

**TEACHERS' STRATEGIES IN TEACHING READING
IN ENGLISH E-LEARNING CLASSES
AT SMP AL IRSYAD AL ISLAMIYAH PURWOKERTO**



THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of Prof. K.H Saifuddin
Zuhri State Islamic University as a Partial Fulfillment of the Requirements for
Achieving the Degree of Sarjana Pendidikan (S.Pd) in English Education**

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**TEACHERS' STRATEGIES IN TEACHING READING
IN ENGLISH E-LEARNING CLASSES
AT SMP AL IRSYAD AL ISLAMIYAH PURWOKERTO**

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Wassalamu 'alaikum Warahmatullahi Wabarakatuh

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MOTTO

“You do not just wake up and become the butterfly; growth is a process.”

-Rupi Kaur-



DEDICATION

Myself, thank you for surviving so far, and keep moving on.

My beloved parents and my siblings, Thank you for the endless and unconditional love. Without you, I am nothing, and I deeply apologize.



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Purwokerto, 24th of February 2022

The researcher,



Tia Monika S. Saragih

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ABSTRACT

Teachers' teaching strategy plays an important role in teaching-learning, especially reading comprehension. The teacher's strategy in teaching reading needs to be applied to help students comprehend the contents of text well. Since the education system has changed after the outbreak of the covid-19, it is required most schools to conduct learning from home. This study aims to find out and analyze how the implementation of teachers' strategies in teaching reading in E-learning classes at SMP Al-Irsyad Al-Islamiyyah Purwokerto. This qualitative research examines how the English teachers implemented strategies in teaching reading in E-learning classes. Two English teachers were the subjects of the research. Interviews, observations, and documentation were conducted to obtain the research data. The data analysis techniques were data reduction, data analysis, and drawing conclusions. The results of this study showed that the English teachers applied reading aloud and Question-Answer Relationships in teaching descriptive text, Role Play in teaching narrative text, skimming and scanning in teaching procedure text. E-learning activities primarily share the meet link through Whatsapp Group, explain and discuss the materials through Google meet, give feedback, and give assignments submitted through Google Classroom.

Keyword: *E-learning, Reading Comprehension, Teachers' strategy*

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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, teaching of English is the only foreign language that must be taught in schools from secondary to university levels. Reading is an essential skill for developing critical thinking of students. According to the Program for International Student Assessment (PISA), reading helps students develop their ability to identify, discover, make assessments, and reflect their role as responsible, caring, and reflective members of society¹. PISA is an international study that analyzes the literacy of 15 year old students for reading, math and science skills, which is conducted every three years². PISA emphasizes reading skills as a measure of school graduates' ability. As one of the internationally recognized studies, reading skills is one of the cognitive domains evaluated in PISA. Indonesia has participated in PISA since 2000 and took part in the computer-based assessment for the first time in 2018. However, the results have consistently shown that Indonesia has lower rating³. Therefore, most students in Indonesia have difficulty with the reading process and they cannot complete the basic reading test.

Writing, reading, speaking and listening skills are four comprehensive English skills that are interrelated and support teaching learning process. Speaking and writing are considered productive skills while listening and

¹William G Brozo, Gerry Shiel, and Keith Topping, "Engagement in Reading: Lessons Learned from Three PISA Countries," *Journal of Adolescent & Adult Literacy*, Vol. 51, No. 4, 2007, p. 304.

²Rina Rosdiani Patria Patria, "Indonesia Reading Literacy Progress: An Insight From Pisa Study," 2019, p. 195, <https://doi.org/10.26499/iceap.v0i0.221>.

³Rina Rosdiani Patria, "Why Indonesian Students Struggle in Reading Test?," in *Proceedings of the International Conference on Educational Assessment and Policy (ICEAP 2020)*, Vol. 545, 2021, p. 29, <https://doi.org/10.2991/assehr.k.210423.060>.

reading are considered receptive skills. The teacher must employ these four skills while guiding students through learning. Through reading, students can develop their understanding of how the world works and assist them in developing their ability to think critically. By having reading skills, it will be easier to extract meaning from English texts and find out new ideas, facts, and experiences⁴. Thus, Students need to be encouraged to acquire knowledge and to value reading skills as a vital part of their daily activity.

Reading comprehension is not simply reading aloud but is concerned with understanding the meaning of the text. According to Patel and Jain, reading means understanding the meaning of written words or symbols. The process of reading requires abilities in recognizing and understanding texts. Reading is a necessary activity in life since it allows people to update or gain knowledge, and it is also an essential tool for academic success⁵. Related to this definition, Grabe and Staler say reading comprehension refers to understanding and interpreting information in a text appropriately and correctly⁶. Thus, reading is an interactive process for acquiring textual information.

There are many benefits of reading in the teaching and learning process, including developing the students' focus, their thinking approach, experience, enlarge students' English vocabulary and ability to expand their knowledge. The teacher needs to use a reading comprehension strategy to get the target since the students come from different intelligence, disabilities,

⁴Toto Nugroho, Dwi Anggani, and Rudi Hartono, "English Teachers' Perception on Strategies in Teaching Reading Comprehension to Motivate the Students," *English Education Journal*, Vol. 9, No. 1, 2019, p. 56.

⁵Syamsu Tang et al., "The Humor Story in Teaching Reading Comprehension," *Journal of Advanced English Studies*, Vol. 2, No. 2, 2019, p. 79.

⁶Nurman Antoni, "Exploring EFL Teachers' Strategies in Teaching Reading Comprehension," *Jurnal Penelitian Pendidikan*, Vol. 11, No. 2, 2010, p 41.

geography, and interest; as Brown stated, teaching reading aims to encourage students learning to think and to write effectively⁷. Moreover, According to Hillerich, Comprehension is the primary goal of the reading activities. It indicates that It has to do with the effective method for comprehending a written text⁸. Thus, a successful teacher recognizes the importance of teaching strategy in improving students' language skills, especially reading skills. Since the end of 2019, The world has been rocked by a coronavirus or Covid-19. The World Health Organization (WHO) confirmed that Covid-19 was a global crisis on January 30, 2020, and Indonesia has officially announced coronavirus disease on March 2.

Futhermore, school and other educational institutions, including universities, were instructed by Nadiem Makarim as an Indonesia's Minister of Education and Culture to temporarily suspend innovative educational activities and encourage students to conduct lessons from home via e-learning⁹. Indirectly, in a short time, schools need to consider strategies for E-learning classes that synchronize with students, teachers, and instruments capability of each schools. As the most appropriate medium for dealing with teaching and learning from home, E-learning has been introduced in all levels of education in Indonesia, from elementary to university level.

According to Wang, E-learning is defined as delivering information and instruction to individuals through computer network technologies, mainly

⁷Gendis Nadira Dwiningtiyas, Dedi Sofyan, and Hilda Puspita, "Teachers' Strategies in Teaching Reading Comprehension," *JALL (Journal of Applied Linguistics and Literacy)*, Vol. 4, No. 2, 2020, p.67.

⁸Robert L Hillerich, *The Principal's Guide to Improving Reading Instruction* (Allyn & Bacon, 1983), p. 125.

⁹Antonius Setyawan Nur Agung, Monika Widyastuti Surtikanti, and Charito A Quinones, "Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino," *SOSHUM: Jurnal Sosial Dan Humaniora*, Vol. 10, No. 2, 2020, p. 225.

through the Internet¹⁰. Students can access information and materials via e-learning anytime and from any place. It also provides teachers with the ability to enrich the material with a variety of learning resources, such as images and videos¹¹. The transition from face-to-face learning in class to distance learning is not easy for some people. It has significantly changed the way of teaching and learning process between teachers and students. Therefore, to keep the continuity of the teaching-learning process, the teachers as educators and facilitators must be able to support the learning process by implementing the appropriate method. Hence, in this situation, the teacher requires adaptation and absolutely needs a good strategy to stimulate and activate the students in E-learning class, especially in the reading activity.

Based on the explanation above, the researcher is interested in observing and finding out what strategies teachers use in teaching reading in E-learning classes during covid-19. Therefore, the researcher became curious to investigate this with a research entitled "**Teachers' Strategies in Teaching Reading in English E-Learning Classes At SMP Al Irsyad Al Islamiyyah Purwokerto.**"

B. Conceptual Definition

The following definitions are provided to make readers understand or perceive some terms used in this research. They are also aimed to avoid ambiguity or misunderstanding. There are three key terms, they are:

1. Teaching strategy

¹⁰Sujit Kumar Basak, Marguerite Wotto, and Paul Belanger, "E-Learning, M-Learning and D-Learning: Conceptual Definition and Comparative Analysis," *E-Learning and Digital Media*, Vol. 15, No. 4, 2018, p. 196.

¹¹I Kadek Suartama, "E-Learning Konsep Dan Aplikasinya," *Bali: Universitas Pendidikan Ganesha*, 2014, p. 20.

According to David, teaching strategies is a plan, method, or series of activities designed to achieve a particular educational goal¹². The term "teaching strategy" refers to the overall direction of the strategy or plan implemented by teachers at SMP Al Irsyad Al Islamiyyah Purwokerto to teach reading comprehension in E-learning classes during the Covid19 pandemic. It's a tool for achieving learning goals quickly and easily.

2. Reading Comprehension

According to Klingner, reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word, understanding the meaning and the relationships between ideas conveyed in a text¹³. In reading comprehension, various texts are taught in SMP Al Irsyad Al-Islamiyyah Purwokerto, including descriptive, narrative, and procedure text.

3. E-learning

Rusman stated that e-learning is a process of teaching and learning by utilizing electronic media, which can be integrated in conventional education and distance learning¹⁴. Other terms of E-learning are online learning, internet-enabled learning, virtual learning, e-learning, and learning. Based on Suartama using e-learning in education context enables students to access the material anytime and anywhere¹⁵. The e-learning tools utilized by English teachers at SMP Al Irsyad Al Islamiyyah

¹²Nunan David, "Language Teaching Methodology," *Printice Hall, New York, London, Toronto, Sydney, Tokyo, Singapore*, 1991. p. 80.

¹³J K Klinger, S Vaughn, and A Boardman, "Teaching Reading Comprehension to Students with Learning Disabilities" (New York: Guilford Press, 2007), p.2.

¹⁴Kurniawan Rusman, "Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi. Jakarta: PT," *Raja Grafindo*, 2013, p.264.

¹⁵Suartama, "E-Learning Konsep Dan Aplikasinya." Singaraja: Universitas Pendidikan Ganesha.

Purwokerto are Google Classroom, WhatsApp, Youtube, and Google Meet.

C. Research Questions

Based on the background of the study, the research questions are formulated as follows:

1. What are the strategies used by the teacher in teaching reading comprehension in English E-learning classes at SMP Al Irsyad Al Islamiyyah Purwokerto?
2. How do the teachers implement strategies to teach reading comprehension in English e-learning classes at SMP Al Irsyad Al Islamiyyah Purwokerto?

