

Teaching Strategies in Online Reading Classroom during COVID 19 Pandemic: A Case Study

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Abstract:

The COVID 19 pandemic has made people familiar with new digital applications and online activities including teaching and learning. Unlike face-to-face learning, teachers can see and interact directly in the online classroom especially for teaching reading. It is important to carry out the English teachers' strategies in promoting reading to the learners. This case study aims to determine the strategies of English teachers in English classrooms, especially strategies for improving reading skills and to find the teaching platform and application tools used by the learners during the online reading classroom in the COVID 19 pandemic. This study was conducted in SMKN 2 OKU with four English teachers. Interview and four class observation are used to collect data. The results show that the strategies of reading aloud in virtual meetings, silent reading and downloaded digital storytelling are the most familiar to teachers in English teaching. The most popular platforms are WhatsApp groups and Zoom meetings and the application used by learners are *Kamus Inggris (Kamusku)* and google translate. Hopefully, the result of this study can be as the evaluation for the English teachers to implement the various reading strategies in teaching reading especially for both online and offline classroom and introduce some new digital application for reading.

Keywords: *Online learning, reading classroom, teaching strategies*

1. INTRODUCTION

During the COVID-19 pandemic, offline learning has stopped to prevent the spread of COVID-19 in Indonesia. The Ministry of Education and Culture issued the 2020 Circular No. 2 on the prevention and treatment of Covid-19 in the Ministry of Education and Culture and the 2020 Circular Letter No. 3 on the prevention and treatment of Covid-19 in educational units. Regarding teaching activities, the Ministry of Education and Culture urged Indonesian

people to carry out teaching activities at home through the online learning system. This is a challenge for all teachers, especially English teachers, because language is a science that requires mastering four skills. One of the skills is reading skills. Reading is a basic skill in English. It is not a simple word-for-word translation, but it needs to be acquired in a language course. Therefore, in this research, we want to understand which strategies are used by online teachers' learning strategies

in the teaching of reading skills. In reading class, learning activities should focus more on the skills that facilitate learners to be critical readers (Hussein, 2012). The use of teaching strategies can motivate the learners to learn English more (Episiasi et al., 2021). To reach the goal of reading comprehension instruction, teachers guide students become competent and successful readers. Creative teachers don't just use specific methods and techniques; they implement many strategies and skills to meet the needs and learning styles of each student. When teaching reading, teachers must employ different strategies to enhance students' reading comprehension and to build their motivation in learning English especially reading. An English teacher needs to develop the best strategies to make the classroom reading process more effective by using appropriate strategies. Through reading strategy namely Directed Reading Activity (DRA) can make learners easily understand the text (Audina et al., 2020). Moreover, Cubukcu (2007) conducted a research about teachers' strategies in a teacher-training department at a state university in Western Turkey and the result indicated that strategic readers construct, analyze and expand meaning before, during and after reading various reading texts in the classroom. Then, reading strategy had medium correlation to the students' reading comprehension (Idayani, 2019).

Some teaching strategies in English classroom can be divided such as read aloud, digital storytelling, storytelling (offline or online storytelling), role play, partner reading, silent reading. Anggeraini and Afifah (2017) developed a medium in reading classroom that is digital storytelling for understanding short stories. Moreover

the other research had focused on technology integration in the classroom such as (Behroozian & Sadeghoghli, 2017; Ince, 2014; Saglam & Sert, 2012). Furthermore, Noviarini (2021) identified that reading strategy gave significant effect on students' reading comprehension skills. Then, some research had focused on the teacher's strategy in the classroom (Huda, 2016; Kistner et al., 2015; Tulbure, 2012). There have been several studies that have been conducted regarding online learning such as (Smidt et al., 2014; Tanu et al., 2020; Unger & Meiran, 2020). Anggeraini (2020) mentioned that digital technology create meaningful activities in implementing online learning. Moreover, the finding of the research indicated that the teaching strategies used teacher in online learning were video conference strategies and online chat (Sudirman et al., 2021). In this research, the researcher examines the online teaching strategies in English classroom in promoting reading skill among the learners.

2. METHOD

This case study aims to implement an online teaching strategy for teachers to teach reading skills at SMKN 2 OKU. Since the number of subjects in this study is only four English teachers, all of them should be taken as a sample and named as the data source. The tools were used to collect the data, namely interviews and observations on the teaching strategies of four English teachers in SMKN 2 OKU. To analyze the data, the researchers used the steps of (Creswell, 2014), including processing and preparing the data, reading the entire data, performing a more detailed analysis by encoding the data, implementing the

encoding process to describe what will be analyzed, displaying a qualitative narrative or Descriptions and topics in the report, interpreting data, and drawing conclusions

3. FINDINGS AND DISCUSSION

Interview Result

As stated in the following interview text:

Question 1: *What do you think about the strategies of teaching reading skills that have been carried out in the classroom?*

Answer: *Strategies in teaching reading is very important for the learning process. All teachers think that reading strategies are very important because reading is one part of the 4 skills in English, namely reading, speaking, listening, and writing. One teacher in grade 12th also said that students are prepared to be able to take the national exam which contains reading questions. Therefore, strategies are very important in reading skills, so that students can read well and can understand the contents of the reading.*

The answer from Teacher 4:

In my opinion, reading teaching strategies greatly affect student learning outcomes. We all know that reading skills are very important for students, to do class we must first read the problem. So, reading ability is very important for students.

