

CHAPTER V

DISCUSSION

In this chapter, the writer discussed further data based on two research findings. The discussion is about the Teachers' strategies in teaching reading via online class.

5. Teachers' strategies in Teaching Reading Via Online Class of SMP 2 Kaliwungu Kudus.

From the data findings of the research, this study researcher used a questionnaire taken from Nugroho, Anggani, and Hartono (2019) and interview. Interview is used to strengthen data. And then the questionnaire is used to collect data about Teachers' strategies in teaching reading via online class of SMP 2 Kaliwungu Kudus. The explanation as followed:

5.1 Strategies in Teaching Reading Aspect

There are 6 points in these aspects. The first point by statement number 1 "I use a certain strategy in teaching reading". From point number 1 has score 15 with the percentage 50% for strongly agree (SA) and 50% for agree (A) while no one expressed strongly disagree and disagree. It means there are 2 teachers who choose strongly agree (SA) and 2 teachers who choose agree (A). It means the teachers was preferred to use a certain strategy in teaching reading.

The second point on statement number 2 "I use media in learning reading via online class". It has score 13 with the percentage 25% for strongly agree (SA) and 75% for agree (A). There is a teacher who chooses strongly agree (SA) and 3 teachers who choose agree (A). It means most of the teachers agree (A) use media in learning reading via online class.

The next point is "I use a lot of visuals such as picture and video to increase students or interest in a text and add their understanding" which showed by statement number 11. This point has score number 15 with the percentage 75% for strongly agree (SA) and 25% for agree (A). There are three teachers who

choose strongly and one teacher who chooses to agree. It means most of the teachers strongly agree to use the picture to increased students' understanding.

The fourth point is “I use interesting methods in learning reading via online class” which showed by statement number 13 with a percentage 25% for strongly agree (SA) and 75% for agree (A). It means three teachers who choose agree (A) and one teacher who choose strongly agree (SA). So, it concludes that most of the teachers agree to use the interested method. Thus, the statement was proved by score number 13.

The fifth is “I use WhatsApp or zoom application to teach reading via online class” it showed by statement number 14. There are four teachers who choose strongly agree (SA) with a percentage 100% for strongly agree (SA). It means all of the teachers strongly agree and sure used WhatsApp or zoom application to teach reading via online class. This statement got the highest score, it was proved by score number 16.

The last is “I use scanning or skimming strategies to teach reading via online class” it showed by statement number sixteenth with the percentage 50% for strongly agree (SA) and 50% for agree (A). It means there are two teachers who choose strongly agree (SA) and two teachers who choose agree (A) which proved by score number 15. Based on the result, all of the teachers were preferred to use skimming or scanning strategies to teach reading.

The result of strategies in teaching reading aspect shows that the English teacher agreed to use visual media such as pictures or videos. Another way teachers agree to use scanning or skimming strategies in teaching reading which is proved by number score 15. Then, the teachers strongly agree to use WhatsApp or zoom application to teach reading via online class which is proved by number score 16, it is categorized the highest score in these aspects. And based on an interview with English teachers in SMP 2 Kaliwungu Kudus, all of the teachers are sure to use WhatsApp as a media to teach reading via online class and some of them used google classroom. It is more efficient to teach via online class during

this pandemic COVID-19 but the students cannot ask the teacher orally or spontaneously. According to Levie and Lenzt (2013;192), visual media are able to make easily understanding and unifying of remembering. It gives students the result of teaching and learning more effectively and efficiently as well as possible like re-remembering and knowing the material.

5.2 Pre-Teaching Aspect

There are three points in the pre-teaching aspect. The first point by statement number three is “During pre-reading, I ask a question or give some clue based on the title of the text” The third statement shows 4 teachers who choose strongly agree (SA). This statement is the highest score with the percentage 100% for strongly agree (SA). It means all of the teachers strongly agree (SA) give some clue or question based on the title during the pre-reading which proved by score number 16.

The second point is “I ask students to find the main idea of each paragraph before reading the whole text”. This point showed by statement number four. It has a score of 13 with the percentage 25% for strongly agree (SA) and 75% for agree (A). There is a teacher who chooses strongly agree (SA) and three teachers who choose agree (A). It means most of the teachers choose to agree with the statement the teacher asks students to find the main idea of each paragraph before reading the whole text.

The last point is “I explain the goal of reading before discussing the topic”. It showed by statement number 5. There are 4 teachers who choose strongly agree (SA) with a percentage 100% for strongly agree (SA). Based on the result “the teacher explains the goal of reading discussing the topic” got the highest score. It was proved by the score number 16.