D. Objectives and Significances of the Research

1. The Objectives of the Research

- a. To find out the teachers' strategies in teaching reading in English e-learning classes at SMP Al Irsyad Al Islamiyyah Purwokerto.
- b. To describe how teachers implement reading comprehension strategies at SMP Al Irsyad Al Islamiyyah Purwokerto.

2. The Significances of the Research

There are two kinds of significances of this research as follows:

a. Theoretical Benefits

Theoretical significances of this research are:

- 1) This research can provide more knowledge in understanding the strategies in teaching reading comprehension during an online class.
- 2) This research can be useful to improve knowledge in learning, especially strategies used by teachers while teaching reading online.
- 3) This research to be used as a reference for further research.

b. Practical Benefits

Practical significances of this research are:

1) For the teachers

The findings of this study were supposed to be used in the teaching process to provide information as feedback to improve the quality of teaching and learning activities, particularly in the area of reading comprehension that the researcher had identified.

2) For the next researchers

This research provided some advantages for the next researcher who wanted to research some teaching reading strategies. The study result is expected to serve as a resource for the following researcher in researching reading comprehension teaching strategies.

E. Structure of the Research

To make the systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters. They will explain as follows:

Chapter I presents introduction. It consists of a background of the study, operational definitions, research questions, objectives and significances of the research, review of relevant studies, literature review, research methods, and research structure.

Chapter II explains the theories of reading comprehension, teaching strategy, and e-learning which consists of some sub-sections.

Chapter III is a research method that deals with the research design, subject of the study, the object of the study, instruments for obtaining data, techniques for collecting data, analyzing data, and triangulation.

Chapter IV presents the research results, which discusses a general description of teachers' strategies in teaching reading in English e-learning classes at SMP Al-irsyad Al-Islamiyyah Purwokerto.

Chapter V is the conclusion and suggestion of the research. In this chapter, the researcher concludes and give some suggestions related to the research



CHAPTER II

LITERATURE REVIEW

A. Reading comprehension

1. Definition of reading comprehension

Reading comprehension refers to reading a text and comprehending its meaning. In order to comprehend the written words, the interaction between the words must elicit knowledge beyond the text or message itself¹⁶. M. Rahmani and K. Sadeghi (2011) argue that Reading comprehension is an intellectual process that involves the interaction of a reader's linguistic ability, world knowledge, and topic understanding¹⁷. Additionally, Grellet (1981) defines reading comprehension as the process of comprehending a written text by efficiently obtaining necessary information from it. Reading allows a reader to discover the meaning of a text and the main idea, structure, and other information¹⁸.

In order to comprehend the text while reading, the reader creates various text characterizations. Snow (2002) specifies three components of reading comprehension: the readers, the content, and the activities¹⁹. The readers, as a first component, need to comprehend texts. Readers' abilities and background knowledge affect their ability to comprehend texts. The second is the text, which is the object that the reader must understand.

¹⁶Khairunnisa Khairunnisa, Anggraini Thesisia Saragih, and Morada Tetty, "An Analysis of Teachers' strategies in Teaching Reading Comprehension of First Grade Students at Smk Swasta Tunas Karya Batang Kuis," *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, Vol. 9, No. 1 (n.d.): p. 4.

¹⁷Mina Rahmani and Karim Sadeghi, "Effects of Note-Taking Training on Reading Comprehension and Recall," *Reading*, Vol. 11, No. 9, 2011, p. 116.

¹⁸Nira Erdiana, Usman Kasim, and Nadia Juwita, "QAR: Strategy Implementation for Reading Comprehension of Recount Texts," *Studies in English Language and Education*, Vol. 4, No. 2, 2017, p. 249.

¹⁹Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Rand Corporation), 2002, p.11.

Books or e-books may serve as this text. The third component is reading, which is the objectives, processes, and outcomes of the reading activity are integrated into this activity²⁰. Hence, the readers will not engage in reading if they acquire nothing from the text. According to the statement above, Reading comprehension involves the reader's interaction, the text, and prior knowledge to understand the text.

2. The purpose of reading

There have been many experts who have described the significance of reading. Grabe and Stoller (2013) argue that there are seven purposes or reasons for reading. Those purposes are seeking information, skimming the text, learning from text, integrating knowledge, finding the information needed while writing, and reading for general comprehension²¹. Furthermore, Crawley and Merritt stated that the purpose of reading is to understand the material and establish communication between the writer and the reader.

According to the Progress in International Reading Literacy Study (PIRLS) 2011 Assessment Framework, reading has assessed two overarching purposes since its inception: reading for literary experience and acquiring and using information. Moreover, Linse stated that reading serves two primary goals: providing information and pleasure. Reading for enjoyment and entertainment may be enjoyable, but reading for information is unquestionably to obtain information²².

Reading is considered to be one of the most important skills to master in junior high school. It helps students understand what a writer is trying

²⁰Erdiana, Kasim, and Juwita, "QAR: Strategy Implementation for Reading Comprehension of Recount Texts," ..., p.249.

²¹William Peter Grabe and Fredricka L Stoller, *Teaching and Researching: Reading*: Routledge, 2013, p. 6.

²²Ina V S Mullis et al., *PIRLS 2011 International Results in Reading*. (ERIC, 2012). p.87.

to say. It also allows them to catch the details information in a text. Texts can be useful for learning English because it's provide structures and information that they can use when learning the language²³.

3. Types of Reading Comprehension

According to Harmer, Reading can be classified into two types as follow²⁴:

1) Intensive Reading.

Intensive reading is a reading activity that consists of reading a survey and skimming a short section of text. Extensive reading aims to understand the text as far as possible in the shortest time²⁵. Learning a language requires intensive reading, which involves diving deep into a smaller amount and supplementing the learner's knowledge gaps with information from outside the resource²⁶. On the other hand, in intensive reading, vocabulary and grammar are studied in depth rather than fluency. Students achieve higher levels of accomplishment when guided reading is used in the language classroom. Students can learn the language effectively and successfully by analyzing reading materials in depth and combining it with intensive reading²⁷. Based on this statement, Intensive reading is a type of reading teaching that encourages students to read more carefully.

²³Agus Husein As Sabiq, "Improving Students' motivation and Reading Skills in Elt Through Audio Visual Media," *Diksi*, Vol. 25, No. 1, 2017, p.58.

²⁴Jeremy Harmer, *How to Teach English (6th Edition)*, Pearson /Longman, 2010.

²⁵Rizal Ali Nurdin, "Teachers' Strategies in Teaching Reading Comprehension at SMP IT Al-Ghofar during Covid-19", Thesis, Malang : Universitas Islam Negeri Maulana Malik Ibrahim, 2021, p14.

²⁶Maria Dakowska, *Teaching English as a Foreign Language: A Guide for Professionals*: Wydawnictwo Naukowe PWN, 2011, p. 206.

²⁷Cağrı Tuğrul Mart, "Combining Extensive and Intensive Reading to Reinforce Language Learning," *Journal of Educational and Instructional Studies in the World*, Vol. 5, No. 4, 2015, p. 85.

2) Extensive reading

Day and Bamford argue that reading is frequently promoted to enhance second language proficiency, particularly in environments with low input. However, if reading is compelling, extensive reading could be better²⁸. As Harold Palmer and Michael West defined, following a pilot study in India, extensive reading is reading many simple linguistic elements for comprehension without completing any additional tasks²⁹. By reading extensively, readers are encouraged to focus on reading for information or entertainment rather than mastering a specific linguistic structure or reading strategy. As a result, it may require a variety of reading skills or techniques³⁰.

The purpose of extensive reading is to encourage readers to read for the sake of reading (for information or entertainment) and not to master a particular linguistic structure or even a specific reading strategy. The goal of extensive reading is to make a learner faster and more fluent in reading by reading a large volume of reading material for pleasure rather than checking every point in the text³¹. Extensive reading provides several advantages, including developing students' vocabulary and reading habits. Thus, the goal of extensive reading is to provide pleasure.

²⁸Faisal Al-Homoud and Norbert Schmitt, "Extensive Reading in a Challenging Environment: A Comparison of Extensive and Intensive Reading Approaches in Saudi Arabia," *Language Teaching Research*, Vol. 13, No. 4, 2009, p. 383.

²⁹Cağrı Tuğrul Mart, "Combining Extensive and Intensive Reading to Reinforce Language Learning," *Journal of Educational and Instructional Studies in the World*, Vol. 5, No. 4, 2015, p. 85.

³⁰Patricia L Carrell and Joan G Carson, "Extensive and Intensive Reading in an EAP Setting," *English for Specific Purposes*, Vol. 16, No. 1, 1997, p. 50.

³¹Maulana Mualim And Feisal Aziez, "Reading Portfolio as a Supplementary Activity to Leverage Students' reading Competency," *Jurnal Basis*, Vol. 7, No. 2, 2020, p.247.

4. Levels of Reading Comprehension

Since the students' understanding of material might be on a number of different levels, Burns et al., divided reading comprehension into four levels³². Those levels will be explained as follows:

1) Literal Reading

Reading comprehension at this level is limited to surface meanings. Students will be asked to identify ideas and information directly referenced in the text by their teachers. Additionally, a vocabulary exam is appropriate. Karlin argues that someone's capacity to read for literal meanings, i.e., expressed thoughts, is affected by someone's understanding of contextual word meanings³³. Thus, literal comprehension is defined as identifying the primary concepts, the meaning of phrases, and the meaning of paragraphs, as well as specifics, cause and effect, and structure as the framework for understanding vocabularies.

2) Interpretive Reading

Students at this level read for deeper meanings beyond what is said. They must be capable of reading critically and analyzing what they read. Students must see relationships between concepts at this level, including how ideas fit together and the underlying meanings. It was assumed that interpretive reading would benefit both learners and teachers by making reading more enjoyable and encouraging students to acquire good self-discipline.

³²Paul Burns, Betty Roe, and E Ross, "Teaching Reading in Today's Elementary Schools" Dallas: Houghton Mifflin, 1984.

³³Akmar Mohamad, "What Do We Test When We Test Reading Comprehension," *The Internet TESL Journal*, Vol. 5, No. 12, 1999.

Implementing interpretive reading approaches in their English classes will be demonstrated to improve student performance³⁴.

3) Critical Reading

The nation has established a set of criteria for effective reading instruction. He suggests that a reading program must be designed and implemented to accommodate the variety of reading purposes, from reading for information to reading to evaluating texts³⁵. Reading texts for critical thinking involves the process of evaluating ideas and information obtained from them. Critical evaluation happens when students have absorbed the writer's thoughts and content. Students at this level can be examined on various abilities, including distinguishing between facts and opinions, identifying persuasive statements, and evaluating the accuracy of the information contained in a text³⁶.

