

**TEACHER STRATEGIES IN TEACHING READING RECOUNT TEXT
DURING ONLINE LEARNING IN PANDEMIC COVID-19 OF THE
TENTH GRADE STUDENTS OF SMA N COLOMADU IN THE
ACADEMIC YEAR 2021/2022**

THESIS

**Submitted as a Partial Requirements for the Undergraduate Degree in
English Language Education**



By

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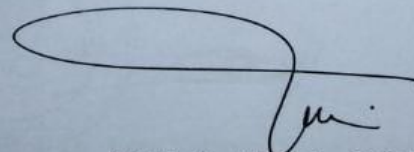
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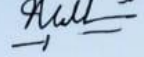


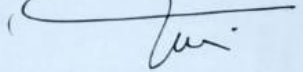
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DEDICATION

This thesis is dedicated to:

1. My lord of Allah SWT and Prophet Muhammad SAW who always guide and give strength for me.
2. My beloved parents, Mr. Hartanto and Mrs. Kasyanti who always pray, support, trust, finance, and encouragement for me.
3. My big family, wa bil khusus my beloved sister, Ulya Dwi ariska and Utari Imroatun Sholekah
4. My beloved advisor that always guides me, Mr.M. Husin Al Fatah, M.Pd
5. My beloved friends, Cahyo Campuh, Bitu Selviana, Early Dwinata, and all my friends PBI E.
6. My almamater Raden Mas Said State Islamic University of Surakarta

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْرًا ۗ

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya...”

(Q.S Al-Baqarah:286)

“Life is like riding a bicycle. To keep your balance, You must keep moving”

(Albert Einstein)

PRONOUNCEMENT

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I hereby sincerely state that the thesis title “Teacher Strategies on Teaching Reading Recount Text during Online Learning in Pandemic Covid-19 of The Tenth Grade Students of SMA N COLOMADU in The Academic Year 2021/2022.” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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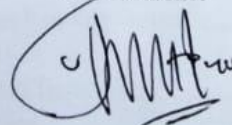
The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Sukoharjo, November 14th 2022

The researcher



Umi Uswatun Khasanah

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ABSTRACT

Umi Uswatun Khasanah. 2022. *Teacher Strategies on Teaching Reading Recount Text during Online Learning in Pandemic Covid-19 of The Tenth Grade Students of SMA N COLOMADU in The Academic Year 2021/2022*. Thesis. Surakarta: English Language Education of Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor : Muh. Husin Al Fatah, M.Pd

Key words : Teacher Strategy, Teaching Reading Online, Pandemic Covid-19

This research is about teaching strategies used by the teacher in teaching reading recount text during covid-19. The objectives of this research are (1) To describe strategies that used by the teacher for teaching reading recount text online during the pandemic covid-19 at tenth-grade students of SMA N Colomadu, (2) To describe what are the advantages and disadvantages of teaching reading recount text online during the pandemic covid-19 at tenth-grade students of SMA N Colomadu.

The research design in this study was a descriptive qualitative study. The subject of this research is the English teacher of SMAN Colomadu. In collecting data, researcher used observations and interviews. The data were analyzed by reducing the data, transforming the data, and drawing conclusion and suggestion. The researcher used triangulation, especially theoretical triangulation to show the trustworthiness of the data.

The results showed that: The English teacher of class X MIPA 4 used the SQ3R strategy with social media (WhatsApp group) in teaching reading recount texts during the covid-19 pandemic. Before distance learning (PJJ) occurred due to the covid-19 pandemic, teachers had used the SQ3R strategy in teaching reading in class, including; 1. Survey, skim the text for an overview of the main ideas, 2. Question, the reader asks questions about what he wants to get from the text, 3. Read, reading the text while looking for answers to questions that have been formulated previously, 4. Recite, reprocessing points -important points through spoken or written language, 5. Review, assessing the importance of what you have just read and putting it into long-term associations. From this strategy, the teacher can conclude that learning using this strategy makes it easier for students to read the text, understand the content of the text, remember longer the content of the text, and make it easier for students to answer questions from the text. The teacher uses the WhatsApp application as a learning media. The advantages and disadvantages of this strategy are, from this application, teacher can provide material, make learning easier, improve learning outcomes, reduce the risk of students not participating in online learning and not collecting assignments, and make it easier for teacher and students in terms of internet networks and quotas.

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CHAPTER I

INTRODUCTION

A. Background of The Study

The teachers should have strategies in teaching reading process, by applying the correct strategies the teachers can evoke the students' confidence to read the text comprehensively. But the condition of the pandemic Covid-19 in this world, makes teachers must use online classes to teach their students. According (Honebein: 2006) stated that technology and online instruction can facilitate learning by providing real-life context to engage learners in solving complex problems. Interactive instruction or "learning by doing" has been found to result in positive learning outcomes (Watkins: 2005). As (Driscoll: 2002) observed, "When students become active participants in the knowledge construction process, the focus of learning shifts from covering curriculum to working with ideas. And using technology tools 'to think' facilitates working with ideas and learning from that process" (Scardamalia: 2002).

Reading is an essential part of language learning at every level. Reading activities support learners in learning English in several ways. For instance, the learners may do reading activities to master the language. In this case, they use reading material as a language input. By giving students the reading materials, the teachers provide opportunities for students to gain vocabulary, grammar, sentence structure, and others. Moreover, for Indonesian students, this is a bridge to understanding scientific books. Since they lack knowledge of English, they often encounter difficulties in reading

English books. In education, reading skill is one of the requirements for students to comprehend the material during the learning process. For instance, when the students have an examination, the test is given in reading text form. If the students have good skills in reading, they can understand the text easily and answer the question based on their understanding of the text. Furthermore, by mastering a reading skill, students can practice self-learning to gain more worthwhile information and knowledge to increase their competence in English.

Reading is very important for English learners because reading can improve their knowledge, vocabulary, and information. From the reading process, English learners also learn about foreign languages, people's habits and cultures. When learners want to learn a language, they have to learn about the habit and the culture of the target language first, to make them easy in learning foreign languages (Muslaini: 2017).

In teaching reading, a teacher may use many different strategies. According to (Harmer: 2007), a strategy is an action the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. The teacher should use many strategies in teaching reading such as applying various methods, media, and games to keep the students interested. According to (Brown: 2004), the fundamental feature of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The key is to create learning environments that are more interactive to apply technology where

applicable to the learning experience and to use appropriate collaborative learning strategies.

According to Mrs Atikah, S.P.d., an English teacher at SMA N Colomadu, some teachers think reading is not a favourite activity for many students. Therefore, English teachers must find strategies to face this challenge. There are many ways to get students interested in learning reading English, one of which is by using the right strategy. The reading strategies that she usually uses in class include using semantic mapping or clustering, and SQ3R sequences. Reading is very challenging for teachers. Teachers must be creative in implementing teaching strategies to help students master reading. So that this strategy is very important for the teaching process, especially in teaching reading. In line with Brown (2005), he states that a strategy is a unique approach to a problem or task, operating methods to achieve a specific goal and a design that is planned to control and manipulate certain information. Apart from that, according to (Suharmanto: 2000), reading strategy is a unifying factor that bridges three important factors to activate language skills: linguistic knowledge, content background knowledge, and text structure knowledge to achieve successful reading comprehension.

One type of text that is taught in reading is recount text. Pardiyono (2007:74) said recount text is a text to tell about past events, for example; holidays, seminars, activity at weekends. In recount text, some language features must be known by students. Such as using the simple past tense, past

continuous, and past perfect tense, and using verbs such as went, took, ate, visited, etc. In SMA N Colomadu, Mrs. A also said, it is easier for students to understand descriptive texts and procedure texts than recount texts. So the researcher wants to identify the teacher's strategy in understanding his students about recount texts so that they can be more interested in reading recount texts. By implementing the right strategy, the reading learning process will run well and can improve students' reading skills. Meanwhile, according to Barnett (2002) he uses the term reading strategy to refer to “cognitive operations that occur when readers approach the text with the aim of understanding what they are reading. In this sense, reading strategy is an understanding process that is used by readers to understand what they are reading. So that the reading strategy is effective for teachers to improve students' reading comprehension skills.

This research was conducted in SMA N Colomadu. This is one of the best schools in the city of Karanganyar. This can be seen from the students who are competent. And students are very interested in English, especially in reading. This is supported by the existence of a literacy park in the school, students are encouraged to read in their spare time and on special days when they are required to communicate using English. But the English skills of Class X experienced several obstacles, namely they were still lacking in their ability to understand the meanings of English which would cause problems for students to take part in learning English and computers because the programming language also used English.

The researcher conducted observation and interviews with the English teacher, Mrs A and students X MIPA 4 since February 2021 to know student responses about the experience of learning English for two semesters including the difficulties experienced in the learning process. In addition, the researcher also collected data through the end-of-semester activities on the aspects of the appearance of students' attitudes and language delivery. Observations take place during one semester of learning activities to observe students classified as active, less active, and passive. students can be categorized as inactive when in the learning process they do not show their participation to answer questions, ask questions, and do not express opinions during group activities. For those who are active, it can be seen from the intensity of the interactions that exist between these students and the teacher. They are only active when asked or appointed by the teacher to express their opinion. In addition, students rarely contribute verbally to the teacher and have low quiz scores or midterm exams.

Based on preliminary studies conducted by researcher showed that online learning conducted during the Covid 19 pandemic as many as 30 students participated in online learning almost all students were less active in the following learning, 80% of students did not show participation to answer questions, students tended to just be silent and see. Less interaction between teachers and students makes students less likely to concentrate on the learning process so students become unable to understand what is being said by the teacher.

Therefore, the importance of learning strategies used by teachers such as how teachers teach makes students happy in the classroom because providing material always motivates students. The teacher also uses strategies and techniques to make the learning process fun. Mrs A said one of the online teaching strategies for English teachers at SMA N Colomadu is blended learning, a combination of teaching as usual in class using the GoogleMeet application, which can show material from PPT and meet face-to-face virtually.

By applying the right strategy in the teaching and learning process, the teacher can arouse students' confidence to read correctly. Finally, based on the above phenomena, strategies in the teaching and learning process are very important. Strategy is one of the crucial factors in teaching reading, especially in teaching reading recount text. Moreover, teachers in the next generation must know the right strategy in the teaching and learning process for their students. For this reason, researchers conducted a study entitled "TEACHERS STRATEGIES ON TEACHING READING RECOUNT TEXT DURING ONLINE LEARNING IN PANDEMIC COVID 19 AT THE TENTH GRADE STUDENTS OF SMA N COLOMADU IN THE ACADEMIC YEAR 2021/2022".

B. Identification of Problem

Based on the background of the study, the researcher can identify some problems in teachers strategies for reading recount text at the class of

Tenth Grades English in SMA Colomadu Karanganyar. The problems are identified by the following statements below :

1. Changes in learning systems and models. During the pandemic Covid-19 learning activities were carried out at home by an online system called online learning. Then, learning activities through a personal computer (PC), laptops and smartphones connected to its internet network connection. In fact, many students don't have smartphones, facts quota costs are too high, internet access is insufficient and internet quotas are insufficient.
2. Students lack interest in reading and get bored easily with online learning, especially recount text lessons.
3. The students still have difficulty understanding texts and answering questions in process of teaching reading recount text.
4. Teachers must have strategies for teaching reading recount text in online learning.

C. Limitation of Problem

In order to get specific purpose and focuses of the research, it is necessary to limit the research. Based on the background and identification of the problem, this research focus on teacher strategies in teaching reading recount text during the COVID-19 pandemic. And this research focuses on the tenth grade students of english in SMA N Colomadu Karanganyar in the academic year 2021/2022.

D. Problem Statement

Based on the background of the study above, the researcher formulates the problem statement as follows :

1. What are the strategies used by teacher in teaching Reading Recount Text Online during the Pandemic Covid 19 at Tenth Grade Students of English in SMA Colomadu Karanganyar in The Academic Year 2021/2022?
2. What are the advantages and disadvantages of teaching Reading Recount Text Online During Pandemic Covid 19 at Tenth Grade Students of English in SMA Colomadu Karanganyar in The Academic Year 2021/2022?

E. The Objectives of the Study

The purpose of this research are :

1. To describe strategies used by the teacher for Teaching Reading Recount Text Online during the Pandemic Covid-19 at Tenth Grade Students of English in SMA Colomadu Karanganyar in The Academic Year 2021/2022.
2. To describe the advantages and disadvantages of teaching Reading Recount Text Online during the Pandemic Covid-19 at Tenth Grade Students of English in SMA Colomadu Karanganyar in The Academic Year 2021/2022.

F. Benefits of the Study

1. Theoretical Benefits

- a. The result of the research can be used as the reference for who want to conduct a research in teachers strategies for reading recount text.

- b. The result of this research can be used by the teacher about the types of strategies for reading recount text.

2. Practical Benefits

- a. For the researcher

This research is useful for the researcher herself, because from this research the researcher will understand and know more knowledge after analyzing subjects in this research and applied when he/she become a teacher someday.

- b. For the parents.

The reseacher hope the parents know about importance of education for life. So the parents must give educate and also treatment for them.

- c. For the teacher

This research is useful for teacher, especially for English teacher. This research gives information about teaching reading method. The teacher can know various of methods for teaching reading. Teacher can also choose and consider the effective method for teaching reading.

- d. For the school

This research can be useful for this school. Especialy in SMA Colomadu Karanganyar. Because this research can be a source to know about the teaching reading.

- e. For the reader

This research can be useful for the reader to get information, knowledge, and can be use as a source for the next researcher about teachers strategies in reading recount text.

G. Key Terms

1. Reading

Tarigan (2005:8), reading is the ability of the readers to bring and get the meaning from the written text.

