CHAPTER I
INTRODUCTION

A.   The Background of the Problem

Language skills that students must possess include listening, speaking reading, and writing skills. Students must be able to master language, reading, speaking, writing, and listening skills well, especially at the junior high school level. Reading skills are a gateway for the entry of scientific concepts into the brain. People who like to read will gain new knowledge that can increase intelligence and expand horizons so that people are better able to answer life's challenges in the present and the future. Reading skills focus more on reading comprehension skills because the ability to understand reading material (text) is the main goal to be achieved in reading learning.

Each learning program is implemented using a specific strategy. One of the strategies referred to is related to learning methods. The strategies used up by the teacher in teaching can predispose the effectiveness and fruitfulness of learning. Selection of the right strategy can create order in teaching and learning atmosphere so that students can easily receive learning material well. In addition, the success of learning and the teaching process is effective, the teacher must know a variety of learning strategies and not depand on one method. It can be seen various strategies can change student boredom, so that later students will be more enjoy and enthusiastic in learning, especially learning reading comprehension. Students must have the ability to read that to understand the meaning contained in the reading. Without good reading skills, students cannot understand the learning process and the material being taught.

The last 50 years have seen huge growth worldwide in the provision of education at all levels, especially at the junior high school level. COVID-19 is the greatest challenge that these expanded international education systems have ever faced. At its peak, more than 188 countries, covering about 91% of students recorded around the world, closing their schools to try to contain the spread of the virus. Many governments in world have ordered institutions to cease face-to-face instruction for most of their students, requiring them to switch to online teaching

and virtual education. The ministries of education in New Zealand and France also issued a policy that they created new online learning spaces by relying on special education television programs offered to reach all students. Similarly, Colombia, the government developed an online platform with more than 80,000 pedagogical resources that low-income families can access for free. When these families have no internet connection, they can access the platform without using their mobile data.[1]

Globally as discussed above in the world about education issues during covid-19, among the change from face-to-face learning to online learning, about the education system, curriculum, especially also about teacher strategies in teaching that has been discussed above, and also nationally the issue of education in the covid-19 period has been discussed seriously got from the circular issued by the Ministry of Education, that is the letter Number 3 of 2020 concerning Prevention of COVID-19 in Education Units regarding the prevention of the spread of Corona Virus Disease (COvid-19) in Indonesia. Through this circular, the Ministry of Education and Culture gives instructions to education units to conduct distance learning and advises students to study from their homes. In connection with the circular, schools in Indonesia must follow directions from the government, start from the elementary school, junior school, high school, and university. Especially in this research, the resercher took issue in the junior high schools.

One of the alternative forms of learning that can be implemented during the Covid-19 period is online learning. According to Moore, Dickson-Deane, & Galyen Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions.[2] Research stated by Zhang et al., argue that the use of the internet and

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[1] OECD, "The Impact of COVID-19 on Student Equity and Inclusion: Supporting Vulnerable Student during School Closures and School Re-Openings", *OECD Policy Responses to Coronavirus (COVID-19),* 19 November 2020, 1-37 <https://www.oecd.org/coronavirus/policy-responses/the-impact-of-covid-19-on-student-equity-and-inclusion-supporting-vulnerable-students-during-school-closures-and-school-re-openings-d593b5c8/>.

[2] Joi L Moore, Camille Dickson-Deane, and Krista Galyen, E-Learning, Online Laerning, and Distance Learning Environments: Are they the same?. *The Internet and Higher Education*, (2011), **14(2)**, 129-135.

multimedia technology can change the way knowledge is delivered and able to be an alternative to learning carried out in traditional classrooms.[3]

Instead of many previous studies that discuss the strategy of teachers in teaching students, especially strategies in reading during the covid-19 pandemic in junior high such as question-answer relationship strategies, reciprocal teaching, think-aloud, Scaffolding and others. But the results showed some of the strategies used by teachers without providing a solution in the form of an understanding of the strategy which is suitable for teachers to use when teaching reading comprehension in online reading during pandemics.

Although previous research has discussed the strategy of the teacher in learning reading comprehension at the covid-19 pandemic, but little discussed about suitable strategy to use when online teaching. The strategy used by the teacher in teaching reading comprehension is a strategy that makes students able to understand reading comprehension and that strategy can make students more active and even motivated in learning reading comprehension. However in reality the teachers' strategy is still not effective in teaching reading comprehension.

Therefore, it is necessary to have an effort or attempt from the teacher so that students can get reading comprehension with online learning strategies, especially reading learning process. Teachers can apply certain methods or strategies and make classroom learning fun by preparing various learning media to develop students' reading comprehension. This research aims to determine the responses of teachers in using reading comprehension strategies during learning online process.