The answer from Teacher 1:

Teaching strategies are very important. I usually ask students to take turns reading, and then students look for key words in the text. Then, the students read one by one. Students then answer the questions.

What strategies do you use in teaching reading descriptive text and how do you apply them in the classroom?

The strategy that I used to make the students read well is read aloud. I read several times, and then students read and follow what I demonstrated. After the students follow me, the students read independently, and I will correct the right or wrong. Afterwards, I have students identify difficult words and give examples. The practice by reading together and answer the questions related to the texts. During the COVID-19 pandemic, I use Zoom and have students read aloud. During COVID 19 pandemic, I used zoom and then asked the students to read aloud. By using zoom, I can check my students` reading progress during the meeting. This result is in line with (Hadianti et al., 2022)

Question 2: *What strategies do you use in teaching reading descriptive texts and how do you apply them in the classroom?*

Answer: *Teachers have almost the same strategy, namely Reading Aloud as the main guide in the learning process. Teachers usually start the learning process by modelling the correct way of reading. The teacher reads the text aloud so that students can listen clearly and can imitate the correct pronoun according to the teacher's example. One of the teacher in the SMK N 2 OKU said that, when starting the lesson, she stimulated the students first by using pictures for example BJ. Habibie's picture. Then the teacher gives questions as a stimulus so that students are interested in reading the text. After that, the teacher gave an example of how to read properly and correctly.*

After the teacher gives an example of correct reading according to good pronunciation, punctuation, and intonation in the reading process, the teacher asks students to read together according to what has been exemplified while correcting if something is wrong in pronunciation, punctuation, and intonation.

After they read together, students are invited to mention words that are difficult to read. Then the teacher gives examples of the correct pronunciation of the difficult words. One teacher also suggested that students use the *Kamus Inggris (Kamusku)* application to find out the correct pronunciation of the word. Then the teacher asked the students to read together again. After students read carefully, students are allowed to read alternately as much as one sentence for each student. The teacher also keeps correcting if something is wrong. Based on the result from interview (Teacher 3), She mentioned that *“Usually I give examples of reading texts, how to say the correct pronunciation and etc. Then students can follow what I read. After that, students read independently. So if students read something wrong, then I will correct it. Then my students asked me to look for words that are difficult to read. And I gave the right example. After students can read correctly, students translate the text together”*

After students feel they can read well, the teacher allows students to translate the reading text together. The teacher also allows students to mention difficult words (students do not know the meaning). Some teachers also suggest using a translator application, for example *google translate* as a media helper in translating the reading text. And then students are asked to conclude the contents of the reading. In other occasion, the teachers sometimes play digital storytelling in order to make the learners easier in understanding the story. This result is in line with finding from

(Nassim, 2018; Yang & Wu, 2012) (Tahriri et al., 2015).

After students know the contents of the reading thoroughly. The next step is for students to work on the questions the teacher gives. One of the teachers said that the step he taught was for students to focus on the questions, namely to focus on 5W+1H and what was being asked. It can be asked the main idea, or the meaning of words in certain paragraphs. After students know what is being asked, then students can look for answers in the text, so that, students can focus on the questions given.

Observation Result

As stated in the following observation of the 1st English teacher class is presented on table 1:

Teacher 1: On Wednesday, 13th Oct 2021(zoom meeting)

Table 1. Observation 1

| Teacher | Students |
|--|---|
| The teacher enters the zoom class | The students join and greet the teacher in the zoom meeting |
| The teacher calls the students` name | The students answer according to their turn |
| The teacher gives directions for the lesson to be carried out | The students pay attention to the direction of the teacher |
| The teacher gives an example of | The students listen and |

| | | | |
|--|---|--|--|
| correct reading | follow | the teacher asks the students about previous material | The students mention previous material |
| The teacher directs students to read | The students read the text silently | The teacher gives directions for the lesson to be carried out | The students pay attention to the direction of the teacher |
| The teacher asks the students to read one by one | The students read louder based on their turn | The teacher explains the material | The students focus on listening to the explanation |
| The teacher listens to the student's reading and corrects if something is wrong | Other students pay attention their friends' reading | The teacher gives reading text | The students start trying to read |
| Teacher guides students to translate text | The students translate reading text | The teacher gives an example of correct reading | The students listen and follow |
| The teacher closes the lesson | The students greet the teacher | The teacher directs students to read | Students read the text |

The second observation was conducted on Monday, 18th Oct 2021 through zoom meeting and the result is displayed on table 2.