The result of the pre-teaching aspect shows before reading a text most of the teacher chooses to give some of the clue or explain the goal of reading which is proved by number score 16, it is categorized the highest score in this aspect. And based on an interview with English teachers in SMP 2 Kaliwungu kudas,

they were given questions to guide the students' understanding as a strategy before teaching reading. Through pre-reading strategies, teachers can help students build and active background knowledge on the subject matter contained in the text. Mihara (2011) explains that comprehending a text is an interpretive process involving the reader's background knowledge and the text itself.

5.3 Whilst-teaching Aspect

There are 5 points in the whilst-teaching aspect. The first point by statement number six "I ask students to identify the generic structure and language feature after reading a text" it showed there are 4 teachers who choose strongly agree (SA). This statement is categorized as the highest score with the percentage 100% for strongly agree (SA). It means all of the teachers strongly agree (SA) which proved by score number 16.

The second point by statement number 7 "I ask students to read the text with correct pronunciation and intonation" it has a score of 15 with the percentage 75% for strongly agree (SA) and 25% for agree (A) while no one expressed strongly disagree and disagree. it shows three teachers who choose strongly agree (SA) and one teacher who choose agree (A). It means most of the teachers strongly agree to ask the students to read the text with correct pronunciation and intonation.

The third point by statement number 8 "I ask the student to open a dictionary to look up difficult words' meaning". There are two teachers who choose strongly agree (SA) and two teachers who choose agree (A) with the percentage 50% for strongly agree (SA) and 50% for agree (A). It means that the teacher ask students to should open the dictionary when they found difficult words. This statement was proved by the score number 15.

Next point by statement number 9 "I ask students to write the difficult words on via chat after reading a text" it has a score 12 with the percentage 100% for agree (A). there are 4 teachers who choose agree (A) while no one expressed

strongly agree, strongly disagree, and disagree. It means all of the teachers agree (A) that the teachers ask students to write difficult words after reading the text.

The last point by statement number 17 “I let students to ask when they get difficulty in joining my online class”. There two teachers who choose strongly agree (SA) and two teachers who choose agree (A) with the percentage 50% for strongly agree (SA) and 50% for agree (A). It means that students asked the teacher when they got difficulty in joining online class which proved by score number 15.

The result of while teaching aspect, the highest score got by statement number six “I asked students to identify the generic structure and language feature after reading a text” which proved by score number 16. It means the teachers are sure to ask students to identify the generic structure and language features after reading a text. Meanwhile, the lowest score of this aspect got by statement number 9 which proved by number score 12. It means not all the teachers asked students to write difficult words. According to Steve Mckee (2012), while reading is a very important part of an individual’s personal and educational growth, it is the concept of comprehension that maybe even more important. Meanwhile, the interview of English teachers in SMP 2 Kaliwungu Kudus concludes that in process of teaching reading sometimes they asked students to find the topic and find the main idea. The teachers also said that to get the main idea the students should know the meaning of vocabulary.

5.4 Post-Teaching Aspect

There are 3 points in post-teaching aspects. The first point by statement number 10 “I give a lot of questions and translate them into Bahasa Indonesia to help students to answer the questions” it shows 50% for strongly agree (SA) and 50% for strongly disagree (SD). There are two teachers who choose strongly agree (SA) and two teachers who choose strongly disagree (SD). It means not all the teachers give a lot of questions and translate it into Bahasa Indonesia to help

students answer the questions. Thus, the statement was proved by the score number 12.

The second point by statement number 12 “I instruct students to summarize a reading text” it shows the percentage 25% for strongly agree (SA), 25% for agree (A), and 50% strongly disagree (SD). There are two teachers who choose strongly disagree (SD), 1 teacher who choose strongly agree (SA), and 1 teacher who choose agree (A). Based on the result statement number twelve got the lowest score, it was proved by score number 11. It means not all teachers instruct the students to summarize a reading text.

The last point by statement number 15 “I check students task via online class” with the percentage 50% for strongly agree (SA) and 50% for agree (A). There are two teachers who choose strongly agree (SA) and two teachers who choose agree (A). It is categorized as the highest score from this aspect which proved by score number 15.

The result of this aspect, the highest score got by statement number 15. It means the teachers are sure to checked students’ tasks after they did the assignment from the teachers. And the lowest score from this aspect got by statement number 12, which means not all the teachers were instructed the students to make a summarize. The writer also interviews the English teachers of SMP 2 Kaliwungu Kudus which concludes that the teachers do post-reading to check students' ability and understanding, and some of the students still confused to get the meaning of the text. Post-reading strategies aimed to see how far students comprehend the text that had been learned. It is in line with what Brown (2001:12) said that in post-reading strategies, students are supposed to apply what they possess.