TEACHER STRATEGIES IN TEACHING ENGLISH READING COMPREHENSION DURING COVID-19 PANDEMIC (A Descriptive Study at SMA N 1 Godong)

THESIS

Submitted in Partial Fulfillment of the Requirements for

Gaining the Bachelor Degree of English Language Education

Organized by:

RORO GLADY ELMANIA FADLILA

Student Number: 1703046116

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
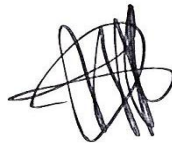**2023**

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I am a student with following identify:

Name   : Roro Glady Elmania Fadlila

Student Number : 1703046116

Department   : English Education Department

State that the thesis entitled **Teacher Strategies in Teaching English Reading Comprehension During Covid-19 Pandemic (a Descriptive Study at SMA 1 GODONG)** is purely my work. I am responsible for the content of this thesis. Other writers' opinion and findings in this thesis are quoted or cited based on ethical standards.

Semarang, 22th May 2023

Researcher,

Roro Glady Elmania Fadlila

SN: 1703046116

RATIFICATION

RATIFICATION NOTE

Thesis with the following identify:

Title	: Teacher Strategies in Teaching English Reading Comprehension during Covid-19 Pandemic (a Descriptive Study at SMA N 1 Godong)
Name	: Roro Glady Elmania Fadlila
Student Number	: 1703046116
Department	: English Education Department

Has been ratified by board of examiners of Education of Teacher Training Fackullty of Universitas Islam Negeri Walisongo Semarang and can be required for gaining the Bachelor Degree in English Education Department

Semarang, 19 June 2023

THE BOARD OF EXAMINERS

Chairperson,

Daviq Rizal, M.Pd
NIP. 19771025 200701 1 015

Secretary,

Dr. Muhammad Nafi Annury, M.Pd
NIP. 19780719 200501 1 007

Examiner I,

Dra. Ma'rifatul Fadhilah, M.Ed
NIP. 19620803 198903 2 003

Examiner II,

Nadiah Ma'mun, M.Pd
NIP. 19781103 200701 2 016

Advisor,

Dr. Muhammad Nafi Annury, M.Pd
NIP. 19780719 200501 1 007

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ADVISOR NOTE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

ADVISOR APPROVAL

Advisor Note

Semarang, 10 May 2023

To:
The Dean of Educational and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.
I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name of Student	:	Roro Glady Elmania Fadlila
Student Number	:	1703046116
Department	:	English Education Department
Title	:	**TEACHER STRATEGIES IN TEACHING ENGLISH READING COMPREHENSION DURING COVID-19 PANDEMIC (A DESCRIPTIVE STUDY AT SMA N 1 GODONG)**

I state that the thesis is already to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosah session

Advisor,

Dr. H. M. Nafi Annury, M. Pd
NIP. 19780719 200501 1 007

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ABSTRACT

Title   : Teacher Strategies in Teaching Reading Comprehension During Covid-19 Pandemic (a Descriptive Study at SMA N 1 Godong)

Name   : Roro Glady Elmania Fadlila

Student Number : 1703046116

This research was focused on teacher strategies in teaching reading comprehension during covid-19. This study is aimed to explain the strategies used by the teacher in reading comprehension duirng online learning and the teachers implementation of the strategy in the online classroom. The types of the research was descriptive qualitative and recruited 2 participant from the English teachers in SMA N 1 Godong. To collect the data researcher used instruments such as observation (field note), interview (list of question), and documentation (lesson plan). In the data analysis here, the researcher used data reduction, data display, and conclusion. The procedures of this study was used to boarden the understanding of the strategies used by the teachers and the implementation in teaching reading comprehension especially during covid-19 pandemic. *The result of this study found that the teachers used two strategies in teachig reading comprehension. They are scaffolding and question-answer relationship. Scaffolding is strategy used by teacher to facilitate or support the student to develop their skill. The teacher facilitate or support students by giving voice recording, Power Point, and YouTube link during teaching and learning process. Question-answer relationships is strategy that used by teacher to measure the students' comprehend in reading comprehension by giving assignment in the form of question, this*

strategy usually used by the teachers in the end of the class. But reseacher found that Question-Answer Relationnship strategy was the most used by the teachers because of many difficulties encountered during covid-19 pandemic. Thus are the strategies used by the teacher and the implementation in the class during online learning. It can be concluded that the techers is quite good at implementing these strategies in the class, but the implementation was slighltly hampered during Covid-19 Pandemic.

Keywords: *reading comprehension, strategy in teaching reading comprehension, omline learning*

MOTTO

Whoever frees a believer from a worldly difficlty, then Allah will free from a difficulty on the Day of Resurrection – HR. Muslim

Don't depend too much on anyone in this world. Because even your shadow will leave you in the dak – Ibnu Taymiyyah

Live as you wish but remembere that you will die. And love who you like, but remember, you will part with it. And do as you wish, but remember, you will surely receive the reward later – Imam Ghazali

DEDICATION

All praise to Allah SWT for the blessing and generosity so that the researcher can complete and finish this research.

This thesis is dedicated to my mom, the wonder woman of my life. Thank you for never stop praying and supporting me. The dedications are also addressed to my dad in heaven, thank you for being my motivation. And the last this thesis is dedicated to me for not giving up.

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Bismillahirrohmanirrohim,

All praises given to Allah, who has given us mercy and blessing. *Sholawat* and *salam* are always upon to the light of the darkness, Prophet Muhammad SAW. May we be acknowledge as his disciple!

The researcher realize 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:
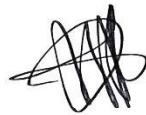
1. Dr. H. Ahmad Ismail, M. Ag. as the Dean of Faculty of Education and Teacher Training of Walisongo State Islamic University
2. Drs. Nuna Mustikawati Dewi, M. Pd. as the Head of English Language Education
3. Dr. H. Muhammad Nafi Annury, M. Pd. as the academic advisor for his patience and willingness in providing guidance and correction during consultation.
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6. My beloved family who always prays, supports, and loves me.

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9. For my loyal friends, Gentong, Sikok, Tokici, Dinda, and Atika who is always be my place to lean on.

10. For all my friends that I cannot mention one by one for helping me

11. Last but not least. I want to thank me, I want to thank me for believe in me, I want to thank me for doing all this hard work.

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

Semarang, 6 May 2023
Writer,

Roro Glady Elmania Fadlila
SN: 1703046116

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LIST OF CONTENT

CHAPTER I

INTRODUCTION

This chapter discusses the background of study, research question, objectives of the study, significance of the study.

A. Background of the Study

According to Amberg & Vause (2000: 1), language is the first and foremost method of communication, and communication occurs in social circumstances. It implies that language is extremely vital in our daily lives for communicating.[1]English is an international language, a large number of individuals utilize it to communicate. Furthermore, the government mandated that pupils take English as a mandatory subject. This is also supported by Mariam (2015), who stated that English is regarded as a foreign language and a subject that all students from junior high school through higher education must learn.[2]People use language to

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[1]Ariya. D., Nanda. D. S., "An Analysis of Teacher Strategies in Teaching Reading Comprehension at SMA MUHAMMADIYAH 1 METRO Academic Year 2017/ 2018" Jurnal Pendidikan Bahasa Inggris. Vol. 8. No 2

[2]Mariam S, *Developing a Model of Unity of Sciences Based English Course Book for Students of Science a Technology Faculty,* (Semarang: DIPA UIN Walisongo, 2015), p.10

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convey their innermost feelings and thoughts, to make sense of complex and abstract ideas and to learn how to communicate with others. To fulfill our desires and requirements, to transfer messages or ideas from speakers to listeners and authors to readers in contact with one another or with their surroundings. Reading is one of the most crucial language skills for students to master. Students can improve their language and experience by participating in this activity. They will receive the information and ideas that they require. People can gain a lot of information through reading. She/ he will gain more information the more they read.

Reading is widely regarded as the most important skill for academic performance (Carell and Grabe, 2010), as evidenced by the contrast between 'learning to read' and 'reading to learn'. Freebody and Luke (2003) add two further reader roles: 'text user' (conscious of text's cultural and social purpose and how to make use of it) and 'text analysis' (the ability to think critically about text's messages, identifying underlying ideologies or biases, and developing one's own interpretations).[3]The advancement of humans has been significantly aided by information. Starting with the information from the text and concluding with what the reader receives, reading is a process of converting information from the

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[3]A. Burns and J. Siegel, 2018, *International Perspectives on Teaching the Four Skills in ELT*

text into meanings. Reading is one of the most important skills that any well –educated person should have, in both their native language and a second or foreign language. Reading is not a skill that comes naturally or accidently, it must be studied and developed in a systematic manner using precise instruction and experiences (Annury, et all., 2019).[4]

However, the teachers can emphasize the use of such strategies in the classroom to help students gain confidence in reading and to help them improve their use over time. Many students in Indonesia may have been discouraged by the way reading is normally taught in English classrooms (Cahyono and Widiati 2016; Sunggingwati and Nguyen 2013).[5] The teaching of English in general and English reading in particular, in junior and senior high school is often done in a formal manner, with the instructor serving as the primary source of information. Furthermore, students are taught how to comprehend reading material and respond to related comprehension questions depending on their reading, which primarily require low –order thinking (Sunggingwati and Nguyen, 2013). This practice is also representative of types of tasks that feature frequently in

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[4]Annury. MN, dkk. The Use of Metacognitive Strategies in EFL Reading Comprehension. *Advances in Social Science, Educational and Humaniora Research. Vol. 343* https://doi.org/10.2991/icas-19.2019.13
[5]A. Burns and J. Siegel. 2018. *International Perspectives on Teaching the Four Skills in ELT*

Indonesian English assessments to assess English language skills, as well as many other EFL contexts.

In another case, on March 12 2020, WHO officially declared a coronavirus known as Covid-19 (WHO, 2020). Covid-19 is a virus that causes severe acute respiratory syndrome. This pandemic forced the closure of educational institutions. According to estimates, 107 countries have closed educational institutions. Following the pandemic, the closure of educational institutions was soon contemplated. In the past, it was thought that limiting social contacts might help to prevent influenza outbreaks (Jackson, Vynnycky, & Mangtani, 2016). According to UNESCO, 61 nations are enforcing the closure of education institutions. Africa, Asia, Europe, Middle East, and America are all included.[6]

This Covid-19 pandemic has swept the globe, affecting the global educational system. After the government mandated a Study from Home (SFH) program, the teaching and learning process in Indonesia shifted from offline to online learning. The learning takes place in an online mode during this SFH, and the teachers create/use learning platforms, media, and learning materials. Furthermore, teachers must teach through online learning and use current teaching platforms despite the sudden implementation of SFH in schools and the students should use the

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[6]Samreen Mahmood. (2020). Instructional Strategies for Online Teaching in Covid-19 Pandemic. *Hum Behav & Emerg Tech. get access in wileyonlinelibrary.com/journal/hbe2*

learning platforms to learn. Teachers are attempting to conduct additional study in order to implement proper teaching practice to assist students in learning through online learning (Heydari & Bagheri, 2012) during the outbreak of Covid-19.[7]

When it comes to teaching reading comprehension, teachers have a lot of options. Teaching reading comprehension strategies, according to Adler C.R (2002), are intentional plans – sets of procedures that skilled readers use to make sense of text. Students who are taught comprehension strategies become motivated, active readers who are in charge of their own reading comprehension.[8] A teacher can utilize a variety of ways to teach reading comprehension. Anyone who teaches must grasp the concepts and assumptions that each instructional technique is built on, in order to apply it successfully. Teachers teach students in the classroom to become proficient and successful readers through efficient reading comprehension instruction. Creative teachers use a variety of strategies and skills to fulfill the requirements and learning styles of each student in the classroom, rather than relying on a single method or technique. As a result, effective reading teachers recognize that reading may be taught using a

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[7]Erni. (2021). Using Online Reading Strategy in Academic Reading by Foreign Language Learners during Covid-19 Outbreak. *Al-Ishlah Jurnal Pendidikan, 13 (1)* < https://doi.org/10.35445/alishlah.v13i1.481>
[8]Dwiningtyas GN, Sofyan D, Puspita H. "Teachers' Strategies in Teaching Reading Comprehension" Journal of Applied Linguistics and Literacy. Vol. 4. No. 2. 2020 <https://doi.org/10.25157/jall.v4i2.3682>

range of ways. Teachers must adapts their instruction to the needs of their students. Because teachers should be aware of their students' circumstances; knowing the students' perceptions of their learning styles will make it easier for them to study, and they will be more successful learner (Annury, et al., 2016).[9]

Based on the explanation above, the researcher is interested in investigating what strategies are used and how it is implemented by the English teacher, especially in teaching reading comprehension. The research's title chosen is ***"Teacher Strategies in Teaching English Reading Comprehension during Covid-19 Pandemic (a Descriptive study at SMA 1 GODONG)***

B. Research Questions

Based on the baackground of the study, the researcher planned the research of the study:

1. What strategies are used by the teacher in teaching reading comprehension at SMA 1 Godong?
2. How does the teacher implement the strategies in teaching reading comprehension at SMA 1 Godong?

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[9]Annury M.N., Saleh M., Mujivanto Y., Sutopo d. (2018) The Perceptual Learning Styles Characteristics of EFL Learners. Open Science Journal 4 (1) <https://doi.org/10.23954/osj.v4i1.2160>

C. **Objective of the Study**

       According to the research question, the objective of this research can be started as follow:

1. To describe the strategy used by the teacher in teaching reading comprehension at SMA 1 Godong
2. To explain the implementation of teacher strategies in teaching reading comprehension at SMA 1 Godong.

