

CHAPTER IV
FINDING OF THE RESEARCH

This chapter described the result of the findings of the research. To elaborate on this chapter, the writer obtained the data by distributing a questionnaire and interview to English teacher of SMP 2 Kaliwungu Kudus.

The research problem is about Teachers' strategies in teaching reading via online class of SMP 2 Kaliwungu kudas. The data gathered using a questionnaire which consists of 17 statements and an interview which consists of 5 questions. From the close-ended statements, there were 4 degrees of agreements; Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D). The writer divided score degrees of agreements SA (4), A (3), SD (2), D (1).

Table 4.1 Strategies Based on Result of Questionnaire (Strategies in Teaching Reading)

N O	Aspect	Statements	SA	A	SD	D	Total score
1.	Strategies in teaching reading	I use a certain strategy in teaching reading	2 50%	2 50%	0 0%	0 0%	15
2.		I use media in learning reading via online class	1 25%	3 75%	0 0%	0 0%	13
11.		I use lots of visuals such as pictures and videos to increase students/ interest in a text and add their understanding.	3 75%	1 25%	0 0%	0 0%	15
13.		I use interesting methods in learning reading via online class.	1 25%	3 75%	0 0%	0 0%	13
14.		I use WhatsApp or zoom application to teach reading via online class.	4 100%	0 0%	0 0%	0 0%	16

16.		During reading via online class, I ask students to use skimming and scanning strategies.	2 50%	2 50%	0 0%	0 0%	15
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Based on the questionnaire answers of English teacher above. In this aspect there are six points which showed, the teachers used WhatsApp or zoom application to teach reading via online class, it has the highest score which proved by number score 16. It shows the teacher preferred to use WhatsApp to teach reading via online class. Meanwhile, English teachers in SMP 2 Kaliwungu kodus showed they are not sure to use media and interesting methods in teaching reading via online class which is proved by number score 13, it is categorized lowest score in this aspect.

Table 4.2 Teaching Reading (Pre-Teaching Aspect)

NO	Aspect	Statements	SA	A	SD	D	Total score
3.	Pre-teaching	During the pre-reading, I ask question or give some clue based on title of the text.	4 100%	0 0%	0 0%	0 0%	16
4.		I ask students to find the main idea of each paragraph before reading the whole text.	1 25%	3 75%	0 0%	0 0%	13
5.		I explain the goal of reading before discussing the topic.	4 100%	0 0%	0 0%	0 0%	16

In this aspect there are 3 points which showed, before teaching reading, the teachers of SMP 2 Kaliwungu Kudus ask questions or give some clue based on the title and explain the goal of reading. Points 3 and 5 have the highest score which is proved by number score 16.

Table 4.3 Teaching Reading (Whilst-teaching Aspect)

NO	Aspect	Statements	SA	A	SD	D	Total score
6.	Whilst-teaching	I ask students to identify the generic structure and language features after reading a text.	4 100%	0 0%	0 0%	0 0%	16
7.		I ask students to read the text with correct pronunciation and intonation.	3 75%	1 25%	0 0%	0 0%	15
8.		I ask students to open a dictionary to look up difficult words' meanings.	2 50%	2 50%	0 0%	0 0%	15
9.		I ask students to write the difficult words on via chat after reading the text.	0 0%	4 100%	0 0%	0 0%	12
17.		I let students to ask when they get difficulty in joining my online class.	2 50%	2 50%	0 0%	0 0%	15

Based on the answers of English teachers above the Teachers' strategies in teaching reading via online class of SMP 2 Kaliwungu Kudus. Through these questionnaires can explain that the highest score proved by number score 16 which showed the teacher ask students to identify the generic structure and language feature after reading a text. Meanwhile, teachers did not ask students to write difficult words which proved by number score 12, it is mean statement number nine has the lowest score.

Table 4.4 Teaching Reading (Post-Teaching Aspect)

NO	Aspect	Statements	SA	A	SD	D	Total score
10.	Post-teaching	I give lots of questions and translate them into Bahasa Indonesia to help students to answer the questions.	2 50%	0 0%	2 50%	0 0%	12
12.		I instruct students to summarize a reading text.	1 25%	1 25%	2 50%	0 0%	11
15.		I check the student's task via online class.	2 50%	2 50%	0 0%	0 0%	15

Based on the questionnaire answers of English teacher above. There are 3 points in these aspects which showed, teachers of SMP 2 Kaliwungu Kudus not sure instruct the students to summarize a text which proved by number score 11 and it is categorized lowest score in this aspect. Meanwhile, the teachers check students' tasks with has the highest score which proved by number score 15.

Table 4. Teachers' strategies in Teaching Reading Via Online Class of SMP 2 Kaliwungu Kudus Based on Interview.

Beside the questionnaire, the writer used an interview to strengthen the data. based on the result above, there are five questions given by the writer. The researcher collected the data from four English teachers in SMP 2 Kaliwungu Kudus.

Table 4.1 Teachers' strategies in Teaching Reading Via Online Class of SMP 2 Kaliwungu Kudus Based on Interview.

English Teachers of SMP 2 Kaliwungu Kudus	Answer
Teacher I	<ul style="list-style-type: none"> • Teachers can manage the learning process. • Ask students to find the topic of the text, difficult vocabulary and give some questions. • Interesting. • The students cannot ask the teacher orally or spontaneously • WhatsApp application and google classroom
Teacher II	<ul style="list-style-type: none"> • Can guide students when they get difficulties in the learning process. • Give questions to guide the students' understanding. • Students feel happy • Students think that to understand a text they must know the meaning of vocabulary. • WhatsApp application
Teacher III	<ul style="list-style-type: none"> • Because with effective strategies, teachers can optimize in teaching. • Ask students to find the topic and find the main idea.

	<ul style="list-style-type: none"> • Students need encouragement. • Students have difficulties, especially unfamiliar words. • WhatsApp and google classroom
Teacher IV	<ul style="list-style-type: none"> • Can control student's abilities regularly. • Pre-reading, while reading and post-reading • Interesting • Some students still confused to get the meaning of the text and need more time. • WhatsApp application

The researcher chooses 4 English teachers of SMP 2 Kaliwungu Kudus to be the interviewee. The result is shown below:

When the researcher asked about the teachers' strategies in teaching reading via online class of SMP 2 Kaliwungu Kudus, each English teacher has different answers. So, the researcher noted it. The English Teachers' answer is; all of the English teachers are use WhatsApp or google classroom application, each teacher have different strategies in teaching reading via online class, each student have different responses during teaching reading via online class.