
TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION THROUGH E-LEARNING PLATFORM DURING THE PANDEMIC

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Abstract

This study was aimed to explore EFL teachers' strategies in teaching reading comprehension through an e-learning platform at one public senior high school in Jambi. This study employed a qualitative research design which was a case study. The study utilized two data collection techniques: observation and interview. Two teachers of English were involved in this study. All of the data were analyzed using four significant stages of analysis: coding, data reduction, data display and concluding. The frequency of observations was grounded on reading teaching material taught by participants. This study revealed that the teachers used three strategies to teach reading comprehension through virtual e-learning. The strategies were translating, SQ3R (Survey, Question, Read, Recite, Review) and QARs (Question-Answer Relationships). The findings also revealed teachers' reasons for selecting those strategies. Generally, their reasons were (1) to help the students to comprehend the text and (2) to relate students' real-life experience and prior knowledge with the text. The time limitation of lesson hours caused by COVID 19 also affected teachers' decisions in selecting the strategies.

Keywords: teaching reading comprehension, teacher's strategy, virtual e-learning

Manuscript submitted: Dec 29, 2021

Manuscript revised: June 04, 2022

Accepted for publication: June 30, 2022

Introduction

Reading is a process of constructing the meanings of words. The comprehension of meaning written in the text is the objective of the reading itself. Dean (2013, p.6) proposed that reading is an activity that is more than just pronouncing the word correctly and more than noticing the meaning of words. Reading requires the reader to think and feel. Reading is not just looking and pronouncing

the words in the text but comprehending all the components of the text. It is known that reading skill is the key to academic success since it has a crucial role to acquire cognitive achievement. It is because most of the knowledge is presented in written language. Regarding this issue, mastering reading skills are required to accompany their academic journey. Besides, English reading skill supports students to gain resourceful information since most of them are written in English.

The significance of reading is indicated implicitly in Indonesia National Curriculum 2013. In this curriculum, it is stated that the objective of teaching reading in senior high school is to develop the students' ability to read and to get the message comprehensively from particular texts (BSNP, 2013). Considering that curriculum demands, teachers should explore their ideas on developing students' reading comprehension. Furthermore, teachers should choose appropriate strategies in teaching reading regarding material, students' level, and media. Harmer (2007, p.68) argued that a strategy is an action plan that teachers take to attain teaching goals. The strategy can also be defined as a set of general directions for the teaching process. Moreover, Brown (2001, p.298) pointed out that teaching reading allows the students to build a bottom-up process in a language before reading. The teacher's task is to help students achieve specific adequate linguistic backgrounds based on their needs and level of understanding before attempting any reading activities.

Brown (2001, p.306) also added that students' reading skills could be improved by doing certain activities like previewing, predicting, guessing from the context, and paraphrasing. He also suggested that students be trained to be flexible in reading by using different exercises. For example: obtaining specific information (scanning), gaining a general idea (skimming), and attaining a comprehensive understanding of the text. Regarding all those suggested strategies, it is the teachers' responsibility to select the appropriate one with adjusting to the classroom atmosphere, especially for the current situation, which is affected mainly by COVID 19 in many ways, including education. Since March 2020, the Indonesian government has declared a policy to control and break the virus spreading by closing schools. Students are expected to study from home and encourage the school to move the teaching-learning process in the online setting, known as e-learning.

This COVID 19 phenomenon makes the use of e-learning is inevitable. According to Seok (2008), e-learning uses information and communication technologies (ICT) to enable access to online learning or teaching resources. In addition, Munir (2009, p.222) argued that there are two kinds of e-learning models widely used: (1) Web-based, like Google Classroom and Edmodo (2) Virtual, like Zoom and Google Meet. As a result, teachers' ability to use technology should be significantly improved since e-learning is the most relevant learning system to replace conventional classrooms during pandemic COVID 19. In August 2020, the Indonesian Education and Culture Ministry launched an emergency curriculum policy to reduce academic pressure for students, parents, and teachers regarding this online learning system. This curriculum is a simplified form of curriculum 2013, demanding teachers to teach essential basic competence (Kompetensi Dasar). According to this curriculum, teachers of English at senior high school still have to instruct several texts such as narrative, descriptive, hortatory exposition, explanation, etc. It can be inferred that government still concerns reading comprehension as a crucial skill in learning English. Thus, teachers of English must select appropriate strategies to teach reading comprehension through the e-learning system during this pandemic situation.

That condition above also affected SMAN 8 Kota Jambi. It was known that e-learning was employed in SMAN 8 Kota Jambi to support remote learning implementation in the academic year 2020/2021. It was the first time full online teaching-learning process at that school due to the pandemic COVID 19 situation. Teaching reading comprehension through e-learning was a challenge

for several English teachers, especially those who were reluctant to use technology in teaching during the normal situation. This condition eventually also influenced the students' achievement in learning English, especially in reading comprehension.