D. **Significances of the Research**

The finding of this study can be signicant to:

1. Theoretical benefit

       This research is expected to give some information to the readers about the strategy in teaching reading comprehension. Hopefully, this research can be used as references for other researcher that takes a concern about strategy in teaching reading comprehension

2. Practically benefit

   a. To the English teacher

       The researcher is expected that the result of this study might be useful for additional information in teaching English, especially reading comprehension. It can be the additional information and support the teacher to find and develop the appropriate strategy to teach the students.

b. To the students

      The researcher is expecting that this study can be useful to make the students understand and help students to master reading comprehension.

c. To the next researcher

      Hopefully, this study can have references and significant impact for the next researcher who is doing research about strategy in teaching reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some previous research about strategy in teaching reading comprehension, and references related to this study

A. Previous Research

Considering the topic discussed in this study, the researcher provides the following some researcher that have been done:

To begin with, a study written by Nurmadia Sarjan and Mardiana entitled (2017) *An Analysis on The English Teacher Strategies in Teaching Reading Comprehension SMP 1 of Wonomulyo* has a purpose to explain about the teachers' strategies in teaching reading comprehension at SMP of 1 Wonomulyo. This study was conducted by using descriptive qualitative research. The finding of this research is that the teacher used scaffolding and QARs to teach reading comprehension. My study is different from the previous research in having a research object, which it conducts in Senior High School (SMA 1 Godong) meanwhile the previous one is in Junior High School (SMP 1 Wonomulyo). There are some points of similarity with my research, which is having the same research focus and research subject. Both of the studies focus on teacher strategy in teaching reading

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comprehension and the subject is the English teacher. But my research was more focus on the online learning.[10]

Secondly, a study written by Yosi D Lumban Gaol, et al., (2019) entitled *Teacher's Strategies in Teaching Reading at SMP SWASTA MULIA PRATAMA Medan* has a purpose to explain the strategies that the teachers applied in teaching reading and the reason of the teacher applied the strategies. In this study the researcher used descriptive qualitative design and had two instrument in collecting data such as classroom observation and questionnaires. Based on Yosi D Lumban et al conducted in SMP SWASTA MULIA PRATAMA MEDAN, the researcher found out the teaher's strategies in teaching reading, namely Reciprocal Teaching Strategy and QAR Strategy. There are some similarities between my research and previous research which is in the research design and research focus, both of them used descriptive qualitative study and focus on teacher's strategies in teaching reading comprehension. But there are some differences between my research and previous research in the research question and instrument of collecting data. The previous research was about to find out the teacher's strategies that applied in teaching reading and the reason of the teachers used the strategies, meanwhile my study was focused on teacher's strategies in teaching reading

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[10] Nurmadia Sarjan, Mardiana. *An Analysis on the English Teachers Strategies in Teaching Reading Comprehensiion SMP N of Wonomulyo. Vol 3. No. 02. 2017* < https://doi.org/10.24252/eternal.v32.2017.a4>

comprehension and the implementation in the classroom. Moreover, my instrument in collecting data are obsercation, interview, and document.[11]

Furthermore, a study written by Muslaini (2017) entitled *Strategies for Teaching Reading Comprehension* has a purpose to explain the implementation of the strategies in teaching reading comprehension and students' activities during teaching and learning reading comprehension. Based on the observation that was conducted in Jeumala Amal High School, Muslaini found some various strategies were used by the teacher, such as using Grammar Translation Method and Cooperative Learning technique, and they also used various media such as games, picture, and picture series. There are some similarities between my research and previous research which is in the research design and research focus, both of them used descriptive qualitative study and focus on the teachers' strategies in teaching reading comprehension. But there are some differences between my study and the previous one in the research question, the previous one was about to find out the teacher's strategy and students' activities in reading comprehension, meanwhile my study was about to find

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[11] Yosi D Lumban Gaol, et al. *Teacher's Strategies in Teaching Reading at SMP SWASTA MULIA PRATAMA MEDAN.* Elite Journal, Vol. 6, No. 2 (2019)

out the teachers' strategies and the implementation in reading comprehension during covid-19.[12]

Afterwards, a study written by Nguyen Thi Lan Phuong (2022) entitled *Teachers' Strategies in Teaching Reading Comprehension* has a purpose to explain the instructional methods do the instructurs employ to teach reading comprehension and describe the students feel about their teachers' reading comprehension methods. Based on the findings of interview and analysis from classroom observation, the teachers used four different methods, namely questioning, predicting, retelling, and visualizing. There are some similarities between my research and Nguyen's research, both of us used the same research design and research focus, which are descriptive qualitative and focus on reading comprehension. But, there are some differences between my research and Nguyen' research, first, on the research question, my research question are 1) What strategies are used by the teacher in teaching reading comprehension at SMA 1 Godong? 2) How does the teacher implement the strategies in teaching reading comprehension at SMA 1 Godong?" meanwhile on the Nguyen's research was on two problems, they are 1)what instructional methods do the instructors employ to teach reading comprehension? 2) how do the students feel about their teachers'

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[12] Muslaini. *Strategies for Teaching Reading Comprehension*. English Educatiion Journal (EEJ), Vol. 8, No. 1. (2017)

reading comprehension teaching methods?. Second, the object of the study, on my research the object of the study was only the teachers on the high school, meanwhile on the Nguyen's research the object the research was teachers on the college, Hau Giang Community College, and students in Pharmacy.[13]

B. Literature Review

Literature review of this study consists of definitions of reading, reading comprehension, teaching reading, teaching strategy, strategy in teaching reading comprehension, and how to teach reading.

1. Online Learning

Online learning (also known as e-learning, digital earning, or computer-based learning) is described as education delivered through a digital device with the goal of supporting learning (Clark & Mayer, 2016). This definition covers the what, how, and why of online learning in three parts: (a) in terms of what is given, the material comprises of spoken or printed words and/or graphics such as illustrations, diagrams, pictures, animation, or video; (b) in terms of how, the medium is a computer-based device such as computer, laptop, tablet, smartphone, or virtual reality; and (c) in terms of why, the

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[13] Nguyen Thi Lan Phuong. *Teacher's Strategies in Teaching Reading Comprehension.* International Journal of Language Instruction. Vol. 1, No. 1. (2022) <https://doi.org/10.54855/ijli.22113>

instructional goal is to produce particular changes in the learner's understanding.[14]

According to Stem (2019), online learning is education that takes place through the internet. It is also known as e-learning and other terms. On the other hand, online learning is merely one sort of distance learning, which refers to any learning that takes place over a long distance rather than in a typical classroom.[15]The term "online learning" means "learning over the internet". Learning experiences in synchronous contexts using various internet-connected devices (such as mobile phones, laptops, computers, etc). Students can learn and connect with instructors and other students from anywhere (independently) in these contexts (Singh & Thurman, 2019). Synchronous and asynchronous online learning emphasizes internet-based courses. Synchronous learning is a type of learning in which students and teachers engage directly while also using online tools such as conferences and online chat. On the other hand, asynchronous learning is a kind of learning that uses an

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[14]Richard E. Mayer. (2018) Thirty Years of Research on Online Learning. *Applied Cognitive Psychology, 33 (2).<* https://doi.org/10.1002/acp.3482>
[15]Henny Yulia. (2020). Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia. *English Teaching Journal, 11 (1).<*https://doi.org/10.26877/eternal.v11i1.6068>

individual learning technique to learn indirectly (not at the same time).[16]

The United Nation (UN) and the World Health Organization (WHO) regard online learning as a valuable instrument for satisfying educational needs, particularly in developing countries. To solve the situation, some schools have introduced a variety of innovative strategies, including leveraging software/apps such as Google Classroom, Zoom, Google Meet, Whatsapp, and Microsoft Teams to take online classes. In order to not only finish the course but also maintain communication with the students. This virtual online learning session was created to increase the students' certainty and confidence in their school amid the Covid-19 pandemic.[17]

2. Definition of Reading

Reading is the process by which a person attempts to comprehend what an author has written (Brown, 1994). Reading is a crucial ability for people who want to gain from other people's knowledge and experiences. Knowledge has immensely aided mankind's development through reading.

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[16]Shivangi Dhawan. (2020). Online Learning: a Panacea in the Time of Covid-19 Crisis. *Journal of Educational Technology, 49 (1).* <https://doi.org/10.1177/0047239520934018>

[17] Zalat MM, Hamed MS. Bolbol SA (2021) The Experiences, Challenges, and Acceptance of e-Learning as a Tool for Teaching During the Covid-19 Pandemic Among University Medical Staff. *PLOS ONE, 16 (3).* *https://doi.org/10.1371/journal.pone.0248758*

Starting with information from the text and concluding with what the reader receives, reading is a process of how information from the text is processed into meanings. As a result, the researcher may deduce that reading is a process in which the reader interacts with the text to identify what meaning is linked with it, and the reader employs strategy to determine what that meaning is. The meaning of a word is represented not only by a single word, but also by phrases and sentences as a whole. As a result, reading is an essential part of daily life. [18]

According to Burt, Peyton, and Adam (2003), learning to read is important because it (1) assists people in learning to think in a new language, (2) assists people in building a better vocabulary, (3) assists people in planning to study in an English –speaking country. Because they have a better vocabulary in context, students who acquire reading skills can readily extract meaning from reading English context. Rivers (1981) stated that reading is the most important activity in any language lesson. Nunan (1991) goes on to say that reading is the most significant activity in any class, not only as a source of information and a pleasure

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[18]Marliansari S. (2017). Teaching Reading Comprehension by Using Skimming and Scanning Technique to the Tenth Grade Students of SMAN 1 Gelumbang. *English Community Journal, 1 (2)* < https://doi.org/10.32502/ecj.v1i2.768>

pastime, but also as a way of consolidating and expanding one's knowledge, literature, and culture. As a result, the knowledge or information that students get from classroom reading activities should hopefully be useful in all aspects of life (Gillet & Temple, 1994).[19]

Reading is a two – way activity in which the reader and the text interact. When attempting to comprehend a written text, the reader must execute many jobs at once: decode the message by detecting written signs, interpret the message by assigning meaning to the string of words, and finally comprehend the author's objective. There are three people involved in this process: the text writer, the text, and the reader.[20] As a result, reading is one of the linguistic skills that people must have in order to communicate fluently in English, and it is critical to absorb and interpret information from the text.

3. Reading Comprehension

Reading an English text in a foreign language is not the same as reading in our mother tongue. Reading

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[19]Rodli M., Prastyo H. (2017). Applying Reciprocal Teaching Method in Teaching Reading. *Studied in Linguistic and Literature, 1 (2)* < https://doi.org/10.22158/sll.v1n2p112>

[20]Mariane Celce – Murcia and Elite Olshtain, *Discourse and Context in Language Teaching* (United Kingdom: Cambridge University Press, 2000), p. 119

necessitates a process in which individuals strive to comprehend what they have read. His mind processes written symbols when he comes face to face with them and looks at them with his eyes. Comprehending what you're reading is a must. Learners should not read the text for an extended period of time in order to complete the comprehension process. As a result, reading in this method may not provide a thorough understanding of what the reader is reading, and it is a waste of time. Therefore, students in all reading courses should work on increasing their reading speed and skimming (Annury, et al., 2019).[21]

Reading comprehension refers to a reader's capacity to comprehend printed material or a written text in order to derive meaning from the author. The purpose of reading is to understand what you're reading. The ability to comprehend something, such as a language or a document, is known as comprehension. Reading comprehension is defined by Goodman in Otto as interplay of mind and language, and success in understanding is measured by the amount to which the reader's reconstructed messages agree with the writer's intended message. Reading comprehension is also the process

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[21]Annury M, N., Mujiyanto J., Saleh M., Sutopo D. (2019). The Use of Metacognitive Strategies in EFL Reading Comprehension. *Advances in Social Science, Education, and Humanities Research, 343* < https://doi.org/10.2991/icas-19.2019.13>

of receiving a language from a written text, in which the writer attempts to extract information and messages from what they are reading. Thus, reading comprehension can be defined as the process of comprehending texts, and in order to grasp written content, readers must be able to make conclusions, identify core topics, and notice specific things from the selection.[22]

The phrase "reading comprehension" refers to the process of comprehending what is written in a text, reading comprehension refers to the process of comprehending the results. Reading necessitates a wide range of cognitive abilities, including letter and word identification, syntactic understanding, and recognition of text forms and structures (Richards & Schmidts, 2012). The relationship between the learners and what they read is referred to as the comprehension process. Reading comprehension is defined as "the process of making sense of text." The goal is to comprehend the text as a whole rather than to deduce the meaning of individual words or sentences. The result of reading comprehension is a mental representation of the

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[22]Nurhamidah S., Pulungan S, M., Harida E, S. (2018). The Analysis of Teacher's Strategies in Teaching Reading Comprehension at SMAN 1 Padang Bolak. *Jurnal Pendidikan Ilmu – Ilmu Sosial dan Keislaman, 4 (2)* < https://doi.org/10.24952/tazkir.v4i2.1149>

meaning of the text combined with the reader's prior knowledge (Kintsh, 1998)[23]

According to Kirmizi (2010), reading comprehension is the act of thinking, generating meaning by combining the author's information with the reader's prior knowledge. Reading comprehension, as defined by Woolley (2012) is the process of extracting meaning from text. The idea is to develop a broad knowledge of what is described in the text rather than attempting to deduce meaning from individual words or sentences. Reading comprehension is defined as the ability of a reader to comprehend the content of the passage such that he/she is aware of the meaning of words, phrases, and paragraph sense relationships among the ideas in the text being read.[24]

4. Teaching Reading

Teaching is the process of passing on knowledge to students. Furthermore, teaching is an art, and teachers must possess it in order for students to like learning or for the classroom to be engaging. Teaching is not simply a means of

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[23]Majeed, N. H. (2020). Employing SQ3R Strategy to Develop Iraqi EFL University Students' Reading Comprehension. *PalArch's Journal of Archeology of Egypt/ Egyptology (PJAEE), 6 (17)*

[24] Bakhtiar, H., Salija, K., Abduh, A. Journal. The Effectiveness of SQ3R Strategy in Teaching Reading. (State University of Makassar, English Education on Study Program)

passing on knowledge, but also of assisting students in learning and motivating them. Teachers must be able to explain the concept and goal of reading comprehension to the students, as well as assist students in understanding what the book is about. When learning English Learning Comprehension, the teacher is the mean point in this scenario. A good instructor should explain comprehension strategies to the students and show them then and how to use them.[25]

According to Harmer (2007), teaching is a difficult but necessary job that may be extremely satisfying when we see our students' improvement and know that we contributed to their happiness and enjoyment. In order to assist students attain these goals, teachers must urge them to read by selecting or inventing appropriate assignments, establishing successful classroom procedures, encouraging critical reading, and creating a supportive environment for practicing reading in the classroom. The teacher must determine what the objective of reading will be.[26]

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[25]Audina Y., etc. (2020). An Analysis of Teacher's Strategies in Teaching Reading Comprehension. *Jurnal Pendidikan, 11 (1)* <https://doi.org/10.31849/lectura.v11i1.3689>

[26]Hudri, M., Naim, J. Journal. An Analysis of Teacher Strategies in Teaching Reading at the First Year Students of SMK 2 Gerung in Academic Year 2016/ 2017. (Muhammadiyah University of Mataram) <https://doi.org/10.31764/leltj.v10i2.794>

5. **Teaching Strategy**

Teaching strategies, according to Jones and Barlett (2010: 165), are the structure, system, method, technique, procedure, and processes that a teacher employs throughout instruction. This is a list of tactics that the teacher uses to help students learn. The term "learning activities" refers to a work or assignment for students that is directed by a teacher. These are the activities of the students. According to Peterson et al (2000:6), strategies are a constant strategy that readers intentionally adjust and monitor in order to improve their reading performance. There were two sorts of strategies identified. Teachers use teaching strategies to help students improve their reading abilities. They are educational interventions that can be used with the entire class, a small group, or a single student. Students' strategies, on the other hand, are internal procedures utilized by students in the reading process. As they grow into independent readers, students take on more responsibility for employing strategies.[27]

The teacher can utilize a variety of strategies when teaching reading. Using the right strategy can help students understand what they are reading. According to Harmer

[27]Ariyana, D., Nanda, D., S. (2017). An Analysis of Teacher Strategies in Teaching Reading Comprehension at SMA Muhammadiyah 1 Metro Academic Year 2017/ 2018. *Jurnal Linguistika, 8 (2)*

(2007), strategy is an action taken by a teacher to achieve one or more of her/ his teaching learning objectives. The generic set can be characterized as a reading strategy. Reading comprehension teaching strategies are crucial in the learning process and can influence students' reading comprehension. Teaching strategies, according to Brown (2004), can make a range of teaching methods and techniques easier to execute. Therefore, successful reading comprehension teachers recognize that reading may be taught utilizing a variety of strategies.[28]

6. Strategies in Teaching Reading Comprehension

According to Vacca & Vacca (1999: 53), there are several strategies in teaching reading comprehension, as follow

a. Scaffolding

Scaffolding instruction as a teaching strategy is based on Lev Vygotsky's sociocultural theory and the zone of proximal development notion (ZPD). The zone of proximal development is defined as the difference between what students can learn on their own and what they can acquire with competent support (Raymond,

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[28]Wibowo, Y., E., W., Syafrizal, Syafryadin. (2020). An Analysis of English Teachers' Strategies in Teaching Reading Comprehension. *Journal of Applied Linguistics and Literacy, 4 (1)*

2000). The function of instructors and others in assisting the learners' development and giving support structure to get to the next stage or level is characterized by Vygotsky as scaffolding instruction (Raymond, 2000). It is also conveyed by Gibbon (2002: 10) that scaffolding is a teacher's support tool to help students when having difficulty in assignments so that students can complete them on their own.

