The Strategies Applied by English Teachers in Teaching Reading Comprehension: Situation of Post Covid-19 Pandemic

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Abstract: There are many strategies that educators can use to support successful learning in the classroom, especially for teachers of English, with all the preconditions needed for educators to use learning strategies appropriate to students' situations and circumstances that greatly depend on the situation and the problems that arise. Faced with more complex situations, with all the hassle existing in determining learning strategies, the covid-19 pandemic arrived which interrupted the application of learning strategies as students had to stay at home and wiped out the teacher-student interaction for several years after pandemic covid-19 over. By using a qualitative descriptive research method used to analyze events, phenomena, and social conditions that are well suited to what all levels of society and even the whole country are facing, namely the covid-19 pandemic. The results of this study show that The teachers' strategies applied by English teachers in teaching reading comprehension post-pandemic covid-19 is teacher-activated background knowledge of students, reading aloud together, using a dictionary to find the meaning of difficult words, and explaining again the message of the text, the last teacher asked students to answer the question of the text, teachers' problems in teaching reading comprehension post-pandemic covid-19 the low interest of students to study English, the students making noise in the classroom, and the students being lazy, the teacher's strategy solved the problems were teachers always motivated students to study hard, especially in English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.

Keywords: Strategies, Reading Comprehension, Teacher-Student Interaction, Successful Learning

INTRODUCTION

There are many reasons why getting students to read English text is an important part of the teacher's job. In the first place, many of them want the students to be able to read texts in English, either for their careers, for studying in the classroom, or simply for pleasure. Anything teachers can do to make reading easier for the student must be a good idea.

Reading also provides opportunities to study language: vocabulary, grammar, punctuation, and the way to construct paragraphs and texts. Reading along with listening is sometimes viewed as a passive skill. There are of course similarities between reading and non-interactive listening (that is listening to a monologue, news broadcast, and lecture.). Both involve processing ideas generated by others that are transmitted through language. Both involve highly complex cognitive processing operations of course there are important differences. Listening is ephemeral: the words are gone as soon as they are uttered, whereas the written word is permanent, and can be revisited. It involves the processing of written language

Role-By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading with strategies, teachers help their students to develop both the ability and the confidence to handle communication they may encounter beyond the classroom. In this way, the teachers give their students the foundations for communicative competence in the new language. Effective English teachers show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help the student to develop a set of reading strategies and match appropriate strategies to each reading situation.

English teachers must know to become good teachers concerning their job. They must know how to teach English well. For instance, when they are teaching reading comprehension, they must have knowledge and strategies on how to teach them, also they have to know the principles and methodology of teaching reading, so they can send the message of the learning to the students. There are many strategies that teachers can use when they are teaching reading comprehension. Some of them are by using authentic material and approaches, reading aloud in the classroom, comprehending questions, checking the level of difficulty of the text, use pre-reading activities to prepare students for reading. In addition, teachers also may use other strategies such as developing the vocabulary of children, not continuing reading without understanding, grasping the heart of the matter, using contextual clues, teaching reading strategies, visualizing what is written, providing a variety of reading purpose, identify texts and tasks, and so on.

However Educational institutes have closed worldwide due to the outbreak of covid-19 pandemic, which resulted in the disruption of the learning process, during these 2 years students had to learn online making the interaction between students and teachers lost, especially in reading comprehension which requires direct guidance and supervision from the teacher to find out whether the readings read by students are true or not, whether students see and

understand the content of what is written, does the student spell or pronounce what is written correctly.

This study aims to investigate the teachers' strategies applied by English teachers in teaching reading comprehension in post covid-19 pandemic. Besides, it also finds out problem of English teachers in teaching reading comprehension in post covid-19 pandemic. Besides, this study also fills out the appropriate strategies implemented by English teachers in post covid-19 pandemic, whether there is difference during and after covid-19 pandemic. It means that, the English teachers' strategies used in teaching reading comprehension is getting change that influenced by covid-19 pandemic which handled totally online learning.

