

THE STRATEGIES USED BY ENGLISH TEACHERS IN TEACHING READING COMPREHENSION OF JUNIOR HIGH SCHOOLS IN RAYON 2 PELALAWAN

Ratni Atika, Erni, Jismulatif

Email: ratniatika1866@student.unri.ac.id, erni@lecturer.unri.ac.id, jismulatif@lecturer.unri.ac.id

Contact: 083124461998

*Student of English Study Program
Language and Art Department
Faculty of Teacher Training and Education
Universitas Riau*

Abstract: *This research is aimed at investigating the strategies in teaching reading comprehension used by English teachers of junior high schools in Rayon 2 Pelalawan Regency. Using total sampling, 63 teachers employed in this study were taken as the sample of this research. This study employed mixed method, combining quantitative and qualitative methods of data collection. The quantitative data were collected from a questionnaire while the qualitative ones were obtained through semistructured interviews. The questionnaire consists of three categories; Metacognitive strategy instruction (planning, monitoring, and evaluating), Cognitive strategy instruction (visualization, and summarizing) and Social strategy instruction (Cooperative learning and asking questions). The interview was deliberately chosen for the researcher intended to understand the depth of the data. The findings of this study revealed that the teacher tent to use Metacognitive strategy instruction, Cognitive strategy instruction, and Social strategy instruction in teaching reading comprehension. This result showed that the most strategies used by 60 (95%) of teachers in Metacognitive strategy instruction is monitoring (96,3%), summarizing as Cognitive strategy instruction (84,7%) and asking questions as Social strategy instruction (86%). The lowest point of the strategy is evaluating (54%). There were also additional respondents through an interview that mostly used Metacognitive Strategy Instruction and Social Strategy Instruction. Meanwhile, since COVID-19, between teachers and students need to take online learning, using media online platforms such as google classroom, whatsapp, and youtube. Furthermore, an occurrence of some problems during the teaching-learning process was inevitable. Among some other problems, students' extreme diversity, lack of facilities, lack of students' motivation, and bad networks for online learning in reading activity.*

Key Words: *Reading Comprehension, Teaching Strategy, Pelalawan Regency*

STRATEGI YANG DIGUNAKAN GURU BAHASA INGGRIS DALAM PENGAJARAN PEMAHAMAN MEMBACA DI SMP DI RAYON 2 PELALAWAN

Ratni Atika, Erni, Jismulatif

Email: ratniatika1866@student.unri.ac.id, erni@lecturer.unri.ac.id, jismulatif@lecturer.unri.ac.id
contact : 083124461998

Mahasiswa Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengetahui strategi pengajaran membaca pemahaman yang digunakan oleh guru bahasa Inggris SMP di Rayon 2 Kabupaten Pelalawan. Dengan menggunakan total sampling, 63 guru dalam penelitian ini diambil sebagai sampel penelitian ini. Penelitian ini menggunakan metode campuran, menggabungkan metode pengumpulan data kuantitatif dan kualitatif. Data kuantitatif diperoleh dari kuesioner sedangkan kualitatif didapatkan melalui wawancara semi terstruktur. Kuesioner terdiri dari tiga kategori; pembelajaran strategi metakognitif (perencanaan, pemantauan, dan evaluasi), pembelajaran strategi kognitif (visualisasi, dan meringkas), dan pembelajaran strategi sosial (pembelajaran kooperatif dan mengajukan pertanyaan). Wawancara sengaja dipilih karena peneliti dimaksudkan untuk memahami kedalaman data. Temuan penelitian ini mengungkapkan bahwa guru cenderung menggunakan pembelajaran strategi Metakognitif, pembelajaran strategi Kognitif, dan pembelajaran strategi Sosial dalam pengajaran pemahaman membaca. Hasil ini menunjukkan bahwa strategi yang paling banyak digunakan oleh 60 (95%) guru dalam pembelajaran strategi Metakognitif adalah monitoring (96,3%), meringkas dari pembelajaran strategi Kognitif (84,7%), dan bertanya dari pembelajaran strategi Sosial (86 %). Titik terendah dari strategi adalah mengevaluasi (54%). Ada juga tambahan responden melalui wawancara yang sebagian besar menggunakan pembelajaran Strategi Metakognitif dan Strategi Sosial. Sedangkan sejak adanya COVID-19, antara guru dan siswa perlu menggunakan pembelajaran online, menggunakan media platform online seperti google classroom, whatsapp, dan youtube. Selanjutnya, terjadinya beberapa masalah selama proses belajar-mengajar yang tidak bisa dihindari. Di antara beberapa masalah lain, keragaman siswa yang ekstrim, kurangnya fasilitas, kurangnya motivasi siswa, dan jaringan yang buruk untuk pembelajaran online dalam kegiatan membaca.