2. Recount text

Hornby (2000: 589), recount text is one type of story genre, the story tells someone about something that you have experienced. Besides being able to share experiences, recount text also has benefits for life, namely increasing creativity, providing information based on facts and also being able to relieve stress for the reader.

3. Strategy

Brown (2005:113) state that strategies are a spesific method of approaching a problem or task, modes of opperation for achieving a particular end, planned design for controlling and manipulating certain information.

4. Covid 19

The period of the Covid-19 pandemic starting at the end of January 2020 emerged because of the Corona virus outbreak which originated in the city of Wuhan, China. The Corona virus is a microorganism that causes respiratory problems starting from mild to

severe symptoms, the incubation period is between 6 to 14 days, the spread of this virus is very easy and very fast because it can be through direct contact with other humans who have been infected, therefore all activities involved involving associations with many people being stopped and converted to WFH or working from home to prevent the transmission and spread of Covid-19 (Wahyu Aji Fatma Dewi, 2020).

CHAPTER II

REVIEW ON RELATED LITERATURE

In the research it is important to describe the theories that related to this study in order to give relevant knowlege to the topic. This chapter reviews about reading, strategy in teaching learning on reading, and the review about recount text.

A. Theoretical Description

1. Teachers' Strategies

a. Definition of Teacher's Strategies

Teachers normally employ a strategy to achieve the learning objective and assist students to master the material effectively. Brown (2007) stated that strategies are those "attacks" that we made on a given problem, and that vary considerably within each individual. (Cole, in Miftakhul, 2020) stated that teachers' role in accomplishing students' educational needs is to provide effective plans/ strategies whose general purpose is to be able to communicate in the language goal.

Furthermore Miftakhul (2020), teaching strategies can be said as the first step, and English teachers to master teaching English because there are many kinds of teaching strategies that can be used. Every strategy also has a different result. For example, the teacher can apply many kinds of strategies in the English class to create the student's interest and also to increase the student's attention in the

learning process. A good strategy in teaching the English process will give a different value to the learner. So, English teachers must master effective strategies if they want success in the learning process. So strategies are special methods of approaching a problem or task modes of operation for achieving a particular end, planned design for controlling and manipulating information (Brown, 2007). And strategy used in the teaching process is called teaching strategy. Rosidyana (2018) stated that teaching strategies are approaches, technique, or deliberate actions that teacher take in order to deliver the objects in effective ways. It helps teacher to make the framework for easier teaching process in scooping the target language Sarode (2018) stated teaching strategies refer to methods used to help students learn the contents of the desired lesson and can develop goals that can be achieved in the future. Sarjan and Mardiana (2007) stated that teaching strategy is general plans for lessons that include structure, student behavior desires, in terms of teaching goal, and outlines of tactics needed to implement strategies that must be mastered by the English teacher to teach the lesson to the student the class. So, that lesson will be understood and be used as good as possible.

Brown (2020) stated that strategies are specific methods of approaching a problem or task, modes of operation of achieving a particular end, planned designs for controlling and manipulating

certain information. In another statement, Iskandarwassid and Sunendar (2021) say that teaching strategy is habitual and action used by the teacher to get the successfully of learning, directional and interesting. This definition, is more learning to an action which can be observed, even that definition may also included the cognitive measures that were not observed.

Herrell and Jordan (2017) stated that teaching English strategies are important for teachers of English learners to recognize important ways in which they must adapt their lessons and assessments to meet the unique needs of these students. The teacher needs to understand the basic support that must be provided for mastering English in the context of the classroom. English students can comprehensively acquire language and content if they are given scaffolding that is appropriate and assessed in a way that enables them to demonstrate their understanding and knowledge.

So from the definition above the researcher take's conclusion that teaching strategies is general plans for lessons that include structure, techniques or methods to face the problems in teaching for an effective learning. it is one of important factors for helping learning process in achieving it's goals. Strategy choose by the teacher is adjusted in keeping with the characteristics of the student. Using strategy in teaching reading is related to teacher's plan in deliver the material to the student.

b. Kind of Teachers Strategies

In teaching English Process, it is better to know the types of teaching English strategies because different methods have influence toward student learning process. Some of the students maybe have a different need in the learning process. It is possible to give the different priorities depending on the needs of student process. Various teaching strategies have been proposed and applied in language classes to help teachers and students achieve learning goals. As Wehrli and Nyquist (2013) explain the teaching strategies with advantages and disadvantages as follow:

1) Brainstorming

Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas have been generated. Brainstorming is used to encourage the students to freely share their ideas. All ideas are accepted in the beginning of the process with no response, regardless of how useless or impractical it may be seem, is omitted from the first stages of brainstorming. Following the generation of ideas, options are typically analyzed, the best solution identified, and a plan of action developed. Al-maghrawy in Al-khatib (2012: 31) also defines that brainstorming as a group creativity forum for general ideas.

Moreover, Sayed in Al-khatib (2012: 31) purposed some

importance of brainstorming for the students. Those are: (a) helping students to solve problems; (b) helping students to benefit from the ideas of others through the development and building on them, and (c) helping the cohesion of the students and building relationships among them and assessing the views of others.

In addition, brainstorming has some advantages, they are: (a) actively involving learners in higher levels of thinking; (b) promoting peer learning and creating synergy; (c) promoting critical thinking, and (d) helping groups reach consensus.

On the other hand, there are some disadvantageous of brainstorming. (a) requiring learners discipline; (b) may not be effective with large groups, and (c) can lead to “group think”.

2) Case-Based Small-Group Discussion

In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In problem-Base Learning, the problem comes first and learners work through the problem through progressive disclosure by making hypotheses, exploring mechanisms, developing and researching learning issues, and applying new information to the case. Actively involves participants and stimulates peer group learning. In this teaching strategy process, Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that the group focuses on creative

problem-solving, with some advanced preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to a closure on cardinal learning points.

Case-based Small-group Discussion has some advantages. They can (a) actively involves participants and stimulates peer group learning; (b) helps participants explore pre-existing knowledge and build on what they know; (c) facilitates the exchange of ideas and awareness of mutual concerns; and (d) promotes the development of critical thinking skills;

On the other hand, Case-based Small-group Discussion has some disadvantageous. It (a) can potentially degenerate into off-task or social conversations; (b) can be a challenge to ensure participation by all, especially in larger groups; and (c) can be frustrating for participants when they are at significantly different levels of knowledge and skill.

3) Autocratic Strategies

Autocratic strategies are traditional teaching strategies and are also called the convergent approach. These are content centred and teacher-centred. While using these strategies, the teacher's place is primary and the pupil's place is secondary. The teacher determines the content himself and by considering himself an ideal and by suppressing the pupil's interests, attitudes, capacities,

abilities and needs, he\she tries to impose knowledge forcibly from outside in the minds of the pupils. In such a situation, pupils don't have any freedom in their expressions. Hence, these objectives and group development are not cared for at all. Autocratic teaching strategies include Lectures, demonstrations, Tutorials, Programmed instruction, etc.

4) Demonstration

Demonstration means performing an activity so that learners can observe how it is done to help prepare learners to transfer theory to practical application. Moreover, the demonstration strategy involves the teacher showing learners how to do something (Brown in Adekoya and Olatoye, 2011). Similarly, the teacher demonstrates or asks students to demonstrate a series of actions. Students are expected to pay close attention, but they do not speak or repeat commands (Brown in McClosky, 1988:8).

The advantages of demonstration are to (a) help people who learn well by modelling others; (b) promote self-confidence; (c) provide an opportunity for targeted questions and answers, and (d) allow attention to be focused on specific details rather than general theories.

The disadvantageous of demonstration: (a) is of limited value for people who do not learn best by observing others; (b)

may not be appropriate for the different learning rates of the participants, and (c) requires that the demonstrator have specialized expertise if highly technical tasks are involved.

5) Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom (Brown, 2000: 146).

The advantageous of game: (a) actively involves learners; (b) can add or regenerate motivation; (c) promotes team learning and collaborative skills; (d) provides a challenge that can lead to confidence in knowing and expressing the material; (e) provides feedback; and (f) can create a “fun” learning environment.

The disadvantageous of game: (a) can create in-group/out-group feelings; (b) can demotivate students who are not competitive by nature; (c) can create feelings of inadequacy in those not as skilled or forceful; and (d) can discourage creativity if the format is very rigid and the focus is strongly on winning.

6) Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning

activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology. Alberta Learning (2002: 73) also defines independent study as an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned. A third view of knowledge was that students did have the ability to learn from a variety of strategies and that learning was not directly dependent on the teacher or special groups of students, (Cothran & Kullina, 2006:176).

The advantages of independent study: (a) foster independent learning skills; (b) allows learners to progress at their own rate, and (c) enhance other learning experiences.

The disadvantageous of independent study: (a) may be disconnected from immediate objectives; and (b) may be difficult to identify/access appropriate materials.

7) Large Group Discussion/ Question and Answer

Discussion questions engage students by challenging them to think by analyzing, synthesizing and evaluating the subject matter. These are critical questions conceived to utilize group discussions in a manner that will move the student from

knowledge of facts to the evaluation of the outcome, (Harris, 2002:4).

8) Lecture/Presentation

Presents the subject matter with an attention-getting device that gives the idea of what the lesson is about. Explain the topic to clarify the ideas and highlight the lessons that are not familiar to the students, (Mojares, 2008:566). Primarily didactic presentation of information, usually to a large group and often with the use of audiovisual aids to transmit information.

9) Role Play

Role plays help students use the language fluently. They also help them learn to be creative, imaginative, and resourceful. In a role-play, unlike a dialogue, the teacher provides only a brief description of the characters and situation of the students and then improvises the words and actions, (Thrush, 1996:21). One or more participants adopt a specified role and try to behave in ways characteristics of a person in that role. Medical education often revolves around a specified clinical scenario.

10) Task-Based Instruction

Task-based instruction is a perspective within a CLT framework that forces you to carefully consider all the techniques that you use in the classroom in terms of a number of important pedagogical purposes (Brown, 2000: 50).

Brown, (2000: 50) A task is really a special form of technique. In some cases, task and technique may be synonymous (a problem-solving task/technique; a role-play task/technique for example). But in other cases, a task may be comprised of several techniques (for example, a problem-solving task that includes, let's say, grammatical explanation, teacher-initiated questions, and a specific turn-taking procedure). Tasks are usually "bigger in their ultimate ends than techniques.

Task-based instruction is not a new method rather it puts tasks at the centre of one's methodological focus. It views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve the purposes of which extend beyond the practice of language for its own sake. Research on task-based learning (see Skehan 1998a 1998b: Skehan & Foster 1997, 1999 Williams & Burden 1997, Willis 1996, among others) has attempted to identify types of tasks that enhance learning (such as open-ended, structured, teacher-fronted, small group, and pair work), to define task-specific learner factors (for example roles, proficiency levels, and styles), and to examine teacher roles and other variables that contribute to successful achievement of objectives.

11) Content-Based Instruction

Content-Based Instruction Content-based instruction (CBI),

according to Brinton Snow, and Wesche (1989: vii), is "the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material: Such an approach contrasts sharply with many practices in which language skills are taught virtually in isolation from substantive content. When language becomes the medium to convey informational content of interest and relevance to the learner then learners are pointed toward matters of intrinsic concern. Language takes on its appropriate role as a vehicle for accomplishing a set of content goals.

A recent surge of research and material on CBI (Snow 1998, Brinton & Master 1997 Snow & Brinton 1997 among others) has given us new opportunities and challenges. Content-based classrooms may yield an increase in intrinsic motivation and empowerment since students are focused on subject matter that is important to their Students are pointed beyond transient extrinsic factors, like grades and tests, to their own competence and autonomy as intelligent individuals capable of actually doing something with their new language Challenges range from a demand for a whole new genre of textbooks and other materials to the training of language teachers to teach the concepts and skills

of various disciplines, professions, and occupations, and/or to teach in teams across disciplines.

12) Interactive Learning

At the heart of current theories of communicative competence is the essentially interactive nature of communication. When you speak for example the extent to which your intended message is received is a factor of both your production and the listener's reception. Most meaning, in a semantic sense, is a product of negotiation, of give and take, as interlocutors attempt to communicate. Thus, the communicative purpose of language compels us to create opportunities for genuine interaction in the classroom.

An interactive course or technique will provide for such negotiation. Interactive classes will most likely be found; doing a significant amount of pair work and group work, receiving authentic language input in real-world contexts, producing language for genuine, meaningful communication, and performing classroom tasks that prepare them for actual language use "out there.", practising oral communication through the give and take and spontaneity of actual conversations, writing to and for real audiences, not contrived ones.

13) Cooperative and Collaborative Learning

A curriculum or classroom that is cooperative-and therefore

not competitive-usually involves the above learner-centred characteristics. As students work together in pairs and groups, they share information and come to each other's aid. They are a "team" whose players must work together in order to achieve goals successfully. Research has shown an advantage for cooperative learning (as opposed to individual learning) in such factors as "promoting intrinsic motivation, heightening self-esteem creating caring and altruistic relationships, and lowering anxiety and prejudice (Oxford 1997 445). Included among some of the challenges of cooperative learning are accounting for varied cultural expectations, individual learning styles, personality differences, and overreliance on the first language (Crandall 1999).

Cooperative learning does not merely imply collaboration. To be sure, in 1 cooperative classroom the students and teachers work together to pursue goals and objectives. But cooperative learning is more structured more prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups [than collaborative learning]" (Oxford 1997 443) In cooperative learning models, a group learning activity is dependent on the social struck and exchange of information between learners. In collaborative learning, the learner engages with more capable others (teachers, advanced

peers, etc.), who provide assistance and guidance (Oxford 1997 444) Collaborative learning models have been developed within social constructivist (see Brown 2000, Chapter 1) schools of thought to promote communities of learners that cut across the usual searches of students and teachers.