Moreover, there are several previous studies that have strong connection with this current study. Susilowati (2013) concluded that there were two main points found. The first, is the teacher's strategy for managing a large class in teaching English. The second, the problems faced by the teachers and the students during implementing the teaching strategies and the solutions for the large class. Setiawan (2014) pointed out that the teachers in that school used various strategies in teaching reading comprehension. The strategies were not too effective because the teacher cannot combine the strategies well. In another scope, Janatun (2013) concluded that the teachers used various strategies in teaching listening. The strategies used by teachers are categorized as bottom-up, top-down, and metacognitive.

Other previous researches indicated the various strategies used by English teachers in teaching reading before covid-19 pandemic. The teachers applied three types of stages in teaching reading namely pre-reading, temporary reading, and post-reading stages (Ahmad, 2013; Harida, 2016; Rully, 2017). Muslaini (2017) reported that the result of the research was about the strategies that teachers should use in teaching reading comprehension. She said that the more strategies used in teaching reading comprehension, the result would be better.

METHOD

This study used qualitative approach which described and interpreted the object of research. It meant that this research described the English teachers' strategies in teaching reading comprehension in situation of post covid-19 pandemic.

The Research Participant

The participants of this research were two English teachers in the school of SMP Negeri 1 Suppa.

The Research Instruments

This research used observation and interview as the research instruments. The researchers were a key instrument, then used interviews and observation. The interview was a verbal communication, similar to a conversation to take the information. The researchers focused on asking the teachers about the strategies for teaching reading comprehension at SMP Negeri 1 Suppa. In this research, the researchers asked the teachers of English about strategies in teaching, the strategy applied in teaching reading comprehension in situation of post covid-19

pandemic, problems in teaching, and the way solved the problems.

The Analysis of Research Data

The analysis of research data used as follows;

1. Data managing involves creating and organizing data collected during the study.

2. Reading involves reading the field notes, transcripts, and memos, and observing comments to get a sense of the data.

3. Classifying that is ordering field notes or transcription into categories that represent a different aspect of data.

4. Interpreting data by identifying and abstracting important understanding from the detail and complexity of the data.

FINDINGS AND DISCUSSION

There are two points in this section, namely findings and discussion. The following part is the description of each point in detail.

Findings

Before describing the strategy applied by English teachers in teaching reading comprehension in post covid-19 pandemic, the researcherss describe the setting of the research as a general result of this thesis. SMP Negeri 1 Suppa, Pinrang regency, South Sulawesi is a school that has built on a field is 6,820 meters square. The school was built on 19 June 1965. The school was placed on Ambo siraje Street, Majennang village. The school is surrounded by the housing of societies. The findings of this research divided into three parts, namely the teachers'

strategies applied by English teachers in teaching reading comprehension in post covid-19 pandemic, the problems of English teachers in teaching reading comprehension in post covid-19 pandemic and teacher's strategies to solve the problem in teaching comprehension in post covid-19 pandemic.

1. The Teachers' Strategies Applied by English Teachers in Teaching Reading Comprehension in Post Covid-19 Pandemic

The teaching process was a giving helping process by the teacher to the students in the learning process. To get successful teaching, needed a good strategy. In other words, teachers needed strategy if they want to succeed in their teaching because strategy is a plan that intends to use potential to improve affectivity and efficiency in learning. The teaching strategy consists of learning material and procedures that are used to help students to achieve the purpose of learning. By using a teaching strategy the learning process will be more successful.

Every teacher must think about whatever must be prepared for learning so that the learning process can be a success. A good teacher not only gives the learning material to the students, but also she/he gives advice, guidance, motivation, and humor so that the learning process can interest the students. Then, teachers had to master teaching strategy because teaching strategy helps teachers to handle the learning so that the purpose of learning can be achieved.