The importance of reading comprehension is also shown in English tests. It is known that, mainly in English tests, some texts require reading comprehension to answer the questions related to the text. Based on the English test result on semester one of the academic year 2020/2021 at SMAN 8 Kota Jambi, some students failed to achieve the passing grade (score 70). The researcher did an informal interview with some students to reveal the reasons from the students' perspective. He found that students had difficulty understanding the text. Poor English vocabulary made them struggle to comprehend the content of the text. They also added that it was difficult to understand the text's structure and function. Regarding those issues above, the writer was interested in conducting a study about teachers' strategies in teaching reading comprehension through e-learning during pandemic COVID 19 at SMAN 8 Kota Jambi. The exploration of this study focused on how teachers of English teach reading comprehension in the online setting. The research objectives were: (1) to explain how teachers of English at SMAN 8 Kota Jambi teach reading comprehension through virtual e-learning. (2) to explain why teachers of English at SMAN 8 Kota Jambi use those strategies to teach reading comprehension through virtual e-learning.

Literature Review

Reading comprehension

Reading comprehension is essential for language learners, especially for students who learn English as a foreign language. Different from reading in general, reading comprehension requires deeper meaning to elaborate. Some scholars argued about the definition of reading comprehension. Like Klingner (2007, p.2), he asserted that reading comprehension is the process of constructing meaning by coordinating some complex processes, including keywords, ideas, and context conveyed in the text. In line with that, Cook (2008, p.124) pointed out that reading comprehension allows a continuous process between the reader and the text. The reader needs to activate their prior knowledge and connect it to the idea pictured in the text. In addition, reading is an active process that consists of recognition and comprehension skills which is an important activity in life that can update students' knowledge (Patel, 2008, p.114). Therefore, it can be inferred that reading is a complex interaction process between the text and the reader. For this reason, reading involves the reader prior knowledge and experience in comprehending what is written in the text. So, students must utilize their prior knowledge and information from the text to construct the meaning of the text. Moreover, Grellet (2001, p.3) classified reading comprehension into three levels: literal, inferential, and critical. The literal comprehension level requires the reader to recall explicitly stated information in the text, such as name, specific numbers, things, etc. Meanwhile, the inferential comprehension level allows the reader to propose relevant additional information by connecting personal information like prior knowledge and experience to the written text. In addition, this comprehension refers to understanding what an author meant, drawing a general conclusion, sequencing, predicting outcomes, etc. Last, the critical comprehension level encourages the reader to judge the author's style and other text components. This level is related to evaluating and making a fair judgment for these issues: language style, publishing time, and logic used to conclude.

Regarding the discussion above, it can be concluded that reading comprehension is the activity to understand and gain information from a text by connecting it to personal information in a simultaneous way. This process involves three components: reader, text, and activity. Hence, the level of reader comprehension (literal, inferential, and critical) is well affected by those three components.

Teaching reading comprehension

A strategy in teaching reading comprehension may be different among teachers. It depends on some related factors: learning goal, students need, facilities, and so on. Teaching reading comprehension activities do not only help students to be easier to comprehend the text but also avoid obstacles in reading. Generally, there are three phases of teaching reading comprehension concerning classroom activities proposed by Kawabata (2007). This includes the pre-reading phase, while-reading phase, and post-reading phase.

Pre reading phase, pre-reading activities are interactional activities carried out before students conduct the actual reading activities. These activities are expected to prepare the students before reading the text. For example, Crawford (2005, p.29) suggested brainstorming activities relevant to the topic. In this activity, students can call out words, knowledge, and experience related to the text. Furthermore, Brown (2001, p.299) believed that encouraging the student to predict and activate their schemata are helpful to make them familiar with the text.

While-reading phase, teachers can select appropriate activities to help students comprehend text in this reading phase. Scholars have proposed some strategies that could be implemented during the reading stage. Like Hancock (2006, p.33), he recommended that reading aloud activity could attract students' attention, leading to class cohesion into the text. Another activity that teachers can implement is finding the main idea, which was confirmed by Brown (2001, p.308). This activity could assist the students to analyze and distinguishing critical information and supporting information. The next activity that can be instructed during the reading stage is recognizing text patterns (Mukhroji, 2011). This idea is also confirmed by Kawabata (2007), who stated that teachers could lead students to find the structure and language features of the text. It will be helpful for the students to comprehend the text by understanding it as a whole. Brown (2001, p.309) also suggested a guessing activity at this point. Students could predict anonymous information like a new word by connecting it with their prior knowledge. In vibe with Brown, Mukhroji (2011) asserted that inferring from the text activity could promote the student to utilize their experience to understand the idea of the text by using their own words.