The fact that the scaffolding is transitory, it is a key feature of scaffolding education. The scaffolding supplied by more knowledge gradually fades as the learner's abilities improve. Finally, the students can complete the assignment or grasp the principles on his or her own (Chang, Sung, & Chen, 2002). As a result, when adopting the scaffolding teaching strategy, the educator's goal is for students to become independent and self – regulating learners and problem solvers (Hartman, 2002). Activities and tasks that are presented as scaffolding include:

1) Inspire or enlist the students' interest in the task
2) Simplify assignments to make them easier to manage and achieve by students
3) Provide some direction to assist the students in focusing on the goal

4) Clearly indicate differences between the student's work and the standard or desired solution.

5) Reducing frustration and risk

6) Modeling and clearly defining the activity's expectations. (Bransford Brown, Cocking, 2000)[29]

Scaffolding allows teachers to assist students in negotiating meaning and overcoming challenges in text – based learning situations. Scaffolding is a strategy of assisting a student in solving a problem that is above his or her developmental capabilities with the assistance of a teacher or other knowledgeable person.

b. Think Aloud

Think –Aloud, according to Charters (2003), is a strategy in which participants speak out any words that come to mind as they accomplish a task. This is also known as think aloud when participants are directed to say explicitly only the thoughts that come to mind while executing the task (Sugirin, 2002). Readers are periodically prompted to comment on the text as they read while thinking aloud (Laing dan Kamhi, 2002). Additionally, think aloud is a practice in which students articulate their thoughts while reading (Oster, 2001) it can be summarized that the think –aloud strategy encourages

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[29]R Van Der Stuyf. *Scaffolding as a Teaching Strategy.* 2002

participants to discuss any inferences or meanings of texts with their classmates, allowing them to better absorb English literature.[30]

Think –aloud is one of the transactional strategies, according to Mckeown & Gnetilucci (2007), because it is a cooperative process of teachers and students working to create understanding of text as they interact with it. A greater knowledge of the texts may emerge in the classroom as a result of the interactions that think –aloud encourages. Think aloud is a reading strategy in which readers report their thoughts aloud (Wade, 1990). It encourages kids to think about how they read. According to Keene & Zimmerman (1997:1), think aloud is a strategy in which students articulate their thoughts as they read.[31]

Think aloud is a strategy for assisting students in their learning tasks. The goal is to remember more significant information from the teacher's materials. The ability of teachers to transfer creativity to their students in

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[30]Muhammad Tolhah. (2021). Think Aloud Method: Is it Effective in Enhancing Indonesian EFL Students' Reading Comprehension Skills? *Indonesian Journal of EFL and Linguistic, 6 (1)* < https://doi.org/10.21462/ijefl.v6i1.341>

[31]Suditi, S., Hanapi, H., Bugis, R. Journal. The Effectiveness of Think Aloud Strategy in Students' Reading Achievement. (University of Iqra Baru, Maluku)

order to control them in completing each phase of the think aloud strategy in comprehending reading texts, and teachers make their thinking clear by verbalizing their thought while reading orally.

Following the formation of a group, Richard & Vacca (2011) offered five phases for applying think – aloud strategy, as outlined below:

1) Making predictions. The students attempt to create predictions based on the chapter titles and sub – headings notices in the first phase.

2) Image developing. The students attempt to create a mental image of the information retrieved from the text in the second phase.

3) Sharing analogies. In the third step, the students employ analogies to connect the new material with their prior.

4) Monitoring comprehension. The students should control and verify the knowledge that is tough for them or that they are doubtful about in the fourth step.

5) Regulating comprehension. In the fifth phase, students strive to keep reading and skip over their

bewilderment to see if the following item can help them understand.[32]

c. Reciprocal teaching

Reciprocal teaching is a reading comprehension strategy that can help students improve their reading comprehension skills. Reciprocal strategy, as defined by Palinscar and Brown, as reported in Frank et al. (2006: 26), is an interactive dialogue between the teacher and students about text parts. Predicting, questions generating, clarifying, and summarizing are four strategies used in the discourse. Vassiliou (2011: 27) suggested that reciprocal teaching focuses on the instructor explaining and demonstrating four comprehension strategies: question generation, summarization, clarification, and prediction, as well as supporting this through interaction with students as they try to make sense of material.[33]

According to Palincsar (1986), reciprocal teaching is an instructional activity that takes the shape of dialogues between teachers and students about text parts.

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[32]Abdul Aziz Al –Qahtani. (2020). Investigating Metacognitive Think – Aloud Strategy in Improving Saudi EFL Learners' Reading Comprehension and Attitudes. *English Language Teaching, 13 (9)* < https://doi.org/10.5539/elt.v13n9p50>
[33]Rohdearni Wati Sipayung. (2018). Improving Students' Achievement in Reading Descriptive Text through Reciprocal Teaching Strategy. *Budapest International Research and Critics in Linguistic and Education (BirLE) Journal, 1 (1)* < https://doi.org/10.33258/birle.v1i1.81>

Four steps are used to structure the dialogue: summarizing, questioning, generating, clarifying, and predicting. In this discourse, the teacher and students take turns playing the role of teacher. According to Palincsar and Brown (1984) the four strategies of reading comprehension are as follows:

1) Summarizing.

It is the process of determining what information in a text is vital and what information is irrelevant so that learners can expose the text's main ideas and facts using their own words. Summarizing is a type of manufactured meaning created by students and condensed into a succinct statement that contains key information from the book. Its goal is to guarantee that students truly comprehend the text's substance. Furthermore, summarizing might promote students' interest in comprehending content with a specific meaning. The ability to recognize and integrate the most important in the text can be summarized sentence by sentence, paragraph by paragraph, and passage by passage. When students first begin the reciprocal teaching strategy, they tend to concentrate their efforts on the sentences and paragraph levels. As they gain experience, they will

be able to incorporate paragraph and passage levels (Masruddin, Ahmad, & Nurul, 2019).

2) Questioning

This phase is focused on the content of the text being read, students must focus on recognizing a major idea and identifying information and facts from the text's main theme. This question can be used to assess students' comprehension of the passage, as well as providing evidence to the teacher that the students were able to create and comprehend the meaning by posing their own questions. This question can also be used to deduce the teacher's question. The summarizing strategy is reinforced by question generation, which takes the learner one step farther in the comprehension process. When students come up with questions, they first figure out what type of information is important enough to warrant an inquiry. They then pose this information in the form of a question and self –test to ensure that they can answer their own question. Question generation is a versatile strategy in the sense that it may be taught and promoted at various levels by students. Some classroom scenarios, for example, necessitate

students' ability to infer or apply new information from text.

3) Clarifying

To identify a vocabulary that is unknown to them and difficult to locate is what clarifying is all about. Furthermore, clarifying is utilized to justify the pronunciation of words so that earners must think critically in order to locate the text's major idea and sub main point. Learners frequently face such issues since the text frequently has an idea or structure that is unclear while reading. As a result, learners require clarification in order to grasp the meaning of the text. This clarification may offer learners with the incentive they need to overcome their difficulties. When working with students who have a history of comprehension difficulties, clarifying is very critical. These learners may assume that the point of reading is to recite the words correctly, and they may not be bothered if the words, and indeed the passage, do not make sense. When students are asked to clarify, they are reminded that there are a variety of reasons why materials are difficult to grasp (for example, vocabulary, ambiguous reference words, and unfamiliar and possibly challenging concepts). They

are trained to be aware of the impact of such barriers to understanding and to take the required steps to restore meaning (e.g. reread, asking for help).

4) Predicting

In his step is a guessing game involving a theme, a picture, or a set of words. Learners have been able to determine the topic of a text before reading it by connecting their experiences. Furthermore, students will be able to predict what will be discussed in the following paragraph in relation to the content they have read.[34]When students predict what the author will discuss next in the text, they are predicting. Students must activate appropriate background knowledge that they already process about the issue in order to do this properly. The students' reading has a purpose: to confirm or refute their hypotheses. Furthermore, students will have the ability to connect the new knowledge they will face in the future with knowledge they already possess. The predicting will come across knowledge that they have already processed in the text. The predicting will come across knowledge that they have already

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[34]A'yun, Q., Yunus, M. (2017).The Efficacy of Reciprocal Teaching Method in Teaching Reading Comprehension to EFL Students. *EFL – Echo, 2 (2)* <https://doi.org/10.24235/eltecho.v2i2.2174>

processed in the text. Students discover that headings, subheadings, and embedded questions in the text can be used to forecast what will happen next, which makes it much more valuable.

In conclusion, each of these strategies was chosen to assist students in constructing meaning from text as well as to monitor their reading to verify that they were understanding what they were reading.

d. SQ3R

SQ3R is a reading strategy that breaks down the reading process into digestible chunks. It's only one of a number of comparable strategies for improving understanding. Surveying, questioning, reading, reciting, and reviewing are the five steps in the process. The SQ3R strategy entails: 1) quickly reading the chapter's heading to get the important information, 2) turning the heading or title into a question, 3) reading to find the answer to the question, and 4) recalling the important point (the answer to question) by retelling or writing it down at the important point (Vacca & Vacca, 1999).

Prof. Francis P. Robinson created SQ3R at Ohio University in 1940. This strategy can be utilized to understand reading texts in a variety of areas. The approach is also structured to follow the levels allowing

students to study in a systematic and effective manner (Mangasi, 2019). Furthermore, the goal of this strategy is to assist students in comprehending and retaining the information they have gained from reading the text by guiding them through numerous stages as they begin to read the text (Widiawati, 2020). There are five steps to this strategy (Survey, Question, Read, Recite, and Review).[35] As follow:

1) Survey

  The students begin by surveying the title and header of the text to gain a broad concept of what the book will discuss by "surveying" or surfing the text or to acquire an overview of the contents of the text and how the text is structured in the first step of strategy. To comprehend the entire text, the information gathered can be in the form of key words and essential ideas (Agudelo et al., 2007: 17). Carlston (2011: 142) believes that this step will equip the students' mental processing system to acquire information to be learned since it supplies the main knowledge required to arrange and assimilate incoming information from reading text. If student's

[35]Habee, Z., M., Abbas, S., H. (2018). The Effectiveness of SQ3R Strategy in Promoting Iraqi EFL Students' Reading Comprehension. *International Journal of Research in Social Sciences and Humanities, 8 (4)*

cognitive processing system knows what to expect ahead of time, it can absorb and remember information far more quickly than if new information is thrown at them without warning

2) Question

The students generate questions based on the material gathered during the "surveying" step and their prior knowledge in the second step, questioning. They arrange new information and begin to associate it with previously acquired knowledge. This attachment is a key part of the learning process. Self – generated questions aid concentration, lessen the occurrence of forgetting what has just been read, and improve reading speed and recall (Kemmis and Taggart, 1998: 126). As the students frame certain questions and then uncover the answers in the text, this process of asking questions leads to the discovery of knowledge, which is the essence of comprehension (Gongos, 2012: 32).

3) Read

Students have an in –depth reading session in the next phase, reading, which allows them to read the content carefully in order to understand it. They are only supposed to focus on the primary concepts and

important details that support the main notion during this step. They are permitted to take notes during the execution of this stage since they must concentrate on gathering detailed information. Important details in the text could potentially distract students if they are not focused on the topic. (Soedarsono, 2001: 47).

4) Recite

The students answer their own question without looking back at the text during the reciting process. In other words, after students complete reading, they react to the questions in their own words. Students may be requested to write down their responses and highlight key aspects before being asked to recollect or recite them, taking this into account. Students should not be allowed to return to the reading material at this point. (Gongos, 2012: 33)

5) Review

Students review the text by re –reading it and verifying their own notes for essential information in the final step of this strategy (Soedarsono, 2001: 49). According to McDaniel and Fisher (1991: 20), during the "review" part of the SQ3R strategy, students should look for material that they may have missed during the reading step, the practice of re –reading

provides immediate feedback, which has been found to improve the testing effect.[36]

e. Question –Answer Relationship (QAR)

Question –answer relationship (QAR) is a reading strategy based on question comprehension and analysis. In other words, this strategy helps students understand the questions so that they can obtain information from the reading. In order for students to simply glance at the reading in practice in the classroom and to better comprehend the emphasis of students in the teacher's questions about the text reading (Vacca & Vacca, 1999).

When answering questions, the Question Answer Relationship (QAR) strategy is created as a tool for an intentional and common way of thinking and communicating about effective sources of knowledge. QAR is comprehension –improving strategy used during reading. This strategy teaches students that no two questions are the same, and that learning how to recognize the many types of questions will aid them in answering the questions. It also provides a three –way interaction between questions, text contents, and reader knowledge (Raphael, 1982). Raphael (1986) Raphael (1986)

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[36]Zulya, C, M., Nurweni, A., Putrawan, G., E. Journal. Improving Students' Reading Comprehension through Question – Answer Relationship (QAR) Strategy. (English Education Department, University of Lampung)

developed strategic QARs as a tool to teach students to read texts and answer questions, which allows them to understand how to identify context-specific and contextual information in a text.

One of the reading strategies is the QAR strategy. The QAR strategy, devised by Raphael (1986: 516), is a reading comprehension strategy that promotes students to be active, strategic readers of texts by "clarifying how students approach the tasks of reading texts and answering questions." QAR shows where information can be found "in the text" or "in my head". The actual question answer relationships are divided into four categories: Right There, Think and Search, Author and Me, and On My Own.

The four categories of questions, according to Raphael (1986: 220), can help students examine the QAR, allowing them to become killed at assessing the types of questions they are often asked to respond to when reading a text. The following are the four types of question QAR strategies:

1) Right There Question

To answer the question, you must return to the section and find the correct information. Because the correct answer may be found somewhere in the passage, they are also referred to as literal questions.

"According to the passage…", "How many…?", and *"What is…?"* are all examples of "Right There" questions. Rereading, scanning, and hunting for crucial words are some of the procedures that can be taken to answer the "Right There" question.

2) Think and Search Question

Usually, you will be asked to consider how the passage's ideas or information relate to one another. You will need to go back through the section and identify the facts that the question refers to, then consider how the information or concepts fit together. "Think and Search" questions may include words like, *"The main idea of the passage…", "What caused…"* and *"Compare/ Contrast."* Skim or reread, look for essential information, and summarize some of the steps that could be used to answer the "Think and Search" question.

