

**STRATEGIES ON ONLINE TEACHING RECOUNT TEXT
DURING PANDEMIC COVID 19 AT THE TENTH GRADE STUDENTS
OF SMA BATIK 2 SURAKARTA IN ACADEMIC YEAR 2020/2021**

THESIS

Submitted as A Partial Fulfillment of the Requirements
for the degree of Sarjana in English Language Education



By

FADEL FADHLURAHMAN IRIANTO
SRN. 163221070

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA
2023**

ADVISOR SHEET

Subject : Thesis of Fadel Fadhlurrahman Irianto
SRN : 163221070

To.
The Dear of Cultures and Languages Faculty
University Of Raden Mas Said Surakarta
In Surakarta

Assalamualaikum wr.wb.

After reading troughly and giving necessary advice herewith as the advisors we state that the thesis of :

Name : Fadel Fadhlurahman Irianto
SRN : 163221070

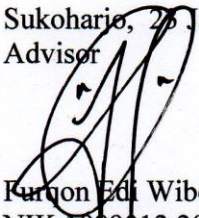
Title : Strategies On Online Teaching Reading Recount Text During
Pandemic Covid 19 At The Tenth Grade Students of SMA Batik
2 Surakarta in Academic Year 2020/2021

has already fulfilled the requirements to be presented before The Board for Examiners (munaghosyah) to gain Undergraduate Degree in English Languages Education of University of Raden Mas Said Surakarta

Thank you for attention

Wassalamualaikum wr.wb

Sukoharjo, 26 Januari 2023
Advisor


Furqon Edi Wibowo, M.Pd
NIK.1989012 201701 1 128

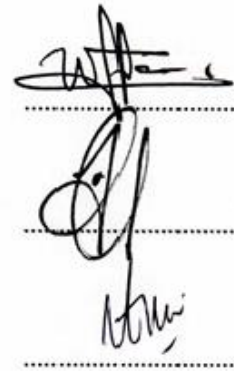
RATIFICATION

This is to certify that the Sarjana thesis entitled "*Strategies On Online Teaching Reading Recount Text During Pandemic Covid 19 At The Tenth Grade Students of SMA Batik 2 Surakarta in Academic Year 2020/2021*" by Fadel Fadhlurahman Irianto has been approved by the Board of Thesis Examiners as the requirement for degree Sarjana in English Language Education

Chairman : Wildan Mahir Muttaqin, M.A.;TESL.
NIP. 19860427 201903 1 008

Secretary : Furqon Edi Wibowo, M.Pd
NIK. 1989012 201701 1 128

Main Examiner : Novianni Anggraini, M.Pd
NIP. 19830130 201101 2 008



Surakarta, February 27th 2023

Approved
The Dean of Culture and Language Faculty




Prof. Dr. H. Toto Suharto, S.Ag., M.Ag
NIP. 19710403 199803 1 005

DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah SWT who has given all the blessing; I dedicated this thesis especially for :

1. My beloved family, my father Mr. Irianto,ST, my mother Mrs. Sri Saptoningrum, my sister Fidela Naufal Irtaningrum, my brother Fachrizal Faturrahman Irianto, who always give spirit, support and motivation.
2. My Beloved Almamater UIN Raden Mas Said Surakarta

MOTTO

“Say a good thing or remind silent.”

(Hadits by Bukhari: 6018, Muslim:47)

“Science teaches to think but love teaches to smile.”.

(Santosh Kalwar)

“Either write something worth reading or do something worth writing.”

(Benjamin Franklin)

PRONOUNCEMENT

Name : Fadel Fadhlurahman Irianto
SRN : 163221070
Study Program : English Language Education
Faculty : Cultures and Language Faculty

I hereby sincerely state that the thesis entitled "*Strategies On Online Teaching Reading Recount Text During Pandemic Covid 19 At The Tenth Grade Students of SMA Batik 2 Surakarta In Academic Year 2020/2021*" is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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

Surakarta, 27th Maret 2023

Stated by,



Fadel Fadhlurrahman Irianto
SRN. 163221070

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the only power, the Lord of the universe, master of the day of judgment, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *“Strategies On Online Teaching Reading Recount Text During Pandemic Covid 19 At The Tenth Grade Students of SMA Batik 2 Surakarta in Academic Year 2020/2021”*. Peace be upon Prophet Muhammad SAW, the great leader, and the good inspiration of the world revolution.

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

1. Prof. Dr. H. Mudhofir, S.Ag.,M.Pd., as the Rector of State Islamic Institute of Surakarta.
2. Prof. Dr. H. Toto Suharto, S.Ag.;M.Ag., as the Dean of Cultures and Languages Faculty.
3. Wildan Mahir Muttaqin, M.A. TESL., as the Head of English Education Department.
4. Furqon Edi Wibowo M.Pd., as the advisor who has given the researcher time to guide on finishing the work. Thanks for his guidance, precious advice, correction, suggestion, and motivation for the researcher.
5. All of the lecturers in English Education Department thank you very much for all the knowledge that gave to the researcher.
6. Joko Sumarsono, S.Pd., M.Pd. as the headmaster of SMA Batik 2 Surakarta for facilitating in collecting the data.
7. Mrs. Cynthia Laksmi Dewi, S.Pd., M.Pd., as the English teacher of SMA Batik 2 Surakarta who has helped the researcher in doing the research.
8. The researcher’s beloved parents Irianto,ST and Sri Saptoningrum thesis as soon as possible.

9. The researcher's beloved brothers and sisters thanks for help, support, attention and kindness.
10. The researcher's friends who always accompanying him to finish this thesis, thanks for help and attention.
11. The researcher's families and everyone who help the researcher that he cannot mention the name one by one. Thanks for everything.

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 readers in general.

Surakarta, 27th Maret 2023

The Researcher



Fadel Fadhlurahman Irianto
SRN. 163221070

TABLE OF CONTENTS

TITLE	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
ABSTRACT	xiii
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
CHAPTER I. INTRODUCTION	1
A. Study Background	1
B. Problem Identification	5
C. Problem Limitation.....	5
D. Problem Statement.....	5
E. The Objectives of The Study	6
F. Benefits of The Study.....	6
G. Key Terms.....	7
CHAPTER II. REVIEW OF RELATED LITERATURE	9
A. Theoretical Description.....	9
1. Teachers Strategies.....	9
a. Definition of Teacher Strategies.....	9
b. The Circular Letter of the Ministry of Education and Culture Number 14 of 2019	10
2. Teaching Reading	16
a. Definition of Teaching Reading	16
b. The Principles behind the Teaching of Reading.....	17
3. Teaching Reading Online.....	18

a.	Teaching Reading Online	18
b.	Strategies in Teaching Reading Online	19
c.	Media of Teaching Reading Online	22
4.	Review on Recount Text	25
a.	Difinition of Recount Text	25
b.	Types of Recount Text	25
c.	Structure of Recount Text	25
B.	Previous Study	27
CHAPTER III. RESEARCH METHODS		30
A.	Research Design.....	30
B.	Research Setting	30
1.	Research Plan	30
2.	Research Time	30
C.	Data and Sources of The Data	32
1.	Informant	32
2.	Events	32
D.	Technique of Collection Data	33
1.	Observation	33
2.	Interview	33
3.	Documentaion	34
E.	Technique of Analyzing Data	35
1.	Data Reduction	35
2.	Presentaion of Data (Data Display).....	35
3.	Conclusion and Verification	36
F.	Trustworthiness of Data	36
CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION.....		38
A.	Research Findings.....	38
1.	The Strategies which are in Accordance with the Circular Letter of the Ministry of Education Number 14 of 2019 Used by the Teacher in the Online Teaching of Reading Recount Text during Pandemic Covid 19 at	

Tenth Grade Students of SMA Batik 2 Surakarta in the Academic Year 2020/2021.....	38
a. Literacy	39
b. Higher Order Thinking learning Strategy (HOTS).	39
c. Collecting Information and Problem Solving	40
d. Communication Strategy	41
e. Creative Strategy.....	42
2. The Application of the Circullar Letter of Ministry of Education Number 14 of 2019 in Online Teaching Reading Recount Text during Pandemic Covid 19 at Tenth Grade Students of SMA Batik 2 Surakarta.	42
a. Literacy	42
b. Higher Order Thinking learning Strategy (HOTS).	45
c. Collecting Information and Problem Solving	47
d. Communication Strategy	49
e. Creative Strategy.....	51
B. Discussion.....	52
1. The Strategies which are in Accordance with the Circular Letter of the Ministry of Education Number 14 of 2019 Used by the Teacher in the Online Teaching of Reading Recount Text during Pandemic Covid 19 at Tenth Grade Students of SMA Batik 2 Surakarta in the Academic Year 2020/2021.	52
a. Literacy	53
b. Higher Order Thinking learning Strategy (HOTS).	54
c. Collecting Information and Problem Solving	54
d. Communication Strategy	55
e. Creative Strategy.....	55
2. The Strategies Used by the Teacher in Online Teaching Reading Recount Text during Pandemic Covid 19 at Tenth Grade Students of SMA Batik 2 Surakarta.	56

a. Literacy Strategy	56
b. Higher Order Thinking learning Strategy (HOTS).....	57
c. Collecting Information and Problem Solving.....	59
d. Communication Strategy	60
e. Creative Strategy.....	61
CHAPTER V. CONCLUSION AND SUGGESTION.....	63
A. Conclusion.....	63
B. Suggestion	63
BIBLIOGRAPHY	64
APPENDICES.....	69

ABSTRACT

Fadel Fadhlurahman Irianto, 2023. *Strategies on Online Teaching Reading Recount Text During Pandemic Covid-19 at the Tenth Grade Students of SMA Batik 2 Surakarta in Academic Year 2020/2021* Thesis, English Education Department, Islamic Culture and Language Faculty, University of Raden Mas Said Surakarta.

Advisor : Furqon Edi Wibowo M.Pd

Key words : Online Teaching, Reading, Recount Text

This research describes about teacher's strategies on the online teaching of reading recount text during pandemic Covid 19. The objectives of this research were (1) to describe the strategies used by the teacher which are in accordance with the Circular Letter of the Ministry of Education and Culture Number 14 of 2019 in the online teaching of reading recount text during pandemic Covid 19 at tenth grade students of SMA Batik 2 Surakarta in the academic year 2020/2021; and (2) to describe how the teacher applies the strategies which are in accordance with the Circular Letter of the Ministry of Education and Culture Number 14 of 2019 in the online teaching of reading recount text during pandemic Covid 19 at tenth grade students of SMA Batik 2 Surakarta in the academic year 2020/2021.

The design of this research is a descriptive qualitative research. The subject of this research is English teacher who teach in tenth grade students of SMA Batik 2 Surakarta in academic year 2020/2021. The data of this research were collected through interview and supported with observation. The techniques to analyze the data were data collection, data reduction, data display and drawing conclusion. Then, to point out the trustworthiness of the data, this research used methodological triangulation.

The result of this research showed that there were five strategies used by the English teacher in the online teaching of reading recount text at the tenth grade students of SMA Batik 2 Surakarta in academic year 2020/2021. The strategies are literacy, Higher Order Thinking (HOT) learning strategy, collecting information and problem solving, communication and creative strategy.

LIST OF TABLES

	Page
Tables 3.1 Research Schedule	31

LIST OF APPENDICES

	Page
APPENDIX - 1. Lesson Plan Rencana Pelaksanaan Pembelajaran (RPP)	70
APPENDIX - 2. List of Interview with The Teacher.....	72
APPENDIX - 3. Field Note of Interview with the Student 1	76
APPENDIX - 4. Field Note of Interview with the Student 2	79
APPENDIX - 5. Field Note of Interview with the Student 3	82
APPENDIX - 6. Interview on Problem in Online Teaching	85
8APPENDIX- 7. Interview on Lack of Student's Interest	86
APPENDIX - 8. Interview on Problem in the Classroom Management ..	89
APPENDIX - 9. One of the students creatively composed his imaginative recount text	90
APPENDIX - 10. Students' Activities	91
APPENDIX - 11. Daftar Siswa	94

CHAPTER I

INTRODUCTION

This chapter generally discusses the study background, problem identification, problem limitation, problem statement, objectives of the study, benefits of the study and key terms.

A. Study Background

Teaching strategies are general plans for lessons that cover the structure of desired learner behavior in terms of the purpose of instruction and the outline of planned tactics needed to implement the strategy. Sarode (2018) states that teaching strategies refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future.

And in reading activities which support English learners in learning English in several ways, for instance the learners may do reading activities in order to master the language, a teacher would be able to evoke student's confidence and interest in reading the text comprehensively as well as to learn English further by implementing proper strategies to facilitate the students, as stated by Harmer (2017) that a strategy is an action the teachers take to attain one or more of her teaching-learning goals. In this case, the teacher uses 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 for understanding scientific books. Since they have lack of knowledge in English, they often encounter difficulties in reading English books.

In teaching reading, teachers should have strategies to make their students ready to read by applying the proper strategies in teaching and learning process. However, the condition of pandemic Covid-19 in this world urged the teachers to use online method to teach their students. According to

(Honebein, 2016), 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, 2015). As Driscoll (2012) 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 with’ facilitates working with ideas and learning from that process” (Scardamalia, 2012).

In teaching reading, a teacher may use many different strategies. Harmer (2017) state that a strategy is an action that 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 by applying various methods, media, and games in order to keep the students interested. According to Brown (2014), 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.

Some teachers think reading is not a favorite activity for many students. Therefore, English teachers should find strategies to face this challenge. There are many ways to get student’s interest in learning reading English, one of which is by using illustration to enhance the text. Teachers should be creative in implementing teaching strategies to help students master reading, especially for recount texts. Thus strategies are very important for teaching process, especially in teaching reading. In line with Brown (2005), he states that strategy is a special approach to a problem or task, operating methods to achieve a specific goal, 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.

By implementing the proper 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. It can be concluded that proper reading technique strategy is effective for teachers to improve students' reading comprehension skills.

This research was conducted in SMA Batik 2 Surakarta in the academic year of 2020/2021. This is one of the quality private schools in the city of Surakarta. This school is accredited A and is supported by the existence of poetry alleviation competitions. However the English skills of Class X experienced several obstacles, namely they were still lack of ability to understand the meanings of English sentences in the English subject they dealt with especially in reading section. This finding might cause problems for students to take part actively in English subject especially in reading section.

Therefore the researcher is curious to find out the strategies used in the online teaching of reading recount text during pandemic covid 19 at the tenth grade students of IPA 1 SMA Batik 2, Academic Year 2020/2021 as reading has become one of student's difficulties in learning English during offline classes. The researcher wants to find out the teacher's strategy in the online teaching which might be a challenge during the early online teaching of pandemic covid 19. The researcher conducted observation and interviews with the English teacher and students on 10 February 2021 for his pre research with the aim of knowing teacher's experience in the online teaching of English class especially of reading recount text since reading has become one of student's difficulties in learning English. Observations took place during one semester of learning activities in the academic year of 2020/2021

to observe teacher's strategies in delivering the reading materials to her students.