Post reading phase, for this phase, most activities evaluate students' comprehension of particular tasks. As Kawabata (2007) suggested, a comprehension question activity could help students recall what has been read earlier. Question sheets containing various questions like true or false questions and WH questions could assist teachers to monitor students' comprehension of the text. Meanwhile, Bergeron and Bradbury (2002, p.10) proposed summarizing activity at this stage. The teacher could ask students to analyze critical points or essential information to check students' comprehension. Post-reading activity can also be in the form of discussion (Mukhroji, 2011). This activity could trace back students' understanding of the text and relate it with their own experience.

Strategies in teaching reading comprehension

There are some scholars proposed some strategies that teachers in teaching reading comprehension can be applied as follows:

Translating and SQ3R

Translating, or well-known as Grammar Translation Method (GTM), is considered old fashioned in teaching English nowadays. Even so, translating strategies is still reliable to be implemented in teaching reading comprehension for teachers. Beltran (2006) pointed out that translating and related exercises are beneficial for foreign language learner as follows: (1) expanding learner's vocabulary in the second language, (2) expanding language style, (3) improving understanding of how language work and (4) enhancing comprehension in the second language. Using translation in foreign or second language learning has also saved time (Alrefaai, 2013). He also added that translation in English class provides enough time to exercise using English more since the comprehension is already acquired earlier. Besides, he also added that concerning text comprehension, most language learners use mental translation to encounter constraints, especially the new vocabulary and sentence structure.

SQ3R is a systematic reading strategy to help students organize the reading process into manageable units. It was developed by Robinson (Baier, 2011). It contains five steps: Survey, Question, Read, Recite, and Review. The first step, *survey* (S), is surveying through the title, pictures, introductory paragraph, headings, subheadings, and concluding paragraph to construct the text's general ideas and main points (Baier, 2011). By doing this activity, the reader could activate their prior knowledge and help them better understand the text. In other words, students should have a general understanding related to the content of the text.

The second step is Question (Q), transforming heading and subheading into questions (Baier, 2011). The purpose of this text is to read the text in more detail in order to answer the questions made earlier. To put it simply, it will encourage readers' curiosity about the text to increase their comprehension of the text. The third step is read (R-1) that is reading to find the answers to the questions created from the previous step (Baier, 2011). He also describes that this reading step of SQ3R is an active search for the answers in which the students read the text to find answers to the questions in step 2. The fourth step is to recite (R-2), restating the answers in step 3 using readers' own words (Baier, 2011). This is the crucial step for readers that prove their understanding of the text. Finally, the readers may write down a brief note in their notebook for study and the last step, review. The last step of SQ3R is the review (R-3), scanning the written notes and observing the main points and the supporting details (Baier, 2011). In this step, the students also write a summary of the text. Summarizing activity is one of the activities inactiveness of a good reader (Brown, 2001, p.315). This last step is helpful for long term remembering.

Question-answer relationship (QARs)

Bos and Vaughn (1994, p.182) stated that Question-Answer Relationships (QARs) is a reading strategy through understanding and analysis of questions. In other words, this strategy

guides students to understand the questions to get a piece of information in reading itself. Bos and Vaughn (1994, p.182) also categorized the types of Questions:

1. *right there*. Words used to create the question and words used for the answer are in the same sentence. In other words, it is a textually explicit question, and the answer is textually explicit written in the text. The questions of this type can be as "Who is the main character? Where is the setting of the story?"
2. *think and search*. The answer is in the text, but words used to create the question and appropriate answers would not be in the same sentence. In other words, it is a textually implicit question, and the students need to rearrange the words from the text to answer the question. The questions of this type can be as "What is the problem and How is it resolved? What are the important events?"
3. *author and you*. The answer is not in the text. Readers need to think about what they already know, what the author tells you in the text, and how it fits together. In other words, it is an implicit question and needs students' relevant prior knowledge and the information from the text to answer the question. The questions of this type can be as "From the title or illustration, what might this text talk about? What is the moral lesson of the story?"
4. *on my own*. The answer is not in the text. The reader can even answer the question without reading the text. Readers need to use their own experience. This question could help the teacher activate students' prior knowledge to be familiar. The questions could be "From the picture/ title of the text, what do you know about....?"

E-learning

The information and communication technology that rapidly developed for the past few years encourages various educational institutions to involve electronic learning (e-learning) systems to enhance the effectiveness and flexibility of learning. Through e-learning, learning material can be accessed from anywhere and anytime. Besides, the fascinating e-learning layout through certain multimedia could be used by teachers to attract students' attention to learn. Particularly in responding COVID 19 outbreak, the e-learning system is to be held to accommodate the teaching-learning process from home since this pandemic forces students and teachers to stay at home, avoiding the COVID 19 spread.

Rosenberg (2002) defined e-learning as the utilization of internet technology for distributing learning so that students can access it. More specifically, Khan (2005) asserted that e-learning refers to delivering learning material to anyone, anywhere, and anytime using various technologies in an open, flexible, well-distributed learning environment. Furthermore, the terms of learning are open, flexible, and well-distributed refers to students' freedom in terms of time, place, speed, content material, type of evaluation, collaborative or independent learning. From some definitions above, it can be concluded that e-learning can be implemented anywhere and anytime using available technology so that students can access what they want to learn.