14) Standardized Patients

Use of actors trained to portray a specific patient role in a consistent and accurate manner to act as a “real” patient would, react differentially depending on behavior of the health professional in training, and to assess learners and provide appropriate feedback.

In another statement Sammad and Tidore (2015: 50–53) say there are four kind of teaching strategies. There are:

1. Total Physical Response

TPR (Total Physical Response) is teaching languages strategy arranged in coordination commands, speech and action; and strive to teach language through physical activity.

2. Teaching English by using song

Teaching English by using songs is one of the strategies to teach English by using singing or songs as the media. Given that English is a foreign language in Indonesia, of course the learning

process requires an appropriate and effective approach English songs can help teachers to create active, creative and fun learning.

3. Teaching English by using games

Media games consist of visual elements (can be seen), audio (can be heard) and motion (can interact). So this game media can arouse students' curiosity, stimulate their reaction to the teacher's explanation, allow students to touch the object of study lessons, help them concretize something that abstract and so on.

4. Teaching English by using stories

Teaching English can be done in various ways, one of which is to read short stories in English. By reading the English sentence but which is still easy to understand will greatly help us in understanding the English-language story.

3. Teaching Reading

a. Definition of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner, and setting the condition for learning. It is mean that teaching provides assistance and facilities to the students in order for the students can learn well (Brown, 2007). According to Cahyono (2010), teaching is the process of transferring knowledge from the

teacher to the students or from someone to another whether in a formal or informal situation.

Harmer (2007) said that teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

Based on the three theories above, it can be concluded that teaching reading using the right strategy can help improve students' abilities and skills in learning English supported by good facilities that affect the quality and comfort of student learning.

b. The Principles Behind of Teaching Reading

According to Harmer (2018), there are principles of teaching reading they are :

1) Reading is not a passive skill

If students want to succeed in reading, students have to understand the meaning of words. Students also have understood the content of the text. If students do not understand them, they will forget the meaning of the text quickly.

2) Students need to be engaged with what they are reading

When students fire up by the topic of reading text, they will get much more from what is in front of them. But when

they are not engaged with the reading text, they will be less likely to benefit from it.

- 3) Students should be encouraged to respond to the content of a reading text, not just to the language. Knowing the message of the text is important. A teacher must give students a chance to respond to the message in some ways. In teaching reading, it is important to allow the student to express their feeling about the topic of the text that had read which provokes personal engagement with it and the language.

- 4) Predictions a major factor in reading

Before reading a book, students will look at the cover, the cover of the book hints at what is in the book. Photographs and headlines also hint at what are articles about. Students can predict what they will read from them. The expectation is set up and the active process of reading is ready to begin. Teachers should give students hints so that they can predict what is coming too. It will make them better and more engaged to read.

- 5) Match the task to the topic

Teachers need to choose good reading texts. To make reading more interesting, teachers can give the right kind of questions, and engaging and useful puzzles that are matching with the topic of the reading text. For example, the teacher asks students to mention the verb from the text, or the character in the

text, if the text is narrative text or descriptive text, the most interesting text can be undermined by asking boring and inappropriate questions. The most commonplace passage can be made really exciting with imaginative and challenging tasks.

6) Good teachers exploit reading text to full

There are many reading texts full of words, Sentences, ideas, descriptions, etc. Good teachers will exploit them to integrate the reading text into interesting class sequences, using the topic for discussion and further, tasks, using the language for study and later activation.

Based on the theories, it can be concluded that teaching reading has six principles. They are (1) reading is not a passive skill, (2) students need to engaged with what they are reading, (3) students should be encouraged to respond to the content of a reading text, not just to the language, (4) predictions is a major factor in reading, (5) match the task to the topic, and also (6) goods teachers exploit reading text to full.

4. Teaching Reading online

a. Teaching Reading Online

Reading is the activity of perceiving, analyzing, and interpreting what the reader does to get the message the author wants to convey in written media. According to Harmer (2007:99), reading

is useful for language acquisition. As long as students more or less understand what they are reading, the more they read, the better they will understand it. According to Grellet (2004:7) reading is a constant guessing process, and what is brought forward is often more important than what is found in it. In reading, students should be taught to use what they know to understand the unknown, whether it be ideas or simple words.

Reading text online is one of the latest learning media. This can be done by utilizing computer technology as one of the pillars of the 4.0 industrial revolution. Students not only learn it under the guidance of lecturers but also can learn it everywhere. This is because online literacy texts are a continuous learning medium. Students only need to open a site that contains literacy texts and read it, even read and listen to it.

The online literacy text used in this study is a short story text. The students were involved to get short stories on the computer. They read the text and some can even be read and listened to because the speaker reads the text given (Permadi, 2019).

b. The Kinds of Strategies in Teaching Reading Online

In order to guide the students in reading foreign language especially in English, the teachers should have some strategies in every meeting to help and give the students motivated and active in

the classroom. There are many strategies that can be applied for the teacher especially in teaching recount text. They are :

1) Blended Learning

Blended learning is a term that comes from English, which consists of two syllables, blended and learning. Blended means a good mixture or combination. "Blended learning is basically a combination of the advantages of face-to-face and virtual learning," according to Husamah (2014).

Blended learning is collaborative learning between face-to-face and online learning (Anggraini et al, 2016). Blended learning is an alternative learning that teachers can use in the current era of globalization because it can be accessed anytime and anywhere without leaving face-to-face learning (Aslam, 2015). Online learning can train students' independence, but this learning still requires direct interaction to maintain its quality (Husamah, 2014). The drawbacks of face-to-face learning and online learning can be overcome by combining the two into blended learning.

The application of blended learning requires digital-based learning media to carry out online learning activities. In the online learning process, various platforms can be used effectively in the form of applications, websites, social networks or Learning Management Systems (LMS) (Gunawan et al,

2020). Learning Management Systems (LMS) developed include Google Classroom, Edmodo, Moodle, Quipper and many more (Riki, 2020). According to Vieira et al. (2014), LMS is able to provide online content that can be accessed anytime and anywhere so it is very supportive for distance learning.

Wilson & Smilanich (2005: 18) describe six steps in implementing blended learning, namely:

a) Determine the goal

The first step is determining the program objectives to determine the direction of the activities to be carried out. Clear objectives will be the basis and foundation for the implementation of blended learning.

b) Create goals and objectives for the program

The second step is to write goals in a more concrete form and program objectives to be achieved using blended learning

c) Design the blended program

The next step is to design a blended learning model in the form of a blueprint, make a list and description of the factors that are considered for the use of blended learning and find solutions to overcome these considerations.

d) Create and coordinate the individual training solutions

The fourth step is to create and coordinate what has been made to find solutions in learning activities, then the design is discussed with students as the implementation of blended learning.

e) Implement the blended program

The sixth step is the implementation of blended learning. At this stage, learning activities are carried out using the blended learning model.

f) Measure the result of the program

The final step is to measure the results of the blended learning program by evaluating the extent to which the blended learning program has been running and what are the shortcomings and finding solutions to overcome these deficiencies.

2) SQ3R With Social Media

The SQ3R method is a learning model that guides students to understand subject matter systematically, increases student activeness and independence and makes it easier for students to learn, because this model focuses directly on the essence that is in the subject of study (Susanti, & Yulita, 2016).

The SQ3R reading method can improve the acquisition of reading scores because this method leads students to

investigate; title and subtitle, make questions, read, state the main ideas that have been read and repeat the reading (Suandi, 2013).

According to Brown (2000:315) follow the "SQ3R" sequence, one effective series of procedures for approaching reading text has come to be labeled SQ3R technique, a process consisting of the following five steps:

1. Survey, skim the text for an overview of main ideas
2. Question, the reader asks questions about what he or she wishes to get out of the text
3. Read, read the text while looking for answers to the previously formulated questions
4. Recite, reprocess the salient points of the through oral or written language
5. Review, asses the importance of what one has just read and incorporate it into long term associations.

The SQ3R method can be viewed from the aspect of the process of carrying out reading activities, it looks very systematic so it is assumed that the application of the SQ3R method can improve students' reading comprehension skills. The SQ3R method is a systematic reading process which includes the Survey, Question, Read, Recite, and Review stages (Suandi & Putrayasa, 2013).

The use of Facebook online learning media can be combined with appropriate and appropriate learning methods, one of which is the SQ3R (Survey, Question, Read, Recite, Review) method. Facebook online media can be used at the stage where the teacher sends learning materials or teaching materials accompanied by photos, videos or links from internet websites, so that it can attract students' attention and can stimulate student curiosity more deeply related to the material to be taught.

The SQ3R method in learning physics can be used to understand teaching material or solve problems so that there is a greater opportunity to improve learning outcomes in physics. As explained by (Hasanah, 2010: 5) that the SQ3R method involves students to be active in finding concepts that exist on a subject and determining the right concept in solving problems.

Another driving factor for the application of the SQ3R method has also been applied by Masykur (2006: 73) which shows the results that the application of the SQ3R method in cooperative learning can improve learning outcomes on the subject of the solar system.

c. Media of Teaching Reading online

There are some media that use by the teachers, especially on teaching reading online. They are

1) WhatsApp

WhatsApp is a messaging application for smartphones with a basic similarity to BlackBerry Messenger (BBM). WhatsApp Messenger is a cross-platform messaging application that allows you to exchange messages without SMS costs. Because WhatsApp Messenger uses the same internet data plan for E-Mail, Web Browsing, and other (Nurhayati: 2019)

The WhatsApp Messenger application uses a 3G or WiFi connection for data communication. By using WhatsApp, we can chat online, share files, exchange photos and others. WhatsApp was founded on February 24, 2009, WhatsApp was founded by Brian Acton and Jan Koum who had worked as employees of Yahoo.

WhatsApp has various features that can be used to communicate with the help of internet services. The features contained in WhatsApp are a Gallery for adding photos, a Contact for inserting contacts, a Camera for taking pictures, Audio for sending voice messages, Maps for sending various map coordinates, and even Documents for inserting files in the form of documents. All of these files can be instantly sent via the free application. These various features certainly add to the

ease and convenience of communicating through online media (Khusaini, 2017: 3)

Barhomi (2015: 223) states that the benefits provided by the WhatsApp Messenger Group application are a means of effective learning discussion, as for the benefits of the features displayed in learning, namely;

- a) WhatsApp Messenger Group provides collaborative and collaborative learning facilities online between teachers and students or fellow students both at home and at school.
- b) WhatsApp Messenger Group is a free application that is easy to use.
- c) WhatsApp Messenger Group can be used to share comments, texts, images, videos, sounds and documents.
- d) WhatsApp Messenger Group makes it easy to disseminate announcements or publish works in groups.
- e) Information and knowledge can easily be generated and disseminated through various features of WhatsApp Messenger Group.

2) Zoom

- a) Scanned PDF Method

Husnaini (2017) on your computer, open the PDF of the text. Do this prior to class. Ideally, the PDF should be

opened in its own window. During class in the platform environment (for example, Google Meet), share your screen with your students: a) This differs slightly by platform. But in all cases, choose to share only the window that contains the PDF. b) Here are links to how to do this on the three major platforms: Bluejeans, Zoom, and Meet.

- b) Now that you've shared your screen, the passage that you're focusing on will pop up on all of your students' screens as well.
- c) Proceed as you would in an in-person class. For discussion tips, see the "how do I hold a discussion?" link.

3) Google Classroom

Herlambang (2019) during the research, the experimental class got the treatment, that was using Google Classroom in the teaching and learning process. While the control class was taught by using conventional teaching. After finishing teaching in the experimental class and control class, the post-test was conducted to find out whether the treatment applied in the experimental class had an effect or a significant difference from the control class or not. To find out the effectiveness of using Google Classroom to teach reading hortatory exposition text, the researcher computed data using the result of the test.

The computation used Independent Sample T-Test (Sulistyantodan Imada, 2020).

- a) Before class, type into a Google Doc the passages that you'd like to close read; 1) Not sure how to create a Google Doc? See this explanation. Be sure to give it a title that refers to the class meeting (e.g., "Oliver Twist passages for 4.1.20 Session")
- b) Note that this is the best method if your class is using print materials (e.g., our mutual friend, the paperback), and no scan is available.
- c) Share this Google Doc with your students; 1) Not sure how to share a doc? Here is an explanation; 2) When you share, your students will receive an email message indicating that the document has been shared with them. But if you're using Google Classroom or Moodle, consider posting the link to your site.
- d) During class, invite your students to open the shared Google Doc; 1) Everyone can do this and still be "in" the online classroom. So they can still hear you and even position the window so that the doc and the class are visible.

e) In addition to your usual methods of close reading discussion, you should consider the following for the online environment: 1) Text annotation in Google Docs has been a favourite method in our network courses. See the “Collectively Annotate” explanation under the EH’s suggestions on the Course Continuity page; 2) Holding a discussion online can be tricky. See the tips in “How Do I Hold A Whole-Class Discussion.

d. Problem in Teaching Reading Online

According to (Ridwan, 2020 : 16)The problems / constraints that affect online learning are:

1) No data / quota network.

The absence of data or quotas is an obstacle in the online learning process.

2) Lack of understanding about IT.

Current technological developments are deemed important because technology will help a person's teaching and learning process without having to meet face-to-face. However, not all people understand technology because some parents, especially those in rural areas, do not have communication tools such as cellphones. This is an obstacle to online learning.

3) No network/signal

The internet network can be connected from a cellphone or communication device due to a signal, if there is no signal, it will access something on the internet (Ridwan, 2020: 16). There is no need to be unprepared for an emergency situation like this. Creativity and communication are two very important things in ensuring that learning objectives are achieved.