Based on preliminary studies conducted by the researcher, it was shown that online learning conducted during the Covid 19 pandemic was attended by as many as 36 students who participated in online learning. Most students needed encouragement to be more active in following the online learning. Many students did not show participation to answer questions; students tended to just be silent and see. Less interaction among teacher and students made students less likely to concentrate in the learning process so that students became unable to understand what the teacher had explained. The students could be categorized as inactive. During the learning process, they did not show their participation to answer questions, ask questions neither express opinion during group activities. Those who were active could be seen from the intensity of the interactions that existed between the students and the teacher. They were only active when being asked or appointed by the teacher to express their opinion. Within consideration, the teacher picked the teaching strategy that was in accordance with the circular letter of the Ministry of Education and Culture Number 14 of 2019 namely literacy strategy, higher order thinking learning strategy, collecting information and problem solving, communication strategy and creative strategy.

Therefore, the researcher was curious to find out how the teacher applied the strategies which were in accordance with the circular letter of the Ministry of Education and Culture Number 14 of 2019 in her online teaching of reading recount text to facilitate and support the student's learning and overcome the problem. For this reason, the researcher conducts a study entitled "**Strategies On Online Teaching Reading Recount Text During Pandemic Covid 19 At The Tenth Grade Students of SMA Batik 2 Surakarta in Academic Year 2020/2021**".

B. Problem Identification

Based on the observation during classes of reading recount text online during pandemic covid 19, the researcher identifies some problem in the teaching of reading recount text at the class of Tenth Grades IPA 1 in SMA Batik 2 Surakarta. The problems are identified by the following statements :

1. The tenth grade students of SMA Batik 2 Surakarta in the academic year 2020/2021 were still lack of vocabulary in reading recount text.
2. The tenth grade students of SMA Batik 2 Surakarta in the academic year 2020/2021 were still lack of motivation in learning reading recount text.
3. The tenth grade students of SMA Batik 2 Surakarta in the academic year 2020/2021 still had difficulty in understanding the texts and answering questions in the process of teaching and learning reading recount text.

C. Problem Limitation

In order to get specific purpose and focus on the research, it is necessary to limit the research. Based on the background and identification of the problem, the researcher focuses on the teacher's strategies in teaching reading recount text. The strategies used by the teacher in the online teaching of reading recount text during pandemic covid 19 in tenth grade students of SMA Batik 2 Surakarta in the academic year 2020/2021 to solve problems or difficulties which may arise during the teaching and learning process which are in accordance with the circular letter of the Ministry of Education and Culture Number 14 of 2019 are chosen to limit the problems.

D. Problem Statement

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

1. What are the strategies which are in accordance with the circular letter of the Ministry of Education and Culture Number 14 of 2019 used by the teacher in the online teaching of reading recount text during pandemic

Covid 19 at tenth grade students of SMA Batik 2 Surakarta in the academic year 2020/2021 ?

2. How does the teacher apply the strategies which are in accordance with the circular letter of the Ministry of Education and Culture Number 14 of 2019 in the online teaching of reading recount text during pandemic Covid 19 at tenth grade students of SMA Batik 2 Surakarta in the academic year 2020/2021 ?

E. The Objectives of The Study

The purpose of this research is : .

1. To describe the strategies used by the teacher which are in accordance with the circular letter of the Ministry of Education and Culture Number 14 of 2019 in the online teaching of reading recount text during pandemic Covid 19 at tenth grade students of SMA Batik 2 Surakarta in the academic year 2020/2021.
2. To describe how the teacher applies the strategies which are in accordance with the circular letter of the Ministry of Education and Culture Number 14 of 2019 in the online teaching of reading recount text during pandemic Covid 19 at tenth grade students of SMA Batik 2 Surakarta in the academic year 2020/2021.

F. Benefits of The Study

1. Theoretical Benefits

- a. The result of the research can be used as reference for any other researchers to conduct a research in teacher's strategies for reading recount text.
- b. The result of this research can be used by teachers to overcome problems in teaching reading recount text

2. Practical Benefits

a. For the researcher

This research is useful for the researcher himself, because from this research the researcher will understand and know more about teaching reading recount text after analyzing subjects in this research and applying it when he becomes a teacher.

b. For the parents.

The researcher hopes that parents know about the importance of reading. Parents who encourage reading will introduce life as well.

c. For the teacher

This research is useful for teacher, especially for English teacher. This research gives information about the strategies of teaching reading, especially of recount text.

d. For the school

This research can be useful for schools, especially for SMA Batik 2 Surakarta as this research can be a source to know about the online teaching of reading recount text

e. For the reader

This research can be useful for the reader to get information, knowledge and as a source for the next researcher focusing on similar study.

G. Key Terms

1. Reading

Willis (2008) reading, someone can find the information he/she needs with specific information.

2. Recount text

According Pardiyo (2007: 74) states that recount text is a text to tell about past events, for example; holiday, seminar, or activity during the weekend.

3. Strategy

Brown (2020) states that strategies are a specific method of approaching a problem or task, modes of operation 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 which emerged because of the Corona virus outbreak that 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 transferred through direct contact with other humans who have been infected.. Therefore all activities involving associations with many people are 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 OF RELATED LITERATURE

In the research it is important to describe the theories that related to the study in order to give relevant knowlege to the topic. This chapter reviews about teacher's strategies, teaching reading, reading interest, online teaching, classroom management, and recount text.

A. Theoretical Description

1. Teacher's Strategies

a. Definition of Teacher Strategies

Teaching strategies can be said as the first step for an English teacher to master in teaching English. There are many kinds of teaching strategies that can be used and choosen to facilitate learning and teaching. Every strategy has different result in practice. For example, a teacher can apply many kinds of strategies in English his class to create student's interest and to increase student's attention in the learning process. Proper strategy in teaching English will give different value to the learner. theirfore, as an English teacher should master effective strategies if he wants to be successful in his teaching and learning process.

Teaching strategies are general plans for lessons that cover the structure of desired learner behavior in terms of the purpose of instruction and the outline of planned tactics needed to implement the strategy. Sarode (2018) state that teaching strategies refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future.

Sarjan Nurdiana (2017) underline 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.

According to, Brown (2020) 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) elaborate 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) state 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.

Taking account to the definition above the researcher takes elaboration that teaching strategies is general plans for lessons that include structure, student behavior desires in terms of teaching goal refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future.

b. The Circular Letter of the Ministry of Education and Culture Number 14 of 2019

In teaching English Process, it is better to know the types of teaching English strategies because different methods have different influence toward student learning process. Some students may have a different need in the learning process from others. It is possible to

give different priorities depending on the needs of the student. Various teaching strategies have been proposed and applied in language classes to help teachers and students achieve learning goals. The following strategies are based on the circular letter of the Ministry of Education and Culture Number 14 of 2019 that can be used by teachers in online teaching and learning during the Covid-19 pandemic :

1. Literacy Strategy

Literally literacy comes from the word Literacy which means literacy/movement of eradication of illiteracy. Literacy can also be interpreted as the ability to access, understand, and use information intelligently. Literacy is narrowly defined as the ability to read and write which is also related to habituation in reading and appreciating literary works and making assessments of them. However, more broadly literacy is concerned with the ability to think and learn for life to survive in its social and cultural environment.

Literacy in general is only interpreted as the ability to read and write through characters. Literacy is related to the ability to communicate verbally and written only. However, nowadays such assumptions have begun to change. Along with the development of the age of literacy is not only the ability to read and write but developed as a skill and knowledge needed not only to be able to just live financially, but more to something that has become a need to develop themselves socially, economically, and culturally in life.

Understanding literacy based on the context of its use of literacy is the integration of listening, speaking, reading, writing and critical thinking skills. From the point of ideological field literacy is the eloquent mastery of a secondary discourse or in other words literacy a skill that a person has in the form of activities of thinking, speaking, reading and writing for

understanding based on the concept of literacy is the integrity so that the scope of literacy revolves around all efforts made in understanding and mastering information.

Literacy is a life skill that makes humans function optimally as a society. Life skills are derived from the ability to solve through critical thinking activities. In addition, literacy is also a reflection of cultural mastery and appreciation. A cultured society is a society that instills positive values as an effort to actualize itself. Self-actualization is formed achievement, which is the activity of finding and building the meaning of life. This can be achieved through the cultivation of good literacy.

2. Higher Order Thinking (HOT) learning strategy

Strategy is an important part of taking action, as well as learning. An activity can run well if prepared with the right strategy. In the dictionary Indonesian it is stated that strategy means reason or deception to achieve a planned goal. In this case a strategy is used to make it easier for a person to achieve goals. In the learning process as an educator will not be separated from the learning strategy, because an educator is required to be able to plan learning activities as well as possible so that students are able to achieve optimal learning outcomes.

HOTS (Higher Order Thinking Skills) skills or commonly referred to as high-level thinking skills are thought processes that require students to develop ideas in a certain way that gives them new understanding and implications. Limpan describes high-level thinking as involving critical and creative thinking guided by ideas of truth that each have meaning. Critical and creative thinking are interdependent, as are criteria and values, reason and emotions.

According to Thomas & Thorne, HOTS is "a better way of thinking than memorizing facts, posing facts, or applying

rules, formulas, and procedures". This opinion agrees with Onosko & Newman, HOTS is "non-algorithmic and is defined as the potential use of the mind to face new challenges. According to Underbakke, "HOTS is also called strategic thinking ability which is the ability to use information to solve problems, analyze arguments, negotiate issues, or make predictions".

From some of the theories about the Higher Order Thinking (HOT) strategy above, it can be concluded that the Higher Order Thinking (HOT) strategy is a strategy that uses a high thinking process that encourages students to search and explore their own information to find the underlying structure and relationships, using the available facts effectively and appropriately to solve problems. This strategy can stimulate students to interpret, analyze previous information so that it is not monotonous. In conventional learning, teachers usually flood their students with a lot of information that students must memorize and remember, but in Higher Order Thinking (HOT) learning teachers teach children how to find sources of information, how to evaluate the information obtained and how they can use the information for themselves and for others.

Basically, the Higher Order Thinking (HOT) strategy depends on the teacher's ability to compose questions that will require learners to think at a higher level so that students can solve problems. Higher Order Thinking (HOT) skills include aspects of critical thinking, creative thinking and problem-solving skills. So with Higher Order Thinking (HOT) can encourage students to be more critical, creative and have problem-solving skills. The learning process in the classroom should start by stimulating students to think more actively than real problems that have been experienced or can be thought of by students. In such a way, students are not only treated to

ready-made mathematical theories and formulas, but students are trained and accustomed to learning to solve problems during the ongoing classroom learning process.

From some of the above understandings it can be concluded that HOTS (High Order Thinking Skill) is a high-level thinking skill that must exist in students who not only test intellectual abilities in terms of memory but also test on the ability to evaluate, creativity, analysis and critical thinking about students' understanding of a subject and emphasize more on critical thinking towards a problem solution. So here high-level thinking skills not only test on the memorization skills of a subject matter but rather the application.

3. Collecting information and Problem solving

Collecting information and problem solving strategy is a way to provide understanding by stimulating students to pay attention, study, and think about a problem to further analyze the problem as an effort to solve the problem. The process of analyzing is the concept of combining the mind with motor activities to solve problems. Collecting information and problem solving strategy is one of the theoretical bases that make problems as the main issue in learning. Collecting information and problem solving strategy is an effort to improve results through a scientific process to assess, analyze, and understand success. Therefore, to solve a problem one must be accustomed to thinking independently.

4. Communication Strategy

Communication strategy is the understanding between several combinations of words, namely strategy, communication, and also teachers. While strategy means all means and power to face certain goals under certain conditions in order to get the maximum expected results. Similarly, teacher communication strategy which is a combination of teacher

communication planning and teacher communication management to achieve the goals that have been implemented. This teacher communication strategy must be able to show how its operations are practically carried out, in the sense that the approach can be different at any time depending on the situation and conditions.

Indeed, the important role of communication in educational strategy, therefore communication is very good to learn and do in the achievement of educational goals. The central purpose of communication activities consists of three main objectives, namely: a) to secure understanding, b). To establish acceptance, c) To motivate action. The first is to secure understanding, ensuring that the communicant understands the message received. If he can understand and accept then the recipient must be fostered (to establish acceptance) in the end motivated activities (to motivate action).

Communication is a very basic thing in human life. And even communication has become a phenomenon for the formation of a society or community that is integrated by information, where each individual in the society itself shares information to achieve a common goal. Simply put, communication can be achieved if there are similarities between the messenger and the person receiving the message. In the process of communication this is usually in the form of language, movement movements that have a special meaning and aba aba. While communication in the secondary process takes place with the help of mechanisms that can double the number of recipients of messages or shown to overcome various physical/material/body obstacles that will hinder primary communication.

5. Creative Strategy

Creativity strategies as imaginative activities developed to produce specific goals that are original and valuable (creativity as imaginative activity fashioned so as to produce outcomes that are both original and of value). Creativity uses imaginative, creation processes, achieving goals, and being original and valuable. Children have a natural ability to use imagination. They play imaginary games, with their imaginary friends and fly the imagination to places very far away, for example to the land of the fairies. Imagination can mean a set of levels of thought in which there is imagination, like and being imaginative. Creativity is the process of actively creating, shaping, developing, sorting, and organizing creative ideas or creative activities.

2. Teaching Reading

a. Definition of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner, setting the condition for learning. It means that teaching provides assistance and facilities to the students in order to facilitate the students to 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 the Teaching of Reading

According to Harmer (2018), the principles of teaching reading are as follows :

1. Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully we have to understand what the words means, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things-and if the students do not do these things-then we only just scratch the surface of the text and we quickly forget it.

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

As with everything else in lessons, students who are not engaged with the reading text - not actively interested in what they are doing - are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them. Students should be encouraged to respond the content of a reading text, not just to 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 student to express their feeling about the topic of the text that had read it provokes personal engagement with it and the language.

3. Students should be encouraged to respond to the content of a reading text not just to the language.

Of course, it is important to study reading texts for the way they use language, the number of paragraph they contain and how many times they use relative clause. But the meaning, the message of the text, is just as' important and we must give students a chance. to respond to that message in some way. It is

especially important that they should be allowed express their feelings about the topic thus provoking personal engagement with it and the language.

4. Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.

5. Match the task to the topic

We could give students Hamlet's famous soliloquy 'To be or not to be' and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reason for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.

6. Good teachers exploit reading text to full

Any reading text is full of sentences, words, ideas, descriptions etc. it doesn't make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

3. Teaching Reading Online

a. Teaching Reading Online

Reading is an activity of perceiving, analyzing, and interpreting what readers do to obtain the message to be conveyed by the author in written media. Reading is a process that is carried out and strived for by readers to get the message the writer wants to convey through words or written language. If this is not fulfilled, the

messages which are expressed and implied will not be caught or understood and the reading process will not be carried out properly (Tarigan, 2008: 1).