E-learning models

E-learning implementation varies greatly, but it is based on a principle that the e-learning is hosted to disseminate information in the form of learning material through electronic or internet media so that students can access it anytime and anywhere. The characteristic of e-learning is

creating a flexible and distributed learning environment. According to Munir (2009, p.222), e-learning can be divided into three models, namely:

Web-based learning is a remote learning system based on information technology and communication with the web interface (Munir, 2009, p.223). In web-based learning, learners do online learning through a website. They can communicate with colleagues or learners through the facilities provided by the website. The famous examples of this model are Google Classroom, Edmodo, and Moodle.

Computer-based learning can be defined as a self-learning activity that can be done by learners using a computer system. Munir (2009, p.223) suggests that computer-based learning is a learning program used in the learning process using computer software containing titles, goals, learning materials, and learning evaluations. DynEd software is an example of this model used to learn English autonomously.

According to Munir (2009, p.223), virtual learning refers to a learning activity in a learning environment where teachers and learners are separated by distance and time. The teacher provides learning materials through several methods such as LMS (Learning Management System) applications, multimedia materials, internet utilization, or video conferencing. Learners receive the material and communication by utilizing the same technology. The widespread applications of this type are ZOOM, Google Meet, and Cisco Webex.

Methodology

Research design, site, and respondents

This study employed a qualitative approach under case study design (Erlina et al., 2019; Marxulina et al., 2019; Mukminin et al., 2017). A case study was chosen because this study observed and explored the teachers' strategies in teaching reading comprehension using e-learning during pandemic COVID 19. Creswell (2012, p.16) asserted that qualitative is used to understand the context or settings where the study participants address a case or an issue. In addition, He added that the focus of qualitative is not to generalize to other populations but to develop a deeper exploration of the phenomenon. Therefore, the result of this study principally was not to be generalized to other settings. This study was a single case, focusing on teachers' strategy in teaching reading comprehension in e-learning during COVID 19 pandemic. The present study attempted to capture the natural phenomenon of teacher strategy in teaching reading comprehension using e-learning in a particular school, in this case, SMAN 8 Kota Jambi. Therefore, this study presents how EFL teachers teach reading comprehension using e-learning during the pandemic COVID 19.

The participants of this study were two teachers of English in SMAN 8 Kota Jambi. The reason for choosing this school was grounded on writer accessibility. Regarding the participants, there were criteria of the participants who were involved in this study: (1) having five years or more teaching experience, (2) using virtual e-learning, and (3) being willing to participate in this study. Based on those criteria, two teachers were selected to be involved in this study. The participants' identities remained pseudonyms and were addressed as Participant No 1 (P1) and Participant No 2 (P2). P1 has been teaching English for 11 years.

On the other hand, P2 has six years of experience in teaching English. Both of them used virtual e-learning in teaching reading comprehension during pandemic COVID-19. It was not to

compare these two teachers but to get factual information as much as possible about strategies in teaching reading comprehension through virtual e-learning.

Data collection and analysis

The study utilized two data collection techniques: observation and interview. The observation frequency in this present study depended on the reading material that the participants taught. The observation was conducted three times in this present study. The first observation was carried out on April 20th 2021, in P1's class. The other two observations were on April 21st and April 27th 2021, in P2's class. The duration of observation was around 30 to 50 minutes for each observation. All observations were recorded to help the writer analyze the data.

In this present study, the interview was used to support the data from the observation. For that reason, the interview's questions in this present study were constructed based on the data found in the observation. The interview was addressed to the participants to explore their reasons for applying reading comprehension strategies. The interview questions also covered the weaknesses in implementing the strategies and challenges in using virtual e-learning. The interviews were conducted by using Bahasa Indonesia in order to avoid misunderstanding. The interviews were conducted in the teachers' room of SMAN 8 Kota Jambi on May 4th with P1 and May 5th 2021 with P2. The duration of the interviews was about 15 to 20 minutes for each participant.

All of the data were analyzed using four significant stages of analysis: coding, data reduction, data display, and concluding (Miles and Huberman, 1994; Habibi et al, 2018;). In order to maintain the validity of the data, the present study utilized the triangulation technique. The writer used data triangulation. The data sources triangulation was carried out by comparing the result of classroom observation and interviews. This study also employed member checking to check how far the findings were matched to the data source, in this case, the participants. In this study, member checking was conducted after gaining the data to ensure validity.