Based on the result of the interview and observation by the researchers, generally, there

were two strategies of teachers in teaching reading comprehension in post covid-19 pandemic. They were activating the background knowledge of students and teaching for comprehension. In aspect of activating background knowledge of students, based on the result of interview by researchers with the English teachers at SMPN 1 Suppa, they said that in teaching reading comprehension they always activate background knowledge of students to brainstorming students in learning process. The teacher said:

"setelah covid-19 strategi saya dalam mengajar reading comprehension adalah terlebih dulu saya aktifkan background knowledge mereka. Saya ajukan beberapa pertanyaan yang berhubungan dengan teks yang akan dibaca. Hal ini saya lakukan untuk merangsang otak mereka untuk berfikir dan belajar."

In English "After covid-19 pandemic, my strategy in teaching reading comprehension is that I activated their background knowledge first. I asked several questions related to the text to be read. I do this to stimulate their brains to think and learn." Another teacher said:

"Dalam pembelajaran reading, hal yang pertama kali saya lakukan adalah bertanya kepada siswa mengenai hal yang mereka ketahui tentang bacaan tersebut."

In aspect of teaching for comprehending, another strategy of the teacher in teaching reading comprehension was taught for comprehension. In the strategy, the teacher read the text first and then asked students to read together or read one by one and translated the text. Based on the result of the interview by the researchers, the teachers said:

"Dalam pembelajaran reading comprehension, biasanya setelah mengaktifkan background knowledge siswa, maka saya membaca teks tersebut. Apa lagi setelah masa pancemic Covid-19, banyak siswa yang tinggal di rumah dan tidak belajar apalagi dalam pembelajaran bahasa inggris. Kemudian saya minta siswa untuk membaca satu persatu atau bersama-sama sambil menerjemahkan teks yang dibaca. Ini untuk melatih pronounciation mereka. Jika ada kata-kata sulit saya suruh mereka mencari artinya di dalam kamus. Kemudian. Saya jelaskan kembali isi teks itu dan setelah mereka paham saya suruh mereka untuk menjawab pertanyaan dari teks itu."

In English: in reading comprehension learning, usually after activating the students' background knowledge, then after the Covid-19 pandemic, many students stayed at home and did not study, especially in learning English. I read the text. Then I ask students to read one by one or together while translating the text they are reading. This is to practice their pronunciation. If there are difficult words, I tell them to look up their meaning in the dictionary. Then. I explained the contents of the text again and after they understood I told them to answer questions from the text. Another teacher said:

"Setelah backgroundknowledge siswa saya aktifkan, biasanya saya yang membaca text lebih dulu, kemudian saya menyuruh siswa membaca satu persatu. Kemudian saya suruh siswa melihat arti katakata sulit dikamus. Setelah itu saya jelaskan arti secara keseluruhan isi text tersebut. Terakhir, saya menanyakan apakah mereka sudah mengerti. jika sudah mengerti, saya minta menjawab pertanyaan yang ada di buku."

In English: After I activate background knowledge of my students, usually I read the text first, then I tell students to read one by one. Then I

asked the students to look up the meaning of difficult words in the dictionary. After that I explain the meaning of the whole contents of the text. Finally, I asked if they understood. if you understand, I ask you to answer the questions in the book.

The results of the interview above were appropriate with the result of observation by the researchers to the learning process at SMPN 1 Suppa where the teacher activated the background knowledge of the students and read the text first while they are teaching reading comprehension. Then, students read a text and translated it together. When they find difficult words teacher asked them to find the meaning in the dictionary. In the last, students answered the questions based on the text.

Then, based on the result of the interview by a researchers with an English teacher at SMPN 1 Suppa, the strategy that teachers always used in teaching reading comprehension was the demonstration strategy or reading aloud. In other words, it was taught for comprehension. The teacher said:

"Strategy mengajar reading comprehension yang paling bagus adalah strategi demonstrasi atau reading aloud dan translate bersama-sama, karena dengan Strategi ini dapat melatih pronounciation dan pemahaman siswa terhadap text,"

In English: The best strategy for teaching reading comprehension is a demonstration strategy or reading aloud and translate together, because this strategy can train students' pronunciation and understanding of the text. The statement above was appropriate with the result of observation by the researchers that the English teacher always asked the students to read together the text. It was also appropriate with the

result of the interview by a researchers with the students at SMP Negeri 1 Suppa. They said that the teacher always asked students to read together a text and then translated it together.