Of course, online learning has many advantages and disadvantages as follows :

- a. It is difficult to control which students are serious about taking lessons and which are not.
- b. Lesson learning because it is not possible to have direct interaction with students.
- c. It will be difficult for those who live in locations where the communication infrastructure is still inadequate and who find it difficult to access the internet.
- d. Not all students have and are able to access the internet.

2. Review on Recount Text

a. Definition of Recount

According to Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. Pardiyono (2007: 74) also said that recount text is a

text to tell about past events, for example; holiday, seminar, activity in weekend.

Based on the theoris conclude that recount text is a text tell abouts past event, or unforgettable moment, experience in life. Such as holiday, seminar, and another activity on the past event. The purpose of recount text is to entertain the reader, so there is no conflict in this text. In addition, this text also aims to provide information to the readers.

b. Types of Recount Text

According to Indah (2010:17), there are three types of recount. They are:

- 1) Personal Recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
- 2) Factual Recount Text is a recount that record the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount).
- 3) Imaginative recount is a recount that taking on an imaginary role and gives details events (e.g. a day in the life of a Roman Slave: how I invited).

c. Structure of Recount

According to Hartono (2005: 6-9) gives clear description about schematic structures and language features of a recount:

Schematic structure of recount text is as follows:

- 1) Orientation: provide the setting and introduces participants.
- 2) Events: tell what happened, in what sequence.
- 3) Re-orientation: optional – closure of events.

Language features of recount text are as follows:

- 1) Focus on individual participant.
- 2) Use of past tense to indicate the events in the past time.
- 3) Focus on temporal sequence of events.
- 4) Use material and action clause.

Based on the theories above Recounts usually include the following generic structure (1) orientation, (2) events, and (3) re-orientation. Orientation has function they are : (1) make the readers interest, (2) to show the readers the topic of past event or activity that will be told, (3) interesting the readers for detail information, to introduce the characters, place, and also time of events.

The second generic structure of recount text is events. Events has function as give the details information about events or activities happened chronologically. The last is re-orientation give explanation about the writer's expression during the activities or events and also

give conclusion about something that written for all activities or events.

In recount text there are some language features that must be known by students so, they can write recount text well. The language features are : first is using simple past tense, the second is using past perfect tense, past continuous tense, the third is using verb such as went, took, ate, visited, etc. The last is using sequence markers to tell events or activities that happened on the recount such as first, second, third, after that, since and etc.

Recount text also have social function must be known by students before writing or reading recount text. The social function of recount text is to retell of events for the purpose of informing or entertaining. The purpose of factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary of story recount text is to tell a sequence of events so that it entertains. The story of recount has expression of attitude and feeling, usually made by the authors about the events.

Example of Recount Text :

Bali Bombing (TITLE)

The bomb that occurred in the resort of Kuta destroyed the Sari Club and other nightspots. Many people were victims of the blast and many of them were foreign tourists, a majority being

Australians. A view of the victims were burned beyond recognition. Some tourists who were at the scene of the blast said there were two explosions around the nightclub. One bomb had exploded outside Paddy's Bar before another bomb hit the Sari Club, which was located some meters away. (INTRODUCTION)

Hundreds were injured in the explosions and about 220 Australians remain unaccounted for. The U.K. Foreign Secretary, Jack Straw, said that 33 British citizens were among those killed in the Bali attack. The Australian Minister, John Howard, called its border, saying this had been a problem for a long time. (EVENT 1)

Lists of missing people have been posted in Bali and officials have said that it could take days to identify all the victims, some of whom were trapped in the Sari Club by a wall of flames. A notice board at the hospital in Bali includes a section called "Unknown Identity" and detailed a list of characteristics of the victims such as: "Young girl in intensive care, Caucasian, 11-14 years old, face burned" or "Girl in intensive care, about 5 years old, 130 cm, fair skin, Caucasian with reddish brown hair". (EVENT 2)

Many embassies, including the British and the American embassies, were advising their citizens to cancel spending their

planned holidays in Indonesia. US citizens were also asked to evacuated Indonesia as a safety protocol. (RE-ORIENTATION)

B. Previous Study

Reading is one of the important skills that teachers must teach students. besides that reading is complicated for some students because it is difficult to understand. There are also some problems with reading. For example, they find it difficult to understand the text and find information from a given text, and also for them it is difficult for them to determine the main idea of a given text. Therefore, this paper was written to explain some of the strategies that teachers can apply to make reading easier and more effective and to increase students' interest in reading activities in class. Based on the above events, the researcher found several previous studies that were used as a reference in completing this research.

There are some studies that use an almost similar title to this research. The first from an international journal is a study entitled "Online Reading Strategies for the Classroom." This study describes the methods used by teachers in teaching reading comprehension based on online classes. This type of research is descriptive research. Researchers collect data by observation and interviews. The problems faced by teachers in teaching reading recount texts are: how to apply online classes with reading materials, the challenges of teachers in teaching reading online, and the media used by teachers in teaching online.

The similarity of his research with this research has described methods including strategies for teaching reading online. The difference between his research and this research is the learning materials and learning media.

The second from an international journal, this research is entitled "Reading Comprehension Skills: The Effect of Online Flipped Classroom Learning and Student Engagement During The COVID-19 Pandemic". This study aims to measure the effect of online-based reverse classroom learning between the use of Microsoft and WhatsApp teams and student engagement in reading comprehension skills. The research approach is a quasi-experimental model with a 2 x 3 factorial pre-test-post-test non-equivalent control group design. The problems faced by lecturers in teaching online classes are: English lecturers to implement better online media services, pay attention to the completeness of learning features and train their competence in implementing distance learning using synchronous compatible reverse class teaching based on internet technology.

The similarity of his research with this research has described by the media used to teach reading online. The difference between his research and this research is in the learning material and the level of education, between college students and high school students.

The third is research entitled "A Descriptive Study In Teaching Reading Comprehension On Recount Text Based On Curriculum 2013 At Eight Grade Students of MTs N 2 Karanganyar In Academic Year 2017/2018 by Fathmaya Zulfaratul Chusna from IAIN Karanganyar " This research

describing the method that used by the teacher in teaching reading comprehension based on curriculum 2013. The research is descriptive research. The researcher collected the data by observation, interview, and study document. The problem faced by the teacher in teaching reading recount text were: limited student vocabulary knowledge, lack of student fluency, managing the class, the different students' competence, and lack of student activity.

The similarity of her research with this research has described the method including strategy in teaching reading recount text. The difference between her research with this research is her research was conducted with Eight Grade Students of MTs N 2 Karanganyar In the Academic Year 2017/2018.

The fourth is a journal entitled "The Use of SQ3R Technique in Improving Students' Reading Comprehension" by Amelia Biringkanae. This study was intended to explore the use of SQ3R technique to improve student's reading comprehension and to find out the students' perception toward the use of SQ3R technique. The method in this study is a mixed method with the Quan-qual model. The quantitative method used a quasi-experimental design with a control and experimental group.

The population in this research used a purposive sampling technique with the number of samples are 24 students as respondents; 12 students in the control group and 12 students in the experimental group. This study was conducted at SMP Negeri 2 Saluputti the eighth-grade students in the

academic year 2016/2017. The instrument that the writer used are a reading test and questionnaire and the data were analyzed through SPSS 20.

The research findings show that the implementation of SQ3R technique could improve the student's reading comprehension ability especially the eighth-grade students of SMP Negeri 2 Saluputti and the eighth-grade students of SMP Negeri 2 Saluputti have a good perception towards the use of SQ3R technique. This research shows the improvement in students' reading comprehension, for that reason, it is recommended that the English teacher apply certain effective techniques in teaching reading to enhance students' comprehension.

The fifth is a journal entitled *Blended Learning: A Ubiquitous Learning Environment for Reading Comprehension* Learning environments have turned into a hot discussion among language scholars. Very popular nowadays, blended learning is not a new concept. It enjoys the advantages of face-to-face classrooms and virtual learning. This study is an attempt to discover whether conventional or blended learning environments can better enhance reading comprehension for EFL learners.

The difference with this research is the journal focused on *Blended Learning Method in learning reading* conducted in Iranian students majoring in English at Abadeh Islamic Azad University and Zand Institute of Higher Education in Shiraz were selected. This research is focused on *Teachers' Strategies for Reading Recount Text at The Tenth Grade Students of SMA COLOMADU Karanganyar*.

The sixth is research entitled A Study on Teacher’s Strategies In Teaching Reading Comprehension In Second Grade Students MTs Tarbiyyatul Ulum Punggunsari Punggunrejo Blitar in Academic Year 2013/2014 by Tiin Nurlaili (2014). This research focused on Teacher’s Strategies in Reading Comprehension in Second Grade Students MTs Tarbiyyatul Ulum Punggunsari Punggunrejo Blitar in Academic Year 2013/2014. Her research is Descriptive Qualitative research. In conducting her research collecting the data through observation and interviews. Similarity with this research in collecting data with observation and interview.

Table 2.1 Previous Study

No.	Previous Research	Differences	Similarity
1.	Brun-Mercer, Nicole "Online Reading Strategies for the Classroom."	1. The difference between his research and this research is in the strategies for learning reading online.	1. The topic of the research discussed about strategies for learning reading online.
2.	Reflianto “Reading Comprehension Skills: The Effect of Online Flipped Classroom Learning and Student Engagement During The COVID-19 Pandemic”	1. The difference between his research and this research is in the learning material and the level of education, between college students and high school students	2. The topic of the research discussed about learning reading online during pandemic covid-19. 3. The similarity of his research with this research has described by the media used to

			teach reading online.
3.	Fathmaya Zulfaratul “A Descriptive Study In Teaching Reading Comprehension On Recount Text Based On Curriculum 2013 At Eight Grade Students of MTs N 2 Karanganyar In Academic Year 2017/2018”	<ol style="list-style-type: none"> 1. The difference between her research and this research is in the strategies for learning reading recount text. 2. This research was conducted on a high school teacher, but previous research was conducted on junior high school teacher. 	<ol style="list-style-type: none"> 1. The research is descriptive qualitative research 2. The similarity of her research with this research has described the method including strategy in teaching reading recount text.
4.	Amelia Biringkanae.. “The Use of SQ3R Technique in Improving Students`Reading Comprehension”	<ol style="list-style-type: none"> 1. The method in this study is a mixed method with the Quantal model. The quantitative method used a quasi-experimental design with a control and experimental group. Meanwhile, the method of this research is descriptive qualitative. 2. This research was conducted 	<ol style="list-style-type: none"> 1. The topic of the research discussed about SQ3R staregy.

		on a high school teacher, but previous research was conducted on 24 junior high school students	
5.	“Blended Learning: A Ubiquitous Learning Environment for Reading Comprehension”	1. The difference with this research is the journal focused on Blended Learning Method in learning reading conducted in Iranian students majoring in English at Abadeh Islamic Azad University and Zand Institute of Higher Education in Shiraz were selected. This research is focused on Teacher Strategies for Reading Recount Text at The Tenth Grade Students of SMA COLOMADU Karanganyar.	1. The topic of the research about online learning.
6.	Tiin Nurlaili ”A Study on Teacher’s Strategies In Teaching Reading Comprehension In Second Grade Students MTs Tarbiyyatul Ulum Punggunsari	1. This research was conducted during online learning due to a pandemic covid-19 2. This research was conducted	1. The data sources of this research are observation and interview. 2. This research was conducted using descriptive qualitative

	Punggunrejo Blitar in Academic Year 2013/2014”	on a high school teacher, but previous research was conducted on junior high school teacher.	3. This research focused on Teacher’s Strategies in teaching Reading.
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CHAPTER III

RESEARCH METHODOLOGY

In this chapter, researcher want to explain the methodology of the research related to the method of the the research, research setting and time, subject of the research, instrument of the research, technique of collecting data, technique analysis of data, and the trustworthiness of data.

A. Research Design

The type of research is used descriptive qualitative research, explains systematically and describes the problems to be studied through an analysis process which is carried out by collecting data from the company and then analysing so that it provides a clear picture of the object under study, and then conclusions are drawn. Qualitative research is research that intends to understand the phenomena experienced by research subjects such as behaviour, perception, motivation, action, etc. (Moleong, 2014: 6)

This study uses an interactive model (Miles and Huberman) argued that activities in qualitative data analysis were carried out interactively and continued to completion so that the data was saturated. Activities in the analysis include data reduction, data display and conclusion drawing/verification (Miles, Huberman and Saldana: 2014). So the researcher collects data by writing, editing, classifying, reducing, presenting and describing Strategies for Teaching Reading Recount Text

Online During the Pandemic Covid 19 at The Tenth Grade Students of SMA Colomadu in the Academic year 2021/2022.

B. Research Setting and Time

1. Place of the Research

The research was conducted with Tenth Grade Students of SMAN Colomadu Karanganyar. SMAN Colomadu Karanganyar is the first time implementing online learning in 2020. Previously, the school had never applied online learning to its students, so the researcher is interested in reviewing online learning at SMAN Colomadu Karanganyar in this study.

2. Time of the Research

The research was conducted during interviews with sources through conversations with telecommunications on February 2021 until June 2021. The research was conducted outside active lesson hours, where the teacher gave or sent assignments through the WhatsApp Grup application, google classroom or other application media.

Table 3.1 Research Schedule

Schedule of Research	Months				
	July 2021 – February 2022	March	April-September	October	November
Conducting the pre-research and arranging the research proposal (Chapter I, II and					

II)					
Conducting the seminar proposal					
Revising the proposal (Chapter I, II and III)					
Conducting the research (obtaining the data)					
Conducting the post research (analyzing and validating the data)					
Arranging the research report (Chapter IV, and V)					
Conducting munaqosyah examination					

C. Subject of the Research

The subject of this research is the English teacher for class X MIPA 4 SMAN Colomadu. The researcher was given class X MIPA 4 to make observations, on how the teacher's strategies in teaching reading recount text, and how the strategies are applied by teacher in online classes.