3) Author and You Question

Require you to answer the question using thoughts and information not immediately information expressed in the passage. These questions challenge you to consider what you've read and generate your own thoughts or opinions. "Author and You" question may include phrases such as *"The*

author implies…", "The passage suggests…" or *"The reader's attitude…"* Reread, consider what you already know and what the author says, and make predictions as a step toward answering "Author and You" question.

4) On My Own Question

Can be answered based on your prior understanding of the subject. Because I do not need you to refer to the passage, this type of question is rarely found on reading comprehension assessments. *"In your opinion…"* and *"Based on your experience…"* are two words that appear in some of "On My Own" questions.

7. How to Teach Reading

In teaching reading, there are several things that teacher can do, such as[37]:

1) Select a proper material for students
2) Introduce the text: teacher needs to clarify the content of the text or material that will be learned during reading class. Teacher can also introduce or give brief explanation about unfamiliar vocabularies that might consist in the text or material.

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[37] Szvarnasz, Alexandros. (2008). Teaching Reading. *Practice and Theory in Systems of Education*. Vol.3 No.1

3) Guide questions to help guessing, predicting, and eliciting answers.

4) Teacher can ask the students to read the material silently, aloud, or they can read it individually or in turns.

5) Explain the meaning or the content of the material being learned to the students in order to give them more comprehension regarding the text being read.

6) Check the comprehension and follow-up activities.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents a research method. It consists of research design, data and source of the data, technique of collecting data, instrument, and data analysis technique.

A. Research Design

The scientific procedure of obtaining data with certain aims and functions is termed as research design. According to Borg and Gall (1989), there are numerous labels to distinguish between old and contemporary research methodologies, including quantitative versus interpretive research and quantitative versus qualitative research. However, in most of the studies, the terms "quantitative" and "qualitative" are utilized.[38]

The researcher used the qualitative method to conduct this study. According to Burns and Grove (2009), qualitative research is a methodical and subjective way to highlight and explain daily life activities, as well as giving them adequate meaning. It is taking up more and more space in the social sphere. Its goal is to give a comprehensive explanation of human behavior, emotion, attitudes, and experiences (Tong, 2012). The positivist,

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[38]Sugiyono, *Metode Penelitian Pendidikan.* (Alfabeta: Bandung, 2015), p. 13

interpretivist, and critical paradigms are the most common in qualitative research (Punch, 2013). It is used to investigate people's actions, opinions, feelings, and experiences, as well as what is at the core of their lives. Its foundation is based on an interpretive approach to social reality and description of human lived experience (Atkinson, 2001). It has a significant impact on education, health care, nursing, and other research areas (Denzin & Lincoln, 2005).[39] According to Creswell, qualitative research entails interpreting the meaning of data and developing a final repost in a flexible structure[40]

Therefore, the goal of the qualitative aspect here was to describe the teachers' strategies for teaching reading comprehension and to explain how the teacher implemented it in SMAN 1 Godong.

1. Research Setting

The research was conducted in Senior High School 1 Godong to explore teacher's strategies in teaching English reading comprehension and to explain how the strategies are implemented in the classroom. The data was taken through observation and interview. Because the participants were

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[39]Haradhan Kumar Mohajan. (2018). Qualitative Research Methodology in Social Sciences and Related Subjects. *Journal of Economics Development, Environment and People, 7 (1)* <https://doi.org/10.26458/jedep.v7i1.571>

[40]Creswell W John. 2014. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches,* SAGE Publication.

willing to be researched and were remitted to do research at the school.

2. Participant

The sample in qualitative research is made up of participants or informants. In this study, the term "social context" was used instead of "population". Place, actor, and activity are the three elements that make up a social situation (Sugiyono, 2015).[41] The participant in this research were the English teachers of SMAN 1 Godong, the researcher took two participants due to covid-19 pandemic, therefore some of the teacher could not be the participant of this study. There were two teachers, one female teacher and one male teacher.

3. Data Sources

According to Arikunto (2013: 173), the data source is the subject from which the data can be gathered. The data source in this study refers to the topic from which the data can be collected, as well as explicit instructions on how to retrieve and analyze the data. Nur Indrianto and Bambang Supomo (2013) stated that data sources in addition to the type of data has been collected in advance, are a significant component in choosing the data collection strategy. According to Prastowo,

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[41]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung: Penerbit Alfabeta, 2015), p. 129

data source consideration is based on the type of data determined and this research used primary and secondary sources, notably in normative research based on document source or reading material.

a. According to Sugiyono (2018: 213), primary data is a data source that provides data directly to data collectors. The researcher's primary data was gathered from the instrument of this study, which are observation and interview.

b. Secondary data is data that is not directly provided to data collectors, such as through other individuals or documents (Sugiyono, 2018: 213). The secondary data that used by the researcher was a lesson plan.

B. Technique of Collecting Data

The researcher used three techniques to collect the data. Those two techniques are as follow:

1. Observation

Observation is defined as a methodical recording of the symptoms under investigation (Usman & Purnomo, 2004). Observation is a technique or method of collecting data by witnessing ongoing actions, according to Sukmadinata (2005). The teachers were observed by the researcher. In this case, the researcher analyzed all the activity in the class during the

teaching learning process. In arranging observation, the researcher observed how the teacher taught their students about reading comprehension and what strategies that the teacher used in class during the lesson from opening until closing.

2. **Interview**

The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required things that will be requested.[7] Interview with informants as data and information sourceswere done with the goal of obtaining informationon the research topic. An interview, according to Bogdan and Biklen (1982) is planned by one person with the goal of gathering information.[8]

The researcher will use a set of question which is developed to gain the specific information in response to interesting or important answer that arises unexpectedly from the planned questions. In this case, the researcher will use structured interview,

3. **Documentation**

According to Sugiyono (2015), documents are records of past events. Documents might take the shape of literature, photographs, or a person's colossal works.[9] In this case, the

documentation will be obtained from the texts or books that were used during the teaching and learning process.[42]

C. Instrument

According to Gulo, research tools or instruments are a written guideline for an interview or observation, or a list of questions designed to acquire information. Depending on the approach utilized, the instrument is referred to as an observation guide, an interview guide, a questionnaire, or a documentary guide (Gulo, 2000). An instrument is a tool or facility used in research to gather data in order to make work easier and the results better, as well as to make the data easier to process (Arikunto, 2006).[43]

1. Observation

According to Creswell, a qualitative observation is one in which the researcher travels directly to the research location to watch the behavior and activities of individuals. The researcher records/ writes the activities in the research place in a structured or semi – structured manner during this observation (for example, by asking a number of questions that are known to the researcher). Qualitative researchers take

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[42]Hardani, dkk. *Metode Penelitian Kualitatif & Kuantitatif.* (Yogyakarta: Pustaka Ilmu, 2020), p. 150

[43]Alhamid, T., Anufia B. (2019). Resume: Instrumen Pengumpulan Data. (Sekolah Tinggi Agama Islam Negeri Sorong, Ekonomi Islam) <https://doi.org/10.31227/osf.io/s3kr6>

on a variety of positions, from non – participants to full – fledged participants.

After getting permission from the Headmaster of SMAN 1 Godong, the researcher did the observation. The researcher observed how the teacher taught their students about reading comprehension in the online class. In this case, the researcher wrote whatever the teacher did during the activities during teaching and learning process. The researcher conducted non-participant observation while acting as passive observer in order to gather the data. It indicates that the researcher will not participate in the class's subject-related activities. The researcher observed everything the English teachers did in the class, including the teaching of reading comprehension and other aspects of the English teaching learning process. In this case, researcher join WhatsApp, it showed how they teach during online learning, while during the activities the researcher takes a note. The observation was repeated many times to collect the data.

The observation guideline (field note) was adopted by Yulia (2021) which explain in her journal. Here are the field note. See Appendix 1.

2. Interview

Creswell stated that researchers can perform face – to – face interviews, telephone interviews, or focus group interviews (interviews in small groups) with six or eight individuals each. Such interviews necessitate a set of unstructured, open –ended questions aimed to extract the participants' thoughts and ideas.

The interview will be done with the English teacher of SMA 1 Gondong. The interview will be done after finished the teaching and learning process. This interview will be conducted in order to obtain a spoken respond from the participants. This interview aims to cross-check the data and to ensure that the data from the observation are valid. The researcher will do the interview to get more information about teaching reading comprehension. This interview would supplement and strengthen the finding of previous instruments. The researcher conducted a face to face interview and online interview (by *Whatsapp*) with the English teacher in order to get the needed data. Interviews can be done in the form of unstructured interviews, which use a list of questions. The researcher interviewed one or two teachers of SMAN 1 Godong.

In this research, the interview was adopted by Suryani (2021) which explained in her journal. At last, here are the listed questions of the interview guideline. See Appendix 2

3. **Documentation**

The primary instrument in qualitative research methodologies is the researcher. According to Bogdan and Biklen (1982:27), the primary tool for analysis is the researcher's insight. Additionally, Nasution (1988), Faisal (1990), made the case that in naturalistic research, the researcher is the primary tool that enters the field and seeks to gather data. All data are gathered and analyzed by the researcher, although in this activity, the researcher has assistance from supplementary materials such pictures, notes, and papers pertinent to the research topic.[44]

The documentation in this research is data such as lesson plan teaching and photos (*screenshot*) from the teaching and learning process in the whatsapp group. Reseacher convinced that documents like lesson plan or photo duirng learning process will contribute useful information to this study.

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[44] Salim & Syahrun. *Metodologi Penelitian Kualitatif.* (Bandung: Citapustaka Media, 2012), p, 124

D. Method of Data Analysis

The act of organizing and categorizing data into patterns, classifications, and fundamental units of description in order to find themes and build working hypotheses based on data is known as data analysis. According to Moleong, working with data, organizing data, classifying it into manageable units, synthesizing, exploring and identifying patterns, determining what is significant and what is learned, and deciding what to tell other people are all examples of qualitative data analysis.[45]

According to Miles and Huberman there are three steps of activities carried out in data analysis consisting of, as follow:[46]

1. Data Reduction

Data reduction entails summarizing, selecting the most important item, focusing on the most important, searching for themes and patterns, and discarding the rest. According to Miles and Huberman (1984), data reduction is defined as the process of choosing, reducing, abstracting, and converting "raw" data derived from field notes. Data minimization was carried out throughout the inquiry.

[45]Sandu Siyoto & Ali Sodik. *Dasar Metodologi Penelitian.* (Yogyakarta: Literasi Media Publishing, 2015), p. 120

[46]Salim & Syahrun. *Metodologi Penelitian Kualitatif.* (Bandung: Citapustaka Media, 2012), p. 147-151

The researcher collected the data from the instrument, the important data were selected and the unimportant data were reduced.

2. **Data Display**

A collection of structured data that allows consumers to draw conclusions and take action is referred to as data presentation (Miles and Huberman, 1984). Data in the form of narrative text is turned into various types of matrices, pictures, networks, and charts. But most often used in qualitative study is text narrative. They are all meant to organize information in a logical, understandable manner so that researcher can figure out what happened and draw conclusions.

The next stage is to display the data after it has been reduced. In this step, the whole information that was appropriated with the statement has been arranged in order to understand the teaching process of reading comprehension.

3. **Conclusion/ Verification**

The following phase is to draw conclusions or validate data after the data has been presented, which is also included in the data analysis summary. Before ascending to more depth and firmly established findings, the initial stage's conclusions are fuzzy, open and skeptical, and unclear. It is

likely that "final" findings won't emerge until all of the data has been collected.

The conclusion of this study was discussion of the teacher strategies in teaching English reading comprehension and how they implemented the strategies at SMAN 1 Godong.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter presents the results of the research and discussion containing the results of interviews and observations with teachers at SMA N 1 Godong. The result, which is documentation, is used as the lesson plan of the English teacher. The documentation focused on obtaining more data for the field of research.

The research was conducted to answer the formulation of this research including 1) What strategies are used by the teacher in teaching reading comprehension at SMA 1 Godong? 2) How does the teacher implement the strategies in teaching reading comprehension at SMA 1 Godong? The researchers needs examine the data numerous times in order to understand it and collect data from the school. The observation and interview were started in August 2021 with the teachers and all the data included documentation (lesson plan) been collected in March 2022. The teachers were English teachers from the school, researcher collected the data from two participants, they are Mrs. Harini (Teacher 1) and Mr. Supardjan (Teacher 2).

1. **The strategies used by the teacher in teaching reading comprehension at SMA 1 Godong**

    Due to Covid-19, all schools have been mandated to implement distance learning or home study and, of course, teachers' strategies in teaching have also changed. Teachers find it difficult to learn at home because they face different situations. To get the data from the teacher, the author gets them several times. Observations were made by examining teacher-student interactions in online learning and interviews were conducted with teachers from SMA N 1 Godong. In this case, the teacher only used WhatsApp and Google Classroom to study at home, as teachers and students faced many obstacles when using other media such as her Google Meet and Zoom meetings. However, it cannot be denied that there are other teachers using Zoom and Google Meet for online learning. Based on the observations made, researchers found out the teachers used QAR and scaffolding as a strategy while online learning, this is also evident in the lesson plan that the teacher used. Teachers used QAR to answer questions and use scaffolding to understand how to understand the text to ensure students understood the text.

    a. **Scaffolding**

        In teaching reading comprehension, teachers use more text to improve students' reading ability.

Usually, teachers search for text in books or on the Internet and then send it to a WhatsApp group. Once sent to the WhatsApp Group, the teacher then asked students to pay attention to the text. In using a strategy the teachers usually used some media to support activities in teacng process. In this case, Teacher1 provides facilities in the form of a voice recording of the English teacher, which is the recording contains commands and examples of reading texts given in class. In this way, students imitated the reading of the text done by Teacher1. This is evident during observations and interviews, where the researcher looks at and hears the teacher's voice recording in class. The fact that the documentation of data also shows that teachers provide facilities in the form of power points

"Because I use Whatsapp, I often use orders in written language in teaching, but sometimes I also use oral language which is voice recording. So i record my voice when i read the text and i will send to WAG, the recording is expected can help the student how to read clearly " (Teacher1)

In teaching reading comprehension Teacher2 sent a Youtube link or Power Point to helps the students understand the material given during online learning.

"Because I use whatsapp group and google classroom, it's definitely different. First of all, let me say hello first, for example I get the first hour I ask the students to pray first but if it's not in the afternoon, for absences I usually use Google Classroom, so I know which students are taking the class and are active. Then they provide motivation to learn and also explain the purpose of learning, then enter the material. In teaching, like before, I sent a Youtube or PPT link, then discussed in a Whatsapp group, and ended by giving assignments. But most of the time I give materials and assignments, because in online learning it is also difficult to condition students to stay active." (Teacher2)

Using this strategy, it helps students who are struggling. One of the measures that teachers take to help students is to practice reading samples, in which the Teacher1 provide examples of how to read with correct pronunciation and help students find difficult vocabulary. Similarly, what is done by Teacher2 by sharing Youtube links and Power Point for students to watch, read, and understand. Then, discussed in the WhatsApp group to explain more about the material.