4) Creative reading

Russell defines creative reading as the process of searching for implicit and assumed meanings, appreciating responses, and critical evaluations. Discussions about such topics as "What do you think will happen next?", "Why?", "How do you believe the story character felt?", and "Have you ever felt like that?", required reading for implication and inference. Of course, literal comprehension of information is necessary for this reading style. However, the reader must go beyond the text, understand the

³⁴Ahmad I Assiri and Ahlullah Siddiqui, "Interpretive Reading as a Strategy to Construct Meaning in EFL Reading Comprehension: A Case Study at King Khalid University," *Arab World English Journal (AWEJ)*, Vol.11, 2020, p.412.

³⁵Reza Zabihi and Mojtaba Pordel, "An Investigation of Critical Reading in Reading Textbooks: A Qualitative Analysis.," *International Education Studies*, Vol. 4, No. 3, 2011, p.82.

³⁶I Assiri and Siddiqui, "Interpretive Reading as a Strategy to Construct Meaning in EFL Reading Comprehension: A Case Study at King Khalid University," Vol. 11, p. 412.

context, and possibly derive their interpretations and concepts from the text³⁷. Creative reading needs an aggressive approach toward the material at hand: the book is for students to do as they like. Students can extract the content, rewrite it in a way they wish to learn, parody it, or alter it entirely by radically changing it, rearranging, or rearrangement³⁸. As result, it could be inferred that creative reading extends beyond just the words of the author.

B. Teaching Strategy

1. Definition of Teaching Strategy

A teaching strategy is a set of actions or plans to achieve a specific educational goal. Harmer stated Teaching strategy refers to the techniques, structures, method, approaches, procedures used by the teacher in teaching and learning activities³⁹. A teaching strategy can also be referred to as educating students. The teacher needs to balance the method and how the content is applied to effectively implement the strategy.

The teacher should provide various strategies for making the learning process more enjoyable by taking into various aspects of teaching during learning. Backgrounds of students, learning objectives, scheduling, and learning issues are all aspects of education. Brown defines strategy as a specific approach to solving a problem or task, a way to achieve a particular goal, or a planned design for analyzing certain information. Brown defines strategy as a specific approach to solving a problem or task, a way to achieve a particular goal, or a planned design for analyzing certain information⁴⁰. In addition, The teacher's strategy consists of several

³⁷Phylliss J Adams, "Creative Reading.," ERIC, 1968, p. 2.

³⁸Ron Padgett, *Creative Reading: What It Is, How To Do It, and Why*, ERIC, 1997, p.70.

³⁹Harmer, *How to Teach English (6th Edition)*.

⁴⁰D A N Douglas and Stefan Frazier, "Teaching by Principles: An Interactive Approach to Language Pedagogy", H. Douglas Brown, Wiley Online Library, 2001, p.210.

actions or plans that are decided to achieve certain goals in the teaching and learning process with regard to the classroom situation, for example, the teacher uses strategies to control student behavior, to teach reading, complete all assignments, to finish the whole duty, or to get the classes they want⁴¹.

According to Brown in Nurdianingsih, a teacher should use an appropriate method for the reading's specific goal. When teaching a passage, a teacher should pay attention to the following three aspects: the presentation, the development, and the follow-up. First, the teacher will interpret the passage in depth. The teacher then should consider how the text is organized to aid readers' comprehension. Last, the teacher should discuss any additional aspects of reading comprehension⁴².

2. Principles of Teaching Reading Comprehension

According to Harmer, teaching reading includes six principles behind such⁴³:

- 1) Students should be encouraged to read as often and intensively as possible.

The teacher should encourage the students to read widely and intensively when teaching reading. Students should read more, if not even more than they currently do. Discuss this principle with your students.

- 2) Students need to be engaged in enjoying the reading activity.

To enjoy reading outside of class, students must be interested in what they're reading. Therefore, the teacher should assist them in

⁴¹Desi Wijayanti Ma'rufah, "Promoting Student Questioning in EFL Classroom: Teacher's Strategies in 2013 Curriculum Context," *OKARA: Jurnal Bahasa Dan Sastra*, Vol. 15, No. 2, 2021, p. 172.

⁴² Nurdianingsih, "Teachers' Strategies in Teaching Reading Comprehension," ..., p.286.

⁴³Jeremy Harmer, *How to Teach English (6th Edition)*, Pearson /Longman, 2010, p.101-102.

making the reading experience as enjoyable as possible. While teachers will attempt to engage students in lessons through activities related to a reading text, they should also ensure that the students are involved in this process. Hence, teachers must be able to ensure that their students are interested in the text.

- 3) Students should be encouraged to respond to the content of a reading text.

As part of the teaching process, students are encouraged to respond to the content of the texts and are required to read texts in class to understand how language is used, how many paragraphs they have, and how many times relative clauses are employed. However, the content of the text is essential. Therefore, the teacher will need to provide students with opportunities to respond to it. Hence, they need to express their feelings about the subject and get the student to engage with it and the language. It is especially crucial even with extensive reading because studying and reading for pleasure are two separate things.

- 4) Prediction is a crucial aspect of reading.

In general, the reader can get an idea from the text what they will read. Book covers provide clues about what the book is about, such as pictures and headlines. The title lets the reader know what the article is about, and they can identify reports for what they are without reading a single word. Readers' brains start predicting what they are going to read when they get these clues. To help students understand the text more accessible, teachers should give students hints in class to predict what will happen in the text. Thus, the expectation for the reading process has been set, and the active reading process can begin.

- 5) Use intensive reading texts when the task matches the topic.

To get students involved in teaching and learning, reading assignments and questions, as well as entertaining and meaningful puzzles, should be chosen by teachers since they are relevant to the topic they are reading.

- 6) The best teachers take full advantage of reading texts.

When using the complete text, teachers can encourage students to read it before proceeding to the next activity. Meanwhile, teachers should incorporate reading text into a more engaging classroom environment. The teacher's responsibility in teaching reading is to discuss the text thoroughly. In addition, Nuttall argued the reading materials should be integrated into an enjoyable class sequence by the teacher. Students should be able to explore the reading text thoroughly. If they do, reading activities will be varied and engaging⁴⁴.

3. Stages of Teaching Reading Comprehension

According to Mukhroji, The teachers should involve three stages of teaching comprehension. Those steps are:

- 1) Pre-reading

A popular activity at this stage is brainstorming. Crawford defines brainstorming as the practice of developing several ideas on a particular topic. The teacher influences the student's motivation at this stage, and this is before engaging in actual reading activities. The other activity is to generate or create text types. By discussing text types in teaching reading comprehension, it is a way for students to become familiar with the contextual features. Another activity that can be used is sequencing

⁴⁴Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, : ERIC, 1996, p .69.

a picture, which provides an image that relates to text and background knowledge. According to Hood et al., students will identify relevant words, knowledge, and experiences and choose appropriate language and meaning for the text through this activity. Thus, the teacher may make predictions, ask questions, or show pictures related to the topic at this stage. It is also suggested to use the predicting strategy according to Anderson, Pelinscar, and Brown at this stage⁴⁵.

2) While-reading

A teacher can generate an appropriate reading strategy to help students comprehend the text during this reading stage. A common strategy is to read aloud activity. There are two kinds of reading aloud, according to Handcock and Leaver. The first is reading aloud to students to introduce the popular culture and an opportunity to engage with a challenging text. The second is reading aloud to the student can foster class cohesion and encourage students to read the text. The next activity that the teacher can provide for students at this stage is silent reading. This is an essential skill for reading comprehension since it focuses on decoding text⁴⁶.

3) Post-reading

At this stage, the teacher assists students in evaluating their understanding of the text that has been read. According to Bradford & Day (1998), as part of this stage, students are asked to

⁴⁵Nurman Antoni, "Exploring EFL Teachers' Strategies in Teaching Reading Comprehension," *Jurnal Penelitian Pendidikan*, Vol. 11, No. 2, 2010, p. 42.

⁴⁶Nurman Antoni, "Exploring EFL Teachers' Strategies in Teaching Reading Comprehension," ..., p.42.

perform a series of exercises that will test their general understanding and their ability to apply reading strategy skills, such as guessing and deducing the meaning of unknown words⁴⁷.

4. Strategies of Teaching Reading Comprehension

There are some strategies in teaching reading comprehension according to Vacca & Vacca⁴⁸:

1) Scaffolding

Gasong stated scaffolding refers to a lesson in which students receive some initial assistance and then see the aid reduce as the learning process proceeds. The scaffolding allows teachers to help diverse learners overcome difficulties in text-related learning situations. It refers to the process of assisting a student to solve a problem beyond its developmental capacity through the assistance of a teacher or other person with greater expertise⁴⁹.

2) Think-aloud

According to Siagian and Katemba, thinking aloud is the act of talking out what learners are thinking while reading. Newell and Simon introduced it to test students' comprehension⁵⁰. Hence, students participate in think-aloud activities by expressing their thoughts while reading and responding to questions from teachers or other students.

⁴⁷Marzook Maazi Alshammari, "New Developments in Teaching Reading Comprehension Skills to EFL Learners," *International Journal of English Language Teaching*, Vol. 3, No. 1, 2015, p. 5-6.

⁴⁸Richard T Vacca and Jo Anne L Vacca, *Content Area Reading* (Scott, Foresman Glenview, IL, 1989), p.53.

⁴⁹Gasong, *Langkah Langkah Pembelajaran Scaffolding*. 2007.

⁵⁰Abdulaziz Ali Al-Qahtani, "Investigating Metacognitive Think-Aloud Strategy in Improving Saudi EFL Learners' Reading Comprehension and Attitudes.," *English Language Teaching*, Vol. 13, No. 9, 2020, p. 53.

3) Reciprocal Teaching

According to Palinscar & Brown, Reciprocal Teaching is a reading comprehension strategy that enables students to develop the skills necessary to become effective readers and learners (summarizing, asking questions, clarifying the meaning, predicting and responding to the text). These four comprehension strategies are used on a common text by pairs or small groups. Literature of all genres can be used in reciprocal teaching, from fiction to non-fiction to poetry⁵¹.

4) QAR

The QAR (Question-Answer Relationship) strategy increases reading comprehension by helping students find and recognize the main concept, conclusions, implicit and explicit information. According to Raphael as the developer of the QAR strategy, students are encouraged to read texts actively and respond to the questions using the QAR strategy⁵².

5) SQ3R (Surveying, Questioning, Reading, Reciting, Reviewing)

SQ3R is a systematic reading strategy intended to help students organize the reading process into manageable components. Using this strategy is just one of many similar strategies students can use to improve comprehension. There are five steps to this method: surveying, questioning, reading, reciting, and reviewing. This strategy consists of (1) quickly reading the headings in the chapter

⁵¹Aannemarie Sullivan Palinscar and Ann L Brown, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities," *Cognition and Instruction* Vol.1, no.2, 1984,p.277.