Findings

Based on the data collected from the three observations, three strategies were implemented in teaching reading comprehension through virtual e-learning. They were translating, SQ3R and QARs. The writer tried to figure out why the teachers used those strategies by doing interviews with them. The data from the observations and field notes were underlying the interview questions. The interview questions also cover the constraints in implementing the strategies in teaching reading comprehension through virtual e-learning. Finally, the result of the interview was presented into each strategy as can be seen as follows:

Translating

From the interview result with participant no 1, she explained why she implemented translating strategy in teaching reading comprehension through virtual e-learning. She used this strategy because she wanted the students to understand what they read. In addition, translating words could make her assess students' vocabulary. Then, she could make follow up treatment for those with poor vocabulary. As stated in the interview, data from the P1 is translated belows.

P1: "The reason why I asked them to translate the words into Bahasa Indonesia was I wanted to make them understand what they read. I can also assess them directly to recognize strong students, less and poor. For those categorized as less and poor students, I could give them treatment."

In addition, she also claimed that translating strategy helped save time for students to comprehend the text. Moreover, she added that this advantage was helpful for poor students to understand the text. The quote from P1 is translated as follows.

P1: "This strategy was saving the time for students to understand the text. It was suitable with the current situation (Pandemic COVID 19) since the lesson hours were reduced to 30 minutes each period. Translating also helped poor students to comprehend the text faster since they knew what they read."

P1 also added that this strategy had some constraints in teaching reading comprehension. She asserted that translating strategy sometimes did not work well for specific words, especially words with more than one meaning. The quote from P1 is translated as follows.

P1: "Translating strategy sometimes make students confused, especially when they translate words that have more than one meaning, like a word bat that means an animal, and the stick to hit the ball."

SQ3R

Based on the observation, participant no 2 employed the SQ3R strategy. He asked the students to survey the text at the beginning of the reading activity. He considered that this activity could let him know what information students could get from the text. He also added that this activity could help students predict the text's content. As illustrated, the data of the interview from P2 is translated as follows.

P2: "The reason I asked students to survey the text is that I want to see how far the information that students got from the text, what the point of the text. The students could guess the text or not."

P2 also argued that showing pictures in a survey of the SQ3R stage could stimulate students' background knowledge related to the topic of the text. Besides, showing pictures helps students predict what will be discussed in the text. The quote from the P1 is translated as follows:

P2: "The reason I showed picture to the students because I want to build background knowledge concept for students so that it could stimulate and students could guess what topic discussed."

P2 also stated that the topic of the text played an essential role in using pictures at the survey activity of the SQ3R strategy. As stated in the data of interview from P2 is translated as follows.

P2: "Showing picture in the survey activity, it depends on the topic, whether it could show the picture or not."

After that, P2 applied the next step of the strategy, which was the question. He asked the students questions that related to the text. He did this activity in an effort in order to recall the students' prior knowledge. The quote from the interview with P2 is translated as follows:

P2: "I expected my students to understand the text by asking them questions that related to the text which hopefully make them familiar to the text first."

He also added that it was not easy to invite students to respond to the questions. Some of the students were shy and afraid of making mistakes to answer the questions. As illustrated, the data of the interview from P2 is translated as follows.

P2: "Sometimes, the students were reluctant to answer the questions that related to the text. They were shy and afraid of making mistakes. So, I always encourage them to get involved by giving them extra credit points, which affects their scores. Then, some of them wanted to respond to the questions."

Next, P2 applied to recite of SQ3R step. He discussed the previous questions after reading the text. He stated that this activity confirmed students' previous answers to the information that they recently read. The quote from the interview with P2 was as follows:

P2: "It was important to show the students whether their previous answer was correct or not by comparing the information from the text."

At the end of this strategy, P2 implemented a review of the SQ3R strategy by leading the class to review the text since he believed that this activity could make students summarize the text with their own words. Besides, this activity encouraged the students to express their arguments related to the text. The data of the interview reveals from P2 as translated as follows.

P2: "Because I want to see from a reading passage, the students could summarize it or not what topic discussed in the text holistically. Plus, there should be an ability to summarize in reading comprehension with their own words. Thus, I want to make the students argue by summarizing what the text means."

In addition, P2 also asserted that there was a challenge in implementing this activity in the class. It was students reluctant to involve in this activity. The data of the interview from P2 is translated as follows.

P2: "It is only a few students who were active to participate because they had lack of confidence, they were afraid that their English was wrong, so most of them were afraid to express their ideas."

QARs

Another strategy that appeared in this present study was Question Answer relationships (QARs) Strategy. P2 implemented it in teaching reading comprehension through virtual e-learning. Two kinds of questions appeared on the observation: specific information question (Right There type of question) and personal experience question (On Your Own type of question). He asked specific information questions to students because he wanted to practice students' comprehension. He also added that this strategy could relate to students' real-life experiences by asking them questions related to the text. Besides, this activity could see students' points of view about the text. He also hoped that this activity would make students engaged with reading activities since they could connect the text to their daily lives. The quote from P2 is translated as follows.