The use of Youtube can help students become more interest to learn more about pronunciation and vocabulary, because nowadays, teenagers usually learn through online, and Youtube is one of many applications that can be used as a learning media. By watching and learning through Youtube, students can have further knowledge which can help them comprehend their reading skill.

From this activity, the researcher analyzed that the teacher used scaffolding in the strategy of teaching reading comprehension. Although the strategy is not done perfectly, it can be seen that the teacher tried to help students learn how to read correctly, find difficult vocabulary, and give explanations about the text. It is relevan with Vygotsky theory that the role of the teachers and others in supporting the learner's development and providing support structures to get to that next stage or level (Raymon, 2000, p.176).[47] Using scaffolding, the tachers can ensure that their students fully comprehend the material and lesson's topic. The actions and activities that make up the scaffolding include: a) motivate or arouse the student's interest in the task, b) simplify it to make it more manageable and achieveable, and clarify

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[47] Rachel R. Van Der Stuyf , *Scaffolding as a Teaching Strategy.*

the aim, c) Give the students some guidance to assist him or her concentrate on attaining the goal, d) Indicate the specific deviations between the student's work and the desired outcome, e) Lessen the chance of frustration, f) The expectations of the activity to be completed should be modeled and clearly stated. (Bransford, Brown, and Cocking, 2000)[48]

From some activities of the scaffolding activities above, it can be seen that the teacher has implemented some of these activities and tasks. However, the teachers did not mention using scaffolding strategy in the interviews, it was clear that they made an effort to support their pupils when they encountered challenges. When students have difficulty, the teachers gives wide access and explains the issues the pupils are having.

b. QARs

The second strategy that is used by the teachers is Question Answer Relationship. In using this strategy, the teacher will give some questions to students and find out how far the students have understood the material given. This was also found in an interview with Teacher1, Teacher1 stated that asking questions to students is an

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[48] Rachel R. Van Der Stuyf , *Scaffolding as a Teaching Strategy.*

obligation, to find out to what extent students understand the text.

"It is a must, we must know how far they understand the text if we don't ask them"

"The main goal is to make them comprehend the reading text. So that they understand the content of the text, the purpose of the text, the generic structure and language features of the text, the main idea of the text, etc. If they understand the content they can determine the goal of the text."(Teacher1)

Teacher2 also often uses this strategy in online learning, this is because the strategy is considered the most effective way to use.

"... i feel that the strategy is effective to use during online learning. By this strategy I can find out which students can understand the material and not by asking them a questions." (Teacher2)

Teacher2 also claimed that Question-Answer Relationship is one of the strategy that appropriate to use by teachers during online learning.

"Because I think this is the more appropriate strategy and is used more often." (Teacher2)

In this situation, the researcher analyzed that teachers used QAR strategies in teaching reading

comprehension. To achieve the learning goal, namely understanding the text, the teacher asked questions or gave an assignment in the form of question. Students must understand the given text by being able to answer questions gave by the teacher. How students respond to the questions reveals whether or not they have mastered the material. When the students comprehend the materials, they can respond or answer to any questions with ease. Students who can not answer to questions when they do not understand, yet. This strategy is the one most often used by teachers because it is the easiest strategy to implement. Even so, it is one of the skills students must master. Using the right strategy is essential for every study session. This is relevan with Raphael (1982, 1986). He claimed that QAR strategy was created as a reading comprehension strategy to help pupils better understand how to read and answer to the questions.[49] He also defined QAR strategy to clarify students' approaches in framming strategies by understanding question types to comprehend texts (Raphael, 1986)[50]

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[49] Citra M. Z. *Et al*, "Improving Students' Reading Comprehension through Question-Answer Relationship (QAR) Strategy". *Thesis.* (Lampung: English Education Study Program University of Lampung) hal. 6

[50] Nguyen Thi Bich Thuy, Nguyen Buu Huabn. *The Effects of Question-Answer Relationship Strategy on EFL High School Students' Reading*

The use of Question-Answer Relationships strategy also encouraged students to be more active in asking questions if they are still confused regarding the material being learned. Therefore, the one who can give questions is not only from the teacher, but also from the students. This strategy is one of the frequenlty used by the teachers, because the strategy's superior effectiveness, particularly when used for online learning. Students must be able to read comprehension in order to benefit more from various texts and learn more. The reading approach is therefore more likely to be directed at the teacher, but pupils must also come up with effective strategy for learning to read on their own. However, the teachers conducted this strategy to make sure how far the students understand about the text.

2. **The implementation of teacher's strategies in teaching reading comprehension at SMA 1 Godong**

In applying teaching strategies in online situations, it is certainly different. Moreover, teachers only used the media such as WhatsApp and Google Classroom. In this situation, there is no direct interaction between the teacher and the students, so the strategies used are also different with offline learning. Based on observations and interviews that have been

Comprehension. Europian Journal of English Language Teaching. Vol. 3. No 4 (2018)

carried out, teaching learning activities begin with a greeting, then continues with checking students attendance. The teachers do not forget to motivate the students so that they can be more enthusiast in learning. Furthermore, teacher gives material to be discussed in the WhatsApp group. However, during online learning, the students tend to be passive, so it was difficult for the teachers to use the strategies perfectly. Therefore, the teachers often gave material and asked the students learn by themselves.

a. **Scaffolding**

At the beginning of online learning courses, teachers first greet students, then encourage them to be more active in their studies and continue their absences and don't forget to motivate the students.

In learning process, Teacher1 opened the class by greeting and followed by checking attendance, not forgetting to motivate students. The teaching and learning process carried out in online learning through WhatsApp Group. Furthermore, Teacher1 gave the material to be studiedby the students in the class. After giving material, Teachers asked the students to discuss in WhatsApp group. During online learning, Teacher1 tried to provide assistance to students in the form of sending voice notes or recording which Teacher1 read the text of the material

text in hope that students can find out how to read correctly, so indirectly the students also learnt pronunciation. In learning process Teacher1 also provides Power Point to help the students better understand the material given. Similar to Teacher1, Teacher2 also did the same things. In online learning, teachers are forced with many obstacles. However teacher tried to keep giving the best to their students. By facilitating the students so that they would be better understand the material provided. This is also done by Teacher2 in teaching and learning process, he helps his students learn by providing link Youtube and Power Point for students to study.

In this situation, the teacher used scaffolding to help students learn to read correctly so that students can imitate the teacher. Not only that, students are expected to be able to understand the given text. The strategy was used to ensure that the students understood the course material so they could accept or understand the English teacher's explanation. Many students were not active in the entire lesson since the scenario throughout the online learning processes was greatly reliant on the internet quota and the signal strenght of the individual users.

b. QARs

In the middle or an end of learning activities, the teachers give an assignment to measure students' understanding. The teacher asked the questions about the lesson they had just learned in order to determine whether or not the students understood the subject.

In teaching, Teacher1 gave an assignment in the form of written test, after the material is given and discussed to the WhatsApp group, Teacher1 gave several questions for students to work on. Usually Teacher1 provides text then asked to be translated and look for difficult vocabulary, the last but not least asked the students to work on questions related to the text. Teacher2 did the same thing, Teacher2 also gave an assignment in the form of questions or orders. In giving assignment, Teacher2 usually asked the students to look for difficult vocabulary, then answer reading questions such as finding out the generic structure, linguistic elements, and so on related to the text.

The English teacher employed this strategy to test pupils' understanding of what they were being taught in relation to the material they were reading. As a result, if students can respond to the question, they had a good understanding of the book, if not, they had a poor

understanding of the material. In this stage, the teachers not only gave questions to the students, but the students were also welcome to ask questions regarding material that they might not understand.

B. Discussion

In this study, the researcher explains or discusses the research findings with an emphasis on the findings that address the research questions and the a search for distinctions between this study and previous researchers. According to Putu's study found that the strategy employed was Question Answer Relationship. In addition, the use of learning tools like WhatsApp, Google Classroom, and Google Meet is imlemented in online learning. The English teachers used textbook, PowerPoint, and instructional videos from YouTube to impart the lesson. Additionally, the use of Question Answer Relationship strategy in the online learning process, specially by providing that was initially delivered by English teachers, then directing seventh-grade students to read, while providing questions regarding the material in the textbook. Thus, by employing the QAR strategy, pupils are able to comprehend the reading' contents and locate information, which can inspire them to engage in conversation with teachers and peers. Naturally, some exercises are cut during the online learning process in order to save time. For the record, online learning are only 30 to 40

minutes long. This type of guiudeline is intended to ensure that students are not overburdened with the workload beacuse online learning also necessites a strong internet connection and a set number of students per meeting.[51] The differences between Putu's study and my study that in the data collection. Researcher used three instrument namely, observation, interview, and documentation. Documentation here is to gain more data about the teaching and learning process especially in online learning, because the teachers only used WhatsApp group so the data obtained is lacking.   The observation that carried out by the researcher was also different from Putu's research, Putu took observation by joining Google Meet so that the teaching and learning process were clearer than the teachers who only used WhatsApp Group. Moreover, researcher took a place in Senior High School meanwhile Putu's research took a place in Junior High School.

According to Fitri's research, the outcome demonstrates that the teacher employed three teaching strategies to teach reading comprehension: understanding the text, individual and group strategies, and Question-Answer Relationships (QARs). The goal of the strategies was to ensure that the pupils understand the reading and its contents. According to this study, the

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[51] Putu Pradana A. *Strategies Used by English Teachers in Teaching Reading Comprehension.* Journal of Educational Study. Vol. 2. No.2. (2022) <https://doi.org/10.36663/joes.v2i1.250>

strategies were succesful in teaching reading comprehension because they may aid students in understanding the material. It would be simpler for pupils who struggle with reading to grasp reading comprehension. Additionally, those strategies might encourage the pupils to be more active. It is advised that teachers adapt their reading comprehension teaching strategies to the abilities and personalities of their students.[52] The comparison between my research and Fitri's research is on the data collection objective of the study. Fitri only used interview to collect the data and the aimed of her study was to identify on teacher's agreement and dissagreement also the teacher's strategy used in the reading class. Meanwhile my study were collected by observation, interview, and documentation. Furthermore, my objective of the study was to describe the strategy used by the teacher and also the explanation about the implementation of the strategy.

In addition, both of the previous research were found that the teacher used same strategy namely Question-Answer Relationship. Different with my research researcher found that the teachers used two strategies including scaffolding and Question-Answer Relationship. The strategies used by the teacher are expected to help the students in reading comprehension. Based on the previous researcher's result, it can be conclude that

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[52] Fitri Nurdianingsih. *Teacher's Strategies in Teaching Reading Comprehension.* Professional Journal of English Education. Vo. 4. No. 2. (2021) < https://doi.org/10.22460/project.v4i2.p285-289>

the strategies used by the teachers might enhance students' reading comprehension. Student could learn to refine their approach to the material by employing thus strategies. After that, the students were not only able to read but also to absord an d form their own opinions on the materials in the textbook. Additionally, the English teachers employed those strategies to track pupils' comprehension of the text as they read it. More over, teachers are expected to be able to use a variety of strategies and according to the needs of the students. An appropriate strategy is needed, so that the material conveyed by the teachers can be reached and understood by the students.

CHAPTER V

CONCLUSION AND SUGGESTION

in this chapter, the researcher describes the study's findings, which are based on the daa analysis covered in the previous chapter and describes the suggestion for teachers, the students, and the following researcher for strategies in teaching reading comprehension.

A. **Conclusion**

The researcher draws various conclusions from the study of teacher's strategies in teaching reading comprehension during covid-19.

Based on the result of this research, the teachers used some strategies to teach student in mastering reading comprehension. The first strategy used by the teachers is scaffolding, scaffolding is strategy that used to support the development of the students and provide a support structure to reach the next stage or level. The way teachers help the students are various, some teachers used voice recording in the hope that students will understand or imitate how to read correctly, so that they indirectly learn pronunciation. And some teachers use Power Point and YouTube link to help the students. During online learning there was no direct

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interaction between students and teachers, it difficult for teachers to explain the material. By using Power Point or YouTube are expected that students can learn independently. Power Point is the learning medium that the teacher has decided to utilize. It is highly helpful for teachers to develop teaching materials and can assist students become interested in studying. And Youtube had significant impact on students' comprehension of English, it might be useful content to include in English lessons and can aid in learning. From those activities the researcher can conclude that it was a part of scaffolding strategy. And the next strategy used by the teachers is Question-Answer Relationship, this strategy was used to measure how far the students understand the text given by asking questions. This strategy is the most often used by teachers, because in teaching learning process it always ends with question and answer session or giving assignment in the form of questions that must be answered by the students.

In implementing these strategies could not be done perfectly because of the constrains experienced by the teachers. But it could be ascertained that the strategies used by the teacher were scaffolding and Question-Answer Relationship. In teaching and learning activities the teachers started the class by greeting then continued by giving

motivation so that students were enthusiastic about learning, then continue with attendance list. Afterward, the teacher sent Power Point or YouTube link or material to WhatsApp Group or Google Classroom to be discussed together, but this was difficult to carried out smoothly because during online learning students tend to be passive, therefore teachers often give materials then followed by giving assignments. So students tend to study independently, but the teacher still facilitated the students in the form of Power Point, YouTube links, and voice recording.

B. **Suggestion**

In relation to this study, the researcher would like to make some suggestions. The researcher hope the suggestions offered would be helpful for:

1. For Teacher

Teachers are hopes to become more creative and innovative in delivering the lesson regarding reading comprehension.

2. For Further Research

This research can be a guidance for further researcher who want to conduct similar research, which is about teachers' strategies in teaching reading comprehension.

3. For Students

Students can improve their reading skill during the learning process, regarding the implementation of reading comprehension strategy implemented by the teacher.