⁵²Nira Erdiana, Usman Kasim, and Nadia Juwita, "QAR: Strategy Implementation for Reading Comprehension of Recount Texts," *Studies in English Language and Education*, Vol. 4, No. 2, 2017, p.248-249.

to get their important points, (2) turning the heading into a question, (3) reading to find an answer to the question, and (4) recalling the important point (the answer to the question) by retelling it or writing it down.

Additionally, The students' reading ability need to be improved in order to enable them to get used to the reading activity. The teacher should guide and direct students during the learning process to assist them in thinking about their decision in solving their learning problems. Strategy in reading comprehension is the reader's effort or way to elicit the information. It can help students read and understand the text effectively. There are some strategies in reading development by experts⁵³. The strategies are:

1) Reading Aloud

According to Pergams et al., reading-Aloud is a strategy used to help students understand the texts by mastering pronunciation, grammar, and intonation⁵⁴. This strategy develops students' interest in reading. Encouraging students to read aloud and discuss the books' contents is essential since it affects students' reading ability, understanding new vocabulary, improving their comprehension skills, and critical thinking.

2) Skimming

According to brown, skimming focuses on how a reader finds out the main point of a text⁵⁵. By applying this strategy, students

⁵³H Douglas Brown, "Teaching by Principles: An Introduction to Language Pedagogy," *NY: Longman*, 2001, p.255.

⁵⁴Al-Qahtani, "Investigating Metacognitive Think-Aloud Strategy in Improving Saudi EFL Learners' Reading Comprehension and Attitudes.," p. 53.

⁵⁵Andi Asmawati, "The Effectiveness of Skimming–Scanning Strategy in Improving Students' reading Comprehension at The Second Grade of Smk Darussalam Makassar," *Eternal (English, Teaching, Learning, And Research Journal)* Vol. 1, No. 1, 2015, p. 71.

are expected to be able to predict the topic of the text they have read. Skimming is usually done at a speed of three to four times faster than normal reading. This strategy aims to get the specific information and ideas of the text quickly as stated by Harmer that skimming is reading a text quickly and figuring out its main ideas⁵⁶.

3) Scanning

According to Brown, Scanning is a technique for quickly finding specific details in a text by ignoring the broad context. This strategy helps students become more focused and efficient while reading. In addition, Maxwell also stated that scanning as means of obtaining detailed information quickly The following are ways to enhance reading comprehension while scanning according to Arundel in Reading and Study Skill Lab: (1) Know what you are trying to find, (2) Know what type of information you are looking for (numbers, proper nouns, etc. (3) Assess how the content is organized before scanning it. (4) Have your eyes skim over several print lines at a time. (5) Read the entire sentence when you find a sentence with the information you seek⁵⁷⁵⁸.

4) Role Play

Role-play could help students develop critical thinking by exposing them to various real-life scenarios. As stated by Possin, role play is an activity that prepares students to apply their

⁵⁶Andi Asmawati, "The Effectiveness of Skimming–Scanning Strategy in Improving Students' reading Comprehension at The Second Grade of Smk Darussalam Makassar Vol.1, No. 1 2015 p.71

⁵⁷Asmawati, "The Effectiveness of Skimming–Scanning Strategy in Improving Students' reading Comprehension at The Second Grade of Smk Darussalam Makassar," p.71.

⁵⁸Asmawati, "The Effectiveness of Skimming–Scanning Strategy in Improving Students' reading Comprehension at The Second Grade of Smk Darussalam Makassar," p.72.

knowledge in real-life situations. Additionally, Hassan stated that role play involves working with others and playing different roles. This strategy impacts students' behavior and emphasizes skills improvement through dialogue exchange⁵⁹.

C. E-Learning

1. Definition of E-Learning

E-learning was derived from two words, the letter “e” is the abbreviation from electronic and learning. So, e-learning is a process of learning by utilizing the electronic device. Rusman in Basak, et.al., described E-learning is a process of teaching and learning by utilizing electronic media, which can be integrated in conventional education and distance learning. Rosenberg and Wentling et al. argue that E-learning uses Internet technologies to offer various solutions to improve knowledge and performance. Thus, e-learning is the way of delivering information and knowledge through information and communication technology (ICT) in order to maintain the interaction between teachers and students, where both of them are in a separate place and time⁶⁰.

Husein said that the E-learning platform has supported improving the quality of the educational process into a modern teaching approach without the limitations of space and time⁶¹. As Huiwei said, as long as students have an internet connection, it is possible for them to learn English anytime and anywhere through the E-learning platform. They also have easy access to finding information. Moreover, they can read English

⁵⁹Sumaira Rashid and Shahzada Qaisar, “Role Play: A Productive Teaching Strategy to Promote Critical Thinking,” *Bulletin of Education and Research*. Vol. 39, No. 2, 2017, p. 198.

⁶⁰Kumar Basak, Wotto, and Belanger, “E-Learning, M-Learning and D-Learning: Conceptual Definition and Comparative Analysis,” p.194-202.

⁶¹Nalliveettil George Mathew, Pusuluri Sreehari, and Atalah M Al-Rubaat, “Challenges and Implications of Virtual E-Learning Platform in EFL Context: Perceptions of Teachers,” *International Journal of English Language Teaching*, Vol.7, No. 2, 2019, p.101.

articles and listen to English Voice on their cell phones⁶². With e-learning, teachers use tools for teaching, delivering knowledge, and providing feedback to students. It encourages students to interact, exchanges ideas, and respect differing perspectives⁶³. Furthermore, Chaoming Du, Honglian Liu, and Liu Wei stated that compared with traditional learning, E-learning significantly changes the content of learning, provides flexibility in information and knowledge so that students can access material based on their needs and interests. Also students have access to many sources of information and knowledge, and they can access that wherever and whenever they want⁶⁴.

2. Components of E-Learning

Some of the components that can be used in e-learning systems include:

1) E-learning content

Simple learning tools, online interactive lessons, simulations, and job assistance are examples of simple e-learning content.

2) E-tutoring

Through the use of online tools and procedures, students are provided with tailored guidance and feedback. Collaborative learning/collaborative activities

3) Collaboration involves various activities, including discussions, sharing knowledge, and working on a project. Students

⁶²Huiwei Cai, "E-Learning and English Teaching," *IERI Procedia*, Vol.2, 2012, p.842.

⁶³Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, Advantages and Disadvantages of its Adoption in Higher Education," *International Journal of Instructional Technology and Distance Learning*, Vol. 12, No. 1, 2015, p.68.

⁶⁴Chaoming Du, Honglian Liu, and Liu Wei, "on the Characteristics and Application of Integrated E-Learning," in *2010 2nd International Conference on E-Business and Information System Security*, IEEE, 2010, p. 1–3.

communicate online through chat rooms, discussion forums, and blogs.

4) Synchronous and asynchronous online discussions

There are many different types and models of online learning, and all of them are beneficial as long as the principles of online learning are applied correctly and consistently. Online learning can be divided into synchronous and asynchronous modes based on the interaction scheme. In synchronous learning, lecturers and students interact directly throughout the learning process. Meanwhile, asynchronous allows students to study at different times within a specified time range, enabling indirect communication. Both schemes have distinct advantages and disadvantages, so they must be individually tailored⁶⁵. Synchronous and asynchronous online discussions assist learners in communicating and exchanging ideas in support of group learning. Students share their skills and knowledge by commenting on-course activities and exchanging ideas.

5) Virtual classroom

The virtual classroom is the process of E-learning where an instructor makes remote lectures using PowerPoint presentations, audio or video files⁶⁶.

⁶⁵Muhammad Giatman, Sri Siswati, and Irma Yulia Basri, "Online Learning Quality Control in the Pandemic Covid-19 Era in Indonesia," *Journal of Nonformal Education*, Vol.6, No. 2, 2020, p.170.

⁶⁶Henny Mardiah, "The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic," *English Teaching and Linguistics Journal*, Vol. 1, No. 2, 2020, p.51-52.

D. Review of Relevant Studies

The researcher presents several previous studies that correlate with this research. Here is the comparison of the results between this research and the previous studies:

First, the research by Yulia Enggar Wigati Wibowo, Syafrizal, and Syafradin in 2020 about the teachers' strategies in teaching reading comprehension at one of the Senior High schools in Bengkulu, Indonesia. The result of the research showed that the teachers used some strategies in teaching reading with the highest percentage were Question Generating (27%), Encouraging the Use of Dictionaries (25%) and Question Answering (23%). The similarities of this research and the writer's research are discussed about teachers' strategies in teaching reading comprehension⁶⁷. This research used a mixed-method research design in collecting the data; the learning process was offline, and was conducted in a high school. Meanwhile, the writer's research uses the qualitative research method and analyzes teachers' strategies in teaching reading online at Junior High School.

The second is Tari Putri Utami's final project (2020). The aim of this study was to investigate the strategies used for English e-learning classes in MTs Sudirman Getasan during the Covid-19 pandemic and to what extent these strategies help teachers. The results of the study show that the teachers use different strategies because the expected skill output are different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing. As for listening skills, the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a

⁶⁷Y Wibowo, Syafradin Syafrizal, and Syafradin Syafradin, "An Analysis of English Teachers' Strategies in Teaching Reading Comprehension," *JALL (Journal of Applied Linguistics and Literacy)* Vol. 4, No. 1, 2020, p. 20.

songs⁶⁸. It is similar to the writer's research discusses the strategy that teachers implemented in E-learning class during the covid-19 pandemic and uses a qualitative method in collecting the data. As a contrast, this research examined teachers' strategies for teaching writing, listening, reading, and speaking, while the writer's research analyzed teachers' strategies for teaching reading only.

The third, Nurmadia Sarjan (2017), analyzed the reading comprehension strategies used in Wonomulyo junior high school for the second grade in his final project. It was described how English teachers implement reading comprehension strategies. The finding shows that teachers employ QARs and scaffolding in their teaching. This study relates the writer's research regarding teachers' strategies to teach reading comprehension to the current study, and the research method was qualitative⁶⁹. The purpose of this study is to analyze teachers' strategies for teaching reading in offline classes. On the other hand, the writer's research analyzes teachers' strategies for teaching reading in online classes.

The fourth, a research by Toto Nugroho, Dwi Anggani, Bharati, Rudi Hartono (2019). The study's findings showed that the teachers' strategies for teaching reading comprehension contributed significantly to activities related to reading comprehension. The similarity of this research between the writer's research is discussing strategies in teaching reading⁷⁰. The difference is this research aimed at describing how reading motivation affects reading

⁶⁸Tari Putri Utami, "An Analysis of Teachers' Strategies on English E-Learning Classes During Covid-19 Pandemic by : Tari Putri Utami *Teacher Training and Education Faculty State Institute for Islamic Studies (Iain) Salatiga*," 2020, p.114.