P2: "First, the reason I asked about specific information is that I want them to practice their reading comprehension by searching detailed information through scanning activity. Second, I asked an experienced personal question because I want to relate to their daily activities; they got information about entrepreneurship, right? So I want to see their perspective toward the text and the implementation in daily life. Thus, these things could make students be engaged learning and studying reading without any burden or pressure and motivate them as well."

This participant also noticed that there is a challenge in implementing QARs activity. Some of the students were afraid to make mistakes in delivering their arguments. The others were shy to participate in the activity. That was the challenge in applying this strategy. The data of the interview from P2 is translated as follows.

P2: "On that day, they were afraid to be active, they were afraid to speak, afraid of making a mistake in speaking, yet that moment was their opportunity to argue how far they understood about the text. Most of them were afraid and shy. It was a challenge for me as a teacher that I encounter".

Table 1 Advantages and Challenges in Implementing Teaching Reading Strategies

Themes	Sub-themes
Advantages in implementing Translating	Make students understand Time saver Easier for the teacher to assess the students
SQ3R	Build students' background knowledge (Survey) Make students predict the content of the text (Survey) Make students familiar with the text (Questions) To check students' previous answers (Recall) Students make a summary of the text (Review) practice students' comprehension (Right There) relate students' real-life experience (On Your Own)

QARs	
Challenges in implementing Translating	sometimes did not work well for specific words, especially the words that have more than one meaning
SQ3R	using pictures depends on the topic (Survey) Students were shy and afraid of making mistakes (Questions) Students were reluctant to participate because of a lack of confidence (Review)
QARs	Students were afraid to make a mistake in delivering their arguments.

Discussion

As illustrated during the observation, the writer found three strategies used by the teachers in teaching reading comprehension through virtual e-learning. They were: Translating, SQ3R and QARs. Those are presented below.

Translating, the first strategy in teaching reading comprehension in this present study was translating. Both Participant No 1 and No 2 utilized this strategy. Participant No 1 applied this strategy during post-reading to ensure the students understood what they read. According to the data of the observation of P1 class, the teacher asked the students to translate some words into Bahasa Indonesia. She also added that this activity could also check students' vocabulary. Meanwhile, Participant No 2 employed translating strategy in a while reading stage. He asked students to translate some problematic words into Bahasa Indonesia. However, he encouraged students to check the synonym of the problematic words first rather than directly translating them into Bahasa Indonesia. Based on the data from the interview, he believed that searching the similar words of the problematic words first, would enrich students' vocabulary.

In line with those findings, Beltran (2006) argued that translating exercise benefits language learners. This is because they were (1) expanding learners' vocabulary in the second language, (2) expanding language style, (3) improving understanding of how language work and (4) enhancing comprehension in the second language. In addition, Richard (2006, p.3) stated that translating activity usually moves from L2 to L1 to give a clear communicative goal. Therefore, it can be inferred that translating activities expand students' vocabulary and is also beneficial in students' comprehension since they understand well what they read. Furthermore, the P1 also added that translating activity was beneficial in saving time for students in comprehending the text. The data from the interview revealed P2's consideration in using translating activity in teaching reading comprehension. She claimed that it was suitable for the current situation. For example, it is known that the lesson hour is reduced to 30 minutes per hour during pandemic COVID 19. Plus, it helps slow students to comprehend the text faster since they know what they read.

Similarly, Alrefaai (2013) asserted that translating activity was a time saver for second and foreign language learners. He also added that this spare time in learning could be an exercise in English since the comprehension was achieved earlier. Besides, he said that about text comprehension, most language learners used mental translation to encounter constraints, especially that related to the new vocabulary and sentence structure. This present study finding also has some similarities in some previous studies. Like Pouya (2012), she found that translation tasks effectively promoted students' reading comprehension. In other words, this strategy could assist students to

gain an understanding of the text. It is also confirmed that Megawati's (2017) previous findings show that translating strategies helps students improve students' comprehension in SMK Tapos Depok.

Moreover, even though it is considered an old-fashioned strategy, translating activity is still relevant to be implemented nowadays, as confirmed by As'ari and Budiman (2020). They found that translating activities assisted students' reading comprehension through digital learning. They also claimed that university students got positive responses to translating activity in comprehending the text. However, the findings also discovered a challenge in using translating strategy in teaching reading comprehension. P1 argued that sometimes, translating confused students, especially when they encounter words with more than one meaning known as homonyms. In line with that, Brown (2001, p.18) argued that one of the characteristics of translating implementation in the classroom was teaching new vocabulary in list isolated words. This is a challenge for teachers to make students understand the real meaning of the words in the context. If it is neglected, the students will misunderstand the new words, which affect their comprehension of the text. In order to avoid this issue, the teacher should take a role in guiding students to see the context of the new words in the text. As a result, misunderstanding new words could be evaded during translating activities.