Kata Kunci: Pemahaman Membaca, Strategi Mengajar, Kabupaten Pelalawan

INTRODUCTION

Reading is one of the language skills that play an important role in foreign language acquisition. Understanding the meanings of texts is an important outcome of the reading. In getting the meaning from the text, the reader needs a comprehension strategy. It is supported by Amir et al (2019) that states the major goal for any reading activities is comprehension. It means that it has to do with the strategy to understand a written text. Various strategies indicate an important role of a teacher to reach the objectives of teaching reading comprehension.

However, since 2020 the outbreak of COVID-19 Pandemic across the world has profoundly altered almost all aspects of life, including education, and Indonesia has not been an exception to these changes. These were followed by other regulations in the form of working from home for workers, praying from home, and homeschooling for students ranging from the early childhood education level to higher education (Regulation of Indonesian Government No.21, 2020, 2020). Distance learning or using online systems have provided solutions for schools that are starting to implement the School from Home(SFH) system. SFH is a program that migrates the learning process from school to home. Teachers who communicate with students will open up new ideas in the teaching process that will help their students to better understand each knowledge. Teacher competence is the number one priority in a teaching and learning activity.

In English, there are various strategies used by teachers. More theories about reading comprehension strategies are proposed by Brown (2000) who delivers ten strategies of teaching reading comprehension which are related to bottom-up procedures and top-down processes. On the other hand, Gentilini & Greer (2020) reciprocal teaching puts together predicting, question generating, summarizing and clarifying to help students improve reading comprehension. O'Malley & Chamot (1991) came up with a classification of reading strategies into three categories: cognitive, metacognitive, and support strategies. Furthermore, Adler (2001) these seven strategies for teaching text comprehension such as monitoring comprehension, metacognition, graphic organizers, answering questions, generating questions, recognizing story structure, and summarizing.

Nowadays, comprehension is one of the most challenging issues facing teachers of reading. Hence, a teacher should find a good way to teach reading comprehension. In teaching reading, a teacher may use many different strategies. The teachers need to facilitate students with the appropriate reading strategy to read better (Erni, 2021). Since English especially reading as a compulsory lesson, every teacher is expected to be able to foster and improving students' comprehension particularly in reading comprehension, including English teachers in Pelalawan Regency. The goal of teaching and learning is to produce and comprehend language that is spoken and written. Based on interview with the head of MGMP Rayon 2 Pelalawan, SFH was started on March 2020, this situation is something new for the teachers and students in small town, and there is blended learning (face to face and online lerning) because of bad network and students' background. For instance, from the previous research, based on the study conducted by Ningsih (2017) problems faced by an English teacher were almost all of the teachers have difficulties in inadequate instruction caused by lack of time, the teacher did not apply any method or strategy to comprehend the reading text, students lack of vocabulary and the teachers don't seek the best methods and strategies to develop students' reading proficiency. Besides, creative teachers do not use only one specific

method and technique but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. Thus, the researcher was intended to study how English teachers of junior high schools implement the strategy in teaching reading comprehension. To be specific, this study is aimed at answering two research questions: (1) What kinds of strategies used by the English teachers in teaching reading comprehension of Junior High Schools in Rayon 2 Pelalawan?; and (2) What are the problems faced by English teachers of Junior High Schools in Rayon 2 Pelalawan in teaching reading comprehension?. The researcher is interested in establishing an investigation and study concerning this topic by addressing some English teachers of junior high schools in Pelalawan. Therefore, the researcher is interested in carrying out research entitled: The Strategies Used By English Teachers In Teaching Reading Comprehension Of Junior High Schools In Rayon 2 Pelalawan.