D. Instrument of the Research

Researcher used observation and interviews. Observation and interviews as data collection techniques for this study. Observations were using the WhatsApp group English class X MIPA 4 and interviews with the English teacher class X MIPA 4.

E. Technique of Collecting Data

One of the factors in achieving the success of a study lies in the choice of research method or approach, as well as the information that the researcher has collected as a determinant of the research result. According to Sugiyono (2013: 224), data collection techniques are the most strategic step in research, because the main purpose of the research is to get data. In the technique of collecting data, the researcher used observations and interviews. This study uses various data collection techniques, including:

1. Observation

Observation is an activity to record or record an event using instruments aimed at scientific or other purposes. Researchers use all their capabilities to obtain information data. Information data can be obtained through direct interaction. Observations made to find out about online learning and learning strategies as initial data, observations made online through WhatsApp group conversations and google classroom. The data collected through observation is generated based on statements from Tenth Grade English teachers X MIPA 4 di SMAN Colomadu regarding online learning and learning strategies that are learning that is applied to students for the first time.

2. Interview

Interviews are activities that aim to obtain data from sources carried out by the researcher, this activity is in the form of asking several

questions to the informants or respondents directly and trying to find information data. Interviews are divided into two types, namely structured interviews and unstructured interviews.

The definition of a structured interview is an activity that is carried out before the interview, the researcher will prepare a grid of written questions that will be asked to the resource person to obtain information data in the research carried out.

Whereas the definition of an unstructured interview is an interview activity that is carried out not planned, the topic of conversation chosen by the author is independent, independent, it can occur at an unspecified time, as well as questions that are raised unintentionally or spontaneously (Syamsudin, 2014: 404).

In this study, the interview method was carried out to find informative data about online learning, and learning strategies of Tenth Grade Students of SMA Colomadu Karanganyar. The information data obtained is from interviews with correspondents as informants regarding online learning English which are applied to Tenth Grade Students of SMA Colomadu Karanganyar.

In this step, the researcher interviewed the English teacher of tenth grade of SMAN Colomadu . The question is related to the teaching strategies that the teacher used and the strengths and weakness the strategies in teaching reading English lesson. The researcher interviews

the English teacher of X IPA 4 class of SMAN Colomadu. To collect the data, the researcher uses procedure as follows:

- a. The researcher prepared the concept of questions that would be asked to the teacher
- b. The researcher asked and talked in a friendly way according to the concept of question that had been prepared based on the interview guide.
- c. The researcher writes interview transcript based on the results of interview.

Table 3.2 Interview Question for Teacher

Research Problem	Questions
1. What are the strategies used by teacher in teaching Reading Recount Text Online during the Pandemic Covid 19 at Tenth Grade Students of English in SMA Colomadu Karanganyar in The Academic Year 2021/2022?	<ol style="list-style-type: none"> 1. Media apa saja yang miss gunakan untuk mengajar selama pandemi covid-19 ? 2. Strategi apa yang biasa ibu implementasikan selama mengajar reading comprehension dalam kelas e-learning? 3. Darimanakah sumber materi teks recount yang anda ajarkan kesiswa selama pembelajaran daring ini? 4. Lalu untuk mengajar Reading Recount Text di kelas 10, bagaimana cara miss Atikah mengajarkan atau media apa saja yang miss gunakan ?
2. What are the advantages and disadvantages of teaching Reading Recount Text Online During Pandemic Covid	<ol style="list-style-type: none"> 5. Apakah ada perbedaan mengajar reading recount text melalui kelas online dengan kelas biasa? 6. Bagaimana respon siswa

<p>19 at Tenth Grade Students of English in SMA Colomadu Karanganyar in The Academic Year 2021/2022?</p>	<p>dengan strategi tersebut?</p> <p>7. Bagaimana ibu menanggapi siswa pada saat siswa menemukan kesulitan dalam memahami teks bacaan bahasa inggris dalam pembelajaran melalui e-learning?</p> <p>8. Apa kelebihan mengajar reading recount text dengan media WA dalam pembelajaran melalui e-learning?</p> <p>9. Apa kekurangan mengajar reading recount text dengan WA dalam pembelajaran melalui e-learning?</p>
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F. Technique of Analyzing Data

Technique of analysis data in qualitative research is a technique that is directed to answer problem formulations or test hypotheses that have been formulated. In qualitative research, data is obtained from various sources using various data collection techniques.

In a study, determining the unit of analysis is necessary so that researchers can identify and determine research problems. The unit of analysis is individuals, companies and other parties who respond to the treatment or actions carried out by researchers in research (Maholtra, 2007: 215).

According to (Miles, Huberman and Saldana, 2014), there are several stages, as follow:

1. Data reduction (data reduction)

Reducing data means summarizing, sorting out the main things, and looking for themes and patterns. The data reduction stage carried out by the researcher was carried out by summarizing all the data that had been obtained in the field and focusing on things that were important to find themes and patterns through data sharpening and categorizing activities.

Sharpening is done by transforming long words and sentences into short sentences and data classifying is done by grouping similar data and looking for patterns by writing or typing in a description.

This data reduction/transformation process continues after field research until a complete final report is compiled (Miles, Huberman and Saldana, 2014).

2. Presentation of data (data display)

After the data is reduced, then the next step is the presentation of the data. Data presentation is done in the form of a brief description. Data reduction was carried out by the researcher by systematically compiling the data, followed by writing the data obtained in the field in narrative form.

Compilation is done by entering the results of the analysis into notes, then in a sentence explaining the findings obtained from the results of observations and interviews in the field, and the data is compiled based on the focus of the research.

3. Conclusion and Verification

The next process is to draw temporary conclusions from the information obtained from the field. Initial conclusions are still provisional and will change if no solid evidence is found at the next stage of data collection. Furthermore, the researcher conducts verification of the results of the research. If the provisional conclusion requires additional data, then the data collection process is carried out again. After completing the verification, the researcher discusses the findings from the field.

Drawing conclusions, view (Miles, Huberman and Saldana, 2014: 15), is only part and one activity and complete configuration. In short, the meanings that appear and the data must be tested for their validity, robustness, and compatibility, that is, their validity. If this is not the case, what you have are interesting aspirations about something that happened and whose truth and use are not clear.

G. Trustworthiness of Data

To obtain the Trustworthiness of the data, the researcher uses the triangulation technique, this technique is an examination or checking of the trustworthiness of the data using various sources which are carried out in various ways. The researcher in checking the trustworthiness of the data compiled by the triangulation technique. According to Denzim in (Moleong, 2010, p. 178) divides triangulation into four kinds, they

are: triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories.

1. Triangulation by using the resources means that the researcher will compare and check the credibility of informant found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using methods, there are two categories, (1) the researcher check the credibility of the data of the research and the data resources by using several data collection techniques and (2) the researcher check the credibility of the data by analyzing them with the same methods.
3. Triangulation by using investigator is that the researcher will recheck the credibility if his data by his own research or other researcher.
4. The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get valid evidence of the research result.

In this research, the researcher used triangulation by resources. It means that the researcher gathers various data source to attempt data validity, consisting of information which could answer the research problems from some informants, conditions, activities seen from the observation, and content analysis on purpose full document. The researcher compared the data found from interviews. After observing the

process of the teaching process, the researcher did crosschecking by comparing them to the data of interviews, and the documents.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion of the research. The research findings are an analysis of teaching strategies in teaching an understanding of recount texts and the results of observations about strategy in learning reading comprehension of recount texts during the covid-19 pandemic.

A. Research Findings

This study was conducted to determine the process of learning English, especially reading online recount texts and what strategies teachers use in teaching reading online recount texts at SMA N Colomadu during the COVID-19 pandemic.

In this study, researchers found data from observations and interviews. The description of the data consists of data from online class observations through WhatsApp groups, teacher strategies in teaching reading recount texts, as well as data from interviews, to the process of implementing teacher strategies in teaching reading recount texts. This research focuses on what strategies are used by teacher in teaching reading recount text online, and how the advantages and disadvantages in teaching reading recount text online.

The findings of this study were taken from the phenomenon that occurred in X MIPA 4 when teaching English, especially recount texts during the covid-19 pandemic. The following are the results of the

researchers' findings when conducting online class observations which were strengthened by the results of interviews:

1. What is the teacher strategies for teaching reading recount text during the covid-19 pandemic in X MIPA 4 SMAN Colomadu ?

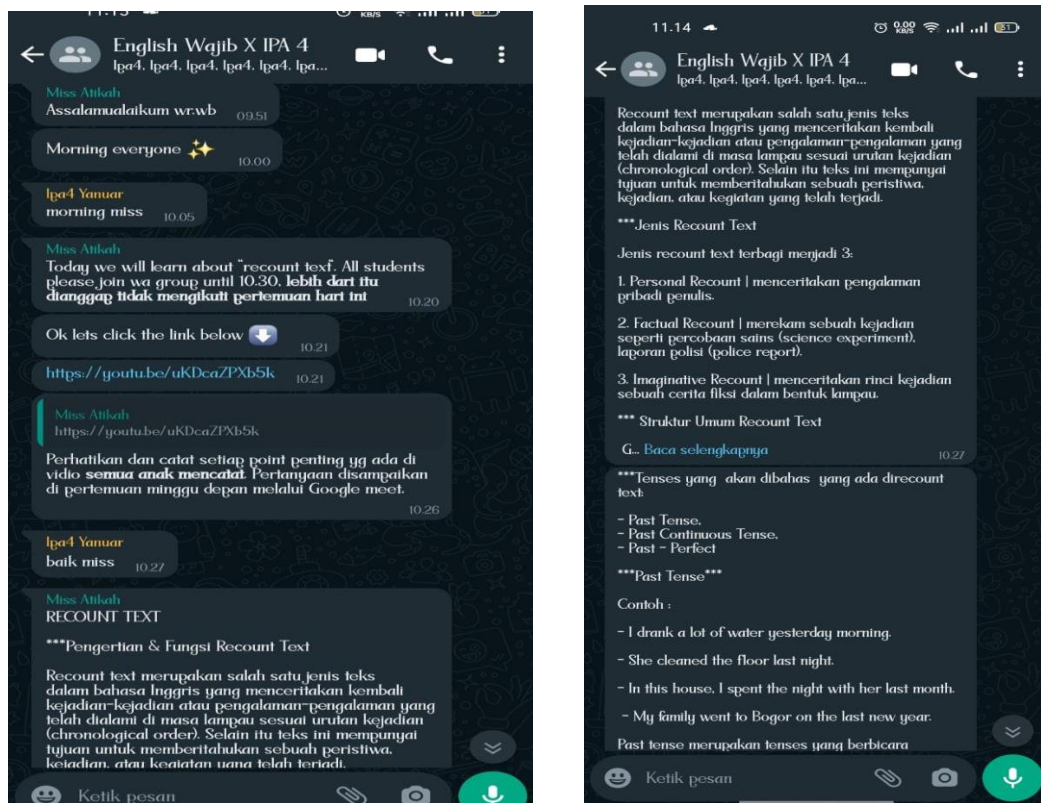
a. The used strategy teacher is Survey, Question, Read, Recite, and Review (SQ3R) With Social Media Strategy

Based on the results of observations and interviews, it shows that the strategy of the English teacher in teaching reading comprehension of online recount texts at SMA N Colomadu is to use SQ3R with social media, the SQ3R strategy is a systematic reading process that includes the stages of Survey, Question, Read, Recite, and Review (Suandi & Putrayasa, 2013). Viewed from the aspect of the process of implementing reading activities, it looks very systematic so it is assumed that the application of the SQ3R method can improve students' reading comprehension skills.

The SQ3R strategy with social media is used by teachers in online teaching during the covid-19 pandemic. When students have difficulty or feel bored with long recount reading texts, difficult/foreign vocabulary, and situations/conditions during online classes, the teacher provides assistance tailored to the student's needs, such as the teacher using the learning media WhatsApp, Youtube, etc' in providing material. In addition to explanations from interesting videos, teachers can also directly

instruct SQ3R strategies in teaching reading recount texts easily via text messages or voice messages on Whatsapp.

a. Data from Observation



In its application SQ3R strategy, 1) Survey, the teacher instructs students to read and examine the reading titles given first,

2) Question, the teacher assists students to ask about difficult vocabulary or the meaning of sentences that they do not understand from the results of studying the readings. 3) Read, with some help from the teacher, students can confidently continue reading the recount text carefully. 4) Recite, after students finish reading, students are asked to rewrite in their sentences any information that has been obtained. 5) Review, after students understand the contents of the recount text reading that has been given by the teacher, students can reread the important part of the story text that has been read. Thus, students are easy to remember each recount text storyline given and can answer the questions the teacher gives.

The data from observations above was done for documentation to back up the data from the interview. The interview's outcome was included in the narrative text, followed by supporting data from interview result as shown below:

b. Data from Interview

Based on an interview with an English teacher in class X MIPA 4 at SMAN Colomadu, said that:

“.....saya ngajar recount pakai SQ3R. SQ3R itu Survey, Question, Read, Recite, dan Review. Nah dikelas yang saya ajar selalu saya wajibkan untuk mencatat point-point penting di materi yang saya jelaskan. Juga mencatat kosa kata yang menurut siswa itu kosa kata yang asing. Jadi setiap pertemuan mereka

menghafalkan kosa kata baru. Jadi mau tidak mau anak-anak pasti baca teksnya, jadi siswa akan mensurvey terlebih dahulu teks bacaanya. Yang masih belum paham pasti nanti anak-anak itu bertanya, nah disini questionnya. Yang penting kalau materi recount text, descriptive text, dll itu gimana caranya anak-anak mau baca. Biar anak-anak itu mudeng maksud dari teks bacaan, biasanya saya suruh baca sambil mencari jawaban dari pertanyaan, ini definisi dari R yang pertama Read. Lalu saya minta anak-anak pelan-pelan dalam memahami isi bacaan dan diulangi dengan hati-hati, Recite. Nanti anak-anak gampang inget maksud dari bacaan dan cepat jawab pertanyaannya, dari kegiatan Review.