In other words, generally, the strategies of teachers in teaching reading comprehension at SMP Negeri 1 Suppa can be seen in the table below:

No	Strategies	Teachers	
		Informant 1	Informant 2
1.	Activating background knowledge	√	√
2.	Cultivating vocabulary	-	-
3.	Teaching for comprehension	√	√
4.	Increasing reading rate	-	-
5.	Verifying reading	-	-
6.	Evaluating strategies	-	-
7.	Teaching reading strategies	-	-

After that, based on the result of observation by the researchers, the strategies of the English teachers depend on the skill that will be achieved in learning. As stated by the English teacher:

"Strategi mengajar yang biasa kami lakukan adalah tergantung pada skill apa yang harus dicapai oleh siswa. Karena dalam pelajaran bahasa inggris itu ada empat skill yang harus dicapai siswa yaitu listening, reading, speaking dan writing. Kalau misalnya skill yang harus dicapai itu adalah listening, maka biasanya kami membacakan sebuah cerita pendek dan sederhana dan kami suruh siswa untuk mendengarkan. Setelah itu kami minta mereka untuk menceritakan kembali atau menuliskan beberapa kalimat yang mereka ingat dari

cerita yang dibacakan itu. Kemudian, Jika skill yang harus dicapai itu adalah speaking misalnya, maka strategi yang saya gunakan adalah role playing atau conversation di depan kelas."

In English: The teaching strategy that we usually do is depending on what skills students have to achieve. Because in learning English there are four skills that students must achieve, namely listening, reading, speaking and writing. If for example the skill to be achieved is listening, then we usually read a short and simple story and we ask students to listen. After that we asked them to retell or write down a few sentences that they remembered from the story that was read. Then, if the skill to be achieved is speaking for example, then the strategy I use is role playing or conversation in front of the class.

Based on the interview by the researcherss with the English teachers at SMPN 1 Suppa, before starting a lesson teacher always prepared a teaching plan. They were; a lesson plan that consists of the purpose of learning, learning material, and process of learning, motivation to the students to study hard when they got a low score, made humor when the students are bored.

Then, there were some steps that the teacher has done in learning; they were:

a. Opening, the teacher checked the absent students. Then she asked the students about the last subject and gave a preview of the new lesson.

b. Brainstorming, the teacher related the subject to the real-life students and activated their background knowledge.

c. Instruction, the teacher presented the subject to the students and checked their understanding of the subject by asking the question" did you understand? Or which one you didn't know?" Then, the teacher gave the assignment to the students.

d. Closing, the teacher gave homework to the students. Sometimes she gave motivation to students at the end of a lesson. The result of the interview above was appropriate to the result of observation by a researcher of the learning process at SMP Negeri 1 Suppa.

2. The Problems of English Teachers in Teaching Reading Comprehension in Post Covid-19 Pandemic

The teaching strategy was an important thing in the learning process. Without a strategy, the teaching process might be failed or not be effective, and the purpose of learning could not be achieved. In this section, the strategy meant the plans of the teacher in the teaching process to achieve a particular purpose, especially in teaching reading comprehension at SMP Negeri 1 Suppa. Every teacher needed strategy in their teaching if they want to be a success in their job.

In addition, teachers need to draw attention to students so they are not bored with the lesson. Also, teachers needed motivated students to learn so they are interested to learn. Finally, the process of learning was enjoyable for students. The teaching process was not always can be a success. Even though the teacher had planned the process of learning, sometimes they

found problems in the teaching so that the purpose of learning could not be achieved.