RESEARCH METHODOLOGY

This research used a mixed-method, a method that combines both qualitative and quantitative methods of research. The blending of qualitative and quantitative data in a single study is advantageous because they are complementary and represent the two fundamental languages of human communication; words and numbers. The term 'mixed-methods research' is broadly accepted to refer to research that integrates both qualitative and quantitative data within a single study (Creswell et al., 2003). By combining both quantitative and qualitative data, the writer will gain a better understanding of the research problem than either approach alone. In addition, this research can be used to gain information about the phenomenon existing conditions in the field. Besides, the combination of qualitative and quantitative data balances the strengths and weaknesses of each type of data and results in the most convincing answer to the research question at hand (Lederman & Lederman, 2013).

The total of population of the English teachers of Junior High Schools in Rayon 2 Pelalawan (especially Pangkalan Kuras, Ukui, Bunut, Teluk Meranti, Kerumutan, and Sorek) Riau was 63 teachers. Total Sampling technique was used to get the sample. In regard to the confidentiality of the research participants, the teachers' names were replaced with their initials along this paper. The quantitative data were collected from a questionnaire while the qualitative ones were obtained through semi-structured interviews. The questionnaire was adapted from Mohamed (2016). It was a 5-point Likert Scale ranging from always, often, sometimes, rarely, never. The questionnaire was created using Google Form platform and sent to the teachers via online. The link of the questionnaire was distributed through social media groups of MGMP (Musyawarah Guru Mata Pelajaran) English subject teachers in Rayon 2 Pelalawan. This method helped the researcher distribute the questionnaire more efficiently. After the data of the questionnaire were obtained, the data were then analyzed to find the frequency of the responses. Firstly, the scales were converted into numbers; always = 5, often = 4, sometimes = 3, rarely = 2, never = 1. The data were analyzed with formula from Microsoft Excel to calculate the total score.

The blueprint of the questionnaire that used in this research as follows:

Table 1. The Specification of the Questionnaire

No	Categories of Strategies	Types of Strategies	Num of item	Type of data
1.	Metacognitive	1. Planning 2. Monitoring 3. Evaluating	1,2,3,4,5 6,7,8,9 10,11,12	Quantitative
	Cognitive	1. Visualization 2. Summarizing	13,14 15	
	Social	1. Cooperative learning and asking questions	16,17,18,19, 20	

For the qualitative data, the study used in-depth semi-structured interviews, which means the interviewer (in this case, the researcher) was collecting data by asking the interviewee (the participants) a series of questions. In-depth interviews are useful in getting detailed information about a person's thoughts and behaviors or exploring new issues in depth. According to Maxwell (2013) the interview can be a valuable way of finding a description of actions and events. Nonetheless, an interview protocol as the basis of initial question was prepared before the semi-structured interview. The interview took around an hour or less for each participant and it was recorded with a notification and allowance request to the participant before conducting the interview. The result of the interview was written in the form of interview transcripts and then was analyzed.

The data analysis was done by Data Reduction, Data Display, and Drawing Conclusion or Interpretation introduced by Miles and Huberman. Data reduction means the process of selecting, identifying, classifying, and coding the data that are considered important. In short, the steps in analyzing the data are; 1. The researcher collects the data through interviews. Then, the researcher selects, identifies, and focuses on the data. 2. After selecting the data, the researcher displays those data into good sentences. 3. After displaying the data, the conclusion is drawn.

RESEARCH FINDINGS AND DISCUSSIONS

The Result of the Questionnaire

The finding of this research shows that teachers had different ways in teaching reading comprehension.