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APPENDIX I

OBSERVATION GUIDELINE

Field Note 1

Name   : Mrs. Harini

No	Observation's Aspect	Result
1	Strategy used to teach	Scaffolding and QARs
2	Media used to teach	Power Point, Modul
3	Teaching learning process	In starting learning activities, the teacher will greet the students first and continue by checking the presence of students. During online learning the teacher often gives assigments to students, but thereare times when the teachers helps the studnets during learning activities such as sending voice notes, in the voice note the teacher explains the material and also read the text that wll be studied by students. In teaching reading comprehension the teacher often uses text, in giving assignment the teacher usually asks the students to look for difficult vocabulary in the text, then translated the text, and

No	Observation's Aspect	Result
		continues to work on questions related to the text. These assignment are given to students in hope that students can be understand the material given.
4	Kinds of assessment	Written test

Field Note 2

Name   : Mr. Supardjan

No	Observation's Aspect	Result
1	Strategy used to teach	Scaffolding and QARs
2	Media used to teach	Power Point, Video from Youtube
3	Teaching learning process	In starting learning activities, the teacher will greet the students first and continue by checking the presence of students. During online learning the teacher often gives assigments to students, to help the students teacher give some link from youtube or power point so that students can learn from it. In teaching reading comprehension the teacher often uses text, in giving assignment the teacher usually

		asks the students to look for difficult vocabulary in the text, and continues to work on questions related to the text, such as generic structure, linguistic aspect, and so on. These assignment are given to students in hope that students can be understand the material given.
4	Kinds of assessment	Written test

APPENDIX II

INTERVIEW GUIDELINES

Teacher   : Mrs. Harini

NO	QUESTION	ANSWER
1	What steps and ways are used in teaching reading comprehension?	First of all, get the text material that is in accordance with the lesson plan, when I get the text the first thing I do is ask about the material, for example, the material is about a place "Borobudur" then I will attract students' interest by asking 'have you ever been to Borobudur?' etc. Then the second step, I introduce difficult and new vocabulary to students so that when they read the text they can get the content of the text. After they read the text I ask one of them to read loudly in the class and the other to a listener. and the last, prepare questions that are basically about reading comprehension. But, it's different when online learning, after looking for the appropriate text, I give it to them, and then they read it by themselves. After they read by themselves, I asked them to translate or try to find out the difficult vocabulary. And last,

		give them a question about the text.
2	What strategy do you use? And mostly used in teaching reading comprehension?	Question Answer Relationship
3	What is your reason for using some strategies for teaching reading comprehension?	The main goal is to make them comprehend the reading text. So that they understand the content of the text, the purpose of the text, the generic structure and language features of the text, the main idea of the text, etc. If they understand the content they can determine the goal of the text.
4	How do you make students active in an online classroom?	It is difficult to make the students active in online learning because there is no face-to-face with the students, which makes it difficult to control the class. Students are considered active when they respond to the material presented by me and do the assignments. They respond to orders by sending assignments via Whatsapp, which is already an active category.
5	Can you explain each strategy that you use in teaching reading	Because I used Whatsapp, I prefer to give orders in written language. But sometimes I send the orders using open language in the

		form of voice recording. So i record my voice when i read the text and i will send to WAG, the recording is expected can help the stdent how to read clearly
6	How do students react when you change the strategies?	If in face-to-face teaching, for example, initially, I was the one looking for the text, then I only gave the text indicator which had to be the text to search for, I did not give the text but the students found the text. So one class can consist of several texts
7	Have you ever used a question-answer strategy when you teach reading comprehension?	Of course, because I need to know their comprehension of the text if I don't ask them the questions. So there must be a big question mark in that text
8	What difficulties are found in the teaching online reading learning process through online learning?	The difficulties are we cannot focus on students one by one, how well they read the text, or how well they pronounce the text. And one of the difficulties is signaling, not all students can take advantage of the Zoom meeting facility itself, Handphone and quota conditions also affect. It is difficult to monitor how they learn because English really needs to listen to students, pronounce the word, and reading the text, it's difficult online. It is too

NO	QUESTION	ANSWER
		many handicaps
9	Why do you use Question-answer when you teach reading comprehension?	It is a must, we must know how far they understand the text if we don't ask them.
10	How do you give assignments in reading comprehension?	One example of my first assignment was that there were questions 1-10 and then they were converted into a paragraph, so make a paragraph about your best friend but the reference is the answer to the question. So it is one of the reading materials. sometimes I also use multiple choice, where I provide a text which is then given a multiple choice question

Teacher   : Mr. Supardjan

NO	QUESTION	ANSWER
1	What steps and ways are used in teaching reading comprehension?	My students are told to read, then look for difficult words, after that find out the tenses that have to do with the genre being taught, for example in the linguistic elements. Before starting the lesson I will convey the learning objectives first, for example today we will learn about expository texts, now in

		exposition there are 2 kinds, namely analytic and hortatory, then I will ask students if they know the difference between the 2, well there I will tell. Then I explain about the text and then I will enter into the reading. There I will tell the children to read, before asking the children to read, I usually give an example first of one paragraph, now before entering paragraph 2 find out something like "after reading this paragraph what did you find there?" such as general structure and tenses. So there students read and find out, then just answer the questions. That's what I apply in face-to-face learning, but it's different when online learning. Previously I entered the whatsapp group asking students to join google classroom, then I sent a video that I took from youtube that discussed the material that day, then I gave an assignment,
2	What strategy do you use? And mostly used in teaching reading comprehension?	Question Answer Relationship
3	What is your reason for using some strategies	That's why this strategy is often encountered, and I think it's a fairly effective strategy to

	for teaching reading comprehension?	use during online learning. So there is direct interaction with the students.
4	How do you make students active in an online classroom?	With the discussion in the WhatsApp group where the teacher or student asks questions, it's said to be active there.
5	Can you explain each strategy that you use in teaching reading	Because I use whatsapp group and google classroom, it's definitely different. First of all, let me say hello first, if for example I get the first hour I ask the students to pray first but if it's not in the afternoon, for absences I usually use Google Classroom, so I know which students are taking the class and are active. Then they provide motivation to learn and also explain the purpose of learning, then enter the material. In teaching, like before, I sent a youtube or PPT link, then discussed in a whatsapp group, and ended by giving assignments. But most of the time I give materials and assignments, because in online learning it is also difficult to condition students to stay active.
6	How do students react when you change the strategies?	As long as the online learning strategy I use is the same, it becomes monotonous. Because I also can't use the strategies I usually use in

		class
7	Have you ever used a question-answer strategy when you teach reading comprehension?	Of course, because I feel that the strategy is effective to use during online learning. With this strategy I can find out which students can understand the material and not by asking questions.
8	What difficulties are found in the teaching online reading learning process through online learning?	There are many students do not collect assignments because there is no signal, then run out of data packets.
9	Why do you use Question-answer when you teach reading comprehension?	Because I think this is the more appropriate strategy and is used more often.
10	How do you give assignments in reading comprehension?	Usually I give text, then I ask to look for difficult words. I rarely ask to translate texts because I think it is not effective, I prefer to ask students to look for difficult words, so students indirectly read the entire text and find out the contents of the text. Then answer reading questions such as finding out the generic structure, linguistic elements, and so

		on. Moreover, in reading I emphasize on linguistic elements and linguistic structure, so that students can distinguish between one text and another.

RENCANA PELAKSANAAN PEMBELAJARAN JARAK JAUH			
Nama Sekolah	**: SMAN 1 GODONG**	**Kelas/Semester**	**: X/Ganjil**
Mata Pelajaran	**: Bahasa Inggris**	**Tahun Pelajaran**	**: 2020/2021**
Materi	**: Chapter 4**	**Alokasi Waktu**	**: 1X50 Menit**
Submateri	**: Descriptive Text**		

A. Kompetensi Inti

KI 3 : memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis	4.3 Teks deskriptif 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur

dengan memberi dan meminta informasi terkait tempat bersejarah atau terkenal di sekitar lingkungan/ daerah tempat tinggal siswa, pendek dan sederhana, sesuai dengan konteks penggunaannya	teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, pendek dan sederhana terkait tempat bersejarah atau tempat wisata di sekitar lingkungan/ daerah tempat tinggal siswa
	4.3.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat bersejarah atau tempat wisata di sekitar lingkungan/daerah tempat tinggal siswa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

A. TUJUAN PEMBELAJARAN

Dengan menerapkan metode *Discovery Learning* peserta didik dapat memahami fungsi sosial, unsur teks, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata,bangunan ataupun benda.sesuai dengan konteks penggunaannya.

B. KEGIATAN PEMBELAJARAN

PENDAHU LUAN	❖ Guru memandu peserta didik memasuki Google Classroom ❖ Guru membuka KBM dengan salam dan berdoa untuk memulai pembelajaran, memeriksa kehadiran melalui aplikasi Google Classroom. ❖ Guru menyampaikan tema serta tujuan pembelajaran.	**5 Menit**
KEGIATA N INTI	**Mengamati (Literasi)** ❖ Guru meminta siswa melihat video materi *power point* melalui https://www.youtube.com/watch?v=nbyI3aunCM8&t=156 ❖ Peserta didik mengidentifikasi dan memahami materi pada *Power Point* yang diberikan oleh pendidik berkaitan dengan informasi yang ditampilkan ❖ Guru menjelaskan materi tentang ***Descriptive text*** di Google Classroom ❖ Guru mengkaitkan materi dengan keadaan sekitar peserta didik dan keadaan sehari-hari maupun dilingkungan sekolah. **Menanya (Critical Thinking)** ❖ Guru memberikan kesempatan pada peserta didik untuk bertanya yang berkaitan dengan materi melalui kegiatan pembelajaran	**40 Menit**

tentang *Descriptive Text* terkait fungsi sosial, struktur teks, dan unsur kebahasaan melalaui Gooogle Classroom

Mengumpulkan Informasi (Kegiatan Literasi & Collaboration)

❖ Guru meminta peserta didik secara berkelompok menyusun *Descriptive Text* terkait fungsi sosial, struktur teks, dan unsur kebahasaan

Menalar/ Mengasosiasi (Kerjasama & Berfikir Kritis)

❖ Peserta didik secara berkelompok menganalisis suatu *Descriptive Text* terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks yang telah dibuat masing-masing kelompok.

❖ Siswa meresum informasi tentang tempat tempat wisata di Indonesia dari berbagai sumber dan menyampaikan hasilnya dalam diskusi via WhatsApp

Mengomunikasikan (Comunication & Creativity)

❖ Peserta didik mempresentasika hasil analisisnya tentang *Descriptive Text* terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks yang dikirim di

	WAG	
	❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari, atau mempresentasikan secara lisan di WAG atau Google classroom.	
PENUTUP	❖ Mengingatkan kembali materi yang telah disampaikan kepada peserta didik. ❖ Guru memberikan PR kepada para siswa untuk membuat *Descriptive Text* terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks yang dikirim di WAG**.** ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. ❖ Guru menutup pembelajaran dengan berdoa dan memberi salam.	**5 Menit**
Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN
1. Cermat, disiplin dan jujur dalam	1. Menyusun beberapa Descriptive Text terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks	1. Mengungkapkan cara mendiskri

mengikut i pembelaj aran online.		psikan suatu tempat ataupun benda
2. Menggun akan bahasa yang baik dan benar.		

Mengetahui,   Grobogan,   21   September 2021

Kepala Sekolah SMA N 1   Guru Mata Pelajaran
GODONG

SARWAEDI, S.Pd., M.Si.   HARINI WINARSIH, S.Pd.

NIP. 196902061991011001   NIP. 196210101988032014

LAMPIRAN 1:

Ringkasan Materi

Descriptive Text

1.   Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Or is a text which used to describe something, someone, or place.

2. **Purpose of Descriptive text**
   - ☐ To describe person, thing or place in specific
   - ☐ To describe a particular person, thing or place.

3. **The Generic Structure of Descriptive Text**
   Descriptive text has structure as below:
   - ☐ Identification; identifying the phenomenon to be described.
   - ☐ Description; describing the phenomenon in parts, qualities, or/and characteristics.

4. **The Language Feature of Descriptive Text**
   - ☐ Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
   - ☐ The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
   - ☐ The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
   - ☐ Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc….

LAMPIRAN 2:

READING

A. Read the folling text and answer the questions!

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen

regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

1. What is the text purpose?
   a. To inform readers about tourism in Kebumen
   b. To entertain reader about Petruk Cave
   c. To explain the reader about floors in Petruk Cave
   d. To Introduce The Local tourism in Kebumen
   e. To describe Petruk Cave
2. Why did Petruk cave named as one of character in Punokawan puppet?
   a. Because the cave is belong to Petruk
   b. Because Petruk is the first explorer of the cave
   c. Because Petruk is buried at the cave
   d. Because the cave's length is as long as Petruk's nose
   e. Because the cave's depth is as deep as Petruk's hair
3. Which part of Petruk Cave which used for place to put foods for ancestor?
   a. In the basic cave
   b. In petruk cave
   c. In Hindu cave
   d. In front of the cave

e. Inside the cave
4. What is stalactites means?
   a. A type of formation that hangs from the ceiling of caves
   b. Types of formation that lay on the floor of caves
   c. Types of food given to ancestor
   d. Someone who guide the visitor in the cave
   e. Kind of animals in the cave
5. What is "lead" means in paragraph 2?
   a. Guide
   b. Take
   c. Bring
   d. Put
   e. Place

Answers:

1. e

2. d

3. c

4. a

5. a

C. Complete this paragraph using the adjective correctly in the bellow!

I have an (1)… brother. His name is Virdion. He is a (2)…. student in UGM majoring Pharmacy .He is a (3)…. Boy. He is like my mother. His skin is (4)…. . Every Sunday, he usually goes to the sport center, sometimes by himself or with some of his friends. Once a while, he will ask me to join him to have some work out. He is very (5)….. brother.

a. Clever
b. Energetic

    c.   Handsome
    d.   Black
    e.   older

Answers:

E.(Older)

A.(Clever)

C.(Handsome)

D.(Black)

B. (Energetic)

LAMPIRAN 3

Homework

> **Work in pair. Make descriptive text in English related to information about something, someone, or place around it according to the context of its use.**

INSTRUMENT PENILAIAN

Rubrik Penilaian Homework : Writing

Kriteria	Skor	Deskripsi

Excellent (sangat baik)	85 – 100	- Struktur kalimat benar - Penggunaan tenses benar - Tidak ada kesalahan dalam ejaan, tanda baca, penggunaan huruf kapital - Pemilihan kosakata tepat dan bervariasi
Good (baik)	72 – 84	- Struktur kalimat benar - Penggunaan tenses benar, namun ada beberapa yang salah - Tidak ada kesalahan dalam ejaan, tanda baca, penggunaan huruf kapital - Pemilihan kosakata tepat tetapi tidak bervariasi
Fair (cukup)	60 – 74	- Ada beberapa kesalahan struktur kalimat - Penggunaan tenses benar - Pemilihan kosakata benar , tetapi tidak bervariasi - Ada beberapa kesalahan dalam ejaan, tanda baca , penggunaan huruf kapital.