Based on the result of research by the researchers at SMP N 1 Suppa, there were some problems for teachers in teaching reading comprehension post-pandemic covid-19, as follows:

a.   Students make noise

The problems also derived from the students who always make a noise when the teacher gave the lesson. The students did that because their parents were less careful with them at home so they were always overacting in the classroom. If the teacher is angry of course it was disturbed the learning process and the purpose of learning could not be achieved because the time was wasted on anger only.

b.   The low spirit of students in learning

When the teacher explained a lesson, there were some students sleepy, did not attention to the lesson, and did not participate in the learning process. Then, when the teacher gave the assignment, they did not do it. It was appropriate with the result of observation by the researchers where the students were lazy to learn. The students come and sit down only in the classroom.

c.   The low vocabulary of students

Based on the result of the interview by the researchers with an English teacher at SMP Negeri 1 Suppa that vocabulary was also a problem in teaching reading comprehension. The vocabulary of students in English was still low. The students had difficulties when they find

difficult words in a text, so the teacher asked students to find the meaning of the words in the dictionary. It was a wasted time also.

3.   Teacher's Strategies to Solve Problems in Teaching Reading Comprehension in Post Covid-19 Pandemic

As mentioned in previous part, the purpose of learning is always could not be achieved. It was because there were some problems that the teacher found in the process of teaching. A successful teacher was a teacher who could solve the problems that arise in the teaching process. Giving pieces of advice or motivation to students is a good strategy for the teacher to solve the problems in teaching.

Based on the result of the interview by the researchers with the English teacher at SMP Negeri 1 Suppa, there were some strategies to solve the problems in teaching.

a.   Teachers gave motivation and suggestions to students

To solve the problems of students who disliked English; the teacher always gave motivation and suggestions to them. The English teacher said to students that English was very important to their life in the future. Also, teachers said that English was an international language, so students had to master English if they want to succeed in their life

b.   Teachers gave warnings or advice to students

Based on the observation by the researchers, to solve students who make a noise in the

classroom, the teacher gave a warning or advice to the students first. If the students still did that, the teacher asked the students to stand up in front of the class or move and separate the place of them.

It was appropriate with the result of interview by researchers with the English teacher at SMP 1 Suppa, where teacher said:

"biasanya terhadap siswa yang suka ribut pertama saya tegur atau nasehati. Kemudian jika siswa itu masih ribut juga saya suruh mereka berdiri di depan kelas atau saya pisahkan tempat duduknya agar tidak ribut lagi."

In English: Usually for students who like to make noise, I first warn or advise them. Then, if the students are still noisy, I will tell them to stand in front of the class or I will separate their seats so there will be no more noise.

c.   Teachers moved the place of students sit

For students who were sleepy and lazy to learn, the teacher asked them to move their place in front of the teacher. Besides, the teacher gave rewards to the students who have finished the assignment on time. For example, gave praise to students. The praise motivated students to pay attention to the lesson and not keep silent only in the classroom

d.   Enrich the vocabulary of students

To increase the vocabulary of students, teacher listed the vocabulary and asked student found the meaning in the dictionary. After that, teacher asked students memorized it. But it was not success because students were lazy memorized

the vocabulary and did not care about it. The teacher said:

"Untuk meningkatkan vocabulary siswa biasanya saya tuliskan kata-kata sulit dan saya suruh siswa mencari artinya di kamus. Setelah itu saya suruh siswa untuk menghafalnya tapi jarang berhasil karena mereka malas dan kurang perduli terhadap hal itu."

In English: To increase students' vocabulary, I usually write down difficult words and ask students to look up their meaning in the dictionary. After that I told students to memorize it but rarely succeeded because they were lazy and didn't care about it.

Based on the result of the interview and observation by the researchers, it can be concluded that the teachers' strategies to solve the problems in teaching reading comprehension at SMPN 1 Suppa were teachers always motivated students to study hard, especially for English, advised the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class and enrich vocabulary.

Discussion

The teaching process was an activity in the education field by a teacher to form the character of students to behave better. Also, the teaching process was the job of the teacher to help students learn to achieve the purpose of learning. In the teaching process teacher needed strategy because it helped the teacher manage the process of learning to be a

success. To implement the strategy some factors must be considered by the teacher. They were the type of material, the aim of learning, the interest and motivation of students, the cultural background of students, the time of learning, teaching media, and the problems that might be raised in the learning process.