Table 2. Observation 2

| Teacher | Students | | |
|---|---|--|--|
| The teacher enters the zoom class | The students join and greet the teacher in the zoom meeting | The students advance one by one and the teacher corrects if something is wrong | The student reading text |
| The teacher calls the students' name | The students answer based their turn | The teacher asks students about words that are difficult to read, and the teacher gives examples of correct pronunciation | students say words that are difficult to be pronounced |
| | | Teacher guides | The students |

| | |
|--------------------------------|----------------------------------|
| students translate text | to translate reading text |
|--------------------------------|----------------------------------|

| | |
|--------------------------------------|--------------------------------|
| The teacher closes the lesson | The students greet the teacher |
|--------------------------------------|--------------------------------|

The third observation was conducted on Tuesday, 26th Oct 2021 through zoom meeting and the result is displayed on table 3.

Table 3. Observation 3

| Teacher | Students |
|---|---|
| The teacher enters the zoom class | The students greet the teacher |
| The teacher calls the students` names based on the attendance list | The students answer according to their turns |
| The teacher gives directions for the lesson to be carried out | Students pay attention to the direction of the teacher |
| The teacher share a screen and play the digital storytelling | The students watch the digital storytelling and follow the instructions |
| The teacher gives questions | The students answer questions |
| The teacher discusses the right answers | The students check their answers |

The fourth observation was conducted on Tuesday, 28th Oct 2021 (WhatsApp Group) and the result is displayed on table 4.

Table 4. Observation

| Teacher | Students |
|--|--|
| The teacher opens the meeting on WhatsApp group | Students respond to it |
| The teacher gives directions for the lesson to be carried out | Students answer according to their turn |
| The teacher sends pdf file and asks the students to read it | Students read the text |
| The teacher send voice as the instructions | Students listen and follow it |
| <i>(please read the text and send you're your voice recording about the text)</i> | |
| The teacher asks students about words that are difficult to read, and the teacher gives examples of correct pronunciation | The students say words that are difficult to pronounce |
| The teacher listens the voice recording Teacher guides students to translate text and give feedback to the students | |

The teacher closes the lesson and asks the students to read the next materials

Based on the data above, the researcher found the online teaching learning strategies on teaching reading skill used the teachers on SMK N 2 OKU 2021/2022. The teachers in SMK N 2 OKU used Reading Aloud strategies to teaching reading. It can be derived from the first observation and the second observation with two English teachers. It is similar with the finding from (Ninsuwan, 2015). In the process of read aloud activity, the students can enlarge their vocabulary. This result is in line with (Oueini et al., 2008). In other occasion the teachers applied digital storytelling which can motivate the learners to read more. Anggeraini (2020) found out that Digital Storytelling can allow the EFL learners to participate actively during the lesson. It is in line with the finding from this observation result. When the teacher applied the video, the students directly can deliver the comments about the texts. Then, the result of the research indicated that the English teachers applied video conference (using zoom meeting) and online chat via WhatsApp group in online learning. This is similar with the finding from (Sudirman et al., 2021).

As explained above, reading aloud is important in Reading Exercise. For example, it helps students to read language elements better and helps them practice word stress, intonation and pronunciation. The teacher gives examples of how to read well, good pronunciation, emphasis, intonation and punctuation used in the text. Then students can follow the example that has been given by the teacher. The teacher also corrects students' pronunciation so that students can read with good pronunciation. The teacher also gives students the opportunity to ask for words that are

difficult to pronounce, the teacher also suggests the *Kamus Inggris (Kamusku)* application as a guide for the right pronunciation. After it was felt that the students could read fluently, then the teacher guided the students to interpret the reading text carefully. To translated students can use a dictionary, or can use applications that support such as *Kamus Inggris (Kamusku)* and *Google Translate*. After students translate the reading then students will be easy to work on the questions given by the teacher. It can be derived that technology can deliver some beneficial for the teaching and learning process. It is in line with the finding from (Behroozian & Sadeghoghli, 2017).

It can be concluded that the strategy that used by the teachers at SMKN 2 OKU is the reading aloud method in teaching reading skills for descriptive texts. Reading aloud method is a process of activity in reading with recite the utterances he reads with the right and loud speech and intonation, so that listeners and the reader captures the information conveyed by the reader. Reading aloud has several advantages. Specifically, teachers can give students an example of active reading with correct pronunciation, punctuation, and intonation. Teachers can also show students new vocabulary in the text. Students can also practice translating texts well. As the teachers, they must be able to exemplify a good reading process, namely with good pronunciation and intonation so that students can imitate the reading process. The reading aloud method can improve students' self-confidence by guiding how to read properly and correctly, and students can also correct errors in reading texts.

4. CONCLUSION

The strategy adopted by teachers in the teaching of reading is reading aloud, silent reading, and digital storytelling. Teachers use this strategy so that students can easily read and understand reading texts. Students are not only able to read correctly, but also understand the meaning of the text. Using this approach, teachers can develop students' reading skills through direct instruction and examples of how to read correctly. After students are able to read correctly, students can also focus more on developing their minds to understand the meaning contained in the text. The popular applications among the learners in online English class are *Kamus Inggris (Kamusku)* and *google translate*. This study only focuses on online reading classroom in one vocational school in OKU with four English teachers and several meetings. For the further research, it is better to be conducted in many vocational schools and the other English skills such as speaking, listening, and writing.

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