Inacceptable (kurang)	<60	- Struktur kalimat banyak yang tidak benar - Penggunaan tenses benar tetapi salah membentuk kata - Pemilihan kosakata kurang tepat - Banyak kesalahan dalam ejaan , tanda baca, penggunaan huruf kapital

NILAI = $\dfrac{skor\ perolehan}{total\ skor}$ **x 100**

$\quad\quad$ = $\dfrac{skor\ perolehan}{12}$ **x 100**

RENCANA PELAKSANAAN PEMBELAJARAN JARAK JAUH			
Nama Sekolah	**: SMAN 1 GODONG**	**Kelas/Semester**	**: X/Ganjil**
Mata Pelajaran	**: Bahasa dan Sastra Inggris**	**Tahun Pelajaran**	**: 2020/2021**
Materi	**: Chapter 5 Famous Person**	**Alokasi Waktu**	**: 1X50 Menit**
Submateri	**Recount text in form of biography**		

A. Kompetensi Inti

KI 3 : memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.5 Membedakan fungsi sosial, struktur sosial, dan unsur kebahasaan teks beberapa teks	4.5.1 Menangkap makna secara konstektual terkait fungsi sosial, struktur

Recount lisan dan tulisan dalam bentuk biografi engan memberi dan meminta informasi terkait tokoh terkenal sesuai konteks penggunaannya 4.5 Teks *recount* dalam bentuk biografy	sosial, dan unsur kebahasaan teks recount lisan dan tulis , dalam bentuk biografi terkait tokoh terkenal. 4.5.2 Menyusun teks recount lisandan tulis dalam bentuk biografi terkait tokoh terkenal dengan memperhatikan fungsi sosial, struktur sosial, dan unsur kebahasaan teks, secara benar dan sesuai konteks

A. TUJUAN PEMBELAJARAN

Dengan menerapkan metode *Discovery Learning* peserta didik melalui pendekatan berbasis teks dengan menggunakan teknik membaca scanning dan skimming serta time line peserta didik dapat membedakan, menangkap makna, dan menyusun teks Recount lisan dan tulis dalam bentuk biografi terkait orang terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks

B. KEGIATAN PEMBELAJARAN

PENDAHUL UAN	❖ Guru memandu peserta didik memasuki Google Classroom ❖ Guru membuks KBM dengan salam dan berdoa untuk memulai pembelajaran, memeriksa kehadiran melalui aplikasi Google Classroom. ❖ Guru menyampaikan tema	**5 Menit**

	serta tujuan pembelajaran.	
KEGIATAN INTI	**Mengamati (Literasi)** ❖ Guru meminta siswa melihat video melalui https://www.youtube.com/watch?v=lMplS-7kdbU ❖ Peserta didik mengidentifikasi video yang disajikan guru ❖ Guru membagi *power point* di Google Classroom ❖ Peserta didik membaca dan memahami materi pada *Power Point* mengenai **Recount texts in form of biography** yang diberikan oleh pendidik berkaitan dengan informasi yang ditampilkan ❖ Guru mengkaitkan materi kepada keadaan sekitar peserta didik dan keadaan sehari-hari maupun dilingkungan sekolah **Menanya (Critical Thinking)** ❖ Guru memberikan kesempatan pada peserta didik untuk bertanya yang	**40 Menit**

berkaitan dengan materi melalui kegiatan pembelajaran tentang ***Recount texts in form of biography*** terkait fungsi sosial, struktur teks, dan unsur kebahasaan melalaui Gooogle Classroom

Mengumpulkan Informasi (Kegiatan Literasi & Collaboration)

❖ Peserta didik secara berkelompok menganalisis beberapa gambar tokoh-tokoh terkenal dalam bentuk ***Recount text*** dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan .

Menalar/ Mengasosiasi (Kerjasama & Berfikir Kritis)
❖ Peserta didik berkelompok berlatih membuat teks biografi dari tokoh-tokoh idola dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

Mengomunikasikan (Comunication & Creativity)
❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari, atau

	mempresentasikan secara lisan di WAG atau Google classroom.	
PENUTUP	❖ Mengingatkan kembali materi yang telah disampaikan kepada peserta didik. ❖ Guru memberikan PR kepada para siswa untuk membuat *Recount Text* dari gambar yang diberikan oleh guru terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks yang dikirim di WAG**.** ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. ❖ Guru menutup pembelajaran dengan berdoa dan memberi salam.	**5 Menit**
Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	

C. PENILAIAN		
SIKAP	**PENGETAHUAN**	**KETERAMPILAN**

1. Cermat, disiplin dan jujur dalam mengikuti pembelajaran online. 2. Menggunakan bahasa yang baik dan benar.	1. Menuliskan beberapa ***Recount texts in form of biography*** terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks	1. Menggunakan secara lisan dan tulisan ***Recount Text in form of biography*** dalam kehidupan sehari-hari

Mengetahui, Grobogan, 21 September 2020

Kepala Sekolah SMA N 1 GODONG Guru Mata Pelajaran

SARWAEDI, S.Pd., M.Si HARINI WINARSIH

NIP. 196902061991011001 NIP. 196210101988032014

LAMPIRAN I

Ringkasan Materi

BIOGRAPHICAL RECOUNT

Recount text is one kind of English text which should be studied by the tenth grade students of high school. This kind of text

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focuses to explore the events that have happened in other person's life or the own writer's experience.

Biograpical recount is a text which has a purpose to retell the event of famous person's life. Meanwhile personal narrative tells the true story that happened to the writer him self. Let's take a look at the samples below. The example of biographical recount is taken from aisnsw.edu.au and the personal narrative sample is taken from time for kids.

This post about recount text, biographical recount, and personal narrative hopefully helps us to get better understanding on what a recount text is. After reading this post, we should not be confused any more with each term related to recount text, biographical recount, and personal narrative .

f. Generic structure

The purpose of a biographical recount is to inform by retelling past events and achievements in a person's life.The texts consist of three parts

g. Part 1: orientation
    It given the reader the background information as two why this person is
    Noteworthy and should have a biography written about the. The opening paragraph should answer the questions: who, what, where, when, and how.
h. Part 2: series
    It presents a series of events, usually told in chronological order. Here the writer might refer to a certain time on line.
i. Part 3: reorientation
    It consists of a type of conclusion with a comment on the contributions this person has made or a summary and evaluation of the person's achievement.
2. Language Features
    a. A biographical recount uses specific names of the people involved in the

b.   Biography.It is mainly written in simple past tense

LAMPIRAN 2

Recount Text Biography 1

General Sudirman was a high ranking Indonesian military officer during the Indonesian national revolution. He was the first commander-in-chief of the Indonesian Armed Forces, he continues to be widely respected in the country. On 12 November 1945, at an election to decide the military's commander-in-chief in YogyakartA. The 24 years old Sudirman was chosen over Oerip Soemohardjo in a close votE. While waiting to be confirmed, Sudirman ordered an assault on British and Dutch forces in AmbarawA. The ensuing battle and British withdrawal strengthened Sudirman's popular support, and he was ultimately confirmed on 18 December. General Sudirman commanded military activities throughout Java, including a show of force in Yogyakarta on 1 March 1949. When the Dutch began withdrawing, in July 1949 Sudirman was recalled to Yogyakarta and forbidden to fight further. In late 1949 Sudirman's tuberculosis returned, and he retired to Magelang, where he died slightly more than a month after the Dutch recognised Indonesia's independencE. He is buried at Semaki Heroes' Cemetery in Yogyakarta.

1.   What is the monologue about?
    a. biography of General Soedirman
    b. The family of General Soedirman
    c. The death of General Soedirman
    d. A spirit of General Soedirman for the Indonesian Armed Forces
    e. The military forces commanded by General Soedirman
2.   What can we infer from the monolugue?
    a. His uncle's name was also Soedirman
    b. January is the month of Maulud
    c. Soedirman was shot and died in the military war
    d. Soedirman died when he was relatively young

e. Soedirman died on 1 March 1949

The following text is for questions 3 to 6.

Kang Chol Hwan was born into a loyal family that had once lived in the large Korean community of Japan. In Kyoto, his grandfather had been supporter of Kim II Sung, North Korean's Great Leader since 1945. In 1961 the grandfather returned with his family to North Korea and had important government post.

Within months, however, he was complaining to friends that North Korea was not the country he had expected. He was shocked to see so much poverty, which he eventually came to blame on the government's stifl ing left for work and never returned. One morning in July 1977, when Kang was nine, his grandfather left for work and never returned.

A few weeks later, seven plain clothes security guard stormed into Kang's house "Your grandfather betrayed the fatherland," one of them stated" You must be punished."

Kang's parents and grandmother sobbed as they forced to pack their belongings into two army trucks. The family was driven off, but Kang's mother was left behind, "spared" because her own father was regarded as a revolutationary hero. That was the last Kang ever saw her.

3. What was a reason for Kang's grandfather never returned to Kang's house?
   a. A supporter of Kim II Sung
   b. Accused of betraying North Korea
   c. Regarded as a hero
   d. As an important person in Kore
   e. Force Kang's family to leave their homeland
4. What is mainly discussed in the last paragraph?
   a. The last minutes Kang gathered together with his mother
   b. The day Kang ever saw his grandma and grandpa
   c. The moment Kang's father was regarded as a hero

d. The last day Kang's parents and his grandma sobbed
  e. The sad moment when Kang's parents meet grandma
5. Why did Kang's grandfather disappear?
  a. He left for work and went somewhere else
  b. He returned to North Korea
  c. He was supporter of Kim II Sung
  d. He went to the government's office
  e. He was kidnapped and punished by the security guards
6. A few weeks later, seven plain clothes security guards stormed into Kang's house The underlined word has the same meaning as ....
  a. Destroyed
  b. Attacked
  c. Knocked
  d.   Involved
  e. Knotted

The following text is for questions 7 to 10.

Galileo Galilei (1564-1642) — Astronomer and Scientist. Galileo developed a superior telescope and made many significant discoveries in astronomy. He was sentenced to life imprisonment by the inquisition for his support for the Copernican theory that the sun was at the centre of the solar system.

Galileo was born in Florence, Italy in 1564 to a poor but noble family His parents recognized their child's innate intelligence and talents and so made sacrifices to have him educated. At his father's insistence, Galileo studied the profitable career of medicine. But, at the University of Pisa, Galileo became fascinated in a wide range of subjects. He was also critical of many of Aristotle's teaching which had dominated education for the past 2,000 years.

Galileo was appointed to be a mathematics professor at the University of Pisa, but his strident criticisms of Aristotle left him isolated among his contemporaries. After three years of persecution, he resigned and went to the University of Padua, where he taught

maths. His entertaining lectures attracted a large following and he was able to spend the next 18 years pursuing his interests in astronomy and mechanics.

7. Something that we can learn from Galileo Galilei's biography is ...
   a. We must always believe whatever the society believes to avoid getting persecuted.
   b. We must never go against the believe of the society to avoid getting imprisoned.
   c. We should believe in something and stay faithful to it no matter how hard.
   d. We must sacrifice everything to get ourselves educated.
   e. We should spend 18 years to pursue our interests.
8. From the fact that Galileo Galilei was imprisoned for supporting the Copernican theory, which later was proven to be true, we know that Galileo Galilei was ...
   a. Reckless
   b. Stubborn
   c. Tenacious
   d. Arrogant
   e. Foolish
9. According to the biography, why did Galileo Galilei resign from his teaching job at the University of Pisa?
   a. He had attracted many followers.
   b. He was persecuted for three years.
   c. He was appointed as a mathematics professor.
   d. He had a better offer from the University of Padua.
   e. He wanted to pursue his interests in astronomy and mechanics.
10. "His parents recognized their child's innate intelligence and talents and so made sacrifices to have him educated." (Paragraph 2) The underlined word is closest in meaning to ...
    a. Acquired
    b. Ingenious
    c. Multiple
    d. Inborn

e. Striden

ANSWERS

1. A
2. D
3. B
4. A
5. E
6. B
7. C
8. C
9. B
10. D

LAMPIRAN 3

Homework

Work in pair choose one name and then try to write a biographyof that famous person.

☐ **Joko Widodo**
☐ **Raisa**
☐ **Daddy Corbuzier**
☐ **Reza Rahardian**
☐ **Maudy Ayunda**

INSTRUMENT PENILAIAN

Rubrik Penilaian Homework : Writing

Kriteria	Skor	Deskripsi

Excellent (sangat baik)	85 – 100	- Struktur kalimat benar - Penggunaan tenses benar - Tidak ada kesalahan dalam ejaan, tanda baca, penggunaan huruf kapital - Pemilihan kosakata tepat dan bervariasi
Good (baik)	72 – 84	- Struktur kalimat benar - Penggunaan tenses benar, namun ada beberapa yang salah - Tidak ada kesalahan dalam ejaan, tanda baca, penggunaan huruf kapital - Pemilihan kosakata tepat tetapi tidak bervariasi
Fair (cukup)	60 – 74	- Ada beberapa kesalahan struktur kalimat - Penggunaan tenses benar - Pemilihan kosakata benar , tetapi tidak bervariasi - Ada beberapa kesalahan dalam ejaan, tanda baca , penggunaan huruf kapital.

Inacceptable (kurang)	<60	- Struktur kalimat banyak yang tidak benar
		- Penggunaan tenses benar tetapi salah membentuk kata
		- Pemilihan kosakata kurang tepat
		- Banyak kesalahan dalam ejaan , tanda baca, penggunaan huruf kapital

$$\textbf{NILAI} = \frac{skor\ perolehan}{total\ skor} \times \textbf{100}$$

$$= \frac{skor\ perolehan}{12} \times \textbf{100}$$

RENCANA PELAKSANAAN PEMBELAJARAN JARAK JAUH			
Nama Sekolah	**: SMAN 1 GODONG**	**Kelas/Semester**	**: X/Ganjil**
Mata Pelajaran	**: Bahasa Inggris**	**Tahun Pelajaran**	**: 2020/2021**
Materi	**: Chapter 6 Giving Announcement**	**Alokasi Waktu**	**: 1X50 Menit**
Submateri	**: Announcement**		

A. Kompetensi Inti

KI 3 : memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk	4.5 Teks pemberitahuan (announcement) 4.5.1 Menangkap makna secara kontekstual terkait

pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.	fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)
	4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

A. TUJUAN PEMBELAJARAN

Dengan menerapkan metode *Discovery Learning* peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks dalam khusus dalam bentuk pemberitahuan *(Announcement)* .

B. KEGIATAN PEMBELAJARAN

PENDAHUL UAN	❖ Guru memandu peserta didik memasuki Google Classroom	5 Menit
	❖ Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran melalui aplikasi Google Classroom.	
	❖ Guru menyampaikan tema serta	

	tujuan pembelajaran.	
KEGIATAN INTI	**Mengamati (Literasi)** ❖ Peserta didik mengidentifikasi fungsi sosial, struktur sosial, dan unsur kebahasaan dalam bentuk *Announcement* dengan melihat video tayangan yang ada di https://www.youtube.com/watch?v=RP9zmsK98FQ ❖ Peserta didik membaca dan memahami materi pada *Power Point* yang diberikan oleh pendidik berkaitan dengan informasi yang ditampilkan ❖ Guru menjelaskan materi tentang *Announcement* dalam bentuk Power Point **Menanya (Critical Thinking)** ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan *Announcement* yang disajikan dan akan dijawab melalui kegiatan belajar di Google Classroom. **Mengumpulkan Informasi**	**40 Menit**

| | **(Kegiatan Literasi & Collaboration)**

❖ Peserta didik dalam kerja kelompok menganalisis dengan membandingkan berbagai teks yang menggambarkan orang.

    Menalar/ Mengasosiasi (Kerjasama & Berfikir Kritis)
❖ Peserta didik secara kerjasama berkelompok mencoba menganalisis bentuk Announcement yang diberikan guru terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus.
❖ Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan (Comunication & Creativity)

❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari, atau mempresentasikan secara lisan di WAG atau Google classroom. | |
| | ❖ Mengingatkan kembali materi yang telah disampaikan kepada peserta didik. | **5 Menit** |

	❖ Guru memberikan penugasan kepada para siswa untuk membuat **Announcement** terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks yang dikirim di WAG. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. ❖ Guru menutup pembelajaran dengan berdoa dan memberi salam.	
Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.	

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN
3. Cermat, disiplin dan jujur dalam mengikuti pembelajaran online. 4. Menggunakan bahasa yang baik dan	5. Membuat beberapa bentuk **Announcement** yang diberikan guru terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus.	2. Mampu menyusun teks khusus dalama bentuk **Announcement** lisan dan tulisan, pendek dan sederhana terkait

benar		fungsi sosial, struktur teks, dan unsur kebahasa an teks khusus.

Mengetahui

Grobogan, 21 September 2020

Kepala Sekolah SMA N 1 GODONG   Guru Mata Pelajaran

SARWAEDI. S.Pd,. M.Si

SUPARJAN, S.Pd.