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. 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 motivation and encourage them to be active in the classroom. There are many strategies that can be applied for the teacher especially in teaching recount text. They are :

1. Daring Method

Online learning is a learning that is structured with the aim of using an electronic system or computer so that it is able to support a learning process (Michael, 2013: 27). Thus supporting Chandrawati (2010:39), Online teaching method is a process of distance learning by combining principles in the process of learning with technology. According to Ardiansyah (2013-54), online is a learning system that is used as a means of teaching and learning process that is carried out without having direct face to face between educators and students

With the development of computers networks, this online teaching and learning can become more interactive, less to none restriction which allow teachers to reach students beyond the classroom and let students access learning from any places within internet conection. And this case is learning reading recount text online.

2. 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.

3. 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).

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 learning methods, one of which is the SQ3R (Survey, Question, Read, Recite, Review) method. Facebook online learning 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.

c. Media of Teaching Reading Online

There are some medias used by teachers, especially in 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 others.

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 Gallery for adding photos, Contact for inserting contacts, Camera for taking pictures, Audio for sending voice messages, Maps for sending various map coordinates, 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 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

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: This action is differed slightly by platform; but in all cases, choose to share only the window that contains the PDF. And here are links to show how to do this in the three major platforms : Bluejeans, Zoom, Meet. Now that you have shared your screen, the passage that you are focusing on will pop up on all of your students' screens as well. Proceed the action to perform the zoom class as you are intended too.

3. Google Classroom

Google Classroom integrates a variety of other, such as into a cohesive platform to manage student and teacher communication. Students can be invited to join a class through a private "class code" or be imported automatically from a school domain. Teachers can create, distribute and mark assignments all within the Google domain. Each class creates a separate folder in the respective user's, where the student can submit work to be graded by a teacher. Assignments and due dates are added to where each assignment can belong to a category or topic. Teachers can monitor each student's progress by reviewing revision history of a document, and after being graded, teachers can return work along with comments and grades.

4. Review on Recount Text

Recount text is a text retelling about experience or an event that happened in the past. The purpose of a recount is to list and describe past experiences, by retelling events in the order in which they happened.

a. Definition of Recount Text

According to Knapp and Watkins (2005: 223), a recount is a sequential text that does little more than sequencing a series of events. Pardiyo (2007: 74) states that recount text is a text to tell about past events, for example; holiday, seminar, or activity during the weekend.

Underlying the ideas above, recount text is a text that tell about past event, or unforgettable moment or experience in life. 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 about past happening.

b. Type of Recount Text

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

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

c. Structure of Recount Text

According to Hartono (2005: 6-9), giving clear description about schematic structures and language features of a recount text is as follows :

- 1) Orientation: provides 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 to take the reader's interest, to show the readers the topic of past event or activity that will be told, to interest the readers with detail information, namely the characters, place, and time of events.

The next part of generic structure of recount text is events. Events have function to give details information about events or activities happened chronologically. And the last is re-orientation to give explanation about the writer's expression during the activities or events and to give conclusion about something that written for all activities or events.

In recount text there are some language features that should be known by students so that they can write recount text well. The recount text is using past tenses to express past events. The tenses which can be choices are simple past tense, past perfect tense, past continuous tense and past future tense. Since recount text tells about past events chronologically, thus it is using sequence markers and adverbs of time referring to past information of time.

Recount text also has social function to retell of past 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. And

the story of recount has expression of attitude as well as feeling, usually made by the authors about the events.

B. Previous Study

Reading is one of language skills to master in learning language. Reading is an activity of perceiving analyzing and interpreting the text to obtain the message or information of the text. Teaching reading can sometimes become an uneasy job as there are some problems existing such as lack of vocabularies and education background. To add matters to the problems, teaching reading can be another challenge for teachers. Thus this paper is written to explain strategies that had been taken by the teacher to make teaching reading to students easier, effective and comprehensive. Based on the above finding, the researcher empowers his study by finding several previous studies as a reference in completing his research.

There are some studies using similar title to this research. The first is a 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 Surakarta". This research describes the method used by the teacher in teaching reading comprehension based on curriculum 2013. The research is a 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's vocabulary knowledge, lack of student's fluency, class management, different students' competence, and lack of student's activity.

The similarity of her research with this research is describing about the method which includes strategy in teaching reading recount text. The differences of her research with this research is the place of research. Her research was conducted in MTs N 2 Karanganyar in Academic Year 2017/2018 of Eight Grade Students

The second research was done by Ika Istiana Dewi from IAIN Surakarta, A Study On Reading Comprehension of Narrative Text At The

Eight Grade of MTs Negeri Surakarta II In Academic Year 2016/2017. Her study was a qualitative research. The researcher collected the data by interview, observation and documentation. The differences of her research with this research are the focus and place of research. Her research focus is on reading comprehension of Narrative text. And her research is conducted at the eight grade students of MTs Negeri Surakarta II In 2016/2017 Academic Year.

The third 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 students' reading comprehension and to find out the students' perception toward the use of SQ3R technique. The method in this study is mixed method with Quan-qual model. The quantitative method used quasi-experimental design with control and experimental group.

The population of this research used purposive sampling technique with the number of sample of 24 students as respondent; 12 students in control group and 12 students in experimental group. This study was conducted in SMP Negeri 2 Saluputti from the eighth grade students in academic year 2016/2017. The instruments that the researcher used are reading test and questionnaire, while the data were analyzed by SPSS 20.

The research findings showed that the implementation of SQ3R technique could improve the students' reading comprehension ability especially the eighth grade students of SMP Negeri 2 Saluputti. Moreover the eighth grade students of SMP Negeri 2 Saluputti have good perception towards the use of SQ3R technique. This research showed the improvement in students' reading comprehension. For that reason, it was recommended that the English teacher apply certain effective technique in teaching reading to enhance student's comprehension.

The fourth is a journal entitled *Blended Learning: A Ubiquitous Learning Environment for Reading Comprehension*. Learning environments have turned to 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 the reading comprehension for EFL learners.

The differences with this research are the journal focused on Blended Learning Method in learning reading and conducted in Iranian students majoring in English at Abadeh Islamic Azad University and Zand Institute of Higher Education in Shiraz. This research was focused on Teachers Strategies on Reading Recount Text at The Tenth Grade Students of SMA Batik 2 Surakarta.

The fifth is a 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 of MTs Tarbiyatul Ulum Punggunsari Punggunrejo Blitar in Academic Year 2013/2014. Her research is a Descriptive Qualitative one. In conducting her research, the researcher collected the data by observation and interview. This research is similar with this paper in term of collecting data by using observation and interview

CHAPTER III

RESEARCH METHODS

A. Research Design

The type of research used is a qualitative research. Qualitative research is a research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc. (Moleong, 2014: 6). The research approach applied in this study is descriptive. A descriptive approach is a research method based on the philosophy of postpositivism used to examine the natural conditions of objects (as opposed to experiments) where the researcher is the key instrument (Sugiyono, 2016:9).

In this study the researcher collects the data by noting, classifying, presenting and describing about Strategies in Online Teaching Reading Recount Text During Pandemic Covid 19 at The Tenth Grade Students of SMA Batik 2 in Academic year 2020/2021.

B. Research Setting

1. Research Plan

This research was conducted at Tenth Grade Students of IPA 1 SMA Batik 2 Surakarta as it was the first time for SMA Batik 2 Surakarta to implement online learning in 2020. Previously, the school had never applied online learning to its students. Taking account to this condition, the researcher was interested in reviewing the teacher's strategies in online teaching of reading recount text in SMA Batik 2 Surakarta.

2. Research Time

Research time shows the chronological order of research activities that the researcher plans to do in his research. It is supposed to give the reader a broad overview of the research at a glance. In this study the

researcher works on the data which he collected from the process of teaching and learning reading recount text online of tenth grades students of IPA 1, SMA Batik 2 Surakarta. By google classroom application, google form, and other applications. The research time is presented as follows :

Table 3.1 Research Schedul

No.	Activity	Months						
		Feb	Mar	Apr	May	Jun	Jul	Aug
1.	Conducting the pre-research and arranging the research proposal (Chapter I, II and II)							
2.	Conducting the seminar proposal							
3.	Revising the proposal (Chapter I, II and III)							
4.	Conductig the research (obtaining the data)							
5.	Conducting the post research (analyzing and validating the data)							
6.	arranging the research report (Cahpter I, II, and III)							
7.	Conducting munaqosyah examination							

C. Data and Sources of Data

According to the form of study, data and the source of data are descriptive or word and events. Data are all of facts and numbers that can be materials to arrange information. Source of data is data in a research that is acquired from subject, (Ulfatin, 2015).

The sources of data are informant and event in this research. The researcher interviewed the teacher about her strategies in online teaching of reading recount text during pandemic Covid 19 to the tenth grade students of IPA 1 SMA Batik 2 ,Academic Year 2020/2021. And interviews to the students about the teacher's strategies were to support his research.

1. Informant

Informant is person who tells information or explains about something that other people do not know or do not understand. Based on (Meleong, 2007), informant is a person who is used to telling information about the situation and condition of research background. In this research, the researcher were supported by two informants, teacher and thirty nine students of the tenth grade of IPA 1 SMA Batik 2 Surakarta, academic year 2020/2021. The researcher uses purposive sampling in collecting the data. The researcher took ten students out of thirty as informants. The followings are informant criterias in this study :

- a. English Teacher teaching the tenth grade students of IPA 1 SMA Batik 2 Surakarta, academic year 2020/2021.
- b. The tenth grade students of IPA 1 SMA Batik 2 Surakarta, academic year 2020/2021 who joined the online class of reading recount text.
- c. Willing to be informant and supporting this sudy.

2. Events

The events of the research were from teaching and learning activities during pandemic covid 19 (daring system) especially in the

class of reading recount text. It was conducted at Tenth Grade Students of IPA 1 SMA Batik 2 Academic Year 2020/2021. And the events were all online classes of reading recount text delivered to the Tenth Grade Students of IPA 1 SMA Batik 2 Academic Year 2020/2021

D. Technique of Collection 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. 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 in this study is to find out about online learning and learning strategies as initial data. The observations were done by online through google classroom conversations, google Zoom and through a direct observation when it had already been allowed for the researcher to attend the observation personally. The data collected through the observation were generated based on statements from the English teacher and the students of the tenth grade of IPA 1 SMA Batik 2 academic year 2020/2021 regarding teacher's online teaching strategies applied to students in the first online classes in this school.

2. Interview

Interviews are activities that aim to obtain data from sources carried out by a 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 in order to obtain information data in the research carried out.

Whereas the definition of an unstructured interview is an interview activity that is carried out without being planned in advance. The topic of conversation chosen by the researcher is 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 carried out to find information data about online teaching strategies used by the teacher in teaching the tenth grade Students of IPA 1 SMA Batik 2 Surakarta. The interview conducted was the structured one. The information data was obtained from interviews with correspondents as informants regarding online teaching strategies applied by teacher in teaching reading recount text to the tenth grade students of IPA 1 SMA Batik 2 Surakarta.

3. Documentation

Documents are study of materials in the form of writing, photographs, films or things that can be used as sources of study other than through interviews and observations in qualitative research. According to Jaya (2020:39), documentation is a record of a phenomenon that has occurred. Documents are natural, in accordance with context, born and in context. Documents are not difficult to obtain, but documents must be searched and found. This document method of writing and photographe is used to collect data on matters related to teacher's strategies in online teaching of reading recount text during pandemic covid 19 at the tenth grade students of SMA Batik 2 in academic year 2020/2021.

E. Technique of Analyzing Data

Technique of analyzing 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). There are several stages in analyzing data:

1. Data Reduction

Reducing data means summarizing, sorting out the main things, 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 a short sentence. 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, interviews, and documents 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 discuss the findings from the field.

Drawing conclusions, in 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.

F. Trustworthines of data

In order to obtain the Trushworthiness 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 is carried out in various ways. According to Moleong (2011), there are ways of triangulation technique such as :

1. Triangulation of data sources, is triangulation by digging into the truth of certain information through various methods and sources of data acquisition. For example, in addition to interviews and observations, researchers can use observations involved (participant osbervation), written documents, archives, historical documents, official records, personal notes or writings and images or photos. Each way produces

different evidence or data, which further provides different insights about the phenomena studied. In this study, the researcher compares the circumstances and perspectives of the interviews of accompanying teachers with archery, documentation and observation coaches.

2. Triangulation theory. Lincoln and Guba argued that facts cannot be checked by one or more theories. While Patton argues another, namely that it can be done and it is planted explanation of appeal (rival explanation). The information is further compared with a relevant theoretical perspective to avoid individualized biases of researchers over the findings or conclusions generated. In addition, triangulation theory can increase the depth of understanding as long as the researcher is able to explore theoretical knowledge in depth on the results of data analysis that has been obtained.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents research findings and discussion to answer the problems identified and mentioned in chapter 1. This part discusses the strategies used by the teacher and how the teacher applied the strategies in teaching reading recount text online.

A. Research Findings

The research findings consist of the description of the data found; it includes the description of the strategies used by the teacher, teaching strategies and activities during the online teaching and learning of reading recount text to the tenth grade students of SMA Batik 2 Surakarta. The strategies and the activities during the online classes will be described into several points, namely strategies used by the teacher in the process of teaching and learning reading recount text online and how the teacher applied the strategies in teaching reading recount text online which were in accordance with the Circular Letter of Ministry of Education Number 14 of 2019.

1. The Strategies which are in Accordance with the Circular Letter of the Ministry of Education Number 14 of 2019 Used by the Teacher in the Online Teaching of Reading Recount Text during Pandemic Covid 19 at Tenth Grade Students of SMA Batik 2 Surakarta in the Academic Year 2020/2021

In the online teaching of reading recount text, the teacher applied the strategies of Literacy, Higher Order Thinking learning Strategy (HOTS), collecting information and problem solving, communication strategy and creative strategy to deliver the material of reading recount

text and achieve the teaching and learning goals. The strategies were as follows:

a. Literacy

The teacher applied this strategy in order to gain the students' literacy understanding based on the context of its use of literacy as the integration of listening, speaking, reading, writing and critical thinking skills. The teacher gave a recount text to the students grading from giving the easy and familiar one to the ones that would enrich the students' vocabularies more and improve students' ability in comprehending the recount text. To better students' listening and speaking ability, the teacher asked the students read the text more than once and made the students take turn in reading and listening through the task. In this case the students would practice their pronunciation as well. The questions which based on the reading were designed to invite the critical thinking of the students. And writing assignmet of recount text given was useful to encourage student's ability in composing and practicing their grammar ability at the same time.

b. Higher Order Thinking learning Strategy (HOTS)

This strategy of Higher order thinking skills was conducted by the teacher to encourage students to search and explore their own information to find the available facts effectively and appropriately to solve problems. Through HOTS, the teacher taught the students how to find sources of information, how to evaluate the information obtained and how they can use the information for themselves and others. The teacher gave questions about the text given to the students in which in some numbers the students had to evaluate the information and conclude the information to answer the question given.