Kalau untuk mengajar recount text selama daring ini kurang lebih ya sama waktu dikelas biasa cuma bedanya kalau daring pakai WA. Saya kasih materi recount text lewat whatsapp group, pakai pesan text lalu saya jelaskan pakai voice note. Anak-anak juga saya beri link youtube tentang teks recount supaya tidak bosan. Ya selama saya kasih materi itu anak-anak dirumah juga saya wajibkan mencatat.” (Interview with Mrs. Atiikah on 18 March 2021)

b. Implementation of teachers teaching recount text using SQ3R strategy with social media.

The findings of the second study were based on observations with an English teacher in class X MIPA 4 related to the implementation of the SQ3R strategy with social media. Observations were made to determine the teaching and learning process for reading comprehension of recount texts through the SQ3R Strategy which was carried out in two meetings. At the first meeting, the teacher conducts pre-activities, during activities, and after activities. The second meeting is a continuation of the first meeting. In the observation process, the researcher prepared an observation checklist. Observational data have been identified as described in the following discussion:

1) First Meeting

At the first meeting, the research was conducted on Tuesday, March 11, 2021, at noon. Before the online teaching and learning process began, the teacher had prepared media, namely Grub WhatsApp and also material about recount text. The teaching-learning process using the online SQ3R Strategy at the first meeting is as follows:

a. Pre-activity

In the pre-activity, the online class was opened with greetings and greetings at 14.00 which was responded to by some students. Many of them are also slow in response. Because many students are slow to respond and have not joined the WhatsApp group, the teacher

warns students to immediately join the WhatsApp group until 14.20 before the lesson will begin. This is the teacher's way of checking student attendance. The teacher relates it to the topic of the recount text. Before teaching, the teacher has also prepared teaching materials, including material on recount text.

b. While Activity

First, the teacher provides a youtube link that contains an explanation of the recount text and the generic structure of the recount text. All students are required to watch and follow the explanations on YouTube. However, the teacher also shared notes about the recount text in the WhatsApp group, so that students who were constrained by the network or internet quota could still follow the lesson. Then the teacher explained briefly via WhatsApp group with a voice note, giving an example of the text "A trip to the zoo". Then, the teacher provides information to students about how to find the main idea or learning objectives to be achieved. In learning recount text, students get some new vocabulary. In addition, students also learn about playing ideas. The teacher asks students to find the main idea in the recount text. In addition, the teacher asks students to make a summary of the whole discussion of today's lesson. To avoid the possibility of students appearing to be following in the WhatsApp group but not, the teacher requires students to record today's recount text material according to their

respective understandings. The teacher also gives time until the next meeting to collect notes and answers on the discussion of the main ideas in today's recount text, via the google form link. So that all students are motivated to read the recount text material given and are responsible for their assignments.

c. Post activity

In the post activity, the teacher concludes the material and reminds students of their assignments, and will immediately provide a google form link for collection, and also gives encouragement to students. Then close the meeting.

2) Second meeting

At the second meeting, the teaching and learning process of reading recount text using the SQ3R Strategy with online social media is as follows:

a. Pre-activity

At the second meeting, before teaching, the teacher must have prepared teaching materials, including material about recount text. In starting the class, the teacher first opens the class by greeting all students, checking student attendance as has been done at the previous meeting, and building good relations or talking lightly with students via WhatsApp group. After that, the teacher asked the students about the text that had been discussed in the previous week's meeting. In the second meeting, the teacher only explained

again about the recount text and asked questions to take its value of the recount text. The teacher also reminded students who have not collected notes on the google form to collect them immediately, because today is the last day of collection.

b. Temporary-Activity

In the Temporary Activity, the teacher provides information and examples of how to find the main idea or learning objectives to be achieved. In recount text learning, students get some new vocabulary. In addition, students learn about the main idea. The teacher asks students to find the main idea in the recount text. Then, the teacher asked the students to pay attention to the meaning of the reading. The teacher asks students to find difficult vocabulary in the recount text. Students must pay attention to the meaning of the reading. After that, the teacher asked the students about “A trip to the zoo”. Then students work on the questions that have been given to take the value. In online classes, the teacher always gives a maximum time of one week for the collection of student assignments. This is an effective way for teachers to get all students to work on and submit assignments.

c. Post activity

In most activities, the teacher concludes the material and also gives assignments. Then close the meeting.

Data collection uses observation guidelines and observation sheet materials. The following shows the results of the observation sheet based on the data shown in the explanation above, in this section the data will be identified and displayed for two meetings, as follows:

Table 4.1 Observation Sheet

Subject	Pointer(s)	Yes	No	Note
Pre-activities	The teacher greets	√		The teacher entered the class, greeted the students, and also asked about their life, and students responded to what the teacher said.
	The teacher asks students to prayers		√	The teacher did not guide or direct the students to pray, because the online class via WA grub is conducted at noon precisely at 2 p.m in the afternoon.
	The teacher checks the student's attendance.	√		The teacher checks student attendance by giving a grace period for students to enter the WA group. For example: The teacher greets at 13.00, then students are

				given the opportunity to be late for the WA Grub until 13.20, more than the specified time is considered not to take English lessons that day.
	The teacher gives motivation to students.		√	The teacher did not provide motivation for students.
	The teacher introduces the SQ3R Strategy and explains the use of the strategy.		√	The teacher did not explain the used of the SQ3R strategy to students because this is something that is not too important for students to know the learning strategies used during the teaching and learning process.
Whilst-activities	Discuss material about recount text.	√		The teacher provides a video link for learning material about recount text from youtube to students. Meanwhile the teacher also explained briefly about the recount text with voice notes and also distributed notes

				to students. Students are required to record every material that the teacher provides because the notes will be collected via Google Form.
	Students make questions using 5W + 1H.		√	The teacher does not instruct students to make questions related to 5W+1H, because the teacher provides exercises at the end of the lesson through the google form
	The teacher asks students to read the recount text.	√		After the teacher explains the material about the recount text, the teacher asks the students to read the recount text that has been prepared and provided by the teacher through the WhatsApp group
	The teacher asks students to remember the vocabulary in the text.	√		After students read the text about recount text. Then, the teacher asks students to write down each new vocabulary they read so that students can

				memorize the new vocabulary and easily understand the contents of the reading contained in the text.
	Students convey information to their friends.	√		The teacher asks students to review what they got after reading the text to their friends through the WhatsApp group.
	The teacher asks students to draw conclusions from the contents of the text.	√		After students are asked to re-deliver the subject matter from the text they read, the teacher asks students to conclude according to their understanding that describes the text they read briefly.
	The teacher asks students to work on questions in the form of recount text.	√		The teacher asks students to answer the questions that have been given on WhatsApp group.
Post-activities	Discuss the results of student	√		After students complete their task to answer

	listening activities.			some of the questions that have been given, the teacher discusses them
	Students get feedback from the teacher.	√		The teacher explained about the questions they had been working on.
	The teacher gives the score and does reflection.	√		The teacher gives score to each student's work, in order to motivate students to always follow the lesson schedule, especially English.
	Closing.	√		The teacher closes the online class by saying goodbye and constantly reminding students to keep collecting the assignments given by the teacher.

The findings from the observations were strengthened by interviews with English teacher for class X MIPA 4, as follows:

Based on the interview, the teacher gave a response that during the covid-19 pandemic, the teacher must make students like reading, especially in learning English so that students get new vocabulary by

reading. Due to the Covid-19 pandemic that has made distance learning possible, teachers have to rack their brains so that learning continues to run well, especially so that students continue to follow lessons and collect assignments. In recount text English subject matter, it requires students to read. So she thought of a strategy to get students to read. She teaches English in several X grades, and on average in teaching, she uses WhatsApp grub media. She did not use video meetings due to the limited signal access for students from one. According to her, using WhatsApp group media at this time is enough to minimize the obstacles of online learning. Because according to her, text messages are easier in terms of signals than video meetings. And with the 'voice note' feature on WhatsApp, makes it easier to explain using voice. Not only that, she added that WhatsApp is quite good and easy to use as a learning media, because it can send links from the internet, youtube, ppt, documents, etc.

In teaching recount text material in class X, she always requires her students to record every important point in learning according to their understanding. She also freed students to ask questions about material they didn't understand, either via WhatsApp group or personal chat. Because there are some students who, according to him, are reluctant to ask questions on Whatsapp group. Not only took notes, but she also asked students to record every new vocabulary they read. Because at each subsequent meeting students are required to collect every note of the material being taught, given a long enough time limit. It is expected that

all students are responsible for their assignments. And sometimes at the end of the meeting the discussion of the material, for example, recount text. She gave an assignment or it could be called a daily test of recount text material in just a few hours. This makes students inevitably reread their notes, to be able to do the test without wasting time. Therefore, she hopes that her students can always follow the lesson, be responsible for their duties always study, and collect assignments.

2. What are the advantages and disadvantages of teaching reading recount text using the SQ3R Strategy with Social Media during Online Learning?

From the results of observations from February to April, English teachers rarely use video calls for online learning. Because it is difficult to do online learning through video calls considering the condition of students. Constraints come from students who do not have smartphones and internet quota. English teachers also have difficulty managing online learning. This is because some students are often late for absenteeism and collect assignments given by the teacher. Sometimes the English teacher does not know whether the students understand the material or not. In this case, they are not sure whether the students have read the material or not. And the teacher can't control the students to copy-paste from the internet. To make good material, teachers need creativity. They must always change the learning media to keep students interested in learning. The

teachers were worried that the students would be bored if the teacher continued to use a monotonous way of delivering the material. There are some of the advantages and disadvantages of online learning that the authors found in class X MIPA 4:

a. Advantages

According to (Bilfaqih & Qomarudin, 2015), in general, online learning has the goal of providing quality learning services in a massive and open network to reach more and wider targets. Online learning has become popular because of the perceived potential to provide more flexible content access services, giving rise to several advantages in its application.

1. Flexibility in the context of time and place

In teaching through e-learning, the interaction between teachers and students will be more flexible because the teaching and learning process can take place anywhere and anytime, besides that the teacher does not have to be present in face-to-face learning. because of the covid-19 pandemic which limits mobility, everyone has to work at home and study at home.

2. Standardization and effectiveness of learning.

E-learning always has the same quality every time it is accessed and does not depend on the teacher's mood. E-learning is designed so that students can better understand by using simulations and animations. Teaching and learning are more varied and not monotonous. In teaching

through e-learning teachers can use various multimedia facilities in the form of images, text, animation, sound, and video.

3. The number of sources of learning media that can be brought into the teaching and learning process. There are many media sources commonly used by teachers to teach reading, such as youtube, the internet or Google.

The explanation above is in line with the statement of the English teacher in the interview with the researcher, as follows:

“Kelebihannya untuk saya dan anak-anak ya mudah mengakses WA, waktu dan tempat fleksibel, mudah dalam menjelaskan materi recount text ke anak-anak dengan fitur voice notenya, bisa mengakses youtube hanya dengan mengirimkan link, anak-anak juga bebas bertanya, proses belajar mengajar variatif tidak monoton, mudah di jaringan internetnya juga. Anak-anak tidak kesulitan dalam mencatat materi karena materi yang sudah disampaikan tetap tersimpan dan mereka dapat membacanya berulang kali, orang tua juga mudah dalam mengontrol anak-anak belajar.” (Interview with Mrs. Atikah on 18 March 2021)

b. Disadvantages

Online learning has advantages and cannot be separated from various weaknesses/disadvantages. The obstacles that affect online learning are:

1. Some students are passive

Each student has different confidence to explore abilities. There are active students and passive students. Active students have higher self-confidence than passive students. In each lesson, only a few students asked and answered quizzes from the teacher. Some students also choose to send private messages to the teacher if they don't understand today's lesson, rather than sending messages on WhatsApp grub.

2. Internet connection and quota problems

In a pandemic situation, internet connection and quota are obstacles that teachers and students often face in teaching and learning activities. Sometimes when learning takes place suddenly the internet network disappears which causes students to be lazy to follow the lesson that day. Many students also complained that they could not attend the class that day because they had not purchased an internet quota. Because of this, the school created a free quota program for underprivileged students.

3. Lack of teacher-student interaction

Online learning allows students and teachers to meet only via text message. While online learning takes place via WhatsApp grub, the teacher only interacts with some of the students, no more than 10 students. Even though in the end all students did the assignments from the teacher, every day most students just watched and did not respond to the teacher in the WhatsApp group.

The explanation above is in line with the statement of the English teacher in the interview with the researcher, as follows:

“Untuk kekurangannya ya tidak dapat mengontrol belajar anak secara langsung, beberapa siswa pasif, tidak bisa bertatap muka, terbatasnya waktu yang kadang pengiriman pesan pending, tidak bisa mengetahui anak-anak mengerjakan tugas pure dkerjakan sendiri atau orang lain, tidak bisa mengontrol siswa untuk tidak menggunakan google translation.

“(Interview with Mrs. Atikah on 18 March 2021)

B. Discussion

In the findings of this study, the researcher explains the description of the main research findings about teacher strategies in teaching reading recount texts during the covid-19 pandemic. Antoni (2010) states that a teaching strategy is a general plan for a lesson or lesson that includes the structure, the behaviour of the learner, in terms of the objectives of instruction, and an outline of the tactics needed to implement the strategy. So it is hoped that the teacher's strategy can develop students' reading skills by osmosis (absorption) and without assistance. In the osmosis approach, it is believed that if a teacher teaches reading comprehension to the target language throughout the day, they will improve their reading comprehension. In addition, according to Brown (2004), the purpose of teaching reading is to make students become effective and efficient

readers. To achieve these targets, teachers need to use reading comprehension strategies.

