Teachers' Strategies in Teaching Reading Skills During Offline Learning in Post Covid-19 Pandemic Period

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ABSTRACT

The convenience of online learning during the covid-19 pandemic period has left lingering effects to the post-covid face to face learning making offline learning in the class a difficult task that sometimes demotivates the students. This problem has a lot of influence on student's learning process of various subjects, one of them was an English reading class. The teachers are demanded to be creative by employing interesting and attractive strategies to keep the student engaged during the class. Teacher's strategies will help the students in gaining, maintaining and honing their reading skills. This study aimed to portray the challenges faced during the offline learning post covid pandemic period and the strategies employed by the teachers to overcome the challenges. The design of this research is descriptive qualitative. The data on challenges and strategies were obtained through observation and interview from two English teachers in the tenth grade of the school. The data then was analysed following qualitative data analysis by identification, categorization and drawing conclusion followed by triangulation to ensure the validity of the analysis. The results showed that the challenges faced by the teachers in the class were on the following matter: attendance, building motivation, sharing the lesson, vocabulary, reading skills. The attendance challenge was approached by knowing more about the students and the reasons of their absence. Other challenges were approach by employing various teaching techniques such as apperception, brainstorming, giving feedback and employing videos in the teaching learning process.

Keywords: Teaching reading, Teaching challenge, Teaching strategies, Offline learning Post COVID-19

Introduction

Study from one of the crucial abilities of English, it gives many humans benefits. Reading is the window of the world. By means of studying, human beings get extra knowledge and statistics from books, magazines, newspapers, and many others. Analyzing is the most critical part of the learning method and social interplay, due to the fact, to start with, reading is a quintessential communique device civilized society. Second, the reading materials produced in any historic length are most affected by social history. Third trends recorded history of analyzing has led to two very extraordinary poles. (Tarigan's Gray, 1957:1099).

Reading is bringing meaning to and getting that means from revealed or written material (Finocchiaro and Bonomo in Tarigan, 1973:119). Trough the reading interest, the students can expand their information and it could also lead them to sensible and respectful. Teaching English isn't always easy. With distinct ranges of skills in each magnificence, instructors have to use powerful techniques that permit university students to study. Teachers must be innovative in choosing materials and be capable of stimulate scholar hobby.

Since the quite of 2019, the world has been rocked with a coronavirus or COVID-19. This virus become first found in Wuhan, Hubei, China. Globally, there had been 234.809.103 showed instances of COVID-19, along with 4.800.375 deaths, stated to WHO. As of 2 October 2021, a total of 6.188.903.420 vaccine doses were administered. In Indonesian, the range positive cases of coronavirus contamination continues to grow, although it additionally decreases to an amount more maximal to get better.

This is a challenge for all teachers, especially for English teachers because language is a source of learning that demands mastery in four skills. Learning English can be defined as mastery of four skills. According to Richard & Schmidt (2002:330), Mohan (1986:32) explains that, in the segregated skills approach, mastery of discrete skills, such as reading and writing, or reading and speaking is considered the key to language success. Language learning and learning are usually separated from content learning (Oxford, 2001).

A teaching strategy is a general plan for a lesson or lesson consisting of forms, choices, learner behavior, expression of school desires, and an outline of techniques that are

important for implementing the approach, Antoni (2010). Instructor strategies often rely on students to develop their reading skills by osmosis (absorption) and without assistance. In the osmosis approach, it is widely believed that if a teacher teaches analytical comprehension to the target language throughout the day, they will improve their reading comprehension. In addition, in line with Brown (2004), the purpose of coaching analysis is to make students become strong and efficient readers.

Offline learning is a media can be interpreted as media that is not equipped with a controller/navigation device that canused by the user. This media runs sequentially (in sequence).For example, presentation media which are usually not equipped with tools to control what users will do. Percentages run sequentially as a straight line as a result can be called linear media and are generally used If the number of audiences is more than one person, an example can be realizedin CD form.

Some characteristics of offline learning media based on Dabbagh and Ritland (2005:4) are: (1) integrated learning materials, (two) fixed learning times / absolute times, (three) controlled by the teacher / trainer, (4) unidirectional learning / linear, (five) the origin of the selected issue has been edited, (6) the source of the gossip that has been permanent, (7) the technology used is already known.A great way to get the intention, the teacher wants to use the reading comprehension method.

1. What are the challenges faced by teachers in the process of teaching reading during offline learning in a pandemic period?
2. What are teacher strategies in teaching reading during offline learning in a pandemic period?

Methods
Research Design
In this research, the writer uses descriptive qualitative methods that focus on the analysis of teaching strategies in teaching reading skills during offline learning in the COVID-19 pandemic period. It describes the teacher's strategies for teaching reading skills during offline learning.In this research, the subject taken is the English teachers who teach grades XI.