To support the student's ability to use information to solve problem, analyze arguments, negotiate issue or make prediction the teacher gave graded difficulty of questions about the recount text given. The teacher also invited the students to think further based on the recount text given. From the text entitled *Beautiful Day at Jogja* given in the class, the teacher encouraged students to find sources of information, evaluate the information obtained from the text, and use the information to answer the questions about the recount text assigned to them.

c. Collecting Information and Problem Solving

The teacher used collecting information and problem solving strategy to stimulate students to pay attention, study and think about a problem to further analyze the problem as an effort to solve the problem. After introducing the recount text and explaining the details of it, the teacher gave some texts to the students and asked them to identify the one which was recount text and explained their basis why they defined it as recount text. By collecting information about recount text that they had gained and learned from their teacher, the students identified, defined and explained why the text was identified as recount text. Furthermore, from the information about recount text that the students had learned and the text having been discussed in class, the teacher asked the students to compose their own recount text inspired by the previously given text discussed in the class that was about the writer's personal experience. The students then submitted their own recount text about their personal experience.

After introducing and explaining the text, the teacher gave some texts to the students and asked them to identify the one which was a recount text and explained their basis why they defined it as a recount text. By collecting information about recount text that they had gained and learned from their teacher, the students identified,

defined and explained why the text was identified as a recount one. The students identified a text entitled Vacation to Japan as the recount one as the text retells about the writer's past experiences or events when the writer had a vacation in Japan. The generic structure also consists of orientation that provides the setting and introduces participants. The first paragraph of the text tells about when the writer went to Japan and with whom he travelled. The writer went to Japan a few years ago with his father, mother and grandparents. The next paragraph tells about what happened in Japan in sequence of time or events. The writer stayed at the hotel and rested on the first day. The trips in Japan started the next day to visit his mother's tourist destinations such as Nara Prefecture, Shibuya and Harajuku. A trip that the writer would never forget for the rest of his life marks the writer's reorientation

In the language feature, the writer employed past tense and cohesive devices. Some of the past verbs which can be found in the text are *went, visited and wanted*. Meanwhile the cohesive devices appear are *first* and *next*. In addition to, the text shows the timeline to highlight the sequence of events as *a few years ago, the first day and the next day*.

d. Communication Strategy

The teacher put communication strategy to get maximum expected results. The teacher's communication strategy is a combination of teacher communication planning and management to achieve the goals that had been implemented. In this case the teacher communication strategy was attempted to show how the classes are practically carried out. In her classes, the teacher introduced and explained how the class about recount text were going to be conducted. The class also communicated the obstacles and progress during the process of online teaching and learning reading recount text.

In the first meeting and in the first of each unit or topic discussion, the teacher always communicated her planning, the teaching and learning goals, and in this case how the reading recount text was going to be carried out. In the end of the discussion, the students would be able to identify recount text, its social function and elements, types of recount text, structure of recount text, comprehend recount text and the use of recount text that is to retell past experience through the student's composition of recount text.

By delivering this information, the students would have a mind map on what they were going to learn in the discussion of reading recount text. It would help the students to enlighten their mind about the next topic to learn. This would prepare the students to the coming activities in reading recount text as well.

e. Creative Strategy

In creative strategy, the teacher invited students' creativity in writing their own recount text. The students were allowed to use their imagination in composing their writing and writing out their ideas through recount text. Thus, the students were able to combine their creative ideas and practise their knowledge as well as ability in recount text.

2. The Application of the Circular Letter of Ministry of Education Number 14 of 2019 in Online Teaching Reading Recount Text during Pandemic Covid 19 at Tenth Grade Students of SMA Batik 2 Surakarta.

a. Literacy

Considering that literacy is a life skill which means getting better by practice, the teacher (in observation, Tuesday, 16th March 2021) asked the students to read the text again and again by appointing different students in the task. The teacher also invited other students who were not appointed to read a long by heart

following those who read the text out loud. This activity will eventually allow and even encourage or make the students read the given text more than once, which hopefully results on students' better understanding on the content of the given text. By reading out loud assignment the teacher also supports the practice of listening and the starting of speaking.

The online class attended by the researcher for the first observation was held on 9 March 2021 and there were three students absent. Thirty-three students joined the class but both teacher and the students seemed to find difficulty to communicate the recount text presented in the class. In the early times of online teaching reading recount text, the students' responses were likely passive. They did not ask a lot neither did they give a quick response to the teacher's questions. They did not look really eager to read the text when the teacher appointed any of them as stated by teacher that the students faced difficulty in finding the meaning of words or vocabularies, pronunciation, grammar and eventually in comprehending the text.

Thus, the teacher presented graded reading from the simplest one to the more advanced ones in order to grade difficulty faced by the students in comprehending the reading. The teacher also used the text from the student's work of recount text writing to establish the student's reading comprehension skill. In addition, the teacher provided as many as reading material she could and sent them to the students so that the students were supported by enough choices of reading recount text. which they could read at home.

In the next meeting, the teacher asked the students about their reading at home. The teacher asked the students to retell about the recount text the students had chose and read in the class. The teacher

would also highlight some difficult words to enrich student's vocabularies.

Considering that literacy is a life skill which means getting better by practice, the teacher (in observation, Tuesday, 16th March 2021) asked the students to read the text again and again by appointing different students in the task. The teacher also invited other students who were not appointed to read a long by heart following those who read the text out loud. This activity will eventually allow and even encourage or make the students read the given text more than once, which hopefully results on students' better understanding on the content of the given text. By reading out loud assignment the teacher also supports the practice of listening and the strating of speaking.

In another meeting the teacher assigned the students to make their own recount writing. The teacher at first gave the example of a recount text. The class read the recount text and discussed about it. The text was undergone through correct pronunciation, vocabulary review and grammar spotlight. After that the teacher also asked the students to make their own recount text writing inspired by the text having been given that day. Later on the teacher chose some student works and presented them in the next meeting to be discussed.

In one of the student's writings entitled My Day, he composed a recount text to tell about his past experience. He told about his day that had passed. The text talked about that the student had a terrible day. He woke up an hour late that day and he was in such a hurry that he burned his hand while he was making breakfast. He dressed up so quickly that he forgot to wear his socks. He then ran out to catch up the 9:30 bus, but he missed it. He wanted to take a taxi but he did not have enough money.

Finally, he walked miles to school just to find out that it was Sunday.

In his writing, he had properly used past tense to express his experience. Some examples of his sentences using past tense are 1) *I had a terrible day yesterday* and 2) *I ran out of the house trying to get the 9:30 bus*. He also mentioned adverb of time which reflects past time that is the adverb of time yesterday.

By using this strategy of letting broad access to reading recount text and experiencing the recount text themselves, the teacher made efforts to accommodate the students to enrich vocabularies and establish comprehension in the online teaching and learning reading recount text in the allotted time and new way of teaching and learning.

b. Higher Order Thinking Strategies HOTS

The strategy of higher order thinking can stimulate students to interpret, analyze, previous information so that it is not monotonous. The teacher stated that in conventional learning, teacher usually flooded the students with a lot of information that students must memorize and remember, but in higher order thinking learning strategy teachers teach students how to find sources of information, evaluate the information obtained and use the information to fulfill the needs.

To support the student's ability to use information to solve problem, analyze arguments, negotiate issue or make prediction the teacher gave graded difficulty of questions about the recount text given. The teacher also invited the students to think further based on the recount text given. From the text entitled *Beautiful Day at Jogja*, the teacher gave the following questions :

After reading the text, answer the following questions correctly :

1. Did the writer have a vacation last week ?
2. Were there animals the writer saw at the beach?
3. When did the writer go to Jogja?
4. What was the second place the writer visit during his/her days off ?
5. Where is the beach located ?
6. What could the writer buy at the beach?
7. What is the possible weather when the writer visited Jogja. Support your answer by mentioning the proof from the text?
8. Were the beach popular ? why ?
9. Are the beach and Gembira Loka Zoo close to each other ?
10. At what time did the writer finish his/her vacation ? how do you know?

The teacher starts to give simple questions to the students. She then grades the difficulty as the number of questions go along. There are *yes* or *no* questions at number one and two, *wh-word* questions that need longer answer at number three to six, and inviting more of students' idea, critical thinking and analysis on the text to correctly answer the questions or to solve the problem at number seven to eight.

At number seven the teacher invites student's capability to analyze the text to find reasonable answer about the weather. From the lines '*The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us*' in the first paragraph of the text, the teacher expects the answer of *sunny* as student's conclusion to her/his analysis referring to the weather condition described by the lines.

Question number eight, again, allows students to make conclusion drawn from the lines of the text. A student's answer of '*Very popular because it is one of the beaches with beautiful views.*

Besides that, you can also see many tourists from abroad who travel to Parangtritis Beach to enjoy the sunset.’ to the question ‘*Were the beach popular? why?*’ In this answer the teacher has successfully invited student’s critical thinking and conclusion on her analysis. However the student still needs guidance to find her supporting lines from the text. The supporting line that can be found from the text related to the student’s answer is ‘*We also saw a lot of people in that beach.*’

Questions number nine and ten are still given to make students to use information to solve problems, analyze the text and make prediction. In the question of ‘*Are the beach and Gembira Loka Zoo close to each other ?*’, the answer cannot be found literally in the text. The students need to invite their critical thinking to conclude and propose their arguments in their answer. A correct answer to the question taken as example as ‘*Very close because both are located in the city of jogja*’ by referring her answer to the title of the text that is Beautiful Day at Jogja which give clue that the beach and Gembira Loka are located in the same area, Jogja which are very possibly close to each other. And the teacher let the students use the information to make prediction which is drawn from the information of the text ‘*As soon as we finished our lunch, we decided to go home.*’ to answer the question about the time the writer finished his/her vacation at number ten that is *in the afternoon*.

c. Collecting information and Problem Solving

In order to stimulate students to pay attention, study and think about a problem to further analyze the problem as an effort to solve the problem by using information collected from a certain set of information and problem to be solved, after giving explanation about the definition, generic structure, language features, pattern used, cohesive devices and other details, the teacher gives two texts of different genre. Then the students were asked to define which one

is the recount text by presenting evidences from the information of the text to support their finding. The two texts were *Vacation to Japan* telling about the writer's experience during his trip to Japan and *Snow White* telling about a little girl named Snow White who lived with her aunt and uncle. She ran away from the castle as her aunt and uncle wanted to live her in the castle. They did not have enough money to bring Snow With with them to America. She ran away into the woods and found a little cottage where she fell asleep in. The little cottage belonged to the seven dwarves. The dwarves found Snow White sleeping in their cottage. Snow White and the seven dwarves lived happily ever after in the cottage.

From the class discussion, it was concluded that the text entitled *Vacation to Japan* is the one that is the recount text as it fulfills the requerments of a recount text.

The following is the results of class discussion :

After introducing and explaining the text, the teacher gave some texts to the students and asked them to identify the one which was a recount text and explained their basis why they defined it as a recount text. By collecting information about recount text that they had gained and learned from their teacher, the students identified, defined and explained why the text was identified as a recount one.

The students identified a text entitled *Vacation to Japan* as the recount one as the text retells about the writer's past experiences or events when the writer had a vation in Japan. The generic structure also consists of orientation that provides the setting and introduces participants. The first paragraph of the text tells about when the writer went to Japan and with whom he travelled. The writer went to Japan a few years ago with his father, mother and grandparents :

A few years ago, I had the opportunity to go on a vacation to one of my dream countries, Japan. I went there with my father,

mother, and my grandparents. We departed from Soekarno-Hatta Airport in Tangerang with a distance of 7 hours by plane and we landed at Narita Airport, Japan. (*Paragraph 1*)

The next paragraph tells about what happened in Japan in sequence of time or events. The writer stayed at the hotel and rested on the first day. The trips in Japan started the next day to visit his mother's tourist destinations such as Nara Prefecture, Shibuya and Harajuku :

On the first day, due to exhaustion, we just stayed at the hotel and rested. The next day, we left for Nara Prefecture to visit one of my mother's tourist destinations, Nara Park. We saw a lot of deer there and we were allowed to feed them. Then, we visited Shibuya and Harajuku, two famous areas in Japan that I really wanted to visit. (*paragraph 2*)

A trip that the writer would never forget for the rest of his life marks the writer's reorientation in the recount text.

In the language feature, the writer employed past tense and cohesive devices. Some of the past verbs which can be found in the text are *went, visited and wanted*. Meanwhile the cohesive devices appear are *first* and *next*. In addition to, the text shows the timeline to highlight the sequence of events as *a few years ago, the first day and the next day*.

d. Communication Strategy

Based on the observation, the teacher introduced and explained how the class about recount text was going to be conducted. In the communication strategy. The teacher conveyed the big picture of the recount text classes and the goals to be achieved after the students learn about recount text in the early meeting of the class. Along with comprehending the recount text given, the students would also learn and practise their pronunciation, grammar and vocabularies.

By communicating the achievement of the learning topic, the teacher allowed the students to secure their understanding, establish acceptance and motivate action. Before getting to know further to any recount texts and understand the message or comprehend the content, the students were first being introduced to the type of the text that was a recount and all the details within this type of text.

In the first meeting, the teacher informed the students that there would be fourteen meetings of English class and four meetings would be dedicated for discussing reading recount text. The teacher displayed the power point of reading recount text informing the students about what they were going to learn in reading recount text classes. The teacher and the students also communicated the difficulties which might happen during the process of teaching and learning such as problem of facilities to join the online class, vocabularies, pronunciation, grammar and interest in reading an English text.

In addition, in the first of each unit or topic discussion, the teacher always communicated her planning, the teaching and learning goals, and in this case how the reading recount text was going to be carried out. In the end of the discussion, the students would be able to identify recount text, its social function and elements, types of recount text, structure of recount text, comprehend recount text and the use of recount text that is to retell past experience through the student's composition of recount text.

By using the communication strateg, the teacher aimed that the students would have a mind map on what they were going to learn in the discussion of reading recount text. It would help the students to enlighten their mind about the next topic to learn. This would prepare the students to the coming activities in reading recount text as well.

e. Creative strategy

In the class of reading recount text online the teacher invited the students to use their imagination as if they had experienced something. This experience did not really happen in their real life. The students were free to tell their imagination in this task. Thus, there were two writing assignments of recount text which were based on students' personal experience and based on their imagination. Inspired by the story of Harry Potter the Sorcerer, a student wrote his imaginative recount telling about one of the events happening during his magical study. Through this task, the teacher invited the students' creativity to shape, sort, develop and organize creative ideas or creative activities. The teacher also made the students combine their creativity and their writing skills for composing their own recount text in order to work on students' mastery on the recount text material.

The teacher brought the student's imaginative composition to class discussion. The students' imaginative compositions of recount text had added refreshment to the recount text material given to the class. The student grew eagerness to wait for the chosen work to be presented and were curious about their friend's imagination on a recount text.