This discussion focused on how the teacher's strategy in teaching reading recount text during the covid-19 pandemic, and how the teacher's strategy was applied in teaching reading recount text during the covid-19 pandemic. The researcher conducted observations and interviews with one of the English class teachers to explore the data in depth. Finally, in this discussion session, the researcher tried to justify the explanation of the research findings based on the following points:

1. The teaching strategy for reading recount text used by teacher during the covid-19 pandemic.

The English teacher X MIPA 4 has several strategies for teaching reading in class, such as QAR, mind mapping, and so on. But, it's different during the COVID-19 pandemic, which makes learning online. For online learning to run well, teacher must use the right strategies when teaching. In this case, the English teacher X MIPA 4 teaches reading recount text online using the SQ3R strategy with social media. This can be seen from the implementation she does in the online class. And also the teacher uses the WhatsApp group learning media and its features while teaching to read recount text online. The teacher used SQ3R strategy to teach her students because the systematically of that strategy is good enough to use during class lessons. Susanti & Yulita (2016) stated that the

SQ3R method is a learning model that guides students to understand the subject matter systematically, increases student activity and independence and makes it easier for students to learn because this model focuses directly on the essence of the subject. Learning to read recount text using this strategy is considered more effective because it is structured systematically.

The step of SQ3R strategy such as survey, question, read, recite, and review are very helpful for teacher and student in learning recount text, because its makes learning recount more well structured. The five-step SQ3R used as a text comprehension activity, developed by Robinson (1946), provides students with a systematic approach to learning to read. And these five steps: survey, question, read, recite, and review. According to Nuttal (1989), each step of SQ3R makes students responsible for guiding themselves in reading texts and promotes active and purposeful involvement of students in reading texts. This makes the teacher think that SQ3R is the right choice strategy in teaching reading recount text.

According to Ganske (2010) there are several activities in the 'activity' of a good reader: drawing on background knowledge, making predictions and conclusions, asking questions, determining what is important, and summarizing and evaluating what has been learned. These activities are included in the SQ3R strategy. These activities are considered suitable for learning to read recount texts which involve students having to be active in reading to be able to understand the contents of reading texts. SQ3R is

one of the principles for designing interactive reading techniques (Brown, 2001), and also helps readers to be more active in reading and storing information easily (Apandi, 2011). In addition, SQ3R helps students to concentrate and focus on reading assignments.

Nowadays, most people prefer to use Whatsapp apps to communicate with other people. WhatsApp also provides useful features such as text, calls, sending videos, links, audio, documents, locations and images. This application offers more accessible and faster communication between teachers and students in academics. In addition, according to the teacher, WhatsApp groups are considered to save more internet quota and accessible in terms of internet networks. This makes it easier for students to participate in online learning. According to the teacher by using SQ3R with social media strategy in teaching reading recount text, students can learn to read recount text in a structured manner and all students can always follow the learning during the pandemic. Furthermore, according to the teacher, SQ3R with the features of the WhatsApp group is an efficient online learning collaboration. According to (Nurmalia, 2020) WhatsApp is one of the most popular messaging applications that can be accessed using mobile phones and Personal Computers (PCs).

- a. Applying the SQ3R strategy with social media in teaching reading recount text online.

During online learning, every teacher must have a strategy for teaching their students. Because teachers need to consider the teaching strategies that

will be used during the COVID-19 pandemic, looking at several aspects and obstacles in the field. Especially the teacher's strategy in teaching reading recount text online. Here's the explanation:

As one of the English Skills, reading is very beneficial for language acquisition and has a positive effect on students' vocabulary knowledge, and their spelling and writing (Harmer, 2007). In addition, an important goal of teaching reading is to help students understand the text through conscious and systematic reading skills training (Astika, 2007). Therefore, teachers need to choose the right strategy in teaching learning to read this online recount text. The results of teacher observations and interviews using WhatsApp group media, it can be concluded that teachers use the SQ3R strategy with social media in teaching reading recount text.

The process of implementing the SQ3R strategy with social media. SQ3R, developed by Robinson (1941), consists of five steps: Survey, Question, Read, Recite, and Review. And WhatsApp is one of the most popular messaging applications that can be accessed using mobile phones and personal computers (Nurmaila, 2020).

The first step, survey (S), is a survey through titles, pictures, introductory paragraphs, titles and subheads, and closing paragraphs to form ideas and to get the main points of the text (Baier, 2011). In this case, the teacher provides recount text material through the WhatsApp group, then asks students to open the material and read the material briefly. By surveying titles and images, readers can activate their prior knowledge (Hedberg,

2002). Text surveys also help readers to gain a greater understanding of the text (Robinson, 1961 in Baier, 2011). In other words, students must have a general understanding of the content of the text.

The second step is the question (Q) which is changing the selected title into a question (Robinson, 1961 in Baier, 2011). The teacher asks students to write down the points they do not know. This step provides an objective to read the text in more detail so that students must be prepared to study the text in more detail (Tearney, 1990). Asking also causes the reader to seek answers to questions. This will arouse the reader's curiosity about the text so that it can increase their understanding of the text (Robinson, 1961, p. 29 in Baier, 2011).

The third step is read (R-1), which is reading to find answers to the questions made in step 2 (Robinson, 1961 in Baier, 2011). After giving the order to record the question. The teacher asks students to reread the text carefully to find answers to their questions. Robinson (1961, p. 29 in Baier, 2011) also describes the SQ3R reading step as an active search for answers where students read the text to find answers to the questions in step 2.

The fourth step is recite (R-2) which is restating the answer in step 3 in their own words and then writing down the answer (Wright, 2003). In this step, students are asked to write short notes in their notebooks to review and study later.

The last step is a review (R-3) which is to scan the notes taken and observe the relationship between the main points and supporting details

(Robinson, 1961 in Barrier, 2011). In this step, students also write a summary of the text. As stated in Ganske, (2010), summarizing is one of the activities in a good reader's activity. This last step is useful for long-term recall (Tearney, Readence, & Dishner, 1990).

From the explanation above, based on observations and interviews, the teacher explained how the strategies he used in teaching reading recount texts were to the conditions and situations of the COVID-19 pandemic. The teacher uses a teaching strategy that is chosen according to what students can understand as much as possible and is applied well in teaching reading recount text.

2. The advantages and disadvantages of teaching reading recount text using the SQ3R strategy with social media in Online Learning.

Online learning is carried out through various applications that can support the learning process such as google classroom, WhatsApp group, zoom and so on. This online learning will form learning that makes students independent and not dependent on others. This is because students will focus on the device to complete assignments or take part in ongoing discussions. Everything discussed in the online teaching and learning process is important for completing the competencies to be achieved. Therefore, through the implementation of online learning, students are expected to be able to construct knowledge (Syarifudin, 2020).

Putu Devi, and Lestari (2020) stated that there were five obstacles in the implementation of online learning. The five obstacles are teachers' skills in using technology are still low, network connection disorders, teachers still have difficulty controlling the development of learning, the teaching and learning process will be difficult without face-to-face, and teachers need more creativity to deliver material online. And these five obstacles were found during the implementation of online learning at SMA N Colomadu.

From the results of observations from February to April, English teachers rarely use video calls for online learning. Because it is difficult to do online learning through video calls considering the condition of students. Constraints come from students who do not have smartphones and internet quota. English teachers also have difficulty managing online learning. This is because some students are often late for absenteeism and collect assignments given by the teacher. Sometimes the English teacher does not know whether the students understand the material or not. In this case, they are not sure whether the students have read the material or not. And the teacher can't control the students to copy-paste from the internet. To make good material, teachers need creativity. They must always change the learning media to keep students interested in learning. The teachers were worried that the students would be bored if the teacher continued to use a monotonous way of delivering the material. There are some of the advantages and disadvantages of online learning that the authors found in class X MIPA 4:

a. Advantages

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According to (Bilfaqih & Qomarudin, 2015), in general, online learning has the goal of providing quality learning services in a massive and open network to reach more and wider targets. Online learning has become popular because of the perceived potential to provide more flexible content access services, giving rise to several advantages in its application.

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In teaching through e-learning, the interaction between teachers and students will be more flexible because the teaching and learning process can take place anywhere and anytime, besides that the teacher does not have to be present in face-to-face learning. because of the covid-19 pandemic which limits mobility, everyone has to work at home and study at home.

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E-learning always has the same quality every time it is accessed and does not depend on the teacher's mood. E-learning is designed so that students can better understand by using simulations and animations. Teaching and learning are more varied and not monotonous. In teaching through e-learning teachers can use various multimedia facilities in the form of images, text, animation, sound, and video.

3. The number of sources of learning media that can be brought into the teaching and learning process. There are many media sources

commonly used by teachers to teach reading, such as youtube, the internet or Google.

b. Disadvantages

Online learning has advantages and cannot be separated from various weaknesses/disadvantages. The obstacles that affect online learning are:

1. Some students are passive

Each student has different confidence to explore abilities. There are active students and passive students. Active students have higher self-confidence than passive students. In each lesson, only a few students asked and answered quizzes from the teacher. Some students also choose to send private messages to the teacher if they don't understand today's lesson, rather than sending messages on WhatsApp grub.

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In a pandemic situation, internet connection and quota are obstacles that teachers and students often face in teaching and learning activities. Sometimes when learning takes place suddenly the internet network disappears which causes students to be lazy to follow the lesson that day. Many students also complained that they could not attend the class that day because they had not purchased an internet quota. Because of this, the school created a free quota program for underprivileged students.

3. Lack of teacher-student interaction

Online learning allows students and teachers to meet only via text message. While online learning takes place via WhatsApp group, the teacher only interacts with some of the students, no more than 10 students. Even though in the end all students did the assignments from the teacher, every day most students just watched and did not respond to the teacher in the WhatsApp group.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents about conclusion towards the result of the research, implication, and suggestion.

A. Conclusion

Based on the finding that has been done in the English class X MIPA 4 SMA N Colomadu, the researchers conclude the previous chapter that has been discussed. This study relates to the strategy of teaching reading recount texts used by English teachers for class X MIPA 4 at SMA N Colomadu during the covid-19 pandemic. This means the strategies that teachers use in teaching reading recount texts during the covid-19 pandemic, the advantages and disadvantages of strategies that teachers use in teaching reading recount texts during the covid-19 pandemic.

Based on the discussion of this study, English teacher for class X MIPA 4 SMA N Colomadu using the Survey, Question, Read, Recite, and Review (SQ3R) teaching strategy with social media in learning to read recount texts during the covid-19 pandemic. This can be seen from: First, in teaching recount text online the teacher applies the SQ3R strategy in the form of a survey, question, read, recite/recall, and review. In its application in class X MIPA 4 during online learning, the teacher gives the recount text material and asks students to do the following: the teacher asks students to study the reading text given, then students make questions

about the reading, followed by reading the whole reading, then retelling the reading, and the last is reviewing the reading. With this strategy, students take longer to remember the contents of the reading, and make it easier for students to find the main ideas of the reading, besides that structured learning activities make students more motivated in participating in learning and doing assignments. Then, the teacher implement the SQ3R strategy with using social media WhatsApp groups, youtube, the internet, etc., in online teaching during the covid-19 pandemic, more often Whatsapp groups. In its application, through the WhatsApp group the teacher distributes material in the form of learning video links from youtube, material links from the internet, google form links, personal explanations using voice note features from WhatsApp, etc.

Online learning using the WhatsApp group feature has its own advantages and disadvantages. Teacher more often use features from WhatsApp groups in teaching online learning due to differences in student internet access from one and another else. Even though SMA N Colomadu is located in the middle of the city, in reality, students come from various regions. In addition, so that learning is not too boring, the teacher also varies the material from YouTube videos. For students who cannot access the video, the teacher provides the material with text messages and direct explanations from the teacher with voice notes via WhatsApp group. Although students who actively follow and respond to teachers on whatsapp grub are few. The teacher requires all students to record every

material he conveys and does their assignments. To manage student notes and assignments, the teacher uses the google form feature. According to the teacher, using the SQ3R strategy with social media in teaching reading recount texts online minimizes obstacles during online learning. In addition to the good SQ3R strategy in its application in teaching reading recount text, the use of social media such as WhatsApp groups is also more efficient and saves quota for students and teachers.

B. Suggestion

The results showed that SQ3R with social media as a strategy for teachers to teach reading recount texts during the pandemic. Observing the results of the study, the researcher would like to give some suggestions as follows:

1. For English Teachers

In online learning, teachers must prepare the material better before teaching. Teachers must look for other teaching materials in various sources such as books, magazines, and other sources that are appropriate to the student's situation. Teachers must also occasionally use face-to-face learning media with virtual meetings, for example, such as video calls from WhatsApp features, google meet, etc. In addition, she must follow all the procedures for teaching reading using the SQ3R strategy correctly by modifying the lesson plans and adapting them to the student's situation so that the teacher has time to

do all the steps. Teachers must make questions that are tailored to their students. Teachers must also always motivate and encourage students during the covid-19 pandemic so that online learning is not boring for students. Students always stay at home, take care of their health, always be careful, and pray that the pandemic will pass soon.

2. For Students

The students should know the importance of learning English, especially in reading comprehension. Because of good reading comprehension, students can know the essence of reading. Although online learning uses the internet, students must learn to interpret without the help of google translate. Students must read the text carefully and imagine the story in the text when they read it. So they will be easier to remember the text.

3. For other researchers

The last recommendation is for other researchers. Further researchers are advised to continue research by developing aspects not developed in this study.