Based on the result of the interview and observation by the researchers had been known that the teachers' strategies applied by English teachers in teaching reading comprehension in post covid-19 pandemic were teacher-activated background knowledge of students reading aloud together, using a dictionary to find the meaning of difficult words and explain again the message of the text. The last teacher asked students to answer the question of the text.

In the implementation of the strategy teachers also considered the condition of the students and the situation of the class in the school. It can be concluded that the English teacher at SMP Negeri 1 Suppa always effort to increase the result of learning, but sometimes it was not a success because of some problems. For example, the low interest of students in English, the students make noise in the classroom, and the students are lazy. These problems make the purpose of learning could not be achieved sometimes.

Even though, teachers always motivated students to study hard, especially in English, advised the students who make a noise or when they were sleepy, moved the place of students when they made a noise, and gave rewards to the students who study hard and got high scores in the class.

Teacher success had to master strategies in teaching to increase the result of learning. Many strategies that teachers could use in teaching English, for example in teaching reading comprehension. As stated by Nunan (2003) there were six strategies in teaching reading comprehension that helped teachers increase the result of learning. The strategies were to activate the prior knowledge of students, cultivated vocabulary by teaching guessing to students, teach comprehension by reading aloud together, increase the reading rate by reading over and over, verify reading strategies, and evaluate strategies. Then, Philips in Hadley (2001) suggest five strategies for reading instruction that can be used in the classroom; they were brainstorming to generate ideas in the text, teaching skimming and scanning to students, teaching guessing for unknown words, checking the comprehension of students to text, and teaching reading strategies. This also supports Styati and Khasanah (2022) researched about task-based activities in teaching reading comprehension than conventional teaching.

But based on the result of observation and interview by a researcher at SMP Negeri 1 Suppa, the teacher used two strategies in teaching reading strategies only; they activated background knowledge of students or brainstorming strategies and reading aloud together in the classroom. Because teachers use two strategies in teaching reading comprehension only, of course, the result of learning was not maximal. This study findings are similar with a previous study conducted by Setiawati and Budiasih (2022) regarding the strategies in teaching reading comprehension by skimming, scanning and analyzing vocabulary.

The process of teaching also must be supported by the high motivation and interest of the students to learn and others if teachers want to be a success in teaching. The steps of the research had been done appropriately with the steps which were on the methodology of research. The steps have been done to get the result of the research objectively and systematically, but getting excellent results from this research were more difficult because of the weakness of this research. This study is in line with previous research conducted by Cai, wang, et.al (2020) related self-regulated learning. In this case, the students can set their own learning goal as similar with this present research that determine their motivation and interest in learning.

Based on the result of observation and interviews by researchers had been known that the strategies applied by English teachers in teaching reading comprehension in post covid-19 pandemic were: teacher-activated background knowledge of students, reading aloud together, using a dictionary to find the meaning of difficult words and explained again the message of the text. This study directed the process of teaching and learning of reading comprehension by maximizing the teacher-student interactions as found by Mardiah (2020).

The weaknesses of the research were; when the researchers interviewed the English teacher, there was the weakness of time because the teachers had to teach so they had not been full-time interviewed or they had other activities, and the lack of time, cost, competence, and insight of the researchers. Even though there were so many problems, the researchers attempted to do the best, so some weaknesses and decreases in the meaning of this research were finished by consultation with the advisors.

Conclusion

The teachers' strategies applied by English teachers in teaching reading comprehension post-pandemic covid-19 is teacher-activated background knowledge of students, reading aloud together, using a dictionary to find the meaning of difficult words, and explaining again the message of the text. The last teacher asked students to answer the question of the text. It focuses on task-based activities in teaching reading comprehension. It started from building up the students' background knowledge until giving task based reading activities.

Teachers' problems in teaching reading comprehension post-pandemic covid-19 the low interest of students to study English, the students making noise in the classroom, and the students being lazy.

The teacher's strategy solved the problems were teachers always motivated students to study hard, especially in English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.

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