In the imaginative writing of recount text, the students had been able to compose their imaginative experience by practicing the teacher's explanation of recount text. They had used the pattern of past tenses and arranged their experiences in the sequence of events as can be seen in one of the student's works telling about his magical study that a few month ago he was a new student in a school for young sorcerers. He was registered to the school as he wanted to experience new things, takes part as orientation of his writing. The sequence of events starts as his parents opposed his decision to study in that school at first. But he could finally convince them. The

student was amused and shocked to see the magical effects in every corner of his school. And when he had to choose his major, he chose to master potion for conditioning mind and emotion. He did so because he thought that good mind and emotion could help someone to get through many stories of his life very well. The re-orientation takes part as he finally felt that his decision to join the sorcerer school was a very good decision to make. In the re orientation he told that he would never forget his experiences in the school for sorcerers.

B. Discussion

Based on the research finding, there were strategies which were in accordance with the Circular Letter Number 14 of 2019 applied by the teacher in the online teaching of reading recount text during pandemic covid 19 at the tenth grade students of SMA Batik 2 Surakarta academic year 2020/2021 namely literacy, higher order thinking learning strategy, collecting information and problem solving, communication and creative strategy. In this part the researcher discusses the strategies and how the strategies taken by the teacher applied in the process of online teaching and learning reading recount text to deliver the material of reading recount text as well as to achieve the goals in teaching reading recount text to the students by online.

1. The Strategies which are in Accordance with the Circular Letter of the Ministry of Education Number 14 of 2019 Used by the Teacher in the Online Teaching of Reading Recount Text during Pandemic Covid 19 at Tenth Grade Students of SMA Batik 2 Surakarta in the Academic Year 2020/2021.

This section discusses about the strategies used by the teacher in the process of online teaching reading recount text during pandemic Covid 19 at the tenth grade students of SMA Batik 2 Surakarta. The findings directed the researcher to identify the strategies used in the

online teaching of reading recount text namely literacy, higher order thinking learning strategy, collecting information and problem solving, communication and creative strategy.

a. Literacy

In line with the Circular Letter of the Ministry of Education, Number 14 of 2019 which states that understanding literacy based on the context of its use of literacy is the integration of listening, speaking, reading, writing and critical thinking skills, the teacher applied this strategy in order to gain the students' literacy understanding based on the context of its use of literacy as the integration of listening, speaking, reading, writing and critical thinking skills. Supporting Harmer (2018) stating reading is not a passive skill; to do it we have to understand what the words mean, see the picture the words are pointing, understand the arguments and work out if we agree with them, the teacher gave a recount text to the students grading from giving the easy and familiar one to the ones that would enrich the students' vocabularies more and improve students' ability in comprehending the recount text.

Harmer (2018) suggests that good teachers exploit reading text to full. Any reading text is full of sentences, words, ideas and description. And as it does not make sense just to get students to read it and drop it to move on to something else, the teacher assigned the students to a further task inspired by the reading given in the class. The teacher invited the students to discuss about the recount text given, read it aloud and write their own recount text.

Supporting Permadi stating that in the online teaching of reading where the students were involved to get short stories on the computer (2019), the teacher sent the reading material to students by using Google Classroom and Zoom. Moreover, Michael (2013: 2007) adds that online learning is a learning that is structured with the aim of using an electronic system or computer so that it is able to

support a learning process. The use of electronic devices and technology facilitated the teacher to also send the recount text material by Whatsapp which was also preferable for both teacher and students.

b. Higher Order Thinking learning Strategy (HOTS)

This strategy of Higher order thinking skills was conducted by the teacher to encourage students to search and explore their own information to find the available facts effectively and appropriately to solve problems. Supporting the Circular Letter of Ministry of Education Number 14 of 2019 stating that HOTS is commonly referred to as high-level thinking skills are thought processes that require students to develop ideas in a certain way that gives them new understanding and implication, through HOTS, the teacher taught the students how to find sources of information, how to evaluate the information obtained and how they can use the information for themselves and others. The teacher gave questions about the text given to the students in which in some numbers the students had to evaluate the information and conclude the information to answer the question given. This strategy is also in line with Thomas and Thorne in the Circular Letter of Ministry of Education Number 14 of 2019 stating HOTS is a better way of thinking than memorizing facts, posing facts, or applying rules, formulas and procedures.

c. Collecting Information and Problem Solving

The teacher used collecting information and problem solving strategy to stimulate students to pay attention, study and think about a problem to further analyze the problem as an effort to solve the problem as it is stated in the Circular Letter of the Ministry of Education Number 14 of 2019 that collecting information and problem solving strategy is a way to provide understanding by

stimulating students to pay attention, study and think about a problem to further analyze the problem as an effort to solve the problem.

d. Communication Strategy

The Circular Letter of Ministry of Education Number 14 of 2019 underlines the importance of communication in educational strategy. The Letter states that communication is good to learn and do in the achievement of educational goals. The central purpose of communication activities consists of three main objectives namely to secure understanding, to establish acceptance and to motivate actions. The teacher put communication strategy to get maximum expected results. The teacher's communication strategy is a combination of teacher communication planning and management to achieve the goals that had been implemented. In this case the teacher communication strategy was attempted to show how the classes are practically carried out. This strategy was taken out from the Letter of the Ministry of Education Number 14 of 2019 spotlighting that teacher communication strategy is a combination of teacher communication planning and teacher communication management to achieve the goals that have been implemented. In her classes, the teacher introduced and explained how the class about recount text were going to be conducted. The class also communicated the obstacles and progress during the process of online teaching and learning reading recount text.

e. Creative Strategy

The Circular Letter of the Ministry of Education Number 14 of 2019 defines creativity strategies as imaginative activities developed to produce specific goals that are original and valuable. Creativity uses imaginative, creation process achieving goals and being original and valuable. And students have natural abilities to

use imagination. Creativity is the process of actively creating, shaping, developing sorting and organizing creative ideas or creative activities.

In creative strategy, the teacher invited students' creativity in writing their own recount text. The students were allowed to use their imagination in composing their writing and writing out their ideas through recount text. Thus, the students were able to combine their creative ideas and practise their knowledge as well as ability in recount text.

2. The Strategies Used by the Teacher in Online Teaching Reading Recount Text during Pandemic Covid 19 at Tenth Grade Students of SMA Batik 2 Surakarta.

In the online teaching of reading recount text, the teacher applied the strategies which were based on the circular letter of the Ministry of Education and Culture number 14 of 2019 during the Covid 19 pandemic by online using Google Classroom, Zoom and Whatsapp. The strategies proposed are Literacy Strategy, Higher Order Thinking learning Strategy (HOTS), collecting information and problem solving, Communication Strategy and Creative Strategy.

a. Literacy Strategy

To overcome the distance and limitation of online facilities, time and space, the teacher boosted literacy to the students as literacy is a life skill which means excelled by practice and habituation. The teacher gave some recount texts to the students grading from the easy or familiar one to the one that was more challenging the students for enriching vocabularies and other elements of reading. Moreover, the teacher encouraged the students to read as many as recount texts besides the texts that had been given to them in the online classes. And the strategy of literacy is

governed again in the lack of student's interest problem as the teacher invited the student's ability to access, understand and use information obtained from the text intelligently to fulfill the assignment from the teacher

Harmer (2018) states that reading is not a passive skill and the students need to be engaged with what they are reading. A good teacher will exploit reading the text to full. And through literacy strategy which is the integration of listening, speaking, reading, writing, and critical thinking skills or in other word literacy is a skill that a person has in the form of activities of thinking, speaking, reading, and writing that revolves around all efforts in understanding and mastering information of the given text, the teacher intended to solve the problem of difficulty to reach the student because of the online teaching problem by making it possible to send literacy assignment when the students were not able to join the online class in time or as homework. The teacher also tried to find literacy materials which might interest the students to capture their engagement to the reading class. Through this strategy, the teacher aimed to overcome many of students' difficulties in coping with grammar, vocabularies and pronunciation as well. The teacher had so limited time but many details within the recount text to teach. The literacy assignment would let the students deal with grammar, vocabularies and pronunciation at the same time.

b. Higher Order Thinking learning Strategy (HOTS)

Higher Order Thinking learning Strategy (HOTS) skills are commonly referred to as high-level thinking skills are thought processes that require students to develop ideas in a certain way that gives them new understanding and implications. Limpan describes high-level thinking as involving critical and creative thinking guided by ideas of truth that each has meaning. Critical and creative thinking are interdependent, as are criteria and values, reasons and

emotions. The HOTS strategy was applied to allow the students explore information, deal with and find the underlying structure and relationship, using the available facts effectively and appropriately to solve problems.

In the Higher Order Thinking Strategies (HOTS), the teacher also made efforts to get more students' interest as this strategy encourages students to search and explore their own information to solve the problems in the recount text given. The teacher realized that the students' showed lack of interest because they found difficulty in understanding or dealing with the recount text given. By HOTS, it was expected that the students overcame their difficulty and eventually drew their interest to the material.

According to Thomas & Thorne as it is quoted in the circular letter of the ministry of education and culture number 14 of 2019, HOTS is "a better way of thinking than memorizing facts, posing facts, or applying rules, formulas, and procedures". This opinion agrees with Onosko & Newman, HOTS is "non-algorithmic and is defined as the potential use of the mind to face new challenges. According to Underbakke, "HOTS is also called strategic thinking ability which is the ability to use information to solve problems, analyze arguments, negotiate issues, or make predictions".

From some of the theories about the Higher Order Thinking (HOT) strategy above, it can be concluded that the Higher Order Thinking (HOT) strategy is a strategy that uses a high thinking process that encourages students to search and explore their own information to find the underlying structure and relationships, using the available facts effectively and appropriately to solve problems. This strategy can stimulate students to interpret, analyze previous information so that it is not monotonous. In conventional learning, teachers usually flood their students with a lot of information that students must memorize and remember, but in Higher Order

Thinking (HOT) learning teachers teach children how to find sources of information, how to evaluate the information obtained and how they can use the information for themselves and for others.

c. Collecting Information and Problem Solving

The collecting information and problem solving strategy was applied by the teacher to stimulate students to pay attention, study and think about a problem to further analyze the problem as an effort to solve the problem. In collecting information strategy, the students were asked to observe and analyze the text before the teacher explained the material further. After introducing the recount text and explaining the details of it, the teacher gave some texts to the students and asked them to identify the one which was recount text and explained their basis why they defined it as recount text. By collecting information about recount text that they had gained and learned from their teacher, the students identified, defined and explained why the text was identified as recount text. This strategy was in accordance with the Circular Letter of Ministry of Education Number 14 of 2019 stating collecting information and problem solving strategy is an effort to improve results through a scientific process to assess, analyze and understand success.

Thus after introducing the recount text and explaining the details of it, the teacher gave some texts to the students and asked them to identify the one which was recount text and explained their basis why they defined it as recount text. By collecting information about recount text that they had gained and learned from their teacher, the students identified, defined and explained why the text was identified as recount text. Furthermore, in line with Harmer (2007) stating 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, the teacher asked the students to compose their own recount text inspired by the

previously given text discussed in the class that was about the writer's personal experience from the information about recount text that the students had learned and the text having been discussed in class. The students then submitted their own recount text about their personal experience.

d. Communication Strategy

The teacher's communication strategy is a combination of teacher communication planning and management to achieve the goals that had been implemented. This strategy was used by the teacher to communicate the lesson plan, class activities, consequences and goals especially in the early meetings so that the students could try to keep up if there would be any time they could not join the class for any reasons.

Referring to Harmer (2018) stating as with everything else in lessons, engagement or interest will help students a lot to get much more from what in front of them. Students who are not engaged with the reading text - not actively interested in what they are doing - are less likely to benefit from it and realizing on what might happen. By applying communication strategy, the teacher also aimed to get student's interest as what the famous proverb suggests out of sight, out of mind. Using communication strategy, the teacher prepared the students' background knowledge about recount text besides introducing at a glance other types of text and their social functions. The teacher also asked the students about their past experiences and related them to recount text.

The communication strategy was also beneficial to let the students own the big picture of how the classes of reading recount text were going to be conducted to overcome the problem of classroom management. Based on the observation, the teacher introduced and explained how the classes about recount text were going to be conducted. The teacher conveyed the big picture of the

recount text classes and the goals to be achieved after the students learned about recount text. Along with comprehending the recount text given, the students would also learn and practise their pronunciation, grammar and vocabularies.

By communicating the achievement of the learning topic, the teacher allowed the students to secure their understanding, establish acceptance and motivate action. Before getting to know further to any recount texts and understand the message or comprehend the content the students were first introduced to the type of the text that was a recount and all the details within this type of text.

e. Creative Strategy

The teacher's more steps in creative strategies are among others to involve imaginative activities developed to produce specific goals that are original and valuable (creativity as 'imaginative activity fashioned so as to produce outcomes that are both original and of value). Creativity uses imaginative, creation processes, achieving goals, and being original and valuable.

In the class of reading recount text online the teacher invited the students to use their imagination as if they had experienced something. This experience did not really happen in their real life. The students were free to tell their imagination in this task. Thus, there were two writing assignments of recount text which were based on students' personal experience and based on their imagination. Inspired by the story of Harry Potter the Sorcerer, a student wrote his imaginative recount telling about one of the events happening during his magical study. Through this task, the teacher invited the students' creativity to shape, sort, develop and organize creative ideas or creative activities. The teacher also made the students combine their creativity and their writing skills for composing their own recount text in order to work on students' mastery on the recount text material.

A teacher is having important role in learning process. Teacher with his proper application of teaching strategy will do support the students' learning through a classroom management within class managerial activities aimed to create and maintain conducive classroom condition and restore them if there is a disruption so that teaching and learning activities can take place effectively as well as efficiently. As stated by Harmer (2014) about managerial functions that must be performed by the teacher to achieve the goal of classroom management, the teacher's performance in delivering material influences students' response during the process of teaching and learning through planning, organizing, leading and controlling. Based on the observation, students had good response to the teacher's performance as the classes of reading recount text online went along. The teacher's skill in sharing the material was good. The students could understand the material better each time.

The material was also arranged well. The teacher used familiar words and easy language. The teacher could manage the class well, and there were more and more students that became more attentive and responsive to the teacher and the material. This statement is presented as the students were willing to ask more about the material given and even ask for a further explanation. The students could also answer the questions more quickly and correctly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research deals with the answer of the research problems based on the research findings and discussion in chapter IV. Based on the results of the research on teacher's strategies in the online teaching of reading recount text during pandemic covid 19 at the tenth-grade students of IPA 1 SMA Batik 2 in academic year 2020/2021, it can be concluded that the teacher applied the strategies which refer to the circular letter of the ministry of education and culture no. 14 of 2019 in teaching reading recount text online to tenth grade students of IPA 1 academic year 2020/2021.

In the process of teaching and learning reading recount text online during pandemic Covid 19 at the tenth-grade students of IPA 1 in SMA Batik 2 in the academic year 2020/2021, there were some strategies used to deliver the online teaching of reading recount text to the students namely Literacy, Higher Order Thinking learning Strategy (HOTS), Collecting Information and Problem Solving, Communication and Creative Strategy.

