3840 is a multi-talguter WOM an

Figure 1.11 Document (Portfolio)

CURRICULUM VITAE

• Personal Identity

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• Educational Background

- 1. Walisongo Islamic State University (2018-now)
- 2. Darussalam Modern Islamic Boarding School Gontor (2011-2017)
- 3. SDIT Permata Bunda (2005-2011)
- 4. TKIT Permata Bunda (2003-2005)