⁶⁹Nurmadia Sarjan, "An Analysis on the English Teacher Strategies in Teaching Reading Comprehension at the Second Grade of Junior High School 1 of Wonomulyo" (Universitas Islam Negeri Alauddin Makassar), 2017.

⁷⁰Toto Nugroho, Dwi Anggani, and Rudi Hartono, "English Teachers' Perception on Strategies in Teaching Reading Comprehension to Motivate the Students," *English Education Journal*, Vol. 9, No. 1, 2019, p. 56.

comprehension. Meanwhile, the writer's research focuses on teachers' strategies to teach reading in E-learning classes.

The last research was conducted by Gendis Nadira Dwiningtiyas, Dedi Sofyan, and Hilda Puspita (2020). It aimed to study how English teachers learn and apply reading strategies in second-grade classes. The result showed that the teacher one used several strategies in teaching reading comprehension. The strategies were brainstorming, reading aloud, and asking for specific information. While the teacher two used nine strategies. They were encouraging the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information. The writer's research is similar to this research in that it uses qualitative research and discusses reading strategies⁷¹. In contrast, the research above focused on teachers' strategies in offline classes. Meanwhile, the writer's research is focused on teachers' strategies for teaching reading in online courses.

Through these kinds of research, the researcher hopes to help the readers, particularly those who are interested in English, know what strategies, the use of media, and attractive programs to improve reading skills and increase their knowledge.

⁷¹Gendis Nadira Dwiningtiyas, Dedi Sofyan, and Hilda Puspita, "Teachers' Strategies in Teaching Reading Comprehension," *JALL (Journal of Applied Linguistics and Literacy)*, Vol. 4, No. 2, 2020.

CHAPTER III

RESEARCH METHOD

This chapter describes how the research was conducted to answer the three research questions related to chapter one. It consists of the following type of research: setting of the research, subject and object of the research, techniques of data collection, and techniques of data analysis.

A. Type of the Research

The research was conducted on the English teachers of SMP Al-irsyad Al-Islamiyyah Purwokerto. This study was carried out using the qualitative approach to analyze the teacher's strategies in teaching reading in E-learning classes. The descriptive method is used to describe something, such as a human group, an object, a condition, and events that will occur⁷². The main purpose of this research is to identify and describe the existing strategies used by teachers to teach reading comprehension. As a result of the phenomenon that occurred at school, this research led to a qualitative case study.

B. Setting of the Research

The research was conducted from October 19, 2021, to January 2022 in SMP Al-Irsyad Al-Islamiyyah Purwokerto, which is located on Jl. Prof. Suharso in Arcawinangun, Purwokerto Timur District, Banyumas Regency, Central Java. This school is considered one of the best schools in Purwokerto and a model school, as proven by several academic and non-academic achievements in recent years. It also has good administrative management and effective teaching and learning strategies to assist students in reaching their goals. Due to Covid-19, this school has applied blended learning activities that conducted distance learning activities and limited face-to-face classroom

⁷²Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D* (Bandung: Alfabeta, 2016), p.213.

interaction on different days based on the students' schedules. The researcher then focused on the teaching reading strategies employed by English teachers at SMP Al-Irsyad Al-Islamiyyah Purwokerto in the online classes.

C. Subject and Object of the Research

1. Subject of the Research

Research subjects can be a person, an object, or a microorganism that provides the information necessary to collect the data relate to the research⁷³. There were two participants in this study. They were English teachers of seventh, eighth, and ninth grades at SMP Al-irsyad Al-Islamiyyah Purwokerto. The teachers were selected because they had experience and understanding of the issues encountered in E-learning classes. Furthermore, Respondents are also actively teaching and learning during their E-learning classes. The participant's characteristics are shown in the table below:

Table 1

**Characteristics of two English teachers
of SMP Al IrsyadAl Islamiyyah Purwokerto**

No	Name	Description
1.	AL	English' teacher Grade Seventh and Eighth
2.	R	English' teacher Grade ninth

⁷³ Agung Widhi Kurniawan and Zarah Puspitaningtyas “*Metode Penelitian Kuantitatif*,” Yogyakarta: Pandiva Buku, 2016, p. 58.

2. Object of the Research

The researcher chooses the object of this research to be about teachers' strategies in teaching reading in SMP Al-irsyad Al-Islamiyyah Purwokerto. The reason for choosing this topic is that E-learning activities present challenges and significantly impact the teaching-learning process. Teachers and students are forced to carry out learning activities with methods that have almost never been done before. Therefore, in order to achieve the learning objectives the teachers are required to innovate in determining effective learning strategies. So based on that phenomenon, the researcher decided to observe whatever the English teacher did when teaching reading in the E-learning classes related to the teacher's strategies.

D. Techniques of Data Collection

A qualitative researcher's primary method of gathering information is participation in the setting, direct observation, and in-depth interviewing⁷⁴. According to Gay & Airasian, observations, interviews, and other more discursive sources of formation were collected and analyzed in the qualitative approach⁷⁵. In this research, the researcher uses observation, interview, and documentation in collecting the data.

1. Interview

The interview was verbal communication, similar to a conversation to take the information⁷⁶. The researcher was conduct in-depth interviews as part of this research. The purpose of an in-depth interview is to obtain a clearer picture of the research participant's

⁷⁴Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, Bandung: Alfabeta, 2016, p. 225.

⁷⁵Lorraine R Gay and Peter W Airasian, *Student Guide to Accompany Educational Research: Competencies for Analysis and Application*, Merrill, 2000, p.148.

⁷⁶S. Nasution, *Metode Research*, Jakarta: BumiAksara, 2003, p.113.

perspective. In-depth interviews typically involve one interviewer and one participant and are conducted face-to-face⁷⁷. This research has conducted interviews with two teachers of SMP Al-irsyad Al-Islamiyah Purwokerto about teaching strategies. The researcher calls the first teacher as teacher AL and the second teacher as teacher R. The first teacher taught in seventh and eighth grade, while the second teacher taught in ninth grade. After the classroom observation, the interviews were conducted to cross-check the data and ensure validity. A list of question as a guidance was prepared in obtaining information about the teaching strategies and the implementation methods used by the teacher of SMP Al-irsyad Al-Islamiyah Purwokerto. The questions of interview consisted of seven specific questions that were organized according to the following guidelines:

Table 2

Guideline of the interview

No	Details	Item number
1	Identifying the teachers' strategies in teaching reading in E-learning classes.	1,2,3,4
2	Identifying the process of implementing strategies in teaching reading in E-learning classes.	,5,6,7

⁷⁷Natasha Mack et al., "Qualitative Research Methods: A Data Collector's Field Guide, Module 1," *Qualitative Research Methods Overview*, 2005,p.29.

2. Observation

Observation refers to observing the particular condition or people and their research behavior⁷⁸. Marshall stated that "through observation, the researcher learns about behavior and the meaning attached to that behavior"⁷⁹. The observation was conducted in every reading class. At least three observations were conducted by observing how the teacher taught their student about reading comprehension and the teacher's strategies in class during the e-learning classes through Google meet. A mobile phone as a media of the online class, observation guidelines, and a note of checklist the activities were the instruments of participant observation. The researcher participated in an online class on Google meet as a non-participant.

3. Documentation

According to Guba and Lincoln in Sugiyono, documentation is any written inquiry prepared by a person or institution to examine an event or present accounting⁸⁰. The instrument of documentation was developed from the interviews and observations. It was done to support the data turn into valid data and more creditable. When interviews and observations was done notes of checklist and photographs would come up as the documentation. As proof of its e-learning activity, screenshots of its group chat and the screenshot of teaching process through Google Meet are also included.

⁷⁸John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Los Angeles: Sage Publishing, 2018, p.262.

⁷⁹Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, Bandung: Alfabeta, 2016, p. 226.

⁸⁰Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, Bandung: Alfabeta, p.226.

E. Techniques of Data Analysis

Qualitative data analysis involves classifying, unpacking, and recombining the set of data, which is similar to peeling the back of an onion in terms of methodology⁸¹. According to Miles and Huberman cited in Sugiyono, There are three stages to analyzing data. The first is reducing the data, the second is displaying it, and the third is verifying it⁸². Following these statements, the data analysis divided into three activities: data reduction, data display, and conclusion.

1. Data Reduction

The process of reducing data involves summarizing, selecting what is essential, and determining the topic and form. At this point, data was collected from the teacher interviews. The interviews showed how the teacher applied the reading comprehension strategies when teaching students. The data collected from the interviews were then transcribed and written up. Several specific data areas were also collected from observation and documentations and the required information. The data was then coded and categorized. Based on this category, the completeness of the data was determined. Thus, it was significantly easier to elaborate. As well as that, it helped create the data display.

2. Data display

A data display is a well-organized, condensed data collection that enables decision-making and action. Previously, the most often used format for displaying qualitative data has been extended text⁸³.

⁸¹John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, ...,p.267.

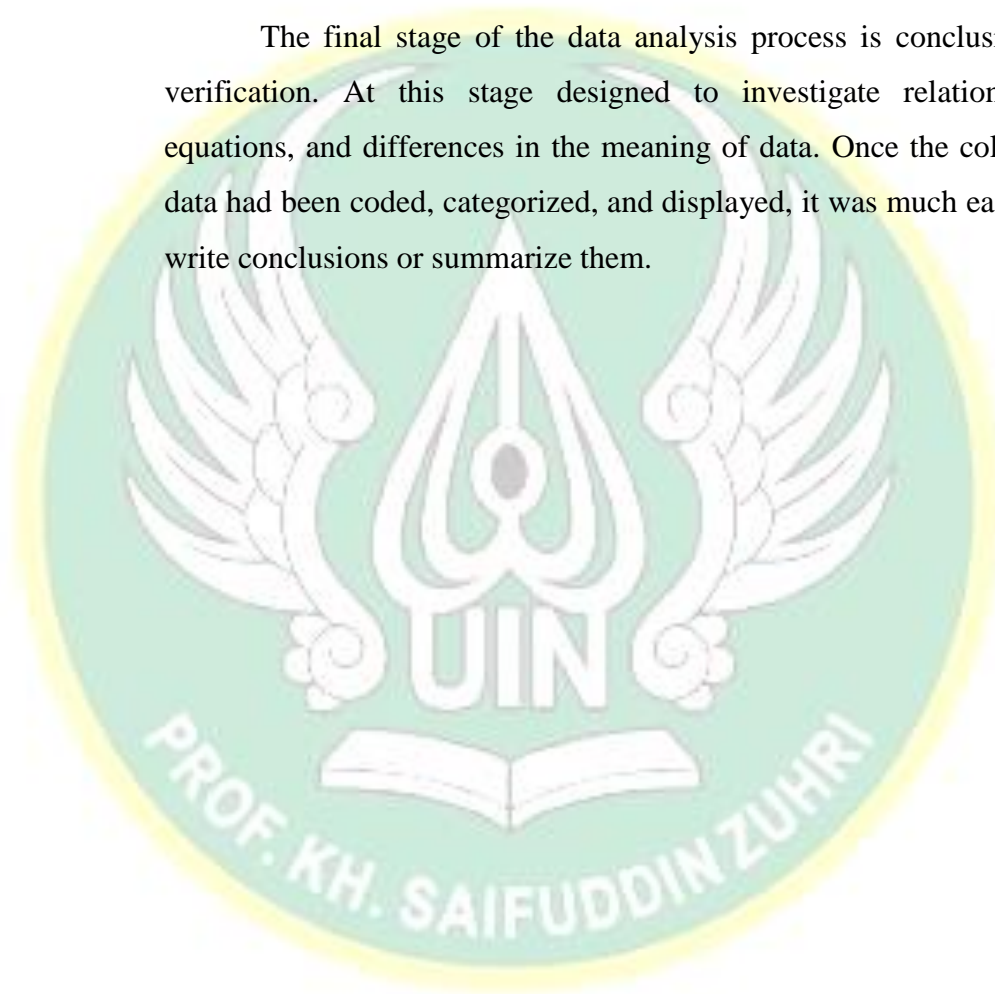
⁸² Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, Bandung: Alfabeta, p.246.