Research Instrument

This instrument for data collection consists of; (1) Observation, (2) Interview, and (3) Documentation. Observations were made using non-participant observation of all teachers who teach English in grade XI. The second instrument is a conducting of study, an interview or question and answer session is one of the best ways to study or dig up in-depth information from a person. And the last the instrument is Interview, and In implementing the documentation approach, the researcher investigated written items, for example, magazines, notes, diaries, files, minutes of meetings, regulations and so forth..

Data Analysis

This research used qualitative data analysis techniques. Data analysis is an integral part of the research process which is outlined either in writing or not. "In qualitative research, all researchers focus on the problems studied, guided by the conceptual or theoretical framework" (SudarwanDanim and Dervish, 2003). The data analysis in this study included several steps: the data reduction, data display, and making a conclusion or interpretations (Sirajuddin, 2010).

Result and Discussion

1. Challenges on Teaching Reading

Maphumulo (2010) observes that the lack of reading resources is a major challenge affecting reading development. The results of observations and interviews showed that attendance was an obstacle for teachers in implementing face-to-face learning in the classroom, while low student motivation made it difficult for teachers to increase their enthusiasm for learning again when face-to-face learning was carried out again. because of the low enthusiasm for learning in students when offline learning has taken place, however, they still feel like online learning where students do not have a sense of rushing to enter class, to listen to the teacher's explanation well, and are not so enthusiastic about the tasks given by the teacher or stated to have a long period of time to work so that students are not on time in collecting assignments. The challenge is about sharing lessons, it is also included in the challenge of a teacher to deal with students in terms of delivering material in

class. A study conducted by Goodwin (2005) revealed that literacy learning is still a debate because teachers around the world are found to teach reading differently. And most of the challenges come from students not fully mastering some of the basic elements of reading; they are about vocabulary, phonics/phonetics, comprehension and pronunciation skills. Some students also have limited time to study in class.Student learning will run better if every student has a dictionary and brings it with him during learning, besides that it will be an obstacle to learning for students who lack vocabulary mastery.Therefore, it will be important for teachers to face challenges of meeting learners from different diversity by preparing well-crafted reading lessons and programs to different classes. If a teacher is unable to manage his or her class well, effective teaching and reading in particulars will not be possible (Goodwin, 2012).

Apart from vocabulary, the reseacher also found that most of students faced difficulties to adapt pronounciation in reading. There were students who still kept silent during offline learning because lack of vocabulary skill. And then about the lack of pronounciation was the next challenge in capitalizing on the natural link between reading and speaking. It is supported when the students read someone in the calss. Many teachers wish their training programs did a better job of preparing them for these real classroom issues with regard to teaching reading (Schwartz, 2008). Most of the students had difficult to understand in reading book or anything when the teacher gave task to read in front of in the class. It means that they found difficulties in disguising vowel and consonant pronounciation.

Result of Challenges on Teaching Reading

In discussing this finding, the researcher suggests and mentions several things that cause the challenges of teaching English teachers, especially in reading skills.

- Challenges
  - Attendance
    1. Permission
    2. Going home
    3. Sick
    4. Absen
  - Building Motivation

1. Lazy
2. easlyboring
3. Sleeping in the class
4. Do not to know about the lesson

- Sharing The Lesson
    1. The students can not understand about lesson class well
    2. Wasting time to repeat the lesson

- Vocabulary
    1. The students do not bring the dictionary/ more references
    2. Decreasmemorizing of vocabulary

- Reading
    1. In the word by word pronunciation often wrong
    2. Still have many mistakes in the reading comprehension
    3. Do not know how to read properly

2. Strategies on Teaching Reading

The result of observation and interview showed that the two English teachers adopted some activities in the offline classroom as the strategies to teach English. In addition, every teacher had own strategies to improve their students' reading. They are given a perception before starting class, use a new learning method, and use some videos to play in the classroom, Bettelheim, and Zelan (2001); Mackie (2007) observe that learners enjoy reading a text when they are involved which happens when the teacher is proficient and reassures conversations and when the society around the learners is also involved.

The first of the two English teachers provided strategies for student absenteeism problems in offline classes. The researcher concludes that the two teachers' statements regarding absenteeism are the same, meaning that students who are often absent from class must find out the problem through concrete actions from the teacher. Although, the teacher had to look for it in each of their respective dorm rooms. Knowing the reason why students don't come when face-to-face classes have taken place is something that is rarely done by every teacher, it shows that the teacher is very attentive to his students. because with a strategy like this, students will be deterred and sanctioned if they are found to be lying and absent to take offline learning classes at this time. Indeed, not all students who originally studied in a pandemic situation online or online then had to enter as usual and carry out face-

to-face learning in the midst of a pandemic as it is now easy to arouse enthusiasm for learning in the classroom and meet teachers directly, and have to leave feeling lazy or school leisurely without rushing. therefore attendance in offline classes is also important in addition to good test scores. The measure of excellence is used as a comparison, although in an attempt to carry out these activities there are two possibilities, namely failure or success. It is the same according to Heckhausen (1967:54) describes achievement motivation as an effort to improve or carry out personal skills as high as possible in all activities.

