

## **CHAPTER V**

### **DISCUSSION**

This chapter presents the discussion of research findings. The discussion focus on the findings of the research questions. According to the result of interviews and documents conducted in MAN 3 Tulungagung, exactly first grade with two English teachers about their strategy in online teaching reading comprehension. It can be known there are several strategy, and discussed below :

#### **1. Teachers' Strategies in Online Teaching Reading Comprehension.**

This study found that reading specified into three stages, those are pre-reading, while-reading, and post-reading. This statement supported by Brown (2001) and Gibbons (2002) in Permana (2015) and Antoni (2010). Meanwhile, Duffy (2009:19) categorized similarly the strategies into 3 stages such as before reading, during reading, and after reading. The strategies used by the teachers in pre-reading stage are introducing the topic, skimming, scanning, and memorizing. Then, for while-reading stage the teachers use memorizing, Problem Based Learning (PBL), and Question Answer Relationship (QAR). Furthermore, in post-reading stage the strategies are deciding text's message and main idea, examine grammatical structure, and Problem Based Learning (PBL).

The prapARATION in pre-reading was prepared the lesson plans and the materials for reading, then the teachers sent the materials in file form through online learning application. The reading materials was based on what the competencies the students should learn in the schedule, mostly for reading

materials was text related to the competencies. In online class, the teachers opened the class by greeting and motivating the students through online learning applications, those are Google Classroom, Whatsapp, and E-learning. After that, they explained to the students about the topic they learnt.

First, this research found that introducing the topic became the strategy that mostly used by the teachers in pre-reading stages. Introducing the topic became a strategy also the early step in pre-reading stage, when the teacher open the online class. The introducing topic strategy can be seen from the online learning in Google Classroom and E-learning. When the teachers started the learning, they greeted the students then explained what materials they would learn, and told the students about the topic of the text. Colstate (2008) in Satar & Salehi (2014) stated that to introduce the topic and activating students' knowledge, the teacher must begin the learning with pre-reading activity. This strategy exactly applied in pre-reading stage to inform the students about the topic of the text that being learned. This strategy certainly made the students more comprehend about whay they would learn. According to Brown (2001) in Permana (2015), introducing topic was one of the strategies can be used in pre-reading stage.

Second, this study found that the teacher asked the students to read the text slightly means skimming to get the main idea of the text. Brown (2001) stated that skimming can be used as the strategies in pre-reading. According to Harmer (1998:69), one main function of teachers when drilling students to read is not only to convince them of the benefit of skimming and scanning, but also

to establish them look that the way they read is very necessary. The teacher used skimming strategy was aimed to know the main idea of the text being read. According to Scrivener (2011:265) skimming strategy is read fastly to derive the gist of a passage, for example, are to find topics, main ideas, overall theme, basic structure, and so on. Lesmana et al (2019) recommended to English teacher to utilize skimming and scanning strategy for teaching reading comprehension.

Third, the teacher said that after skimming he used scanning strategy. The use of scanning strategy was supposed to know the specific informations that exist in the text, using this strategy the students didn't need to read the entire text, they just need to read the specific information. Scanning was to get specific informations from the text such as title, figure, and etc. Despite skimming, Brown (2001) also stated that scanning was strategy that can be used in pre-reading. Furthermore, Philpot (2011:6) stated that scanning is sometimes used to look for certain information in the text, such as date, the name of a person, the name of a place, and so on. This strategy also made the students minimalize the reading time because they just need to read the specific information they wanted to know. The implementation of the strategies was directly applied to the online learning activities.

Fourth, this study found that one of the strategies in pre-reading was memorizing, especially memorizing vocabulary. Mikulecky and Jeffries (2007:26) stated if the readers know many word, the reader have many better chance of understanding what they read. The teacher said that memorizing the

vocabulary in the text very important for the students, exactly to increase students' vocabulary. In addition, Antoni (2010) said that discuss new vocabulary in pre-reading stage was important to help the students to comprehend the text. When the students read the text, they found new vocabularies, then they should memorize them to increase their vocabulary. Nunan (2003:74) stated that one of principles in teaching reading was build a strong vocabulary base. So, when teaching reading the teacher must consider to increase students' vocabulary through the strategies.

In while-reading stage, this study found that the strategies used by the teachers are memorizing, Problem Based Learning (PBL), and Question Answer Relationship (QAR). First, memorizing strategy was same as in pre-reading stage which intended to memorizing new vocabulary. In this stage, the teacher ask the students to memorize the vocabulary they got from the text, especially difficult vocabulary or new vocabulary. He thought that increasing students' vocabulary was very important. Moreover, in Antoni (2010) this strategy was aimed to discuss of unknown words and identifying new words from the text being read.