⁸³Matthew B Miles, A Michael Huberman, and Johnny Saldana, "*Qualitative Data Analysis: A Methods Sourcebook*,"Los Angles: SAGE Publications, 2014, p.13.

After coding and categorizing the collected of data, the next step was displaying them in sequence and chronologically based on observations, interviews, and documents. The presentation of the data was done by taking the most significant ones from the data collected in the form of qualitative description.

3. Conclusion

The final stage of the data analysis process is conclusion or verification. At this stage designed to investigate relationships, equations, and differences in the meaning of data. Once the collected data had been coded, categorized, and displayed, it was much easier to write conclusions or summarize them.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion about teaching strategies used by the English teachers in E-learning classes at SMP Al Irsyad Al Islamiyyah Purwokerto. This chapter is divided into two main sections, including teaching strategies used by the English teachers and their implementation while teaching reading comprehension in E-learning classes.

A. RESEARCH FINDING

1. Finding of English Teachers' Strategies in Teaching Reading Comprehension In E-Learning Classes.

As long as the pandemic situation still exists, the government has ruled that teaching and learning activities can be conducted face-to-face and distance learning. It means learning activities still utilize an internet connection or online classes in the learning process. The teacher, as a facilitator, must consider several strategies to ensure that students understand the material, particularly in reading comprehension activities in E-learning class, so the teaching and learning activities are going well. It is important to consider the strategy because it will determine the outcomes of the teaching and learning activities.

The English language is the most important foreign language in Indonesia, and it is required for all students from elementary school until the university level. Language learning and teaching activities should focus on acquiring reading comprehension as a language skill. Reading comprehension involves recollecting and interpreting the content of the text. Thus, students must master reading comprehension as a language skill to develop their thinking skills.

In order to determine the students' level of comprehension in reading, the English teacher AL stated he could only encourage students with literal and interpretive levels in the E-learning classes since students come from different backgrounds and knowledge. As it appeared in the interview section:

"...The students in this school have different motivations and levels of understanding in teaching and learning activities. In distance learning, I usually encourage students at the literal reading level by asking students to read a text and understand the content of the text. In addition, I also encourage students to become readers of the interpretive reading stage because students really need encouragement to think critically. At the interpretive reading level, I usually ask students to make conclusions from the texts they read. It is different when face-to-face learning; I could encourage the student to the higher level..."

While R stated that during distance learning, she only encourage students in literal level:

"...In face-to-face learning, I prefer to use collaborative learning to encourage the students to the higher level. But in this blended learning, the class for learning in the school, especially in English, is still very short since the students do not speak English in their daily lives at home. Furthermore, students' motivation, learning styles, and abilities of students are also different. Therefore, I encourage them at the literal level to understand the text..."

Based on the interviews, it can be concluded that students' ability to understand the English texts during distance learning was different from face-to-face learning. In distance learning, the first teacher was able to encourage students at the literal and interpretive level, and the second teacher was only enabled at the literal level. But in face-to-face learning, the teachers can encourage students to the higher level in understanding the text by using collaborative learning.

Strategies in reading skills are teachers' plans or methods of teaching. Many strategies can be used to get the information needed from the text. The strategy can be used before, during, and after reading. Since there are various reading texts and the students' ability is different, it is required to use different strategies. As stated by the English teacher AL:

"...Yes, using different strategies is necessary since students' ability to comprehend texts is different and also depends on what materials are being taught.

SMP Al-irsyad Al-islamiyah Purwokerto is using two curriculum. The seventh and eighth grades use an international Pearson curriculum, and the ninth grade uses the K-13 curriculum. Teaching in the seventh and eighth grades is a challenge for the teacher because the way the teacher assesses students' performance is quite different from the other English teachers in common. The teacher provided the materials with an image illustration to make the distance learning process run well. It explained by AL as an English teacher in seventh and eighth grades:

"...This school has been using Pearson's curriculum for two years, and for descriptive texts with an international context, students usually have no idea what the text is about. In this case, I typically use the illustrations in the book so that they will understand the text more easily. If students are given text without picture illustrations, they may get discouraged or demotivated because they are confused..."

Using an international curriculum with full English textbooks and English instructions for students with high comprehension levels and good interest in learning makes it easy for them to follow the distance learning process and understand the text well. But it is

challenging for the students with medium and low understanding levels, as stated by the English teacher:

"...However, so far, this doesn't seem to be a problem for students with high and medium levels of understanding. Still, it seems to be a challenge for students with medium to low understanding levels because they are using full English books..."

The teacher applied some effective strategies to tackle their difficulties in distance learning. In order to reach the goal of effective while teaching narrative text, the teacher prefers to use role-play as a strategy. The narrative text is a story with a certain plot and setting, such as fairy tales, folklore, fables, etc. Based on the observation and interview, the students are asked to express the characters in the text story by implementing role-playing. As in face-to-face learning, students were asked by the teacher to work in groups of up to four students. Then students participated in a video call as explained by AL:

In face-to-face learning, I used role-play in teaching narrative text. Typically, narratives tell of a series of events ya. So, I usually ask students to express the behavior in the text, but during distance learning, it is quite difficult. However, I still encourage them to discuss through group video calling. There are 3 or 4 students, and I as a teacher become the audience while giving grades or feedback to students..."

In line with R as a teacher of the ninth grade stated that:

"...The strategy is necessary for teaching English text since the students' abilities and learning styles are different. So a teacher must choose and implement the strategy in learning English text that is considered the most appropriate and effective strategies..."

A procedure text describes a specific process to do or to make something. The ability to read procedure texts is being taught in junior high schools to ensure that students can find the information contained in the texts and apply it in their daily lives. A skimming strategy can be used as an alternative for learning procedure text to improve students' reading skills, as had been applied by teacher R.

"...The strategy is necessary for teaching English text since the students' abilities and learning styles are different. So a teacher must choose and implement the strategy in learning English text that is considered the most appropriate and effective strategies..."

It is necessary to use different strategies in teaching various texts since the structure of the text, and the students' abilities are different. So the teacher can use appropriate strategies in helping the students understand the text.

Based on the results of the observations, the researcher found that the strategies used by teachers in teaching reading in E-learning classes were reading aloud, Question-Answer Relationships and role play. Reading aloud and Question-Answer Relationship strategies were used to teach descriptive text in seventh grade. Meanwhile, the role-play strategy was used by teacher AL in the eighth grade in teaching narrative text. It is also can be found from the interview answers with AL as a teacher at seventh and eighth grade as follows:

"...I apply role play for the narrative text, reading aloud, and Question-Answer Relationships for descriptive text. Through QAR, the students improve their ability to comprehend, relate, and extract information from the text. I also often provide students with descriptive and narrative texts illustrations and display some difficult and important vocabulary. This will help teachers determine whether

students' understanding of reading is good and what needs to be improved..."

While R prefers implemented skimming and scanning strategies in procedure text since the aim of learning procedure text is typically finding the detailed information, it can be seen from the following interview results:

"...I prefer skimming and scanning strategies for procedure texts that typically capture a text's meaning. So in finding the meaning of text or detail of information students did not need to read the entire text..."

From the results of observations and interviews in distance learning, the teacher could not use and implement the best strategy as implemented during face-to-face learning. But the teachers try to apply appropriate strategies in helping students comprehend the text.

According to teacher AL, role play increased students' participation in e-learning classes, boosted their confidence, and helped them visualize themselves in their characters while performing. Then, reading aloud in teaching descriptive texts was used to influence students' interest in reading. The QAR for descriptive texts improved students' thinking skills and expanded their vocabulary. As it appeared in the interview section:

"...Implementing role-play strategy aims to help students imagine their characters in their lives. I noticed some students were very passive in the distance learning process. Thus, I expected all students to be able to speak and become more confident by implementing this strategy. Second, I believe reading aloud is very helpful in improving students' reading comprehension and influencing their interest in reading since students at this school to have difficulties comprehending a text because it's a complex and challenging process. Then my aims in implementing the QAR strategy are to improve students'

thinking skills, increase their interest in reading, improve their vocabulary, and I want them to consider reading an important activity for their life..."

Teacher R was used skimming strategies in her E-learning classes to help students answer her questions without reading the whole text and scanning to help them read at a glance. As it was stated in the interview:

"...I applied skimming strategy to procedure text because skimming strategy is effective and good for reading comprehension. This strategy helps students avoid reading the entire text to answer my questions or questions from the book. Then by implementing a scanning strategy, I help students learn to read the text quickly so they can more quickly respond to the questions..."

In summary, to get the maximal result, the teachers use reading comprehension strategies in E-learning classes to encourage students to understand texts better, gain confidence, increase their vocabulary, and improve their interest in reading, which is an important activity in life. The teacher implemented the effective reading comprehension's strategy during E-learning process for helping students understand the content of the reading so that the learning objectives can be achieved.

2. Finding of The Implementation of English Teachers' Strategies in Teaching Reading Comprehension

In the process of implementing those strategies in teaching reading comprehension in E-learning classes, the teacher used WhatsApp group to share the material and Google Meet in carried out the E-learning activities then, Google classroom to submit the assignments, as stated by AL as an English teacher:

"...The E-learning model that I use in teaching English is live streaming. I usually give instruction, share the materials through the WhatsApp group, and submit the tasks through Google Classroom. Then I invite students to do the live streaming learning process using Google Meet to explain learning materials and discuss with students..."