Meanwhile, the status of English as a foreign language in Indonesia also took a role in selecting a strategy in teaching reading comprehension. One of the activities that could enhance students' vocabulary in second language acquisition is reading activities. Lightbown & Spada (2011, p.100) pointed out the best source of vocabulary growth in reading. They also mentioned that reading is a significant potential source of vocabulary development for second language learners as it is for first language learners. They added that the second language learners' vocabulary development could improve reading by implementing good learning strategies. One of them is translating or looking words up in a dictionary.

In terms of translation in second language acquisition, Izumi (1995) argued that students are not expected to undertake the process of translation but to understand the product of translation itself. He also suggested that language teachers should adopt an alternative view of translation, one that is different from the traditional view, which could help teachers focus on meaning based on the context. In other words, the wise use of translation is beneficial in language learning. Furthermore, translating activities could complement other language learning activities, making them meaningful.

SQ3R, the second strategy found in this present study was the SQ3R strategy. This strategy was employed by P2 as illustrated in observations 2 and 3. Based on the result of the observation, P2 did not apply the Question step. The question stage is when the readers construct questions after the survey step. Baier (2011) stated that questions in the second stage of SQ3R require the readers to create questions related to the text. In other words, it will encourage readers' curiosity about the text to increase the readers' comprehension of the text. In the pre-reading stage, P2 instructed the students to survey the text and predict the text. He asked students to take pictures, titles, and sub headings of the text. In the interview, he argued that he could ask students what information they could grab after the survey by doing the survey. He also added that this activity could help students predict the text's content. In line with that, Baier (2011) argued that by doing a survey, the reader could activate their prior knowledge and help them to get a better understanding of the text. Plus, Brown (2001, p.299) said that surveying the text in a glance or skimming could assist the students to predict the purpose of the text and the main topic of the text. Moreover, Kawabata (2007) added that a skimming strategy is introduced to get an overall picture and ascertain the text's genre. In other words, students should have a general understanding related to the content of the text.

Then, after doing the survey, P2 did not ask students to create questions about what they had skimmed about the text. Instead, he created questions about the text for students. It probably happened since the lesson hours during pandemic COVID 19 was reduced to 30 minutes per hour. Plus, it would take much time for students to construct the questions. Besides, it is not suggested to have screen time (using gadgets) for an extended period since virtual e-learning was the teaching platform in this present study. So, P2 took the role in the Question of SQ3R step to adjust the current time policy.

During the Question of SQ3R stage, P2 asked questions related to the topic using a title or picture. He considered that this activity could stimulate students' background knowledge about the text. In line with that, Bos & Vaughn (1994, p.176) asserted that activating the students' relevant prior knowledge can be done by using a single word, a phrase, a picture or a poem. In addition, Kawabata (2007) argued that this activity could confirm and measure the students' understanding of the topic through students' responses. In short, asking text-related questions was helpful to make students ready and be familiar with a topic. In addition, P2 also provided some questions that required students to read detailed information from the text during the Question SQ3R stage. He argued that this activity helped students practice important scanning information from the text from the interview. In line with that, Kawabata (2007) argued that scanning activities are introduced to teach strategies of finding appropriate information in the text that would be necessary for successful reading comprehension.

Next, P2 employed Read of SQ3R in whilst reading stage. He asked students to read the text and searched the answers to the previous questions. He also allowed the students to take notes on some important points about the text. After that, he employed Recite of SQ3R by asking the question: "What information do you still remember about the text?". P2 asserted that this question was meant to check students' understanding by answering the question in their own words. Similar to Baier (2011), who stated that recite step was crucial for readers to check to understand the text. During the observation, most of the students were challenged to point out their ideas in English since they have limited vocabulary so that they used mixed English and Bahasa Indonesia. Even so, most of their answers showed that they understood the text. In the post-reading, P2 applied a review of SQ3R by guiding the class to review the text since he believed that this activity could make students summarize the text with their own words. Baier (2011) asserted that in the review step of SQ3R, the students also write a summary about the text. Concerning this, Brown (2001, p.315) proposed that reviewing is one step in the strategy in reading text used to assess the importance of what one has just read. It is also supported by Bos & Vaughn (1994, p.187), who defined reviewing as an activity that requires the students to generate the main idea and important details from the text. Moreover, Brown (2001, p.315) added that summarizing activity is one of the activities inactiveness of a good reader. It is also helpful for long term memory.

QARs, the last strategy found in this present study was QARs. This strategy was implemented by Participant No 2. This strategy helped the teacher in teaching reading comprehension. Using this strategy, the teacher knew how far their students understood what he taught them. He mainly employed this strategy at pre-reading and post-reading. During pre-reading, he employed this strategy by asking my type of question, which required students' prior knowledge to answer the questions. The questions were, "What object can you see in the picture? Do you agree with this picture? What comes to your mind when you see this picture?". Those questions required students' prior knowledge to answer them.

