

TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION

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Abstract

The COVID-19 pandemic makes a critical change in an education aspects. During the epidemic, teaching approach is critical in teaching foreign languages, particularly reading comprehension. The goal of this study was to determine the teacher's technique for leveraging technology in acquiring reading comprehension for 7th-grade students at SMP Negeri 1 Bintan using the Google Form application.. This study used a descriptive qualitative method in which the researcher described the result of the data that has been obtained by arranging words so that it became a clear explanation. Researcher used questionnaires and interviews. The researcher used structured interviews and questionnaires that had been prepared in advance. The data obtained is the process of the theory that has been described. The result of this research showed teacher SMPN 1 Bintan used SQ3R strategies..

Keyword: Reading Comprehension, Teaching Reading Comprehension, Google Form Application, Teacher's Strategies

I. Introduction

According to Setiawan et al. (2019) Online learning is defined as learning that takes advantage of the internet network to provide accessibility, connection, flexibility, and the capacity to create many types of learning activities. The use of technology and internet networks, which had previously been mainly used as secondary work support or just for recreation, has turned into the main work facility in achieving distance learning goals (Rosali and Satiyasih, 2020). This is in line with what was conveyed by Zhang et al (in Handarini et al., 2020) that the use of multimedia technology and internet networks has the potential to change the way knowledge is conveyed and can serve as an alternative to classroom learning.

Learning English is inextricably linked to mastering its four fundamental skills. These abilities include reading, listening, speaking, and writing. Reading, one of the four basic skills, is considered extremely important for Indonesian students because it is the most needed skill for them because reading is the only skill that has a higher chance of being done correctly than the other skills. Reading is recognized as an important source of language input, particularly for English as a foreign language students who have few opportunities to meet fluent speakers who can provide other types of language input, according to Murcia (2001). Reading, as a receptive skill, can also assist students in obtaining a wealth of information while broadening their knowledge.

Language is a human ability for communication between humans for mutual interaction. It serves two basic functions for humans: It allows individuals to think in very sophisticated ways by giving a structure for naming and expressing the link between thoughts, and it also allows them to interact more effectively with one another. These two fundamental roles of language are inextricably linked.

English is a worldwide language. We can grasp a country's words by using the English language. In Indonesia, English is a foreign language. In Indonesia, English is the language studied in schools because speaking English is a requirement that must be learned at the elementary, junior high, high school, and university levels. In language learning, students study and master four skills: listening, reading, writing, and speaking. These four talents should be integrated into the classroom teaching and learning process by the teacher. Reading and listening are examples of receptive skills, whereas speaking and writing are instances of productive skills (Harmer, 2001). Reading, according to Dean (2013), entails more than merely seeing words clearly, accurately pronouncing written words, and grasping the meaning of isolated words. Reading forces you to think and feel. Reading takes more than just looking at and pronouncing words in a book; it also means comprehending all of its components.

Comprehension is defined by the RAND Reading Study Group (2002) as "the process of obtaining and making sense from written language via interaction and engagement." According to McNamara and Magliano (2009), this process occurs as a result of reader and text aspects occurring within a wider social context. According to Duke (2003), comprehension is a process in which readers build meaning by engaging with text by combining prior knowledge and past experience, text information, and reader perspectives on the text.

According to Aswan et al. (2010), a teaching strategy is a teacher's approach to achieve a goal during the teaching and learning process. Teaching techniques, in other words, are methods of instructing students. The teacher must devise a strategy to create a balance between the method used and the manner in which the content is applied. The online learning strategy is critical in the Covid-19 Pandemic situation since it tries to minimize the transmission of this increasingly common virus. In dealing with such challenges, the teacher, as the key facilitator of teaching and learning activities (Rahmawati & Suryadi, 2019), will, of course, shift from the traditional classroom learning paradigm to online learning. There are numerous distinctions in the online-based learning models that teachers employ to process learning, according to the findings of our in-depth interviews with teachers. In both regencies and cities, different models exist for elementary, junior high, and high school instructors. (Zhang, H., 2017).