The application of "Literacy, Higher Order Thinking learning Strategy (HOTS), Collecting Information and Problem solving, Communication and Creativity strategies" to the tenth-grade students of IPA 1 in SMA Batik 2 in the academic year 2020/2021 was able to aid the teacher well in teaching reading recount text by online in the allotted time, as well as assisted the students to cope with the material more easily and interestingly.

B. Suggestion

Based on the results of the research of strategies in teaching reading recount text online during pandemic covid 19 at the tenth-grade students of IPA 1 SMA Batik 2 in academic year 2020/2021, it can be suggested that :

1. For the readers

- a. This research is hopefully useful to inspire students to be more active in attending any subjects at school.
- b. This research is to show students how important is their engagement and interest in order to make their study run very well.

2. For teachers:

- a. Teachers should be able to make students learn actively, especially in practicing reading comprehension class.
- b. Teachers should be more creative and attractive in teaching, especially in choosing the materials and teaching strategies.

3. For other researchers

- a. This research can be used as a reference to other researches.
- b. This research hopefully can be developed by other researchers in conducting similar research.

BIBLIOGRAPHY

- A S Hornby. 2000. *“Oxford Advanced Learner’s Dictionary”*. Oxford: Oxford University Press
- Abbas, E. W., & Rajiani, I. 2019.” *Social Life of Santri in the Bank of Martapur River as the Learning Sources of Social Science Studies”*. Social Life of Santri in the Bank of Martapur River as the Learning Sources of Social Science Studies.
- Ackerman, Debra J, W Steven Barnett and Kenneth B Robin. 2006. *“Making The Most of Kindergarten: Present Trends and Future Issues In The Provision of Full Day Program”*. Journal Education Commission on the States: Nieer. March.
- Agung, Leo dan Sri Wahyuni. 2013. *“Perencanaan Pembelajaran Sejarah”*. Yogyakarta: Penerbit Ombak
- Allen, Michael. 2013. *Michael Allen’s Guide to E-learning*. Canada : John Wiley & Sons
- Anggraini, A. D., Wonorahardjo, S., & Utomo, Y. 2016. *“Efektivitas Pembelajaran Blended Learning Berbasis Community on Inquiry (CoI) ditinjau dari Belajar Kognitif Mahasiswa pada Materi Kromatografi”*. Prosiding Seminar Nasional II 1038– 1046.
- Ardiansyah, H 2013. *“Pengaruh Penerapan Metode Pembelajaran Brainstorming dan Problem Based Instruction Terhadap Aktivi tas Belajar dan Pemahaman Konsep Pesrta Didik.”* Skripsi FPEB UPI. Bandung: Tidak Diterbitkan
- Ariningsih, Nur Endah. *“Analisis Kesalahan Berbahasa Indonesia dalam Karangan Eksposisi Siswa Sekolah Menengah Atas”*. Basastra Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya, Vol 1 No 1, ISSN 12301
- Aslam, S. 2015. *A comparative study of blended learning versus traditional teaching in middle school science. In Conference Proceedings. The Future of Education* (p. 436). Libreria universitaria. it Edizioni.
- Barhomi, C. 2015. *“E-Eff Ectiveness Of WhatsApp Mobile Learning Activities Guided by Activity Eory On Students” Knowledge Mangement. Contemporary Educational Technology*, 6(3), 221-228.
- Brown, et al., 2005. *“Spreading The Words : Investigating Antecedents of Customer’s Positive Word of Mouth Intention And Behavior in*

- Retailing Context.*” *Academy of Marketing Science Journals*, Vol.33, no 2, p.123-138
- Brown., 2007. “*Principles of Language Learning and Teaching*” Fifth Edition. New York: Pearson Education, Inc.
- Cahyono, A. N. 2011. “*Berbagai cara latihan otak dan daya ingat dengan menggunakan ragam media audio visual*”. Yogyakarta: Diva Press.
- Chandrawati. 2010. “*Pemamfaatan E-Learning Dalam Pembelajaran*” *Jurnal Cakrawala Kependidikan* Vol. 8. No. 2. September 2010
- Dobler, E., and M. B. Eagleton. 2015. “*Reading the web: Strategies for Internet inquiry*”. 2nd ed. New York: Guilford.
- D. Wilson, E. Smilanich, 2005. “*The Other Blended Learning: A Classroom Centered Approach*”, San Francisco, Calif., Pfeiffer,
- Feldt, R. C., & Hensley, R. 2009. “*Recommendations for use of SQ3R in Introductory Psychology Textbooks*”. *Journal of Education*, Vol 129 (4), 584.
- Francoise, Grellet. 1981. “*Developing Reading Skills: a Practical Guide to Reading Comprehension Exercise*”. Cambridge: Cambridge University Press.
- Haggard, Stephan and Beth A. Simmons. 1987. “*Theories of International Regimes.*” *International Organization*” 41, no 3. Summer, Vol 201
- Hamruni. 2009. “*Strategi dan Model-model Pembelajaran Aktif Menyenangkan*”. Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga
- Harrel and Jordan. 2017. “*Fifty Strategies for Teaching English Language Learners*”, Second Edition Subsequent Edition: United States.
- Harmer, Jeremy. 1991. “*Practice of English Language Teaching*”: New Addition. New York: Longman Publishing
- Harmer, Jeremy. 1998. “*How to Teach English*”. Cambridge: Cambridge University Press.
- Hartono, Rudi. 2005. *Genres of Text*. Semarang: UNNES
- Husamah. 2014. “*Pengembangan E-learning Penerapan Metode Pembelajaran Blended Learning Terhadap Hasil Belajar Mahasiswa Di Institut Pendidikan Tapanuli Selatan Padangsidempuan*” Vol.7 No.1 Edisi Januari 2019

- Janah, W. A., Abbas, E. W., & Mutiani, M. 2020. *"The Contribution of Leadership Value of Nadjmi Adhani as a Learning Resources on Social Studies"*. The Innovation of Social Studies Journal, 1(2), 188-196.
- Kennedy, Eddie. C. 1981. *"Methods in Teaching Developmental Reading 2nd Edition"*. United States of America: Peacock Publisher, Inc.
- Khusaini. 2016. *"Online Peer-Assessment in Teaching Physics in English Class for Improving Pre-Service Physics Teachers Learning"*. Proceeding of 3rd International Conference on Research, Implementation and Education of Education of Mathematics and Science. Yogyakarta.
- Knapp, P dan Megan Watkins. 2005. *"Genre Text, Grammar: Technologies for Teaching and Assessing Writing"*. Australia: University of New South Wales Press Ltd.
- Kemdikbud. 2020, March 14. *"Cegah sebaran Covid19 di Satuan Pendidikan, Kemendikbud Gandeng Swasta Siapkan Solusi Belajar Daring"*. Retrieved March 20, 2020, from <https://www.kemdikbud.go.id/main/blog/2020/03/cegah-sebaran-covid19-disatuan-pendidikan-kemdikbud-gandeng-swasta-siapkan-solusi-belajar-darin>
- Miles, M.B, Huberman, dan Saldana, J. 2014. *"Qualitative Data Analysis, A Methods"*, SourceBook. Edition 3. USA: Sage Publications. Tjetep Rohindi, Rohindi, UI- Press
- Mendikbud. (2019). *"Mendikbud dan Mendagri Gelar Rakor Dengan Kepala Daerah Bahas Pembelajaran Di Masa Pandemi"*. Retrieved December, 2020, from <https://www.kemdikbud.go.id/main/blog/2020/09/mendikbud-dan-mendagri-gelar-rakor-dengan-kepala-daerah-bahas-pembelajaran-di-masa-pandemi>
- Moh. Zainal Fanani. 2018. *"Strategi Pengembangan Soal Higher Order Thinking Skill (HOTS) dalam Kurikulum 2013"*. Journal Of Islamic Religious Education: Vol.II, No.1 Januari 2018, 57-76
- Moleong, L.J. 2011. *"Metodologi Penelitian Kualitatif"* Edisi Revisi. Bandung: PT. Remaja Rosdakarya.
- Muhammad Fadli, Ersanghono Kusumo, Kasmui. 2019. *"Pengembangan Model Pembelajaran Blended Learning Berbasis Edmodo Untuk Pembelajaran Kimia Yang Efektif"*. Journal of Chemistry In Education, vol. 8 (1)

- Muhibbin Syah. 2015. *“Psikologi Pendidikan”*. Bandung: Remaja Rosdakarya
- Musfiqon, H., & Nurdyansyah, d. 2015. *“Pendekatan Pembelajaran Saintifik”*. Sidoarjo: Nizamia Learning Center.
- Nashruddin, N., Alam, F. A., & Tanasy, N. 2020. *Perceptions of Teacher and Students on the Use of E-Mail as A Medium in Distance Learning*. Berumpun: International Journal of Social, Politics, and Humanities, 3(2), 182-194.
- Nation. I.SP. 2009. *“Teaching ESL/EFL, Reading and Writing”*. New York: Routledge
- Nurhayati, D., Az-zahra, H. M., & Herlambang, A. D. (2019). *Evaluasi User Experience Pada Edmodo dan Google Classroom Menggunakan Technique for User Experience Evaluation in E-Learning (TUXEL) (Studi Pada SMKN 5 Malang)*. Jurnal Pengembangan Teknologi Informasi Dan Ilmu Komputer, 3(4), 3771–3780. <http://j-ptiik.ub.ac.id>
- Pardiyono. 2007. *“Pasti Bisa. Teaching Genre-Based Writing”*. Yogyakarta: CV. Andi Offset.
- Patel, M.R., dan P.M. Jain. 2008. *“Types of Reading”*. John Wiley and Sons
- Putri, S. R., Wahyuni, S., & Suharso, P. 2017. *“Penggunaan Media Pembelajaran Edmodo untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa Kelas X Pemasaran di SMKN 1 Jember Tahun Ajaran 2016/2017”*. Jurnal Pendidikan Ilmu ekonomi, dan Ilmu Sosial, Vol 11 No 1, 111-116.
- Rahim 2018. *“Problem in Online Learning and Media Use”*. The Future of Children
- Rikizaputra, R., & Sulastri, H. 2020. *“Pengaruh E-Learning dengan Google Classroom terhadap Hasil dan Motivasi Belajar Biologi Siswa”*. Lectura: Jurnal Pendidikan, 11(1).
- Rochmat Husaini, M. Suyanto, Emha Taufiq Luthfi. 2017. *“Evaluasi Web Sekolah Smk Muhammadiyah 1 Bantul Menggunakan Metode Webqual & Importance Performance Analysis”*. Jurnal Teknologi Informasi; Vol. XII No 34 Maret
- Ruddell, M. R. 2005. *“Teaching Content Reading and Writing”*. NJ: John Wiley
- Sarjan, dan Mardiana. *“An Analysis of The English Teacher Strategy in Teaching Reading Comprehension”* Journal vol. 2 (2017): 160.

- Sarode, R. D. (2018). *“Teaching Strategies, Styles and Qualities of A Teacher: A Review for Valueable Higher Education”*. India Technical Research Organisation India , 57-62.
- Setiawan, A. R. 2020. *“Pembelajaran Tematik Berorientasi Literasi Saintifik”*. Jurnal Basicedu: Journal of Elementary Education, vol. 4(1), 71–80.
- Sugiyono. 2015. *“Metode Penelitian Kombinasi (Mix Methods)”*. Bandung: Alfabeta
- Sukmawati, S., & Nensia, N. 2019. *“The Role of Google Classroom in ELT”*. International Journal for Educational and Vocational Studies, 1(2), 142–145. <https://doi.org/10.29103/ijevs.v1i2.152>
- Tarigan, & Guntur, Henry. 2009. *“Telaah Buku Teks Bahasa Indonesia”*. Bandung: Penerbit Angkasa.
- Trianto. 2007. *“Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik”*. Jakarta: Prestasi Pustaka
- Thomas, A., & Thorne, G. 2009. *“How to Increase Higher Level Thinking / Center for Development and Learning”*. The Center for Learning and Development Blog.
- Ulfatin, Nurul. 2015. *“Metode Penelitian Kualitatif Di Bidang Pendidikan: Teori dan Aplikasinya”*. Malang: Media Nusa Creative
- Vieira, I., Lopes, A. P., & Soares, F. 2014. *“The Potential Benefits of Using Videos in Higher Education”*. In Proceedings of EDULEARN14 conference (pp. 0750-0756). IATED Publications.
- Wahyu Aji Fatma Dewi. *“Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar. Edukatif”* : Jurnal Ilmu Pendidikan, Vol 2 No 1 April 2020 Hal 55-61.
- Willis, Sofyan S. 2008. *“Remaja dan Masalahnya Mengupas Berbagai Bentuk Kenakalan Remaja Seperti Narkoba, Free Sex Dan Pemecahnya”*. Bandung: Alfabeta.

APPENDICES

APPENDIX - 1.

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA BATIK 2 SURAKARTA
Mata Pelajaran	: Bahasa Inggris (Wajib)
Kelas/Semester	: X/Genap
Materi Pokok	: Recount Text
Alokasi Waktu	: 4 Pertemuan (8 x @45 menit)

C. Tujuan Pembelajaran

Kompetensi Dasar		Tujuan Pembelajaran
1.7	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	Melalui kegiatan pembelajaran menggunakan metode Project based learning melalui pendekatan scientific yang menuntut peserta didik untuk mempresentasikan hasilnya didepan kelas, peserta didik dapat menginterpretasi tujuan, struktur teks, dan unsur kebahasaan. Selain itu peserta didik dapat mempelajari pengetahuan dan keterampilan melalui proses yang terstruktur, pengalaman nyata dan teliti dan menghasilkan produk, peserta didik memiliki rasa ingin tahu, tanggung jawab, disiplin, bersikap jujur, santun, percaya diri, dan pantang mundur serta memiliki sikap kritis dan kreatif dan mampu berkomunikasi dan bekerja sama dengan baik.
1.7	Teks <i>recount</i> – peristiwa bersejarah	
1.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah	
1.7.2	Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	

2 Kegiatan Pembelajaran

Pendahuluan	Kegiatan Inti	Penutup
<p>Guru :</p> <ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ● Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. 	<ul style="list-style-type: none"> ● Peserta didik dengan difasilitasi guru berdiskusi tentang tujuan social, struktur teks dan unsur kebahasaan dari teks Recount dalam kehidupan sehari-hari ● Peserta didik difasilitasi guru melakukan diskusi tentang media story board yang pada pertemuan sebelumnya telah didiskusikan. ● Peserta didik membuat project story board dan mempresentasikannya didepan kelas 	<ul style="list-style-type: none"> ● Peserta didik dibantu oleh guru untuk menyimpulkan kegiatan pembelajaran. ● Guru memberikan feedback kepada siswa tentang pelajaran yang sudah dipelajari bersama. ● Guru mereview proses pembelajaran yang akan dipelajari pada pertemuan selanjutnya.