While teacher R in teaching procedure text based on the observation is used the video from YouTube, showed the PowerPoint on Google meet and used WhatsApp group to give instruction and share the material. Then the Google classroom was used to receive students' assignments and provide feedback in carrying out activities. It is also found in the interview with R as a teacher in ninth grade:

"...The basic competency of procedure texts is to compare the procedure texts. First, I used videos from YouTube. I gave the students videos about how to make something and how to do something and then asked them to compare the two procedure text videos that I shared. Second, I also use Powerpoint and realia that I shared screen on google meet. Realia is a procedure text that exists in daily life. For example, how to use internet card vouchers. Basically, learning in a pandemic situation is different from face-to-face learning. It is more applicable to the concept. Third, I use Whatsapp Group to give instruction and share the materials, and I also used Google classroom to submit the tasks..."

To sum up, it can be concluded that in E-learning classes, the teachers provided the materials and instructions through Whatsapp group and task submissions through Google classroom. In order to carry out the teaching-learning process, teachers prefer to use Google Meet since it allows two-way communication.

However, when the students have difficulties in the E-learning process, the teacher will re-instruct or re-explain the material more easily as stated by AL:

"...The difficulties are generally that some students have problems connecting to the Internet, there are limited quotas, and the potential of several students are different. In addition, I find it

difficult to determine how well my students understand the materials when explaining them online. When learning is done face-to-face, we are easier to see active and passive students. Then it is also easier to see students who understand and students who do not understand. However, in Distance Learning, Only those students who understand and are actively involved in Distance Learning are seen. And when the students have difficulties, I usually re-instruct or re-explain the material more easily or give them the example..."

Furthermore, R also has a similar statement:

"...The difficulty is that the students have difficulties understanding the material if I explain using English. So I have to re-explain the material in the Indonesian language. In my opinion, it is very unfortunate if students don't speak English in English class. So, when learning online using Google Meet, I usually ask the students to answer my questions in English. And for students who are not confident yet, it is ok for them to answer my question using mixed language (Indonesian and English language)..."

Based on that explanation, it can be concluded that if students have difficulties understanding a text or material, the teachers may require a re-explanation in Indonesian to help them comprehend.

However, since distance learning is a new thing and new experience for teachers, they may be facing obstacles and challenges during teaching and learning. Based on the interview, the unstable connections of the Internet and the lack of students' vocabulary were the problems faced during teaching and learning. It was apparent in the interview section with AL:

"...There are two disadvantages. First, Poor internet connections make interaction with students more difficult. I believe there are no flaws because each strategy uses supporting factors to make the learning process run smoothly. The second is students' lack of vocabulary..."

Same with R statement, R also stated:

"...During distance learning, if I send videos or explain skimming or scanning strategies to students, it is difficult for the students to understand what I have explained in the WhatsApp group or google classroom. Therefore, I emphasize the learning process using Google Meet because the learning process is two-way. So I can observe students and ask questions directly to students. However, some students had poor internet connections during the learning process, so it was very difficult for them to follow the lesson well. Then I also noticed that the participation of the students was also lacking in the learning process, so I had to encourage them to be active in online classes..."

In summary, during E-learning classes, the teachers find problems in managing teaching and learning, such as students' poor internet connectivity, less enthusiasm for learning, less active in participating in the learning process, and lack of vocabulary. Moreover, Students find it difficult with the materials that requires more explanation since E-learning takes place in one direction. Students are also unfamiliar with E-learning process because they do not process enough knowledge and experience of it.

a. Reading Aloud

Reading aloud used by teacher AL in teaching descriptive text for the seventh grade. In this activity, the teacher invited students to join Google meet by providing the link through their Whatsapp group. Before beginning the teaching-learning process, the students and teachers greeted each other. Teacher AL greeted: *"Assalamu'alaikum Warahmatullahi Wabarakaatuh"* and prayed together before the E-learning class began. The teacher then displayed the material on the screen and explained the lesson's goal to the students.

Sometimes, he also asked how they were doing and asked how the last assignment.

First, the teacher asked the student to open the page he requested in their English module book. Students listened to their teacher then discussed the title and the illustration with the guidance of the teachers. Teachers typically rely on modules during the E-learning learning process without considering any additional materials. In the pre-reading stage, the teacher encourages students' thinking at the literal level by asking them to predict the material and connect the title with the pictures on the screen. The students were asked questions such as "*What does this picture about?*". The teacher then asked each student one by one about their reasoning in prediction based on their analysis. Based on the online observation, asking the students to give a prediction allowed them to actively participate in the learning process. It was seen from the students' enthusiasm in sharing their ideas.

In this method, the teacher reads the text aloud, pronouncing the words correctly and letting the students hear how the words sound. In addition, students are required to follow the teacher when the teacher reads a text with the correct pronunciation of vocabulary during his reading as well as the rhythm and intonation of the sentence. The teacher then Stop reading session when students are asking questions to be discussed. To help students understand the subject matter easily, the teacher adjusts the language, the voice intonation, and maintains the eye contact. Furthermore, the teacher also displays interesting illustrations related to the learning theme. After all the students read the sentences in the text with the

correct intonation, the teacher then explained the contents of the reading text while asking and answering questions from the students.

To further build discussion and encourage students to interpret the text and attain interpretive level comprehension, at this level, the teacher challenged the students to summarize the main idea with their own words and answered the question, "*What do you think about the text?*". At first, the teacher allowed students who wanted to respond and share their ideas to see active and engaged students in the learning process. The teacher then asked the students who did not actively participate in the learning process one by one. Lastly, the teacher asked the students to answer the questions in the book and closed the activity by giving feedback. The students who participated in this E-learning process showed an increase in their understanding and participation during the discussion. Even though a few students were not involved, had a poor internet connection, and did not care about the learning process, the teacher still pushed them to participate.

b. Question Answer Relationship

This strategy was used by the teacher AL in the last activity while teaching descriptive text in eighth grade. In conducting the QAR strategy, the teacher provided text with the title is "*say hello to a new way to shop*" and some questions based on the text that has been read and discussed previously. After reading and discussing the text, the teacher displayed the question chart on the screen then asked students to analyze

whether the sentences were true or false. In this case, the students could make relationship between questions and answer using QAR categories in QAR chart. Students were asked to analyze those statements directly by the teacher, and most of them answered correctly. Secondly, the teacher presented the text, divided the students into group and instructed each group to fill each gap in power points with a word. In implementing the QAR strategy the students can follow the procedure to decide the questions based on the types and the result of the discussion is in group. In answering those questions, students spend more time thinking about the answer and need a hint from the teacher.

Based on the online observation most of the students focused with the material rather than chatting with others outside the topic of learning. Also, the students were mostly not busy with themselves, they were busy reading the text to provide an answer to the question. As shown in the QAR chart, most students did great work on their assignments. Only a few students could not answer the questions correctly since they still didn't know the keywords for each type of question and they wrote the answer still in little mistake about the structure, but the idea still could be received and understood. Additionally, some students did not follow the learning process well due to difficulties with internet access. It seemed when a few students suddenly left the meeting. Then when the students return to the meeting, the teacher re-explains the material that was previously presented.

From the above discussion, it can be concluded that some students were successful in comprehending the text by applying the QAR method. In this activity, students seemed willing to share their ideas and respond to the teacher's questions. As the questions represented what was in the text, the QAR strategy helped the students understand the text better.

c. Role Play

Teacher AL used this strategy to teach narrative text to the eighth grade. As part of this activity, the teacher invited the students to join Google meet by giving them the meet link through their Whatsapp group. The teacher opened the E-learning class by greeting the students, praying together and checking the students' attendance. After that, the teacher shared the material on screen and explained the goal of the subject. To help the students understand the text, the teacher translates the text word-by-word and sentence-by-sentence.

Moreover, the teachers provide clear explanations and feedback to their students. In the main activity, after explaining the material and discussing it with the students, the teacher then asked the students to work in groups requested in the last meeting. Students are divided into groups of 3 to 4, given the dialogue text, and then practiced with them. Each group was asked to open their camera and speaker in order to perform the dialogue. In the closing activity, the teacher gave each group feedback on their performance.

Based on the online observation, the researcher believes that role-play encourages students to use their imagination and fantasies to become other people through dialogue and improvisation. By participating in these activities, students are trying to think creatively and innovatively to improve their language skills as it appeared while performing the dialogue well. Even though some students were undisciplined and did not prepare their performance well, teacher AL tried to encourage them to do their best.

d. Skimming

The skimming strategy was used by teacher R as a ninth-grade teacher. This material was taught according to national curriculum k-13. This activity does not explicitly explain the skimming strategy, but teacher R guides the students to apply it. At first, before the learning process began, the teacher shared the linked video from YouTube on Whatsapp group and asked the students to watch that video in fifteen minutes. The teacher then invites the students to join the meeting through Google meet.

After greeting each other and praying together, the teacher provided the PowerPoint of material that showed on the screen. Then the teacher asked the students question, "*Have you ever read a procedural text before?*" Some students answered they had read, while others answered they had not. Then, the teacher explained the procedure, the type of procedure text, the generic structure, and the purpose of the procedure text. Students were then asked to compare the kind of procedure texts based on

the videos that they had watched. The video was about "*how to make donuts*", and about "*how to operate a camera*." Based on the observation, students easily identified different types of text procedures after watching videos taken from YouTube. It means that showing the video it was help students to understand the kind of procedure text.

The next activity was the teacher asking students to find out and write the information contained in the YouTube video, "how to make Donuts." The information required to be found is as follows; "*what is the title of the video?*", "*what ingredients are required to make donuts?*", "*how to make donuts?*", and etc. The teacher instructed students to find that information by reading the keyword only and skipping words or steps that were not needed. So the students did not read the whole text. For example, if the students were asked to find out the ingredients, the students should focus on finding and reading the ingredients. Teacher R would guide the students if they asked and had any difficulties. Then, after completing the assignment, the students were required to submit the results through Google Classroom.

From the observation above, the researcher analyzes the activities shown in that situation was used a skimming strategy. This strategy was very useful to the students to find out the information more quickly instead of reading the entire text or information.

e. Scanning

Scanning was the last strategy used by teacher R in teaching procedure text in ninth grade. In the middle of the teaching procedure text, the teacher asked the students to find out the information from the text about "how to make donuts." Then the teacher gave some direct questions. The first question was, "*how many eggs do you need to make donuts?*", The second question was "*how much sugar do you need to make donuts?*", the third question was "*how long does it take to make donuts?*", in order to find the specific information quickly without reading the whole of the text, the teacher said to the students "*You just need to read the ingredients and glance at the word sugar to find the answer of the first question*".

The researcher analyzes the teacher using a scanning strategy to help students quickly get the information from those activities above. Researchers believe scanning techniques are necessary for everyday life; for example, when students take a test such as the TOEFL, which requires students to read text faster, readers can utilize scanning techniques. It was also found that showing the PowerPoint during the teaching-learning could motivate the students to keep their attention and engage their participation and concentration.