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Appendix 1

PEDOMAN INTERVIEW

10. Media apa saja yang miss gunakan untuk mengajar selama pandemi covid-19 ?
11. Strategi apa yang biasa ibu implementasikan selama mengajar reading comprehension dalam kelas e-learning?
12. Darimanakah sumber materi teks recount yang anda ajarkan kesiswa selama pembelajaran daring ini?
13. Lalu untuk mengajar Reading Recount Text di kelas 10, bagaimana cara miss Atikah mengajarkan atau media apa saja yang miss gunakan ?
14. Apakah ada perbedaan mengajar reading recount text melalui kelas online dengan kelas biasa?
15. Bagaimana respon siswa dengan strategi tersebut?
16. Bagaimana ibu menanggapi siswa pada saat siswa menemukan kesulitan dalam memahami teks bacaan bahasa inggris dalam pembelajaran melalui e-learning?
17. Apa kelebihan mengajar reading recount text dengan media WA dalam pembelajaran melalui e-learning?
18. Apa kekurangan mengajar reading recount text dengan WA dalam pembelajaran melalui e-learning?

Appendix 2

TRANSCRIPT OF TEACHER INTERVIEW

- Informant : Ms. Atikah, S.P.d.
- Day/Date : Wednesday, March 31 2021
- Place : SMA N Colomadu
- Purpose : Untuk mengetahui strategi yang di gunakan guru bahasa inggris selama pembelajaran daring, penerapan strategi tersebut, dan apa saja kendala yang dihadapi selama pembelajaran daring.

Bismillahirrahmanirahim

Assalamualaikum miss Atikah, maaf mengganggu waktunya saya Umi dari UIN Surakarta ingin melakukan wawancara dengan jenengan miss. Jadi penelitian saya tentang strategi guru dalam mengajar membaca teks recount selama pandemi covid-19 miss. Dari bapak wakasek tadi, saya diberi info untuk mewawancarai jenengan miss. Apakah jenengan berkenan ?

Oh ya boleh mbak

Baik miss, terimakasih.

1. Media apa saja yang miss gunakan untuk mengajar selama pandemi covid-19 ?

Selama pandemic ini memang kita sebagai guru dalam mengajar daring harus menyesuaikan dengan situasi yang ada ya mbak. Kalau untuk pembelajaran dikelas saya itu menggunakan media WhatsApp grup, google classroom, Google Meet dll mbak. Terkadang saya hanya menggunakan media Google Meet sama

WhatsApp. Tapi lebih sering pakai Whatsapp grub. Kalau Google Meetnya itu untuk pertemuan tatap muka, untuk memberikan materi dan tugas, sedangkan WhatsAppnya untuk mengontrol kegiatan siswa mbak. Tapi itu juga menyesuaikan keadaan, kadang siswa masih banyak yang terkendala jaringan dan kuota kalau pakai google meet. Jadi ya saya hanya menggunakan WhatsApp saja agar pembelajaran tetap berjalan.

2. Strategi apa yang biasa ibu implementasikan selama mengajar reading comprehension dalam kelas e-learning?

Yang sudah saya praktekan dikelas selama ini ya itu mbak blended learning. Pembelajaran yang menggabungkan antara pembelajaran daring (online) dan tatap muka (offline) dengan tujuan dan harapan supaya peserta didik dapat mengikuti proses pembelajaran dengan baik, karena dibatasi secara social distancing maka tetap dapat belajar dengan tatap muka walaupun dengan kelompok kecil dan yang dirumah tetap dapat belajar diwadahi melalui daring. Biasanya saya media google meet. Materi descriptive text kemarin saya ngajar disini dikelas, anak-anak dirumah pakai link google meet yang saya share. ya kadang saya pakai PPT juga. Tapi pakai google meet itu anak-anak banyak yang tidak bergabung. Yang alasannya tidak ada kuota, tidak ada jaringan, hp nya penuh memorinya tidak bisa download aplikasi google meet. Baru berapa kali pertemuan pakai google meet itu anak-anak antusiasnya kurang juga. Jadi ya kelas saya lebih sering pakai whatsapp grub.

3. Darimanakah sumber materi teks recount yang anda ajarkan kesiswa selama pembelajaran daring ini?

Untuk materi yang saya sampaikan, saya cari dari internet dan youtube mbak. Karena pembelajaran daring anak-anak tidak memakai buku dari sekolah.

4. Lalu untuk mengajar Reading Recount Text di kelas 10, bagaimana cara miss Atikah mengajarkan atau media apa saja yang miss gunakan ?

Strategi untuk mengajar reading itu sendiri kan ada QAR (Question Answer Relationship, Story Mapping, Story Retelling, SQ3R, dll kan mbak. Nah untuk materi recount text itu kan harus banyak baca juga ya anak-anak itu mbak. Supaya dapat menjawab pertanyaan-pertanyaannya. Apalagi kelas 10 yang sekarang langsung ketemu kelas daring. Itu kalau sebelum pandemi, saya ngajar recount pakai SQ3R. SQ3R itu Survey, Question, Read, Recite, dan Reviw. Nah dikelas yang saya ajar selalu saya wajibkan untuk mencatat point-point penting di materi yang saya jelaskan. Juga mencatat kosa kata yang menurut siswa itu kosa kata yang asing. Jadi setiap pertemuan mereka menghafalkan kosa kata baru. Jadi mau tidak mau anak-anak pasti baca teksnya, jadi siswa akan mensurvey terlebih dahulu teks bacaanya. Yang masih belum paham pasti nanti anak-anak itu bertanya, nah disini questionnya. Yang penting kalau materi recount text, descriptive text, dll itu gimana caranya anak-anak mau baca. Biar anak-anak itu mudeng maksud dari teks bacaan, biasanya saya suruh baca sambil mencari jawaban dari pertanyaan, ini definisi dari R yang pertama Read. Lalu saya minta anak-anak pelan-pelan dalam memahami isi bacaan dan diulangi dengan hati-hati, Recite. Nanti anak-anak gampang inget maksud dari bacaan dan cepat jawab pertanyaan2nya, dari kegiatan Review.

Kalau untuk mengajar recount text selama daring ini kurang lebih ya sama waktu dikelas biasa cuma bedanya kalau daring pakai WA. Saya kasih materi recount text lewat whatsapp group, pakai pesan text lalu saya jelaskan pakai voice note. Anak-anak juga saya beri link youtube tentang teks recount supaya tidak bosan. Ya selama saya kasih materi itu anak-anak dirumah juga saya wajibkan mencatat. Karna catatan materi sama tugas nanti dikumpulkan lewat google form, terkadang juga saya suruh kumpulkan pc WA saya, tergantung kondisi anak-anak kelasnya. Kadang ada yg ngumpulin lewat google form itu kesulitan.

5. Apakah ada perbedaan mengajar reading recount text melalui kelas online dengan kelas biasa?

Ya jelas beda banget mbak. Kalau kelas biasa itu saya mengajar seperti yang saya jelaskan tadi itu anak-anak gampang untuk mengikuti. Lebih cepat paham dan jelas mereka itu membaca teks dan menghafalkan kosa kata baru, jadi nambah terus kosa kata bahasa inggrisnya. Lumayan jadi lancar bahasa inggris waktu naik kelas. Tidak hanya materi recount text yang lain juga gitu.

Kalau daring ya saya tidak bisa mengontrol secara langsung, tidak tahu anak-anak itu beneran paham atau tidak. Taunya ya yang penting anak-anak rajin mengumpulkan tugas dan catatan itu mbak udah syukur alhamdulillah.

6. Bagaimana respon siswa dengan strategi tersebut?

Alhamdulillah anak-anak yang saya ajar semangat mengikuti pembelajaran online dengan strategi mengajar yang saya gunakan. Dapat dilihat dari presensi, jadi setiap jam di kelas saya itu saya beri maximal keterlambatan mengikuti pelajaran 15mnt, yang dilihat dari pukul berapa anak masuk di grub WA.

7. Bagaimana ibu menanggapi siswa pada saat siswa menemukan kesulitan dalam memahami teks bacaan bahasa Inggris dalam pembelajaran melalui e-learning?

Setiap pembelajaran, setelah saya menyampaikan materi itu selalu saya kasih sesi tanya jawab supaya anak-anak bisa bertanya kesulitan yang mereka temukan. Dan kalau anak-anak tidak bisa bertanya di whatsapp grup saya beri kesempatan untuk bertanya lewat chat pribadi.

8. Apa kelebihan mengajar reading recount text dengan media WA dalam pembelajaran melalui e-learning?

Kelebihannya untuk saya dan anak-anak ya mudah mengakses WA, waktu dan tempat fleksibel, mudah dalam menjelaskan materi recount text ke anak-anak dengan fitur voice notnya, bisa mengakses youtube hanya dengan mengirimkan link, anak-anak juga bebas bertanya, proses belajar mengajar variatif tidak monoton, mudah di jaringan internetnya juga. Anak-anak tidak kesulitan dalam mencatat materi karena materi yang sudah disampaikan tetap tersimpan dan mereka dapat membacanya berulang kali, orang tua juga mudah dalam mengontrol anak-anak belajar.

9. Apa kekurangan mengajar reading recount text dengan WA dalam pembelajaran melalui e-learning?

Untuk kekurangannya ya tidak dapat mengontrol belajar anak secara langsung, beberapa siswa pasif, tidak bisa bertatap muka, terbatasnya waktu yang kadang pengiriman pesan pending, tidak bisa mengetahui anak-anak mengerjakan tugas

pure dikerjakan sendiri atau orang lain, tidak bisa mengontrol siswa untuk tidak menggunakan *google translation*.

Appendix 3

PEDOMAN OBSERVASI

Nama Guru :

Mata Pelajaran :

Kelas :

Lokasi Penelitian :

Subject	Pointer(s)	Yes	No	Note
Pre-activities	The teacher greets			
	The teacher asks students to prayers			
	The teacher checks the student's attendance.			
	The teacher gives motivation to students.			
	The teacher introduces the SQ3R Strategy and explains the use of the strategy.			
Whilst-activities	Discuss material about recount text.			
	Students make questions using 5W + 1H.			

	The teacher asks students to read the recount text.			
	The teacher asks students to remember the vocabulary in the text.			
	Students convey information to their friends.			
	The teacher asks students to draw conclusions from the contents of the text.			
	The teacher asks students to work on questions in the form of recount text.			
Post-activities	Discuss the results of student listening activities.			
	Students get feedback from the teacher.			
	The teacher gives the score and does reflection.			
	Closing.			

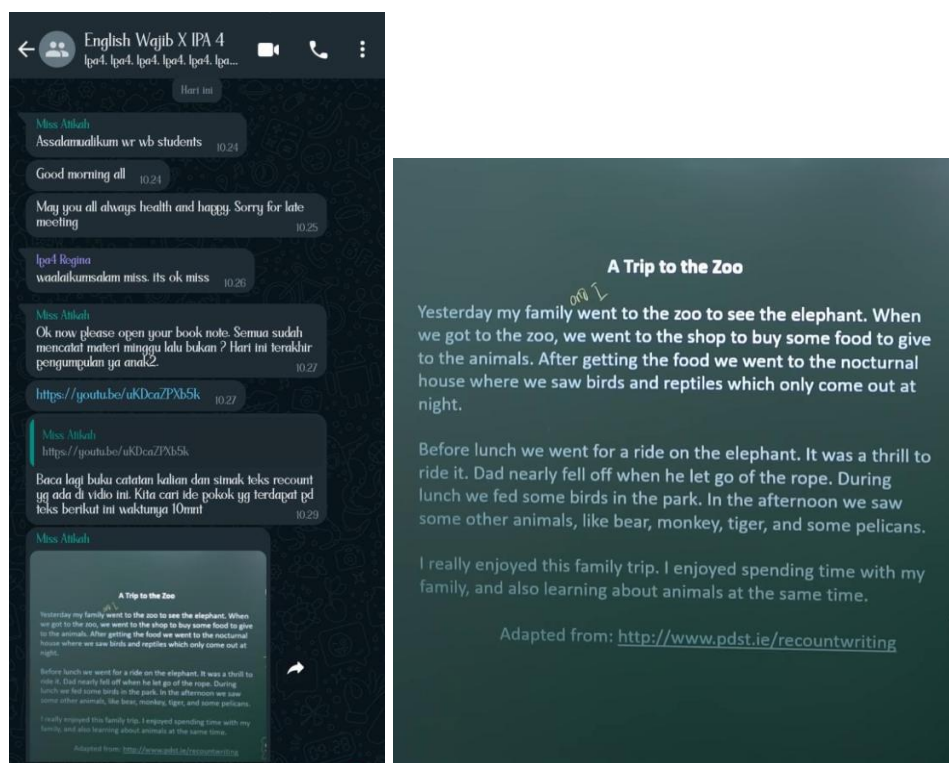
explains the material with voice note features in WAG. Some of the sources of inside material that the teacher conveys are youtube and the internet.

After the teacher explains all the material, the teacher and students ask each other and answer questions to ensure students understand the material. After that, students must record the material in their respective notebooks and collect it via google form.

Field Note of Second Meeting Observation

Date : Thursday, March 18 2021

Place : WAG and Youtube



The process of learning English in class X MIPA 4 at SMA N Colomadu. The distance learning process is carried out at 10.00, the researcher becomes a non-participant observer while the teacher and students become the object of observation. On Thursday, March 18, 2021, researchers made the second observation. With Atikah's mother as an English teacher. The material of the day was Recount Texts. The teacher sent an explanation youtube link about recount text on WAG which was discussed last week. And send the recount text that was

discussed last week. The teacher explains how to find the main ideas in the material using the voice note feature in WAG.

After the teacher explains all the material, the teacher and students ask each other and answer questions to ensure students understand the material. After that, students were asked to re-read to get answers in the text. After students get answers, the teacher asks students to express their answers on WAG. Then the teacher gives the students daily assignments for the recount text material