As previously stated, the teacher requires a strategy for teaching reading comprehension. The researcher believes that if reading comprehension is not improved soon, it will become a problem. The researcher expects this research with the title "An analysis of teacher's strategies in teaching reading comprehension using google form application on the 7th grade at SMPN 1 Bintan" to be successful. The study is being carried out to learn how the teachers at SMP Negeri 1 Bintan teach reading. This research focuses on the teacher's strategies for teaching reading comprehension through the use of the Google Forms application. The researcher is interested in the strategies used by teachers to teach reading comprehension.

II. Research Method

In this study, the researcher used qualitative data from triangulation theory. Theory triangulation is the use of many theories or hypotheses to assist the researcher in supporting or refuting findings. The descriptive qualitative data analysis technique is used to examine data by describing data that has been acquired in its entirety without drawing conclusions or making generalizations that are applicable to a larger audience. The qualitative approach directly reveals the nature of the interaction between researchers and informants, objects, and study participants. In this study, the

author may develop a research instrument to collect full data and compare it to data acquired through interviews and questionnaires.

III. Finding and Discussion

An examination of teacher techniques in teaching reading comprehension using the Google Forms application is included in the research findings, as are the results of an interview regarding the strategy in the teaching reading comprehension process. The researcher employed an interview technique and documentation to collect data on the use of English teacher tactics in teaching reading comprehension using the Google Forms tool.

The researcher has investigated some of the findings of previous thesis research that are related to the researcher's research. Some researchers conducted studies on Nurmadia Sarjan's Teachers Strategies in Teaching Reading Comprehension (2017), Through interviews, documentation, and observation, her collects data on the use of English teacher practices in teaching reading comprehension. The researcher discovered two tactics used by the teacher: scaffolding and QARs (Question Answer relationship). Nunu (2017) demonstrates that teachers employ a variety of teaching strategies when teaching reading comprehension. Memorization, question and answer, silent reading, game, discussion, and reading aloud are the teaching strategies.

Base on description above the result of the interview, the researcher found that the teacher teach reading comprehension using SQ3R. The teacher said that give material, and the student will answer to questions and answer in the google form application. The SQ3R enables students to learn in a methodical, effective, and efficient manner when dealing with a variety of teaching resources. In improving reading comprehension, the teacher teaches and chooses the right strategy so that students can understand and remember the material taught by the teacher. Students must have a desire to reading. Literacy reading in the sense of the general public or non-experts is reading.

The teacher said, by using reading comprehension strategies and using the google form application, it was easier for the teacher to provide material and give grades directly from students. In the google form, they could input grades well. The teacher provides assistance to students to find out how to understand reading text given by the teacher. The teacher used SQ3R strategies to help the student understand. SQ3R strategies are considered more effective because SQ3R is comprehension strategies that help a student think about the text they are reading while they are reading on materials.

The teacher invites a student on the link google form, and the student fills in the name, class, and reading answers from the material the teacher has given. To avoid boredom in providing the material provided, the teacher added several teaching strategies, using snowball throwing and story mapping. Because currently in a pandemic period, teachers make their own creations, namely, teachers use other media. One of the recommended program for creating online evaluation tools is Google Form. The interface and how to utilize it are straightforward, making it simple to grasp. Student responses to the usage of Google Forms as an alternative to measuring teacher performance in the learning process were positive, indicating that it provided benefits to both students and teachers. In the pandemic situation, teachers used the Google Form application and applied it in their learning. Teacher, when using the SQ3R method, the teacher made it easier.

IV. Conclusion

The teacher's tactics for teaching reading comprehension at SMP Negeri 1 Bintan utilizing the Google Forms application were SQ3R. The teacher employs online learning strategies to assist students in comprehending the reading content, and pupils are urged to concentrate more on the text with their smartphone or laptop. The teacher can also aid students in developing the meaning included in the text reading so that students can more readily comprehend the contents of reading.

V. References

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