

CHAPTER I

INTRODUCTION

This chapter is an introduction to the research. It describes how and why the writer chooses this topic. The basic details of the research are described as the following topics: background of the study, focus of the study, purpose of the study, significance of the study, scope, and limitation of the study, and definition of key terms.

A. Background of The Study

English is an international language. English is also the second official language used in Indonesia. English is very important to be learned by everyone, especially in the current era of globalization, English is a communication tool for all people in the world. Due to the very importance of English, in Indonesia, English is studied in schools, campuses, and other institutions.

In English, there are four skills that must be mastered. According to Richard & Schmidt (2002:330), skills in language teaching are the mode or way in which the language is used. The four language skills are listening, speaking, reading, and writing. The four skills are categorized into two categories namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills. The four skills are interconnected and inseparable. These four skills must always be honed and developed so that a person's English skills become better. These skills will be a preparation for the future.

In teaching English skills, a teacher needs a teaching strategy that will be used in teaching. Teaching strategies are methods used by teachers to help students learn certain material that is expected to be used to achieve success in the future. According to Dafid (2011), strategy is a shared means of purpose a length to reach. Strategies in learning can make a process of learning can be active. Teaching and learning activities are interrelated system. The system consists of components such as, teachers, students, and facilities. Every single component has its own role in teaching and learning. The teacher have been set the lesson plan, teacher has to teacher prepare the trick in order to create efficient and effective teaching and learning activities. The trick is called teaching strategy. A teacher must understand and use certain teaching strategies appropriately so that the goals desired by the teacher can be achieved. The right teaching strategy can produce a success in achieving the goal that students can learn and understand the material easily. Even these students can develop their inner abilities and get perfect results.

In reading there is an ability called reading comprehension which means a skill to process text, understand the meaning of the text and integrate it with what the reader knows. According to Klingner (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex process including word, understanding the meaning and the relationships between ideas conveyed in a text. Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure : mentioning, practicing, and assessing. That is, teacher mention the skills that the students want to use, then they give them opportunities to practice those skills through

workbooks or work sheets, and finally assess whether or not they use the skill successfully. Reading comprehension skills are very important, because a person is not only expected to be able to read correctly but also must understand the meaning of the reading in order to gain knowledge and broad insight. When someone can only imitate and read aloud without understanding the meaning in the reading, then that person will lose a lot because he/she does not get anything in the process of reading it. This skill is not easy to master for someone, because it requires a certain strategy that can be used to teach reading comprehension to students.

Now the whole world is experiencing difficulties, namely the COVID-19 pandemic. This pandemic occurred for the first time in Wuhan, China in December 2019. While in Indonesia itself, this pandemic occurred in March 2020 where two Indonesian citizens were confirmed to have contracted it from a Japanese citizen. After that in April, the pandemic had spread to all regions in Indonesia. This resulted in all activities being stopped and replaced with activities from home. Educational activities are also carried out from home, which means that teachers and students cannot meet face-to-face and carry out the learning process directly. This online learning is learning with a system of teachers and students conducting the learning process online or not face to face through all communication and internet technologies that support the process. The learning process like this burdens many parties, both parents, students, and also teachers. This online learning process makes teachers have to be smart in providing appropriate and also fun teaching so that students can still study well and gain

knowledge. Therefore, a teacher needs the right strategy to support his teaching and can achieve educational goals.

During a pandemic COVID-19 like this all learning activities are carried out online and which means that a teacher and student cannot carry out the teaching and learning process directly or face to face as in offline learning. Online learning requires a strategy that will be used in learning with the aim that the teaching and learning process can run smoothly. English teachers also need a strategy to carry out learning, especially in reading skills, namely reading comprehension. From several studies that researcher have read, one of them is the study of Rangi (2019) conducted a research on analysis of teachers' strategies in teaching reading comprehension at the third grade of State Junior High School 23 Jambi. Based on the result of this study show that the teachers used two strategies, Scaffolding strategy (1), and QARs (Question Answer Relationship).

The second is journal entitled “ Teaching Reading Comprehension Strategies to Students with Learning Disabilities” by Gresten, S. Fuchs, P. Williams, and Baker. Based on the result of this study show that the researchers provide some direction for how teachers might structure strategy instruction to increase the probability of its effectiveness for students with learning disabilities the direction by text type.

The third is journal entitled “ Teachers’ Strategies in Teaching Reading Comprehension” by Gendis Nadira Dwiningtiyas, Dedi Sufyan, and Hilda Puspita (2020). Based on the result of this study show that the each English teachers have its own strategy in implementing Reading Comprehension learning. The first

teacher only used Reading Aloud and asking for specific information as the main strategies in teaching reading comprehension. On the other hand, second teacher used encouraging to use dictionary, reading aloud, and evaluating comprehension in particular task.