Table 2. Score of Metacognitive Strategy Instruction

NO	Types of Strategy	Total Score	Percentage
A.	Planning		
1.	I motivate the students about something	287	95,7%

	related to the lesson or learning materials.		
2.	I attempt to make the learning process in a fun condition by doing brainstorming, etc.	270	90%
3.	I mention the outline or the main points of the materials in reading and activities that are going to be done.	253	84%
4.	I preview material a title, picture, illustration, heading, or subheading that has been learnt and developed before going to the next material.	245	81,7%
5.	I explains the background of the text before we start reading it.	257	85,7%
B.	Monitoring		
6.	I remind students to use dictionary to rich their vocabulary if they don't know word meaning	289	96,3%
7.	When students come across a new word, I help them by providing its meaning.	259	86,3%
8.	I encourage students to guess the meaning of unfamiliar words by using contextual clues.	262	87,3%
9.	I emphasis students in language learning (i.e. pronunciation, structure, etc.) in a reading class.	235	78,3%
C.	Evaluating		
10.	I guide discussion of the reading by informing them about the mistakes they commit	254	84,7%
11.	I ask students to recall and tell in their own words important parts of the text.	234	78%
12.	I teach students how to evaluate a text critically.	162	54%

As shown in table 2, the item number 6 (289 point) is the strategy that mostly used by the teachers as it got the highest score from the other items of metacognitive strategy instruction. It can conclude that most teachers remind students to use dictionary to enrich their vocabulary if they don't know word meaning (96,3%) in reading class.

Table 3. Score of Cognitive Strategy Instruction

NO	Types of Strategy	Total Score	Percentage
D.	Visualization		
13.	I use visual media such as pictures, images, photos, or media from classroom/school etc	236	78,7%

14.	I encourage students to return to any predictions they have made before reading to see if they are confirmed by the text.	235	78,3%
E.	Summarizing		
15.	I stimulate to students focus attention on parts in a text that require students to make inferences, how to develop inferencing skills, and how to summarise.	254	84,7%

As shown in table 3, item number 15 is the strategy that mostly used by the teachers as it got the highest score (254 point) from the other items of cognitive strategy instruction. It can conclude that most teachers tend to stimulate to students focus attention on parts in a text that require students to make inferences, how to develop inferencing skills, and how to summarise (84,7%) in reading class.

Table 4. Score of Social Strategy Instruction

NO	Types of Strategy	Total Score	Percentage
F.	Cooperative Learning and Asking Questions		
16.	I guide group discussions using four strategies : summarizing, question generating, clarifying, and predicting	170	56,7%
17.	I guide students learn to be actively involved in group and monitor their comprehension as they read.	246	82%
18.	I asks various questions related to a particular text.	258	86%
19.	I arranges the class in groups/pairs in order that students find meaning of texts through discussion.	208	69,3%
20.	I teaches students to share ideas with classmates and builds oral communication skills	222	74%

It can be seen in table 4, the item number 18 is the strategy that mostly used by the English teachers as it got the highest score (258 points) from the other items. It can conclude that most teachers tend to ask to students various questions related to a particular text (86%) in reading class. All of the respondents admitted that they prefer do make students active in group and do ‘questioning’ in their class through cooperative in social strategy.

The Result of the Semi-Structured Interviews

As pointed out in the introduction section of this paper, the research was aimed at finding out through the semi-structured interviews: What kinds of strategies in teaching reading comprehension are mostly used by the teachers? and what the problems?. The interview was conducted to gain data with seven English teachers who have experience teaching in different schools in Pelalawan..

One of the questions asked during the interview was “What strategies do you implement in teaching reading comprehension?”. This question was intentionally asked to explore the strategies in teaching reading comprehension used by English teachers. When asked about the question, the teachers gave relatively similar answers. Generally, the strategies can be classified into 2 main points :

Table 5. Strategies in Teaching Reading Comprehension Through face-to-face Learning

No	Types of strategy
Metacognitive Strategy Instruction	
1.	Activating students' background knowledge before reading
2.	Monitoring students' comprehension in vocabulary
Cognitive Strategy Instruction	
3.	Summarizing
Social Strategy Instruction	
4.	Make small group discussions
5.	Generating questions

Table 6. Strategies in Teaching Reading Comprehension Through SFH/Online Learning

Using Online Platform as Media in Online Learning	Instructional videos(Youtube), google classroom, and whatsapp
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Based on the results of the interview, the researcher obtained information that the teacher used strategies in teaching reading comprehension to increase student comprehension. Most of the teachers that have been interviewed said that they are activate students' background knowledge before reading, such as doing brainstorming, motivate the students before reading, etc. When asked about the strategies in the teaching reading comprehension, the participants straightforwardly voiced about brainstorming and motivate students.