Second, Problem Based Learning (PBL). This strategy applied by gave problems and questions to the students, then asked them to solve the problem or answer the question. Furthermore, by using this strategy, the teacher thought the students willing to study. This strategy was not only focused on the teacher, but it also could make the students more independent to learn. PBL strategy

was used to encourage the students to learn and study. By this strategy, the teacher made the problems as the material or context for discussion.

Third, Question Answer Relationship (QAR). This strategy can be found when the teacher gave tasks for the students. After asking the students to read the text, the teacher asked them to do the tasks according to the text. Bouchard (2005:36) stated that the QAR strategy provides students that there are two wide sources of information for answering questions, the text, and the knowledge's background of the students. The tasks were the questions related to the context of the text, the structure of the text, and other. Usually the teacher gave the tasks for homework, and collected it in the next meeting. According to Sattar & Salehi (2014), one of the strategies that seems to be very effective in reading classes is the Question-Answer Relationship strategy (QAR).

The last stage is post-reading stage. In this stage, this study found three strategies for teaching reading comprehension, those are deciding text's message and main ideas, examine grammatical structures, and Problem Based Learning (PBL). First, this study found that according to the teacher, if the students read the text they would get inspiration through the text because the message delivered. Duffy (2009:23) stated that one of the strategies in after-reading was deciding the text's message and main idea. Decide the message and the main idea was very important for the students to comprehend the text. The teacher thought that the text being read was delivered some message that can be inspiration for the readers.

Second, examine grammatical structure. examine grammatical structure was very important for the students to improve their grammar knowledge. When they read the text, they should study the grammatical used in the text, such as tenses and vocabulary. This strategy usually used when the teacher wanted to examine students' grammar knowledge. The teacher instructed the students to make sentences using certain tenses or vocabulary. This strategy was supported by Brown (2001) in Permana (2015) who said that examine grammatical structure can be used in post-reading stage.

## **2. The Strategies help the teachers in Online Teaching Reading Comprehension.**

In this study, the roles of the strategies divided into three variables or specifications, those are enhancing students' comprehension, increase students' vocabulary, and improve students' grammar knowledge. Ganie et al (2019) said that understanding toward reading comprehension rely on the ability of the readers to meaning from text to imply the information correctly, understanding here involve text variable, vocabulary, syntax, grammar, and reader variables. Furthermore, Harmer (1998:68) also state that reading texts offers chances to study language such as vocabulary, grammar, punctuation, the way to compose sentences, paragraphs and texts. Harmer (2007:229) A main reason for reading texts in class is to offer new language input to the students.

The researcher found that the strategies utilized by the teachers was helpful for teaching reading comprehension. The teachers used different

strategies for teaching reading comprehension. Sattar & Salehi (2014) stated that good teachers are intended to teach and practice using diverse reading strategies to help the learners enhance their analytical abilities as well as enhancing their knowledge of vocabulary. Moreover, the teachers also said that not all of the students have same ability to comprehend the text. So, the effectiveness of the strategy depend on students' ability to comprehend the text. Sattar & Salehi (2014) stated that the students have different ability and different reading styles. Some strategy might work on some students, but some strategy didn't work on some students because they have different ability to comprehend the text. In addition, applying the strategy also assist the students to process the text more fastly. The use of the strategies supposed to improve or enhance students' comprehension about text. If the strategies was effective, it should make the students having more text comprehension. McNamara (2007:267) stated that when reading text material, the reader creates an understanding of what is being read.

The teachers thought that the strategies he used was helpful for increasing students' vocabulary. It is because when the students read the text, they surely found out new vocabulary or difficult vocabualry, then they should translate it to Bahasa Indonesia to know the meaning of the vocabualry. Besides, if the students willingly to study or memorize the vocabulary they have got, they would increase their vocabulary. Furthermore, to check whether the strategies effective to increase students' vocabulary was by inquired the students to make sentences using certain vocabulary. Oakhill et al (2015:13)

said that reading words is obviously not sufficient, the reader also involves to know the meanings of the words to establish sense of them, if many of the word meanings are unknown such as about an unfamiliar topic, then it is improbable to understand the text as a whole. The importance of increasing students' vocabulary knowledge was very important for text comprehension. So that, memorizing strategy was helpful for increasing students' vocabulary. Oakhill et al (2015) also stated that deep vocabulary knowledge was very important for reading comprehension.

The teacher thought that memorizing vocabulary was very important for the students, especially for comprehending text. According to Duffy (2009:15), without the vocabulary that comes with various experiences there is no comprehension. So, comprehension about text was really accordance with the students' vocabulary. By more varied the use of students' vocabulary when they inquired to do the task. So, the vocabulary that the students used was not monotonous. To check it, the teacher gave task to the students through students' work, the result could be checked. According to Mikulecky and Jeffries (2007:26), great reading comprehension rely on understanding the words you are reading. The more words you acknowledge and understand in a text, the greater your comprehension. So, if the students found many new vocabularies and understand it when they read, they comprehend the text better. It is important to make the students memorize the new vocabularies they have got to increase their vocabulary. Oakhill et al (2015:19) said that memory is



important for the different skills and processes that contribute to reading comprehension.