Another strategy that can increase students' learning motivation in offline classes in English subjects, especially reading, is the teacher conveys the material well to students and provides brainstorming when the class will begin. As for greetings for students in class, it is indeed very prioritized for a teacher to his students, and it can be seen that one of the reasons students are happy with the teacher and the material being taught is when a teacher memorizes the names of his students. Adigun and Oyelude (2003) observed that reading skills will not only help students in organizing their thoughts and recording important facts while reading; but also equip them to understand the whole text.

The English teachers used was give the best feedback to students. To overcome the students' difficulty dealing with the element of reading, the teachers decided to give feedback on the students' readning performance. Based on the result od observation and interview, the English teachers used oral feedback such as suggestion and motivation. They are give feeback at the last acticity or the next meeting. Another strategy used by teachers to increase students' vocabulary is to bring a dictionary, because the MAN 2 Jombang school is located in the Darul Ulum Islamic boarding school environment, students are very limited from digital learning media sources. Pondok students generally only use dictionary media in the form of books that are far from the word handphone in class or online dictionaries. And for the last strategies are used by the teachers is about reading the students. Msimang (2012) defines reading as the ability to approach the text while understanding print information as an individual and the confidence of reading is gained. She also

emphasizes that reading with understanding allows one to gain information from the text. It is not uncommon for students who at the time of reading experience difficulties in reading, vocabulary, fluency, and others. Because all students have different abilities in terms of everything including reading.

The strategies above make it the English teachers had easy to overcome some challenges in the process of teaching English reading skills during offline learning in the middle pandemic or post-pandemic era. It can be seen from the observation and interview with the English teachers that the writer investigated, that this strategy is successful because the students can improve their reading in the classroom as well. In other words, teachers' strategies run well and overcome teaching challenges.

Result Of Strategies on Teaching Reading

In this discussion, the researcher will describe five teacher strategies that answer the challenges previously mentioned in the research findings when teaching English, especially in reading skills. Some of these strategies can be said to be successful by some teachers, because they are considered to have been able to improve the quality of students to learn in face-to-face classes even during a pandemic.

- Strategies
  - Attendance

    1. Ask clearly the reason why the student is absent/entered

    2. Give a consequences to students who underestimate absenteeism

  - Building Motivation

    1. Creating a method learning that make the students active

    2. Using active learning media

    3. Notforce the students to understanding instantly

    4. Do not give continuos errors to the students

  - Sharing The Lesson

    1. If the students do not ask, then the teachers will give questions to the students as evidence that students understand the lesson

    2. Provide feedback for lessons that have been discussed

  - Vocabulary

1. It is recommended that every student has a dictionary and brings it when the English lesson takes place

2. Giving additional hours for the task of memorizing vocab

- Reading

    1. Correcting every the students mistakes when reading

    2. Giving the students the opportunity to read in front of the class

    3. Providing feedback when reading learning is over

The results of observations and interviews showed that attendance was an obstacle for teachers in implementing face-to-face learning in the classroom, while low student motivation made it difficult for teachers to increase their enthusiasm for learning again when face-to-face learning was carried out again. because of the low enthusiasm for learning in students when offline learning has taken place, however, they still feel like online learning where students do not have a sense of rushing to enter class, to listen to the teacher's explanation well, and are not so enthusiastic about the tasks given by the teacher or stated to have a long period of time to work so that students are not on time in collecting assignments. The challenge is about sharing lessons; it is also included in the challenge of a teacher to deal with students in terms of delivering material in class.

Strategies on Teaching Reading

After discussing the research finding on the challenges faced by English teachers in teaching reading, now the researcher explained the finding of strategies used by the English teachers in teaching reading. Based on the findings, there are several strategies used by teachers in teaching reading skills. All strategies used by English teachers are effective because that strategy can improve students' reading ability

Conclusion

There were some conclusions which were drawn from the research problems as follows: (1) the challenges faced bt English teacher in teaching reading during offline learning in post pandemic era (2) the strategies used by English teacher in teaching reading during offline learning in post pandemic era.

1. Challenges on Teaching Reading

Based on the findings, researchers can draw conclusions about the challenges of English teachers when teaching face-to-face in the classroom during offline learning in the post-pandemic era at MAN 2 Jombang. The challenges faced by English teachers in teaching reading are; students are usually absent in class, lack of motivation, about the lessons are lacking in, lack of vocabulary, and about reading comprehension.

2. Strategies on Teaching Reading

Based on the result of the data, there were some activities as strategies used by the English teachers in overcoming the challenges of teaching reading during offline learning in the post-pandemic era or COVID-19. The strategies were; to give consequences to students, create a method of learning that makes the students active, provide feedback for lessons that have been discussed, give additional hours for the task of memorizing vocabulary, and correct every student's mistakes when reading time. The strategy is believed by the English teachers can control and improve students' reading during offline learning. It encouraged them to teach reading maximally. Of course, they have some challenges in teaching reading. And as teachers, they are should solve the challenges by choosing the appropriate strategy. The strategies they are used aim to improve students' reading skills in an easy and interesting way.

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