NIP. 196902061991011001

NIP. 196503271995121004

LAMPIRAN 1

Ringkasan Materi

ANNOUNCEMENT

What is announcement? The definition of announcement relating to learning English functional text is an official notification about

something. So publicly people know what, when, and where it is about.

The purpose, function, and goal of announcement is giving certain people some information of what has happened or what will happen. The generic structure of announcement in English text can be seen below

1) Stating Purpose : The text that contains what event will be held
2) Stating Day and Date and time   : Day and Date realization. The text that contains when the event will be held
3) Stating Place : The text that contains where the event will be held
4) Informing Sender : The text that contains name of the person who will be contacted

LAMPIRAN 2

READING

A. **Task I**
   SOAL A

ANNOUNCEMENT

Pay attention!
Please join us!
Are you ready?
Our school will have an English Debate Competition
Participants: All students in our school
It will be held from 28th – 29th September 2018
Prizes:
I Rp 1.000.000
II Rp 750.000
III Rp 500.000
1. What is the announcement about?
   a. A school debate
   b. A school competition

c. Participants of debate
d. An English debate competition
e. Extracurricular activities

2. According to the text, the competition …
a. is only for students with good grade
b. is in the form of spoken arguments
c. is in the form of written arguments
d. will be held after school hours
e. will run for two days

SOAL B

ANOUNCEMENT

The registration of English Debating Championship (EDC) is extended until 20 October 2018. Only the candidates of participants who have completed the registration process who will be invited to this championship two weeks later.
For more information, please call our contact person, Haris Andika at (021) 9933847

EDC Committee

3. What is announced by the announcement?
a. The registration of EDC is prolonged
b. The cancellation of competition
c. The registration is closed
d. The registration is opened
e. Invitation of registration

4. Who makes the announcement?
a.   Haris Andika
b. EDC participant
c. The committee
d. The jury of EDC
e. The candidate

5. When will the championship be held?
   a. 20 October 2018
   b. Not determined yet
   c. 20 September 2018
   d. 28 September 2018
   e. 29 September 2018
6. What is the synonym of the word championship?
   a. Competition
   b. Parade
   c. Winner
   d. Display
   e. Volunteer
7. Which one is not true according to the text above?
   a. There is a number to call if we need more information
   b. The candidates of participants have to register no later than 20 October 2018
   c. Haris Andika is the leader of the committee
   d. Not all of the candidates will be invited to this championship
   e. The candidates of participants have to complete the registration process

B. Task II

ANNOUNCEMENT

SMP Bunga Bangsa will celebrate its 20th anniversary on :

Day/Date   : Saturday, 14 April 2013

Place   : Sport Hall

Time   : 8.00 am – 11.00 am

All the teachers and students are supposed to attend this celebration. For this reason all sport activities at school such as volleyball, basketball, badminton and ping pong will be cancelled for the time being.

Principal,

Edward Salim

Answer the questions based on the passage!

1. What is the text about?
2. Who is the announcement for?
3. When will the activity be held?
4. Where will the activity be held?
5. Where can you find the text?
6. When was SMP Bunga Bangsa built?
7. How long will the celebration be held?
8. What is the purpose of the announcement above?

Kunci jawaban

Task I :

JAWABAN SOAL A

d) An English debate competition

e) will run for two days

JAWABAN SOAL B

a) The registration of EDC is prolonged

c) The committee

b) Not determined yet

a) Competition

c) Haris Andika is the leader of the committee

Task II :

1. The text about announcement
2. The announcement for all teachers and students at SMP
3. Bunga Bangsa
4. The activity will be held on Saturday, 14 April 2013
5. The activity will be held at sport hall. I can find the text at the school (at wall magazine, board information etc.)
6. The SMP Bunga Bangsa built on 14 April 1993
7. The celebration will be held for three hours
8. The purpose of announcement is to inform for all teachers and students about celebration 20th anniversary at SMP Bunga Bangsa.

LAMPIRAN 3

Homework

> **Work in pair. Make our Announcement for all of your classmetes.**
>
> **You can choose the theme of the announcement below**
>
> 1. **Dancing Competition**
>
> 2. **School Graduation**
>
> 3. **Drama Exstracurricular**

INSTRUMENT PENILAIAN

Rubrik Penilaian Homework: Writing

Kriteria	Skor	Deskripsi
Excellent (sangat baik)	85 – 100	- Struktur kalimat benar - Penggunaan tenses benar - Tidak ada kesalahan dalam ejaan, tanda baca, penggunaan huruf kapital - Pemilihan kosakata tepat dan bervariasi
Good (baik)	72 – 84	- Struktur kalimat benar - Penggunaan tenses benar, namun ada beberapa yang salah - Tidak ada kesalahan dalam ejaan, tanda baca, penggunaan huruf kapital - Pemilihan kosakata tepat tetapi tidak bervariasi

Fair (cukup)	60 – 74	- Ada beberapa kesalahan struktur kalimat - Penggunaan tenses benar - Pemilihan kosakata benar , tetapi tidak bervariasi - Ada beberapa kesalahan dalam ejaan, tanda baca , penggunaan huruf kapital.
Inacceptable (kurang)	<60	- Struktur kalimat banyak yang tidak benar - Penggunaan tenses benar tetapi salah membentuk kata - Pemilihan kosakata kurang tepat - Banyak kesalahan dalam ejaan , tanda baca, penggunaan huruf kapital

$$\textbf{NILAI} = \frac{skor\ perolehan}{total\ skor}\ \textbf{x 100}$$

$$= \frac{skor\ perolehan}{12}\ \textbf{x 100}$$

RENCANA PELAKSANAAN PEMBELAJARAN JARAK JAUH			
Nama Sekolah	**: SMAN 1 GODONG**	**Kelas/Semester**	**: X/Ganjil**
Mata Pelajaran	**: Bahasa dan Sastra Inggris**	**Tahun Pelajaran**	**: 2020/2021**
Materi	**: Chapter 4 Not Only.... But Also**	**Alokasi Waktu**	**: 1X50 Menit**
Submateri	**: Correlative Conjunctions**		

A. Kompetensi Inti

KI 3 : memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.4 Menerapkan fungsi sosial, struktur sosial, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan	4.4. Menyusun teks interaksi transaksional lisan dan tulisan pendek dan sederhana yang

melibatkan tindakan memberi dan meminta informasi terkait hubungan dengan setara antara dua benda/tindakan, sesuai konteks dan penggunaannya. (Perhatikan unsur kebahasaan both...and, not only...but also, either...or,	melibatkan memberi dan meminta informasi terkait dengan hubungan dengan memeperhatikan fungsi sosial, struktur teks , dan unsur kebahasaan yang benar dan sesuai konteks

A. TUJUAN PEBELAJARAN

❖ Dengan menerapkan metode *Discovery Learning* peserta didik dapat memahami fungsi sosial, unsur teks, dan unsur kebahasaan dari *Correlative Conjunction*

❖ Mampu menggunakan *CorrelativeConjunction* lisan ataupun tulisan dengan benar

B. KEGIATAN PEMBELAJARAN

PENDAHULUAN	❖ Guru memandu peserta didik memasuki Google Classroom ❖ Guru membuks KBM dengan salam dan berdoa untuk memulai pembelajaran, memeriksa kehadiran melalui aplikasi Google Classroom. ❖ Guru menyampaikan tema serta tujuan pembelajaran.	5 Menit
KEGIATAN INTI	**Mengamati (Literasi)** ❖ Guru meminta siswa melihat video melalui https://www.youtube.com/watch?v=URT0HvHVoCw	40 Menit

	❖ melalui Google Classroom
	❖ Guru memperkenalkan topik baru tentang *Correlative Conjunction*
	❖ Guru membagi *power point* di Google Classroom
	❖ Peserta didik membaca dan memahami materi pada *Power Point* mengenai jenis-jenis *Correlative Conjunction* yang diberikan oleh pendidik berkaitan dengan informasi yang ditampilkan
	❖ Guru mengaitkan materi kepada keadaan sekitar peserta didik dan keadaan sehari-hari maupun dilingkungan sekolah
	Menanya (**Critical Thinking**)
	❖ Guru memberikan kesempatan pada peserta didik untuk bertanya yang berkaitan dengan materi melalui kegiatan pembelajaran tentang *Correlative Conjunction* terkait fungsi sosial, struktur teks, dan unsur kebahasaan melalaui Gooogle Classroom
	Mengumpulkan Informasi (**Kegiatan Literasi & Collaboration**)
	❖ Peserta didik secara berkelompok menganalisis kalimat dalam *Correlative Conjunction* dengan memperhatikan unsur kebahasaan

	"both...and...", "not only...but also...", "either...or..." and "neither...nor..."!	
	Menalar/ Mengasosiasi (Kerjasama & Berfikir Kritis)	
	❖ Peserta didik berkelompok berlatih membuat *Correlative Conjunction* dengan *menyertakan "both...and...", "not only...but also...", "either...or..." and "neither...nor..."!*	
	Mengomunikasikan (Comunication & Creativity)	
	❖ Menggunakan secara aktif dalam interaksi pembelajaran sehari-hari, atau mempresentasikan secara lisan di WAG atau Google classroom.	
	❖ Mengingatkan kembali materi yang telah disampaikan kepada peserta didik.	**5 Menit**
	❖ Guru memberikan PR kepada para siswa untuk membuat *Correlative Conjunction* terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks yang dikirim di WAG**.**	
	❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	
	❖ Guru menutup pembelajaran dengan berdoa dan memberi salam.	

Refleksi dan Konfirmasi	Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN
1. Cermat, disiplin dan jujur dalam mengikuti pembelajaran online. 2. Menggunakan bahasa yang baik dan benar.	1. Menuliskan beberapa *Correlative Conjunction* terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks	1. Menggunakan secara lisan dan tulisan *Correlative Conjunction* dalam kehidupan sehari-hari

Mengetahui,   Grobogan, 21 September 2021

Kepala Sekolah SMA N 1 GODONG   Guru Mata Pelajaran

SARWAEDI, S.Pd., M.Si.   SUPARJAN, S.Pd.

NIP. 196902061991011001   NIP. 196503271995121004

LAMPIRAN I

In English grammar, correlative conjunction is a phrase that joins together two other words, phrases, or clauses. These conjunctive pairs, as they are sometimes known, are used commonly in everyday communication.

How to Recognize Them

The elements connected by correlative conjunctions are usually parallel or similar in length and grammatical form. Each element is called a conjoin. An easy way to spot them in a sentence is to remember that they always travel in pairs. Conjoins must also match:
- nouns with nouns
- pronouns with pronouns
- adjectives with adjectives

These are the primary correlative conjunctions in English:

1. both . . . and
2. either . . . or
3. neither . . . nor
4. not . . . but
5. not only . . . but also

Other pairs that sometimes have a coordinating function include the following:

1. as . . . as
2. just as . . . so
3. the more . . . the less
4. the more . . . the more
5. no sooner . . . than

6. so . . . as
7. whether . . . or

Used properly in a sentence, correlative conjunctions (shown in italics) look like this:

1. I like not only to be loved but also to be told that I am loved.
2. I have neither been there nor done that
3. In the end, we will remember not the words of our enemies but the silence of our friends.

All of these sentences can be broken into two separate sentences, and their overall meanings will not change. Correlative conjunctions allow you to compare and contrast, giving your language additional context.

Correlative conjunctions include pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." For example:

either/or - I want either the cheesecake or the chocolate cake.

both/and - We'll have both the cheesecake and the chocolate cake.

neither/nor - Oh, you want neither the cheesecake nor the chocolate cake? No problem.

LAMPIRAN II

Choose a or b for the best answer!

1.   Whales, dolphins, and walruses are ... fish ... mammals.

   a.   not ... but
   b.   not only ... but also

2.	Lia and I discussed ... to attend the meeting ... have a representative attend in our place.

a.	between ... or

b.	whether ... or

3.	... had hotel housekeeper left ... the guests entered the room.

a.	hardly ... than

b.	no sooner ... than

4.	The more you smile, ... you will get positive reactions from others.

a.	the less

b.	the more

5.	Neither the woman ... her daughter has a posititive attitude.

a.	nor

b.	or

6.	I would like to try both the classic tiramisu ... creamy cheesecake recipes.

a.	or

b.	and

7.	She would rather wash clothes by hand ... use a dishwasher.

a.	to

b.	than

8.	Choosing between staying at home ... working full-time were not easy for her.

a.	and

b.   to

9.   Do you know the distance from Earth ... Mars?

a.   and

b.   to

10.   You can either wear open-toe sandals ... shoes to work at the office.

a.   or

b.   nor

Possible Correct Answers

1.   **A**
2.   **B**
3.   **B**
4.   **B**
5.   **A**
6.   **B**
7.   **B**
8.   **A**
9.   **B**
10.   **A**

LAMPIRAN III
HOMEWORK

Compose ten sentences using

> **Both...and...**
> **Not only...but also...**
> **Either...or...**
> **Neither...nor...**

INSTRUMENT PENILAIAN

Rubrik Penilaian Homework: Writing

Kriteria	Skor	Deskripsi
Excellent (sangat baik)	85 – 100	- Struktur kalimat benar - Penggunaan tenses benar - Tidak ada kesalahan dalam ejaan, tanda baca, penggunaan huruf kapital - Pemilihan kosakata tepat dan bervariasi
Good (baik)	72 – 84	- Struktur kalimat benar - Penggunaan tenses benar, namun ada beberapa yang salah - Tidak ada kesalahan dalam ejaan, tanda baca, penggunaan huruf kapital - Pemilihan kosakata tepat tetapi tidak bervariasi

Fair (cukup)	60 – 74	- Ada beberapa kesalahan struktur kalimat - Penggunaan tenses benar - Pemilihan kosakata benar , tetapi tidak bervariasi - Ada beberapa kesalahan dalam ejaan, tanda baca , penggunaan huruf kapital.
Inacceptable (kurang)	<60	- Struktur kalimat banyak yang tidak benar - Penggunaan tenses benar tetapi salah membentuk kata - Pemilihan kosakata kurang tepat - Banyak kesalahan dalam ejaan , tanda baca, penggunaan huruf kapital

$$\textbf{NILAI} = \frac{skor\ perolehan}{total\ skor}\ \textbf{x 100}$$

$$= \frac{skor\ perolehan}{12}\ \textbf{x 100}$$

CURRICULUM VITAE

1. **Personal Details**
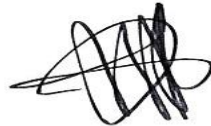
   Name   : Roro Glady Elmania Fadlila

   Place & Date of Birth : Demak. 12th February 2000

   Adress   : Mangunrejo, RT 003/002, Kec. Kebonagung, Kab. Demak, Jawa Tengah

   Phone   : 081326643076

   Email   : dilaroroglady@gmail.com

2. **Education Details**

   a. SD Mangunrejo 3 (2005 – 2011)

   b. SMP N 1 Godong (2011 – 2014)

   c. SMA N 1 Godong (2014 – 2017)

   d. Universitas Islam Negeri Walisongo Semarang (2017)

   Semarang, 30th March 2023

   The researcher,

   Roro Glady Elmania Fadlila

   SN: 1703046116