“I do brainstorming”.

(Ms. AM)

“usually, for active student, I make the lesson enjoyable”.

(Ms. KO)

“I give apperception, motivation, and in the main activity, then we will give the material”

(Ms. SO)

“I ask the students to warm up first, so that they have background knowledge, so we don't go directly to the material, we'll tell it first, for example like reading comprehension, for example, what is the story about, the origin first, then we go

to the material, therefore we become students what is it like, the knowledge of the story that you want to read, like that right?"

(Mr. SY)

"The first one is clear, I motivate them first"

(Ms. RN)

"The first is brainstorming, greetings, absences, prayers, motivate the students, if new material, I mention the basic competency, they learn this topic what they get, what are the learning objectives, the essence of the lesson "

(Mr. DS)

Consequently, the larger the reader's vocabulary, the easier it is to make sense of the text. For example **use dictionary**.

"I give question in advance, they answer together "descriptive text" for activating students, and ask them to write unknown English vocabulary, if they know what the meaning of, mmm I think the activity in reading and comprehension is running well, I ask to them take a note for some word, if they can't guess the meaning from the text, please open the dictionary."

(Mr. AH)

"For the first one, I remind them first, we are like farming, if you learn English, if don't bring a hoe to do farming, you don't just bring the same equipment, you can't do anything, so remind them first, to bring a dictionary."

(Ms. SO)

"Students must want to open the dictionary first, the words they have to know first, if we go straight to the material, it's called reading, reading is automatic we have to know the form of reading first"

(Mr. SY)

"For example, if open a dictionary, I just tell them a few words, 5 words, so they don't get too bored when open the dictionary"

(Ms. RN)

"So the students just need to open the dictionary, look for some words they don't know"

(Mr. DS)

In addition, for some teachers, teachers encourage students to guess the meaning of unfamiliar words **by using contextual clues**.

"I ask them to guess the things in english, for enrich their vocabulary with some text, I introduce to them for example part of the speech, suffix the prefix, linguistic elements, synonym antonym and word classes"

(Ms. AM)

"The most about the clues first, later when they know, some students know the meaning"

(Ms. SO)

"we use, for example, a strategy to find what the idea is, then match the synonyms or the meaning that is not usually known using a dictionary"

(Mr. SY)

"Yes, like the synonym previously mentioned, for example, there is the word small, small, this is different in meaning from the big one, right, what is the antonym of the word from big again? before they find the word small there could be the word smell, so they can see more than one vocabulary"

(Mr. DS)

Another strategy contributed to teach reading comprehension is summarization. Instruction in summarizing helps students identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information, remember what they read (Adler, 2001).

"I always use guided reading like that. For example, there are 10 questions, first I ask them to read what the questions are, they will find them in the text, so when they can give 10 questions that lead to the story they read, the information they read, they can make their conclusions."

(Ms. SO)

"We will conclude again, in a group, what lessons can you take? I just conclude in general terms, from what they conveyed per group, I write the lesson's summary, this is our conclusion today, that is, if it's the end, up to 5 points"

(Ms. RN)

"yes, we will at the end of the lesson, I will conclude what learned today"

(Mr. DS)

Another strategy in teaching reading comprehension is social strategy instruction. This strategy relates how students interact and discussion with others and also their teacher in reading class.

"Then, in small group, think-pair-share uh, I asks a question to the whole class, then how work it. Think, students think independently about the question and form own ideas. Pair, students are grouped in pairs (elbow partners) to discuss thoughts and ideas, and give them 15 minute. Last, share, students share ideas about text with a larger group or whole class."

(Ms. AM)

"Usually, I always make the odd number, for example, 3 and 5 members"

(Ms. SO)

"For group discussion, I prefer small groups, only 3 members"

(Ms. RN)

"The group discussion changes the person, my experience is like changing the material, changing the person, if I just combine it with same students, the student's social is not running well"

(Mr. DS)

In terms of the others strategies, participants reported that they generating questions to guide students to be actively related to a particular text. This is relevant to the interview answered that was given by the participants.