B. DISCUSSION

Based on the interviews and observations, the researcher has found that teachers of SMP Al-Irsyad Al-Islamiyah Purwokerto used some strategies in teaching reading comprehension. The strategies used are reading aloud and Question-Answer Relationship strategies for assessing descriptive text in seventh grade. For eighth grade, the teacher AL prefers to use role play strategies to assess narrative texts. Meanwhile, the strategy used by teacher R for procedure text in ninth grade was skimming and scanning strategies.

One of the teachers' teaching strategies at SMP Al-irsyad Al-islamiyah Purwokerto used in teaching reading comprehension was reading aloud. Reading aloud is a strategy or way of reading text aloud to help the students focus and get attention. Teacher AL used the reading aloud method to teach the seventh-grade for descriptive text. Teachers tend to use the term reading aloud in various levels of students, even though it is the classic strategy for teaching reading. Both online and offline learning can be accomplished with it. Due to the distance separating teachers and students in online learning, communication technologies are used in all aspects of the learning process. Reading aloud can introduce students to popular culture, develop class cohesion, and encourage them to engage with the text⁸⁴. This strategy was used by the English teacher AL to teach students in improving their understanding through discussions to descriptive texts. Furthermore, he said that employing this strategy increases not only students' reading comprehension levels but also their listening abilities as well. The teacher AL explained that since students often have trouble comprehending texts, reading aloud helps them stay engaged in the text while increasing their understanding and enjoyment of it. In implementing this strategy, the researcher found the

⁸⁴Antoni, "Exploring EFL Teachers' Strategies in Teaching Reading Comprehension," p.42.

teachers had to prepare many things before implementing the reading aloud strategy, such as finding appropriate reading materials, considering the level of the students to select the proper text, previewing and practicing the text, and interacting with students. It was also found that by implementing this strategy helped the students fully participate while reading in distance learning.

The teacher uses Question-Answer Relationships (QAR) strategy basically to improve students' ability to comprehend the content of the reading by asking students to answer questions after reading the text. As stated by Raphael, QAR is a reading comprehension strategy developed to help students approach the reading text then answer questions. It encourages students to read actively⁸⁵. In other words, this strategy encourages students to understand the questions to get information in the reading text. QAR strategy was used by the teacher AL in teaching descriptive text in eighth grade. This strategy provides material to the students and determines if they understand the text they have read. It means that they already have read and understood the text, they could answer the question. According to teacher AL, these activities could help students develop their thinking skills, increase their interest in reading, encourage them to get involved in discussions and develop their vocabulary. The teacher AL hopes that students will realize reading is essential for finding information by applying this strategy. The researcher believes that since students were provided with an appropriate strategy to reduce their reading comprehension difficulties, it is easier for them to interpret the answer explicitly or implicitly. It also enables them to answer the questions more strategically and creatively. Furthermore, using the QAR

⁸⁵Erdiana, Kasim, and Juwita, "QAR: Strategy Implementation for Reading Comprehension of Recount Texts," p. 249.

strategy allows students to realize that the answers to the question are not just based on the text but also on their knowledge and experience.

Role play was the next strategy used by the teacher of SMP Al-irsyad Al-Islamiyah Purwokerto to teach reading comprehension. This strategy was used by the teacher AL to teach narrative text in eighth grade. Role-play is a learning method for creating historical events, actual events, or events that may occur in the future. Role-play strategy is used to help the students appreciate others' feelings, take on responsibilities, make decisions spontaneously, and foster critical thinking and problem-solving skills. Meanwhile, Adam Blatner, stated that Roleplay is a derivative of a sociodrama. Sociodrama, basically dramatizes behavior to social problems. It is a method for exploring issues involved in complex social situations⁸⁶. According to Teacher AL, using role-play as a strategy enriches cognitive and affective kinesthetic learning, increasing students' confidence while speaking and discussing. Furthermore, this strategy provides students with opportunities to learn in a fun way. Teacher AL also stated that practice dialogue activities help students develop their communication skills and present new perspectives by imagining their real-life characters.

The other strategy that used by by the teacher of SMP Al-irsyad Al-Islamiyah Purwokerto was Skimming. Teacher R used it in teaching procedure text in ninth grade. This strategy was implemented to help students get general and detailed information from a text more quickly. It is also used to minimize students' boredom while reading a text because they do not need to read the whole text. It was supported by Djuharie, who claimed that skimming

⁸⁶Adam Blatner, "Role Playing in Education," *Disponibile All'indirizzo: Http://Www. Blatner. Com/Adam/Pdntbk/Rlplayedu. Htm*, 2009.

text is used to glance at the text quickly to get a general idea of the subject matter⁸⁷. Moreover, Sutz & Weverka stated that the most important thing while skimming is that the reader only needs to take information in the main idea instead of reading all the words⁸⁸. In addition, students are also encouraged to read the opening and closing sentences, any conclusions, or summaries since the main points are usually in those parts. According to teacher R, the skimming method is an effective strategy to teach reading comprehension since it is simple and easy to apply. Teacher R also said that skimming strategies help students get the information they need without reading word by word or in detail. Moreover, by using this method, she said the students are trained to focus on the most important parts of the texts.

Scanning was the teacher's last teaching strategy in teaching reading comprehension. It was used by teacher R in teaching procedure texts. It is used by asking the students to read quickly and identify important specific information from a text. It referred from Brown's stated that scanning means reading quickly to locate specific information⁸⁹. For example, we scan dates, symbols, the dictionary, the phone number, etc. By scanning the texts, students could find the specific information without reading the entire text. Teacher R used a scanning strategy to allow the students that in order to understand the main idea of a text, it is not necessary to read the whole word. She also explained that scanning was used to change students' habits from reading word by word to scanning at a glance to answer questions. Through

⁸⁷Yuli Fatmawati, "The Impact of Using Skimming and Scanning Strategies of Descriptive Text towards Students' Reading Comprehension at Grade Eight of Smpn 22 Bandar Lampung," in *International Conference on Education and Language (ICEL)*, vol. 2, 2014, p. 466.

⁸⁸Nguyen Thi Minh Ngoc, "Implementation of Skimming and Scanning Techniques in Teaching Reading Comprehension," *Journal of Studies in Education ISSN*, 2016, p. 47.

⁸⁹Fatmawati, "The Impact of Using Skimming and Scanning Strategies of Descriptive Text towards Students' Reading Comprehension at Grade Eight of Smpn 22 Bandar Lampung," p. 464.

implementing this strategy, teacher R expected students to read a text and answer questions as quickly as possible.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, it was found that English teachers at SMP Al-irsyad Al-islamiyah used five strategies in teaching reading comprehension to make sure that students were read the text that has been asked to read and clarified that they were understood the text. Those strategies were reading aloud, Question-Answer Relationship, role play, skimming, and scanning strategy. Teachers implemented those strategies to guide their students' understanding of the reading text and help them comprehend the content of the text well. The teacher used reading aloud and question-answer relationships to teach descriptive text to seventh-grade students. The teacher then used role-play to teach narrative text in eighth grade. Then, skimming and scanning were used by the teacher in teaching procedure text in ninth grade.

The English teachers in SMP Al-irsyad Al-islamiyah used Google meet, WhatsApp Group and Google Classroom Platform In conducting the teaching-learning process. Those E-learning platform has been effective to facilitate teachers and students in carrying out the E-learning process in-depth. Learning activities were merely invite the students joined Google meet that would be share through WhatsApp Group, showed screen of power points or materials, explained and discussion the materials, giving feedback, and giving assignment in the end of the E-learning process that would submitted through Google Classroom.

B. Suggestion

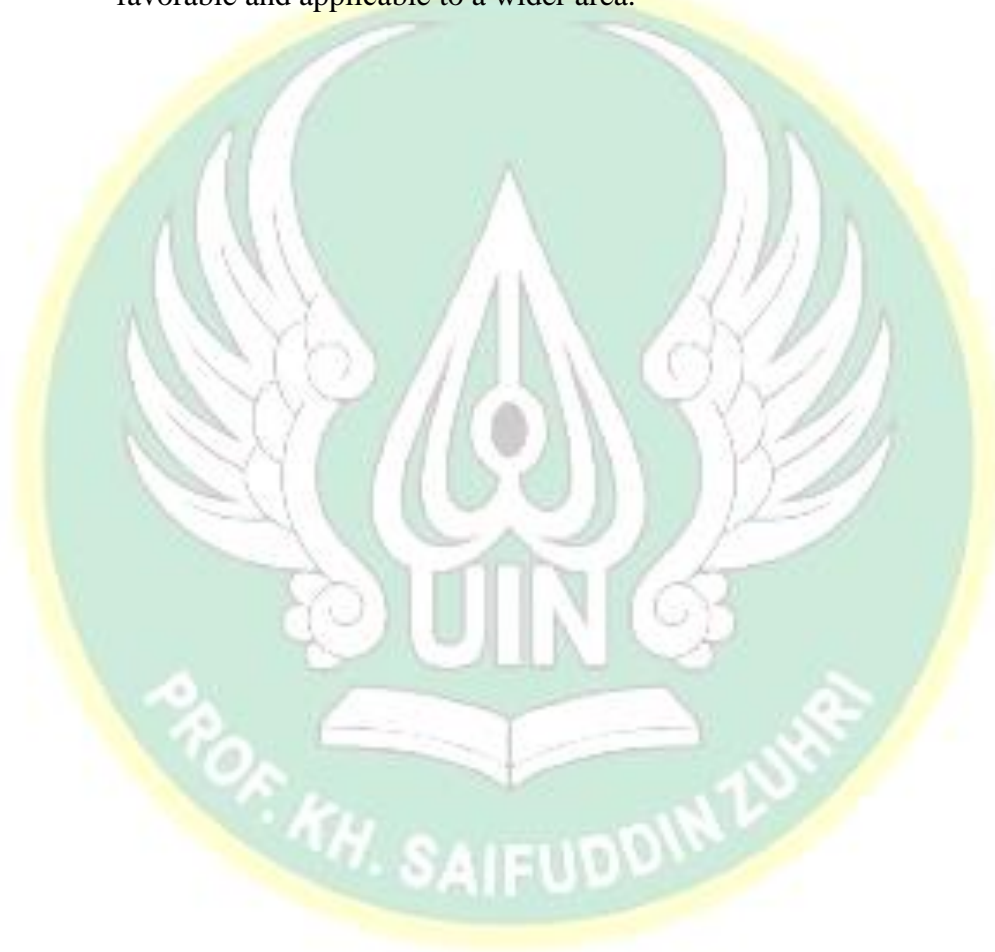
1. For teachers

Hopefully, this research will inspire teachers to find an effective way to teach reading to improve their students' abilities. In addition, it is hoped

that teacher can apply the other interesting strategies through an online class.

2. For other researcher

It is hoped that future researchers will be encouraged to conduct research more thoroughly, so the results will be better. It is also expected this research will guide and inspire them. Thus, the results will be more favorable and applicable to a wider area.



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