Therefore, the researcher interested in conducting research on what strategies are implemented by English teachers in online teaching reading comprehension during the pandemic COVID-19 at SMA Negeri 1 Sutojayan Blitar. The researcher chose this title because previous research has not been carried out in online learning conditions. So, in this study, it is necessary to investigate the teacher strategies that teachers apply in online reading comprehension learning, considering that online learning has different main characteristics from offline learning, where in online learning students cannot meet physically and directly with the teacher.

Researcher chose SMA Negeri 1 Sutojayan Blitar as a place of research on the grounds because English learning in this school is very good quality, learning content, and also the achievement of educational goals. English teachers at SMA Negeri 1 Sutojayan Blitar has an educational background that is very supportive to do learning. In addition, their teaching skills are very competent and have also been tested themselves when researcher conducted research in SMA Negeri 1 Sutojayan Blitar.

Based on the explanation above, the researcher is interested in observing and finding what strategies implemented by English teachers' in online teaching reading comprehension during pandemic COVID-19. Therefore, the researcher

became curious and try to investigate this with a research entitled " TEACHERS' STRATEGIES IMPLEMENTED IN ONLINE TEACHING READING COMPREHENSION DURING PANDEMIC COVID-19 AT SMA NEGERI 1 SUTOJAYAN BLITAR"

B. Focus of The Study

This study focuses on the English teachers' strategies implemented in online teaching reading comprehension during pandemic COVID-19 at SMA Negeri 1 Sutojayan Blitar. The writer formulates a research question as follows:

1. How do the English teachers plan strategies in online teaching reading comprehension during pandemic COVID-19 at SMA Negeri 1 Sutojayan Blitar?
2. How do the English teachers implement the strategy in online teaching reading comprehension during pandemic COVID-19 at SMA Negeri 1 Sutojayan Blitar?
3. What are the supporting and inhibiting factors in the implementation of online teaching reading comprehension strategies at SMA Negeri 1 Sutojayan Blitar during pandemic COVID-19?

C. Purpose of The Study

Based on the research question above, the purpose of this study is :

1. To find out how the English teachers plan strategies in online teaching reading comprehension during pandemic COVID-19 at SMA Negeri 1 Sutojayan Blitar.

2. To find out how the English teachers implement the strategy in online teaching reading comprehension during pandemic COVID-19 at SMA Negeri 1 Sutojayan Blitar.
3. To find out the supporting and inhibiting factors in the implementation of online teaching reading comprehension strategies at SMA Negeri 1 Sutojayan Blitar during pandemic COVID-19.

D. Significance of The Study

1. For the English teacher

The researcher hopes that the result of this study will be useful for the other teacher in implementing strategies for online teaching reading comprehension during pandemic COVID-19. So, teachers can do online teaching reading comprehension well and smoothly and later succeed in achieving the expected learning goal.

2. For students

By having the results of this research, the researcher hopes that students will get enjoyable in the online teaching and learning process. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

3. For other researchers

The findings of this study can help other researchers to obtain lots of information about teachers' strategies implemented in online teaching reading comprehension during pandemic COVID-19 and the researcher

hoped that the others researchers can develop this research and can conduct research in a wider area.

E. Scope and limitation of The Study

In this research, the researcher focuses on the English teachers' strategies implemented in online teaching reading comprehension during pandemic COVID-19 at SMA Negeri 1 Sutojayan Blitar. The subjects of this study were the English teachers at SMA Negeri 1 Sutojayan Blitar.

F. Definition of Key Terms

1. Teaching Strategies

Dafid (2011), strategy is a shared means of purpose a length to reach. Strategies in learning can make a process of learning can be active. Teaching and learning activities are interrelated system. The system consists of components such as, teachers, students, and facilities. Every single component has its own role in teaching and learning. The teacher have been set the lesson plan, teacher has to teacher prepare the trick in order to create efficient and effective teaching and learning activities. The trick is called teaching strategy.

2. Reading Comprehension

Snow (2002:11), defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

3. COVID-19

Coronavirus Disease (Covid-19). In 2020, a new type of coronavirus (SARS-CoV-2) was spread called a disease called Coronavirus disease 2019 (COVID-19). This virus was discovered in Wuhan, China for the first time and has infected 90,308 people as of March 2, 2020. The number of deaths reached 3,087 people or 6% the number of patients recovering 45,726 people. This type of single positive RNA strain infects the human respiratory tract and is sensitive to heat and can effectively be activated by chlorine-containing disinfectants. The source of the host is thought come from animals, especially bats, and other vectors such as bamboo rats, camels, and ferrets. Common symptoms is divided into uncomplicated, mild pneumonia and severe pneumonia. Specimen examination is taken from the throat swab (nasopharynx and oropharynx) and lower airway (sputum, bronchial rinse, endotracheal aspirate). Isolation was carried out on patients proven to be infected with Covid-19 to prevent wider spread.

4. Online Learning

Ally (2008) describes online learning as a learning experience that allows for growing, acquiring knowledge, and constructing personal meaning by providing access to learning materials through the Internet; interacting with the content, instructor, and other learners; and obtaining support during the learning process.