C. Penilaian

Penilaian sikap diambil dari jurnal sikap, penilaian pengetahuan dilakukan dengan ulangan harian dan penugasan, penilaian ketrampilan dari kegiatan praktek/project yang telah dilakukan.

Kepala Sekolah

Joko Sumarsono, S. Pd., M. Pd

Surakarta, 2020
Guru Mata Pelajaran

Cynthia Laksmi Dewi, S. Pd
NIP. 197210192008012007

APPENDIX-2

List of Interview with the English Teacher

Title	:	Interview with the English Teacher at the tenth grade students of IPA 1 SMA Batik 2 Surakarta
Interviewer	:	Mrs Chyntiya Laksmi Dewi M.Pd
Place	:	In the Guest Room
Time	:	On tuesday, March 9 2021 (09.30 – finish)
This was the interview transcript	:	On Tuesday, March 9th 2021 the researcher did the interview with the English teacher of Tenth grade IPA 1 in SMA Batik 2. The researcher asked some question to Mrs Chyntiya Laksmi Dewi M.Pd about the English teaching process in Tenth grade IPA 1 in SMA Batik 2 Surakarta. There were about the English teaching process, the strategies that used by the teacher, the materials subject, etc
Researcher	:	Maaf Ibu Chyintia mengganggu waktunya. Saya ingin bertanya tentang proses mengajar disaat pandemi langsung saja nggih bu pertanyaan pertama. Saat mengajar reading <i>recount text</i> online diawal pandemi dalam hal ini apa keluhan yang Ibu Chyintia rasakan ?
Teacher	:	Yang saya rasakan ketika pertama kali mengajar dengan sistem <i>online</i> ini adalah adaptasi dengan sistem baru yang dilakukan dengan jarak jauh. Awalnya saya juga mengalami kendala di media yang digunakan untuk mengajar. Hingga menentukan strategi yang tepat untuk memulai pembelajaran khususnya Bahasa Inggris. Selebihnya ketika sudah berjalan saya mulai bisa menjalankan dan menerapkan mengajar dengan baik.
Researcher	:	Bagaimana Ibu Chyintia cara memulai pelajaran?
Teacher	:	Saya memulai dengan salam, kemudian menanyakan kabar siswa, mengecek kelengkapan siswa, sudah masuk semua atau belum, ada yang absen atau tidak. Selanjutnya saya mencoba memberikan motivasi, dan memberikan paparan singkat tentang materi yang akan dibahas.
Researcher	:	Bagaimana cara Ibu Chyintia untuk menarik perhatian siswa-siswa agar memperhatikan pelajaran?

Teacher	:	Saya memberikan contoh-contoh yang berhubungan dengan kehidupan sehari-hari, yang sesuai dengan aktivitas siswa- siswa. Selanjutnya disisipkan sedikit mengenai materi yang akan disampaikan nantinya begitu mas. Sehingga memiliki korelasi dengan materi misalnya membahas <i>recount text</i> maka saya menceritakan tentang pengalaman pribadi saya
Researcher	:	Bagaimana cara Ibu Chyintia menyampaikan materi kepada siswa khususnya <i>reading</i> ?
Teacher	:	Pertama saya kenalkan dulu tentang materi yang akan dipelajari saya tanya tau atau tidak apa itu <i>recount text</i> . Baru saya jelaskan mengenai <i>structure</i> dan fungsinya sebagai pengenalan di awal
Researcher	:	Media apa yang ibu gunakan untuk menyampaikan materi pelajaran Bahasa Inggris?
Teacher	:	Google Classroom, Google Meet dan Watsapp biasanya untuk mengumpulkan tugas mas.
Researcher	:	Bagaimana cara Ibu Chyintia mengajar dan berkomunikasi dengan siswa ketika proses pembelajaran secara daring, apakah menggunakan bahasa Inggris sepenuhnya
Teacher	:	Selama mengajar saya menggunakan dua bahasa, bahasa Inggris dulu, selanjutnya saya artikan kedalam bahasa Indonesia, jadi siswa nya kebingungan dan saya biasakan mendengarkan bahasa asing. Tujuannya menambah kosa kata baru juga mas buat siswa. Selain itu juga mempermudah siswa agar lebih paham tentang apa yang saya telah jelaskan
Researcher	:	Berapa kali pertemuan yang ibu Chyintia gunakan khususnya dalam pembelajaran <i>reading recount text online</i> ?
Teacher	:	4 kali pertemuan dalam satu semester mas

Researcher	:	Strategi apa saja yang ibu gunakan ketika mengajar bahasa Inggris khususnya dalam mengajar <i>reading recount text online</i> ?
Teacher	:	Kalau untuk <i>recount text</i> saya sesuai dengan kemendikbud mas yang pertama saya kenalkan dulu fungsi sosial nya apa yang ada dalam sebuah teks <i>recount</i> itu dulu. Setelah paham saya mencoba untuk mengetahui seberapa jauh kemampuan pemahaman siswa terhadap teks. Kedua saya mengajak siswa untuk berpikir menganalisis dan menggali informasi dalam sebuah teks. Lalu memberi siswa pertanyaan dan saya instruksikan untuk mencari informasi dalam teks yang mereka buat. Tujuannya agar siswa mampu berpikir secara kreatif dan dapat membagikan pengalaman pribadi mereka.
Researcher	:	Apakah strategi yang Ibu Chyintia gunakan khususnya dalam pembelajaran <i>reading recount text online</i> dapat mengatasi masalah yang muncul dalam proses belajar mengajar ?
Teacher	:	Dengan strategi yang saya gunakan alhamdulillah semua siswa yang awalnya kurang aktif menjadi lebih aktif, lebih tertarik dengan pelajaran bahasa Inggris. Khusus untuk <i>recount text</i> siswa dapat memahami teks yang saya berikan dan tentunya lebih kreatif dan mudah memahami makna atau arti kata dalam sebuah teks.
Researcher	:	Bagaimanakah respon siswa terhadap pembelajaran <i>recount text online</i> bu ?
Teacher	:	Berproses mas karena kendala tidak adanya PTM awalnya kurang aktif tetapi ketika sudah berjalan dan siswa sudah mulai paham dengan konsep materi <i>recount</i> banyak siswa yang aktif bertanya ketika proses pembelajaran berlangsung.
Researcher	:	Apa kendalanya yang Ibu Chyintia alami ketika mengajar <i>online</i> ?
Teacher	:	Selain <i>device</i> , sinyal dan sistem baru ini sulitnya adaptasi, serta tantangan untuk memudahkan pemahaman siswa ketika proses belajar <i>reading</i> sehingga siswa dapat tetap <i>enjoy</i> dan meraih <i>goals</i> dengan memahami materi yang saya sampaikan

Researcher	:	Saran dan tips apa yang dapat Ibu Chyintia berikan khususnya dalam hal mengajar <i>reading recount text online</i> ?
Teacher	:	Kita harus bisa menarik minat siswa dulu mas. Mulai dari cara penyampaian, mengetahui karakter dan permasalahan dan apa yang dibutuhkan oleh siswa hingga strategi yang digunakan untuk mengajar harus sesuai dengan apa yang siswa butuhkan dengan begitu kita dapat mencapai kelas yang kondusif paham dan mendapatkan hasil yang baik dalam setiap proses pembelajaran.
Researcher	:	Apa pesan Ibu Chyintia yang bisa berikan kepada siswa, khususnya dalam pembelajaran <i>reading recount text online</i> ?
Teacher	:	Tidak mudah bosan, harus lebih sering atau aktif dalam mencari informasi terkait materi pembelajaran tersebut, mulai dari perbendaharaan kosa kata dan cara membaca yang benar. Untuk siswa sekarang harus bisa lebih aktif dan kreatif.
Researcher	:	Pertanyaan terakhir bagaimana cara ibu Chyintia mengambil penilaian ?
Teacher	:	Kalau untuk penilaian masih sama mas, walaupun <i>online</i> saya ambil dari nilai harian, tugas, ulangan harian hingga tes akhir semester.
Researcher	:	Saya kira sudah cukup penjelasan dari Ibu Chyintia terima kasih atas kesediaan waktunya
Teacher	:	Sama-sama mas

APPENDIX-3

Field Note of Interview with the Student 1

Title	:	Interview with the Student 1
Time	:	16 th March 2021 (09.30 – finish)
Place	:	Tenth Grade of IPA1
Student_1	:	Donny Surya Kusuma
Researcher	:	Fadel Fadhlurahman Irianto
Researcher	:	Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar <i>recount text</i> tadi, bagaimana menurutmu system pembelajaran online ini ?
Student_1	:	Walaupun hal ini menggunakan sistem baru, ya mau tidak mau harus bisa beradaptasi mas, tapi sejauh ini saya bisa mengikutinya dengan baik sih mas, walau kadang ada gangguan sinyal
Researcher	:	Bagaimana cara guru memulai pelajarannya?
Student_1	:	Setelah semua siswa <i>join google meet</i> Mrs. Chyintia mengucapkan salam terlebih dahulu “ <i>Assalamualaikum Wr. Wb</i> ”, menyapa murid-muridnya dengan Bahasa Inggris “ <i>Good Morning</i> ” dan menanyakan kabar “ <i>How are you?</i> ”. Disertai dengan becandaan, dan menanyakan yang belum <i>dating/join</i> siapa, yang gak masuk siapa aja
Researcher	:	Bagaimana cara guru menyampaikan materinya khususnya <i>reading</i> kepada siswa ?
Student_1	:	Dengan menjelaskan materinya terlebih dahulu yang ditampilkan di <i>Power Point</i> , dan juga materi yang ada dibuku paket atau buku pegangan. Selanjutnya dikasih contoh-contohnya juga mas. Setelah itu ditanya-tanya sudah paham atau belum, seperti itulah biasanya
Researcher	:	Media apa yang digunakan oleh guru untuk menyampaikan materi pelajaran Bahasa Inggris ?
Student_1	:	Untuk membantu pelajaran, media yang digunakan biasanya adalah HP, Laptop, buku, spidol, ada kamus juga untuk mencari kata-kata yang tidak tahu artinya. Serba <i>online</i> lah mas masa pandemi gini

Researcher	:	Bagaimana responmu terhadap mata pelajaran Bahasa Inggris terutama ketika belajar tentang <i>recount text</i> yang disampaikan Mrs Chyintia, gimana ?
Student_1	:	Ya akhirnya saya paham, tapi ketika dijelaskan pertama kali saya agak kurang paham, dan seterusnya saya lama-lama juga paham, kalau sudah dijelaskan materinya menggunakan Bahasa Indonesia, susah di <i>grammarnya</i> itu mas, masih bingung harusnya kalau ini gimana gitu mas menggunakan <i>s/es</i> atau tidak, penggunaan <i>tenses</i> nya mas yang masih saya agak kurang paham
Researcher	:	Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris ?
Student_1	:	Kalau aku ya tidak terlalu aktif mas, ya karena kadang aku sendiri juga agak kesulitan dalam memahami apa yang di sampaikan dan menunggu diterjemakan dalam bahasa Indonesia nya terlebih dulu, dan selanjutnya pelan pelan paham sih mas
Researcher	:	Apakah kamu dapat memahami tentang teks yang diberikan oleh Mrs Chyintia?
Student_1	:	paham sih mas walaupun kadang ada yang tidak atau artinya tapi setidaknya aku bisa mengerjakan mas. Biasanya kalau Mrs Chyintia jika tidak tahu artinya disuruh cari dikamus sih.
Researcher	:	Apakah kamu bisa memahami kata kata yang ada dalam sebuah teks <i>recount</i> ?
Student_1	:	Kalau aku ya bisa mas tapi kalau ada kesulitan biasanya aku cari di kamus setelah diketemukan dan jika kurang paham maksudnya baru aku tanya pada Mrs Chyintia gitu sih mas
Researcher	:	Kesulitan apa saja yang kamu alami selama proses belajar <i>recount text</i> ?

Student_1	:	Memahami materi sama teksnya soalnya kosakatanya kurang, Selanjutnya kalau presentasi susah ngomonge, tidak tau cara bacane, biasanya dibaca sama kaya tulisannya.
Researcher	:	Menurutmu bagaimana pembelajaran <i>reading recount text online</i> setelah setidaknya lebih dari satu kali kamu mengikutinya ?
Student_1	:	Ada kemajuan lah mas minimal saya dapat menerima apa yang telah Mrs Chyintia sampaikan serta lebih kreatif dalam berpikir untuk mengerti apa yang maksud ada dalam sebuah teks
Researcher	:	Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan ?
Student_1	:	Dikasih ulangan kalau sudah selesai, terus kelompok juga ada suruh diskusi, dan mempresentasikannya bersama-sama, tapi kalau yang individu paling suruh membaca teks nya sudah nanti dikasih nilai gitu mas.

APPENDIX-4

Field Note of Interview with the Student_2

Title	:	Interview with the Student_2
Time	:	16 th March 2021
Place	:	Tenth Grade of IPA1
Student_2	:	Ezar Ramadhan
Researcher	:	Fadel Fadhlurahman Irianto
Researcher	:	Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang saya ingin tanyakan mengenai proses belajar <i>recount text</i> tadi, bagaimana menurutmu sistem pembelajaran <i>online</i> ini ?
Student_2	:	Walaupun ini sistem baru ya mau tidak mau harus bisa adaptasi mas tapi sejauh ini dan saya harus bisa mengikutinya dengan baik sih mas, walaupun kadang ada gangguan sinyal, kesulitan mengumpulkan tugas karena harus membeli kuota hingga menggunakan <i>device</i> dari orang tua
Researcher	:	Bagaimana cara guru memulai pelajarannya ?
Student_2	:	Setelah semua siswa <i>join Google Meet</i> Mrs. Chyintia mengucapkan salam terlebih dahulu “ <i>Assalamualaikum Wr. Wb</i> ”, menyapa murid-muridnya dengan menggunakan Bahasa Inggris “ <i>Good Morning</i> ” dan menanyakan kabar “ <i>How are you?</i> ”. Disertai dengan bercanda, dan menanyakan yang belum <i>dating/join</i> siapa, yang gak masuk siapa aja..
Researcher	:	Bagaimana cara guru menyampaikan materinya khususnya <i>reading</i> kepada siswa ?
Student_2	:	Dibuka dengan bercanda dan diawali dengan menceritakan pengalaman pribadi tentang liburan gitu sih mas, mudah dipahami banget deh Mrs Chyintia mas
Researcher	:	Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris ?