This study also found that the strategies used was help to improve students' grammar knowledge. The teachers said that the strategies help students to improve their grammar knowledge. Because when the students comprehend the text, they should know what tenses that used in the text they read. So, they should study the tenses, how to make sentences using those tenses and the verb used in each tenses. The teacher also said that, nowadays was very easy to learn grammar because the students could learn from many sources like book, dictionary, smartphone, and other sources. Then, to know the improvement of students' grammar knowledge could be seen from students' work through task, such as inquired them to make sentences or wrote text. Harmer (2007:210) grammar teaching occasionally take place as a outcome of the students' other work for example, when they study language in a text they have been reading or listening, or when a grammar difficulties come out itself suddenly in the middle of a lesson and we feel we have to deal with it on the place.

Furthermore, the impacts of the strategies also visible from when the students read a text, there are grammar review they should learn, such as language features the should learn when they read a text. Grammatical structure like tenses and part of speech used in the text, so the students should learn and study it. Harmer (2007:210) stated that grammar can be introduced in

several ways, or we can show students' grammar proof and instruct them to succeed for themselves how the language is built.

In addition, this study also found that the teachers gave tasks and assignment for the students in the way to check students' comprehension about text, vocabulary, and grammar. In Antoni (2010) the way to evaluate students' comprehension was by giving particular tasks to the students.

### **3. The Problems in Online Teaching Reading Comprehension.**

This research found that the problems in online teaching reading comprehension divided into 2 specifications, those are teacher's problems and external problems. This specification supported by Ganie et al (2019) who stated that the problem appeared in reading comprehension divided into three major problems, those are problems from teacher and external problems.

The next problems are problems from teachers such as limited lesson time, students' attendance, and online learning. First problem is limited lesson time exactly for reading. The teacher thought that for reading lesson was needed broad time or many times. Whereas, the time for reading was very limited. When the teacher starts the lesson, and the students attend the lesson, they didn't have many times for it. Therefore, the materials for reading were not delivered maximally. The teacher couldn't finish the lesson, then it would continue for the next meeting. According to Sattar & Salehi (2014), the development of reading comprehension means ability to understand written text was demand time, patience, and practice.

Second, students' attendance was became teacher's problem. When the students didn't attend the online lesson, the teacher should remind them individually through whatsapp, sometimes it also take their time for the lesson. Even, some of the students still not attended the lesson after the teacher reminded them. Furthermore, if the students are late for the lesson, it means that they also do not read the material or assignments given by the teacher. Therefore, if there are task they should do, they would ask their friends or answer carelessly. Bhuana & Apriliyanti (2017) stated that students' participation or students' attendance was became problem in online teaching.

Third, online learning problems. Online learning became problems because teacher couldn't explain directly. Thus, some of the students difficult to understand the material. Some of them ask the teacher individually about the material because they didn't understand it. Unfortunately, if the students misunderstood about the explanation and the assignment. Efriana (2021) stated that the students understanding the materials in online learning just based on their own point of view and interpretation.

The last, external problems was found. Teachers assumed that there are two kinds of external problems, those are media especially internet connection and environment. Sarode (2018) stated that the utilize of digital technology help both in learning and teaching. Furthermore, one of technology that can be used in classroom was online media. First, media became problem because, when online learning held, it needed some important aspects to support like application and internet connection. On the other hand, in some area there are

unstable signal strength or signal strength is not same for each area. So, when the online learning held, some students have troubles with the connection or internet network. Meanwhile, internet network was very important for online learning. Accordingly, online learning being disrupted. Muthmainnah (2019) found that there are problems faced when taught using Google Classroom application in reading class. The problems are internet connection to access the application.

The teachers didn't find any problems with reading materials, but they found several problems with the online media learning application. The lesson was held using online system, so the class was online by using smartphone and internet network. But, it arise problems that became obstacles to conduct online lesson. The teacher also said that despite internet connection, another problem is didn't have internet quota. Bhuna & Apriliyanti (2017) and Efriana (2021) stated that one of the problem in online teaching is access, access to internet connection and quota.

The next is environment problems. Online learning was implemented at home but through internet. This is became problem when learning environment of the students didn't support online learning. Because the teacher couldn't examine the students' development through online learning. The teacher didn't know what the students done when learning from home, either the students indeed attend the lesson or doing other business. The condition of students' home are not the same. Some of the parents are toward students' education, so they support maximally and didn't disturb the online learning. Meanwhile, for

the parents who didn't pay attention toward their childrens' education, they would ask their children to do something else beyond the learning business. Bhuana & Apriliyanti (2017) stated that parents' support have important roles in online teaching and learning process.