"My teaching activities first helps students think about what they know about a topic, asking a question and predict what they read, example, the title of the book is "Talking about self". After all of the students open the book, I asked the students "Ada yang tau arti dari talking about self?"

(Ms. KO)

"The first steps will be to determine the reading material that we want to give to the students, then we will make a few questions that focus on answering the question right, well later the one who delivers the reading material to the students is the same as the question earlier, well later we will be given time. , for example, 1 reading is only 25 minutes or 15 minutes, so it's not too long, when it's finished, we'll discuss it together"

(Ms. SO)

“The story about what is that right, for example, we ask the origin first, then we go into the material, so what is the student like, information entirely from the student's own background knowledge, like that, right? Where in Indonesia, where is the story like this, is there not the same story, if abroad it's usually Cinderella, Snow White, if in Indonesia, for example, Malin Kundang, it's the same, just different cultures”

(Mr. SY)

Since Covid-19, Some teachers said that instructional videos, google classroom, and whatsapp were one of the most accessible media to use, students could easily understand the subject matter. Several class teachers shared this opinion:

“actually now online, at SMPN 1 Kerumutan using google classroom and whatsapp, so each teacher is given a schedule of 1 hour, 1 day only 2 lessons, so for example English comes at 8, will close at 9, so 1 lesson is only given 1 hour, usually after students are absent, our teacher provides material, it can be in the form of links, learning videos, or in the form of captures, after that we can discuss in class until a few minutes after that we will be given assignments, the time limit can be eee until the subject is finished or maybe later eeee will be collected tomorrow or at the next meeting so it depends on the material, what can students finish, in how many hours, days”

(Ms. AM)

“Sometimes power points, pictures, and videos from youtube”

(Ms. SO)

Through separated interviews, each teacher expressed the strategies they implement and try to increase student's comprehension in reading class. However, there are also problems faced by teachers in teaching reading comprehension, which can mean that there were students high diversity, lack of facilities, lack of students' motivation, and poor connection for online learning were the main issues the teachers voiced during the interviews. Besides, the ability of students is still varied, even most of them are categorized in medium to the low level. This is relevant with the interview answered that was given by Mr. AH the level of students' ability, even most of them are categorized in medium to the low level.

“Here [in this school], the ability of the students happens to be very drastic. Some are good, some are not. And some are quiet.”

(Mr. AH)

Another problem found in the teaching and learning process was in terms of the facility. Some English teachers at SMPN 1 Pkl. Lesung, Ms. SO and Ms. RN.

“It's just a signal problem. Network, not yet 4G here”

(Ms. SO)

“The wifi is there, but the network is only for the office”

(Ms. RN)

“There are many obstacles, while a study in this classroom, especially those who live far from the reach of the internet such as in the gardens, sometimes they can only open their classroom at night, students who don't have cellphones, they have to depend on their brother/brother's cellphone or the parents, so indeed the condition of the child is not determined within 1 hour, all students must enter, so considering that the students at SMPN 1 Kerumutan are heterogeneous, in terms of both social and economic background”

(Ms.AM)

Based on the opinion above, it can be concluded that through separated interviews, each teacher in the school expressed the problems they face regarding the facility, students' high diversity, and poor connection in small town, especially Rayon 2 Pelalawan.

DISCUSSION

This research was conducted to find out the most strategies used by English teachers in teaching reading comprehension of Junior High Schools in Rayon 2 Pelalawan. Statement of questionnaire adapted from Mohamed (2016) with Likert Scale were used to find out the teaching strategies used by the English teachers. A semi-structured interview was also conducted to further investigate the strategies mostly used by the English teachers.

Out of 63 English teachers, there were 3 teachers who did not submit back the questionnaire.