Student_2	:	Media yang digunakan biasanya ada HP, Laptop, buku, LKS. Selanjutnya mas kadang ada tambahan materi sendiri dari Mrs Cyintia nanti biasanya di kirim lalu dibahas selanjutnya dibahas bersama-sama mas.
Researcher	:	Bagaimana responmu terhadap mata pelajaran Bahasa Inggris terutama jika kamu belajar tentang <i>recount text</i> yang disampaikan Mrs Chyintia,? coba jelaskan
Student_2	:	Ya paham sih mas, walaupun dibutuhkan proses tapi yang membuat saya paham sih ya karena bercerita tentang pengalaman pribadi, jadi mudah masuk dalam pemahaman ku mas
Researcher	:	Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris ?
Student_2	:	Kalau saya yang tadinya kurang aktif jadi ikut aktif sih mas, karena pelan-pelan sudah mulai paham dengan aoa yang Mrs Cyintia sampaikan mulai dari isi teks dan soal soal yang ada di dalam teks nya
Researcher	:	Apakah kamu dapat memahami tentang teks yang diberikan oleh Mrs Chyintia ?
Student_2	:	Paham sih mas inti dari isi teks itu saya sendiri paham mas, tapi kadang satu atau dua kata salah spelling mas kalau suruh baca sama Mrs Chyintia
Researcher	:	Apakah kamu bisa memahami kata kata yang ada dalam sebuah teks <i>recount</i> ?
Student_2	:	Ada yang bisa dan ada yang tidak bisa sih mas kalau Mrs Cyintia mereview atau menjelaskan ulang dengan Bahasa Indonesia saya paham mas. Biasanya aku langsung cari di kamus ku dulu sih mas
Researcher	:	Kesulitan apa saja yang kamu alami selama proses belajar <i>recount text</i> ?
Student_2	:	Kurang lebih kosakatanya kurang, <i>tenses</i> yang digunakan sering lupa mas biasanya kan kalau lampau pakainya apa kata apa <i>verb</i> berapa rumusnya sering lupa. Tapi kurang lebih aku paham sih mas

Researcher	:	Menurutmu bagaimana pembelajaran <i>reading recount text online</i> setelah setidaknya lebih dari satu kali kamu mengikutinya ?
Student_2	:	Ada kemajuan lah mas minimal saya dapat menerima, apa yang telah Mrs Chyintia kalau saya sendiri jadi ada greget nya belajar lagi mas tentang Bahasa Inggris jadi ingin tau lebih gitu
Researcher	:	Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan ?
Student_2	:	Dari tugas tugas dan ulangan harian sih mas biasanya nanti di gabung sama nilai tes akhir semester biasanya gitu

APPENDIX-5

Field Note of Interview with the Student_3

Title	:	Interview with the Student_3
Time	:	16 th March 2021
Place	:	Tenth Grade of IPA1
Student_3	:	Elsa Rahma D
Researcher	:	Fadel Fadhlurahman Irianto
Researcher	:	Maaf mengganggu waktu istirahatnya sebentar, ada beberapa hal yang ingin saya tanyakan mengenai proses belajar <i>recount text</i> tadi, bagaimana menurutmu sistem pembelajaran <i>online</i> ini ?
Student_3	:	Asyik sih mas ini sistem baru ini, tapi saya bisa dari jauh belajar nya, tapi kadang sulitnya tidak bisa banyak berdiskusi dengan teman teman yang lain, terkait tugas atau materi yang telah disampaikan oleh bu guru mas. Karena masa pandemi ini jadi arus bisa lebih aktif sendiri mencari informasi sih mas.
Researcher	:	Bagaimana cara guru memulai pelajarannya ?
Student_3	:	Setelah semua siswa <i>join Google Meet</i> Mrs. Chyintia mengucapkan salam terlebih dahulu " <i>Assalamualaikum Wr. Wb</i> ", menyapa murid-muridnya dengan Bahasa Inggris " <i>Good Morning</i> " dan menanyakan kabar " <i>How are you?</i> ". Disertai dengan bercanda, dan menanyakan yang belum <i>dating/join</i> siapa, yang gak masuk siapa aja, gitu mas.
Researcher	:	Bagaimana cara guru menyampaikan materinya khususnya <i>reading</i> kepada siswa ?
Student_3	:	Dengan menjelaskan fungsi sosial dari teks kalau khusus untuk <i>recount</i> mas kalau udah paham baru nanti dijelaskan materi dan dikasih contoh-contohnya oleh Mrs Chyintia mas
Researcher	:	Media apa yang guru gunakan untuk menyampaikan materi pelajaran Bahasa Inggris ?

Student_3	:	Untuk membantu pelajaran, media yang digunakan biasanya HP, Laptop, buku, LKS sudah itu aja paling mas, kadang ada tambahan materi sendiri dari Mrs Chyintia nanti biasanya dikirim lalu dibahas bersama-sama mas.
Researcher	:	Bagaimana responmu terhadap mata pelajaran Bahasa Inggris terutama past belajar tentang <i>recount text</i> yang disampaikan Mrs Chyintia, ?
Student_3	:	Ya paham mas pada akhirnya, tapi pas dijelaskan pertama-tama tidak paham mas, lama-lama ya paham, karena ngajar nya enak asiik fun gitu paling Cuma satu atau dua kata yang tidak paham nanti biasanya aku tanya mas
Researcher	:	Apakah kamu dan siswa lainnya aktif dalam setiap proses pembelajaran Bahasa Inggris ?
Student_3	:	Kalau saya ya aktif mas ya, karena saya ingin paham lebih mendalam, terkait <i>reading</i> mas, jadi kalau aku kurang paham langsung minta dijelaskan lagi mas agar lebih paham gitu
Researcher	:	Apakah kamu dapat memahami tentang teks yang diberikan oleh Mrs Chyintia ?
Student_3	:	Paham sih mas inti dari isi teks itu saya sendiri paham mas, tapi kadang satu atau dua kata salah <i>spelling</i> mas kalau suruh baca sama Mrs Chyintia
Researcher	:	Apakah kamu bisa memahami kata kata yang ada dalam sebuah teks <i>recount</i> ?
Student_3	:	Kalau saya ya bisa mas tapi kalau ada kesulitan biasanya aku cari di kamus, jika sudah ketemu dan jika kurang paham maksudnya, baru aku tanya pada Mrs Chyintia gitu sih mas
Researcher	:	Kesulitan apa saja yang kamu alami selama proses belajar <i>recount text</i> ?
Student_3	:	Kurang lebih cuma kosakatanya kurang

Researcher	:	Menurutmu bagaimana pembelajaran <i>reading recount text online</i> setelah setidaknya lebih dari satu kali kamu mengikutinya ?
Student_3	:	Ada kemajuan mas saya sendiri mendapat banyak kosa kata baru yang belum saya ketahui dan saya juga dapat menerima apa yang telah Mrs Chyintia sampaikan serta lebih kreatif dalam berpikir untuk mengerti apa maksud yang ada dalam sebuah teks serta membaca dengan cara spelling yang benar.
Researcher	:	Bagaimana cara guru memberi nilai siswa untuk setiap materi yang telah diajarkan ?
Student_3	:	Dari tugas tugas dan ulangan harian sih mas biasanya nanti di gabung sama nilai tes akhir semester biasanya gitu

APPENDIX-6

Interview on Problem in Online Teaching

Interviewer/Researcher	Informant/the English teacher of IPA I SMA Batik 2 Surakarta 2020/2021	Code
Apakah Ibu pernah mengalami kesulitan dalam hal mengajar kelas bahasa Inggris, khususnya recount text secara online ?	Ya, mas	Question_1/ Teacher_1
Kesulitan apa yang pertama kali Ibu alami pada saat mengajarkan recount text secara online ?	Saat pertama kali mengawali kelas, karena tidak semua siswa hadir	Question_2/ Teacher_1
Mengapa tidak semua siswa hadir, Bu ?	Karena ternyata tidak semua siswa memiliki HP mereka sendiri dan mereka masih berbagi HP dengan orang tua mereka. Disamping itu ada beberapa siswa tidak memiliki kuota atau kuota mereka habis saat proses pembelajaran online mulai berjalan. Ada pula yang terkendala sinyal, sehingga tidak dapat mengikuti proses pembelajaran. Pada intinya mereka kurang persiapan, Mas.	Question_3/ Teacher_1
Pembelajaran secara online di awal tahun ajaran ini masih merupakan hal baru bagi mereka ya, Bu ?	Betul, Mas.	Question_4/ Teacher_1

APPENDIX-7

Interview on Lack of Student's Interest

Interviewer/Researcher	Informant/the English teacher of IPA I SMA Batik 2 Surakarta 2020/2021	Code
Bagaimana tentang proses belajar mengajar bahasa Inggris recount text secara online yang masih perdana ini, Bu ?	Susah, mas	Question_1/ Teacher_1
Hal ini disebabkan masalah apa, Bu ?	Anak-anak cenderung lebih banyak diam. Hal ini dimungkinkan mereka masih banyak yang bingung dengan cara belajar yang baru ini.	Question_2/ Teacher_1
Menurut Ibu, kira-kira mengapa siswa-siswi lebih cenderung banyak diam ?	Mungkin karena mereka masih meraba-raba tentang apa yang akan kita bahas dalam kelas Bahasa Inggris dengan bahasan recount text ini. Ataupun mereka kurang tertarik dengan bacaan dalam Bahasa Inggris.	Question_3/ Teacher_1
Apakah Ibu sempat menanyakan mengapa siswa-siswi lebih banyak diam ?	Tentu saja, Mas. Hal ini terlihat pada raut muka mereka, saya bisa menebak kalau mereka kurang tertarik dengan bahasan recount text ini. Apalagi materi yang diberikan secara online, sehingga rasa ketertarikan individu itu susah nyambung, Mas.	Question_4/ Teacher_1

<p>Selain itu, Ibu, apalagi yang menunjukkan bahwa mereka kurang tertarik dengan bahasan recount text ini ?</p>	<p>Anak-anak hanya diam dan tidak bertanya apapun saat saya mengundang mereka untuk bertanya, kira-kira ada yang kurang jelas atau apakah ada yang ingin ditanyakan. Selain itu saat saya memberi pertanyaan tidak ada yang menjawab. Pada saat saya panggil nama, baru anak yang saya panggil Namanya itu bersedia menjawab.</p>	<p>Question_5/ Teacher_1</p>
<p>Apakah mereka menunjukkan ketertarikan saat diberikan text berjenis recount tersebut ?</p>	<p>Tanggapan mereka biasa saja, Mas. Saat saya minta siswa untuk membaca text tersebut, tidak ada yang unjuk gigi. Setelah saya tunjuk dengan memanggil nama siswa/siswi, baru anak mau membaca</p>	<p>Question_6/ Teacher_1</p>

APPENDIX-8

Interview on Problem in the Classroom Management

Interviewer/Researcher	Informant/the English teacher of IPA I SMA Batik 2 Surakarta 2020/2021	Code
Berapa jumlah siswa di kelas IPA I ini, Bu ?	36 siswa	Question_1/ Teacher_1
Ada berapa pertemuan kelas Bahasa Inggris dalam satu semester, Bu ?	14 (Empat belas) kali pertemuan	Question_2/ Teacher_1
Ada berapa kali pertemuan yang dipergunakan untuk membahas recount text ?	4 (Empat) kali pertemuan	Question_3/ Teacher_1
Menurut Ibu, apakah empat kali pertemuan itu cukup untuk membahas tentang recount text ?	Kurang sih, Mas	Question_4/ Teacher_1
Hal ini apa masalahnya, Bu ?	<p>Bagaimana ya, Mas Kalau pembelajaran secara offline atau bertemu tatap muka mungkin akan lebih mudah.</p> <p>Namun karena pembelajaran online ini merupakan masih hal baru bagi siswa maupun guru, maka hal tersebut menambah kendala bagi pemberian materi ini.</p> <p>Jumlah Siswa banyak, yang berarti juga masalah dan yang mereka hadapi berbeda-beda, dari kurangnya perbendaharaan kosakata dalam Bahasa Inggris, pengucapan kata, grammar, hingga kemampuan dalam memahami bacaan dan apalagi bacaan dalam Bahasa Inggris</p>	

APPENDIX-9

One of the students creatively composed his imaginative recount text

<input type="checkbox"/>	Nama : Ezar Pamadhan
<input type="checkbox"/>	no / Kelas : 21. / B IPA 1
<input type="checkbox"/>	
<input type="checkbox"/>	My magical Study
<input type="checkbox"/>	
<input type="checkbox"/>	Few months ago, I was a new student in this school
<input type="checkbox"/>	For young sorcerers. I registered to this school as
<input type="checkbox"/>	i wanted to experience different things. My parents
<input type="checkbox"/>	surely opposed my decision to study here.
<input type="checkbox"/>	But i could finally convince them.
<input type="checkbox"/>	
<input type="checkbox"/>	I was amazed and so shocked to see magical effects
<input type="checkbox"/>	at every corner of this school. And when I had
<input type="checkbox"/>	to choose my major, i chose to master potion for
<input type="checkbox"/>	conditioning mind and emotion. I did so because
<input type="checkbox"/>	good mind and emotion can help someone to get
<input type="checkbox"/>	through many stories of his or her life very well.
<input type="checkbox"/>	
<input type="checkbox"/>	My decision to join this sorcerer school was a very
<input type="checkbox"/>	good decision to make. I will never forget all
<input type="checkbox"/>	the studies and magical experiences here.
<input type="checkbox"/>	

APPENDIX-10
Students' Activities







APPENDIX-11**Daftar Siswa**

No.	No.. INDUK	NAMA	KETERANGAN
1	7611	ADILA PAMBUDIARTI	
2	7612	AHMAD FAUZIL ADZIM	
3	7613	AISYA PUTRI NUR AZIZAH	
4	7614	ANISA DYAH PITALOKA	
5	7615	ANNISA NUR RIZKYANTI	
6	7616	APRILIA HARTONO	
7	7617	ASTI FAUZIAH	
8	7618	BAYU PUTO HARDIKA	
9	7619	BUNGA VISTA APRILIANA	
10	7620	CHELSY LARASATI WIDODO	
11	7621	CHENIA AYU NURLITA	
12	7622	CHIKA SALSA ARDHANA	
13	7623	DEFIA KURNIA WARDANI	
14	7624	DELIA PUTRI DWI CAHYANINGTYAS	
15	7625	DELIA CANDRA HAPSARI	
16	7626	DIVANO AGUSTI BAGASKARA	
17	7627	DESTANIA AHYU PUTRI	
18	7628	DONNY SURYA KUSUMA	
19	7629	ELSA RAHMA DANI	
20	7630	ERLANG DAFFA FAKHRIZA	
21	7631	EZAR RAHMADHAN	
22	7632	FADLAN DERIAN DARMAWAN	
23	7633	HIKMAL YAHYA	
24	7634	JESSICA METHA AMELIA VEGA	
25	7635	KAHLIL ATHAAYAA ASWADANAN	
26	7636	LALANG CIPTA SAKTI	
27	7637	MUH DAFFA PUTRA AVIANTO	
28	7638	NOVA KUSUMANINGTYAS	
29	7639	OKKY PUSPANINGRUM	
30	7640	OKTA FERI KUSUMAWATI	
31	7641	RAFIQ JAILANI ABDUL HAFIZ	
32	7642	RICKY ARDY PRIAMBUDI	
33	7643	ROSA BERLIANA MAHARANI	
34	7644	SANDHA EKA PAKSI	
35	7645	STEVEN DARMA RENOVAN	
36	7646	TEKAD RAYYA DJATI SATRIYO	