Based on the explanation above and with the theme of this researchers hope full after this study is completed we will know what strategies used by English teacher in online teaching on reading comprehension students so that it can inspire other teachers to implement these strategies because of the fact the reading interest of students is very low, so the writer interest in doing researcher with the tittle, "**The**

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[3] Dongsong Zhang, J. Leon Zhao, Jay F., can e-Learning Replace Classroom Learning?, *Communications of the ACM* (2004), **47(5)**, 74-79.

Teacher's Strategies in Online Teaching of Reading Comprehension at the Covid-19 Pandemic".

B.   **Identification of the Problem**

There are many factors that can caused the students reading comprehension in a study conducted by Steve Mckee there is an opinion by Sadeghi said there are two main factors that can be affecting the recovery reading comprehension of the students, namely internal factors and external factors. Internal factors that are associated with things such as students ' motivation, interest in student learning, student learning styles, background knowledge of the students as well as the characteristics of the affective students. While external factors can be identified as the method, time and place of reading, modalities text, text characteristics, including the strategy used by the teacher in teaching reading comprehension.[4] Because there are many problem that can be research the writer would like to limit that.

C.   **The limitation of the Problem**

In line with the identification of the problem the external factors that can caused the student the low in reading comprehension are the method, time and place of reading, modalities text, text characteristics, including the strategy used by the teacher in teaching reading comprehension.

The teachers' strategy can influence the student reading comprehension because teachers are very important to overcome students' problems in learning reading comprehension. The teachers should find out various strategies in order to imrpove the quality of the teaching and learning process in classroom. The teachers' strategies in teaching reading comprehension will become a problem if not overcome soon.

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[4]Steve Mckee, Reading Comprehension, What we know: a Review of Research 1995 to 2011, *Language Testing in* Asia (2012), **2(1)**, 45-58

D.   The Problem of Study

Based on to background of the problem above, can be identified:

1.   What are the strategies do the English teachers use in online teaching of reading comprehension at the Covid-19 pandemic?

2.   How does the English teacher implement the strategies in online teaching of reading comprehension at the Covid-19 pandemic?

3.   Why does the English teacher use the strategies in online teaching of reading comprehension at the Covid-19 pandemic?

E.   The Objective of the Study

Based on the description above, this research aims to find out the strategies do the English teachers use in online teaching reading comprehension at the Covid-19 pandemic and how the English teacher implement the strategies in online teaching of reading comprehension at the Covid-19 pandemic.

F.   The Significant of the Study

This study is important to give some significances for the better educational system in the future. There are two kinds of significance that are expected from the study. Namely theoretical and practical significance.

1.   Theoretical Significance

The result of this study is to enrich the theory of teaching strategy in online teaching of reading comprehension, also give beneficial. Especially, for English teachers while teaching reading comprehension during at the covid-19 pandemic.

2.   Practical Significance

The practical significance aims to give the significance practically, especially for the teachers in implementing strategies in teaching reading comprehension. In addition, this research has some practical significant as the following:
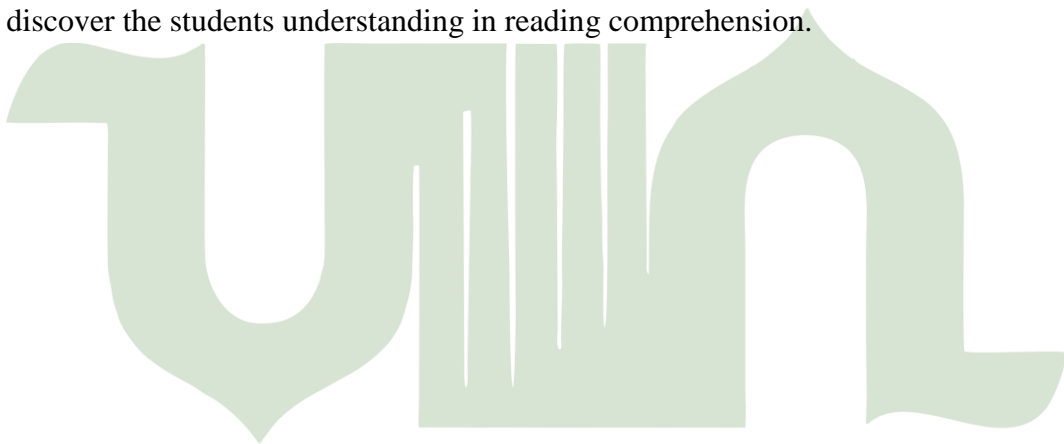
1.   English Teachers

For English teachers who teach at junior high school, the teacher is able to select the most appropriate strategy to overcome the problem and the student can understand the subject easily and the teacher can improve their English teaching strategies in order to increase the students' ability in reading comprehension.

2.   Students

The findings in this study will be used as a reference to learn English especially reading comprehension, so that students can learn a variety of strategies that teachers use to improve reading comprehension by themselves.

3.   Further Researcher

For the researchers, this study is expected to contribute input to other researchers who are interested in similar studies. It is able to improve the reading level in and feature a good knowledge of English, especially in the approach to discover the students understanding in reading comprehension.