Total	60 Persons of 63 Persons
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The data above shows that the total of all respondents were 95% that participated in filling out the questionnaire online. Based on 20 statements in questionnaire, the writer found out that English teachers had a different frequency in using strategy in teaching reading comprehension that classified into always, often, sometimes, rarely and never according to Likert Scale (1932). Out of 20 statements in the questionnaire, the writer can consider 3 different strategy mostly used by the teachers by calculating the total score. There were Metacognitive Strategy instruction, Cognitive Strategy instruction and Social strategy instruction, where tend to remind students to use dictionary to enrich their vocabulary if they don't know word meaning (96,3%), while another do encourage to students focus attention on parts in a text that require students to make inferences, how to develop inferencing skills, and how to summarise (84,7%) through Cognitive strategy instruction. Social Strategy Instruction were also mostly used by respondents who used to ask to students various questions related to a particular text (86%) in reading class. All of the respondents admitted that they prefer do make students active in group and do 'questioning' in their class through cooperative in social strategy. The teacher needs more practice on the metacognitive strategy to create fun learning and create conducive learning environment. Socio-affective strategy also a helpful strategy use to comprehend a text better as meaning is shaped through context, social and personal interaction (Erni, 2021).

The results of the questionnaire and interview have similarities. There were also additional respondents through an interview that mostly used Metacognitive Strategy Instruction to activating Students' Background Knowledge Before Reading, and encourage students to guess the meaning of unfamiliar words by using contextual clues. Some teachers mostly used Social Strategy Instruction to make group discussions how students interact and discuss with others and also their teacher in reading class. Based on interview with the head of MGMP Rayon 2 Pelalawan, SFH was started on March

2020, this situation is something new for the teachers and students in small town, and there is blended learning because of bad network and students' background. The Minister of Education and Culture of Republic of Indonesia has instructed schools to carry out online learning since 17 March 2020 for COVID-19 affected areas (Mendikbud, 2020b, in atmojo, et al, 2020). Through online learning In the online learning system, the teacher still uses the pattern of the offline class atmosphere, such as absence, the teacher provides material from the textbook and assignments for students based on the assignments contained in the textbook. Some teachers said that instructional videos, google classroom, and whatsapp were one of the most accessible media to use, students could easily understand the subject matter. Bad networks for online learning has been a huge problem, especially in small towns or rural areas. As for the other strategies that teachers do not implementing in every class, they answered 'often', 'sometimes', even 'never', which can mean that there were students' extreme diversity, lack of facilities, and lack of students' motivation were the main issues the teachers voiced during the interviews.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of the questionnaire and semi-structured interviews, it can be said that the strategies had different ways in teaching reading comprehension by English teachers of Junior High Schools in Rayon 2 Pelalawan. This can be drawn from the results of the 5-point Likert scale questionnaire filled in by the 95% respondents of English teachers by calculating the total score. There were Metacognitive Strategy Instruction tend to remind students to use dictionary to enrich their vocabulary (96,3%), Cognitive strategy instruction tend to encourage to students focus attention on parts in a text that require students to make inferences, how to develop inferencing skills, and how to summarise (84,7%), Social Strategy Instruction tend to ask to students various questions related to a particular text (86%) in reading class.

The result of the questionnaire was later crosschecked, enriched, and supported with the qualitative data; i.e. semi-structured interviews. The results of the questionnaire and interview have similarities. There were also additional respondents through an interview that mostly used Metacognitive Strategy Instruction to activating Students' Background Knowledge Before Reading, and encourage students to guess the meaning of unfamiliar words by using contextual clues. Some teachers mostly used Social Strategy Instruction to make group discussions how students interact and discuss with others and also their teacher in reading class. It was found that the teachers used strategy in teaching reading comprehension in the classroom. There is new information through interviews that some teachers do online in using media online platforms such as google classroom, whatsapp, and youtube since covid-19 outbreak. Furthermore, an occurrence of some problems during the teaching-learning process was inevitable. Among some other problems, students' extreme diversity, lack of facilities, lack of students' motivation, and bad networks for online learning were the main issues the teachers voiced during the interviews.

Recommendations

In the world of education, teachers are referred to as the "power of education". Teachers will not 'only' stand there teaching the material to their students, but they will also open up opportunities for two-way communication and make the class more interactive. Teachers are also always present as supporters, problem solvers and role models who can motivate students to develop themselves even more. Every class, whether online or offline, needs a competent and interactive teacher to make a learning process effective.

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