In addition, those questions helped the teacher to trigger students' background knowledge related to the topic. In line with that, Bos & Vaughn (1994, p.182) asserted that my types of questions are not in the text. Therefore, the reader can answer the questions without reading the text. Instead, the answer is based on readers' personal experiences related to the text. They also added that these questions help the reader activate their schemata to make the reader familiar with the text. P2 also asked right there type of question in the pre-reading stage. When discussing Cacao text, he asked five right there types of questions. They were "Where does cacao tree grow? How long the beans are fermented? What the closest meaning is of shipped? Where are the beans shipped? How big is the cacao tree? What should chocolate maker do to bring out the flavor?". The answer to the questions is primarily found in the text. According to Bos & Vaughn (1994, p.182), the answer to right there type of questions is explicitly written in the text. Therefore, the reader needs to scan the text to figure out the answer. Plus, they also mentioned that this type of question is beneficial for setting the purpose of reading before reading itself. Besides, Brown (2001, p.306) stated that stating the purpose of reading helps the reader search what information they need and avoid potential distracting information. In line with that, Kawabata (2007) argued that setting the purpose of reading plays a role in choosing what to do next, either skimming or scanning. Since right there type of questions asked specific information explicitly stated in the text, scanning activity is the best way to do it. Scanning activities are introduced to teach strategies of finding appropriate information in the text that would be necessary for successful reading comprehension. With this exercise, the students might be able to locate specific information about the topic of the text. (Kawabata, 2007)

In post-reading, P2 applied the author and you type of question. For example, he asked the students about new information when discussing cacao. The question was, "what new information that you learn from the text?". Even though most of the students answered it in mixed English and *Bahasa Indonesia*, most of their answers show that they understood the point of the text. Meanwhile, when P2 explored the entrepreneurship text, he also asked another author and you question in the post-reading stage. The question was, "what lesson can you learn for your real life?". Again, the students' answers were quite surprising that said some of them were inspired to start their own business and added that they learned about struggling in life and never giving up. According to Bos & Vaughn (1994, p.182), the answer of the author and you type of question is not in the text. The readers need to think about what they already know, what authors tell you in the text, and how it is arranged together. In other words, students' prior knowledge is as essential as the information provided in the text to answer this type of question.

The finding of QARs strategy in teaching reading comprehension through virtual e-learning in this present study confirmed previous related studies. Like Nurhayati (2017), she investigated teachers' strategies in teaching reading comprehension in a public Junior High School. One of the findings was the QARs strategy. Even though the QARs strategy in this present study was implemented in virtual e-learning, the same strategy also appeared in Nurhayati's finding who studied in a regular classroom situation. She also found that the teacher's consideration in implementing that strategy was to check the students' comprehension. The present study also revealed a similar reason for employing this strategy in teaching reading comprehension. P2 explained that through QARs, he wanted the students to practice reading comprehension by asking right there type of questions by searching detailed information from the text. On the other hand, author and you type questions were asked to relate students' real life to the text. Bos & Vaughn (1994, p.182) also coined out that QARs can be useful for both teachers to develop comprehension

questions and students as a tool in locating information in the text and relating to the background of knowledge. QARs also helps students to understand that information from the text and their prior knowledge are essential in answering the questions. Moreover, the QARs strategy required students to apply reading strategies: skimming and scanning to answer Right There and Think Search types of questions. It also stimulates students to think critically about what they read in answering Author and You and On My types of questions. Those questions encourage students to activate their prior knowledge and employ their idea or opinion to answer the questions.

Conclusion and recommendation/implications

Based on the result and analysis from virtual classroom observations, it can be concluded that teachers used some strategies to encourage the students in comprehending the text. However, the variety of implemented strategies shows that teachers' backgrounds and circumstances affect teachers' choices of teaching strategies. Moreover, the current circumstances, pandemic COVID 19, have changed the teaching-learning process in many ways. Changing physical classrooms into the virtual classroom and pandemic COVID 19 also reduces lesson hours to 30 minutes per one period, affecting teachers' choice of strategy in teaching reading comprehension.

The teachers' must be selective in choosing the suitable strategy so that the learning goals are achieved in these current circumstances. Concerning the time limitation, teachers encountered the challenge with some adjustments. Nevertheless, the findings showed that teachers chose a translating strategy to make students understand what they read faster. The limitation of time also affected teachers in implementing the SQ3R strategy in well-formed steps. As a result, teachers take over students' roles in the Question of SQ3R step.

In short, those strategies had a good impact on both students and teachers. Using those strategies, students were supposed to be active in involving reading activities, which helped them comprehend the text discussed. In addition, it helped teachers to achieve learning goals by applying those strategies.

Based on the conclusion above, some suggestions are proposed to stakeholders as follows:

1. Teachers

Hopefully, the strategies found in this study could be a reference for teachers who have similar circumstances, especially in teaching reading comprehension through virtual e-learning. Plus, teachers are expected to be more adaptive when engaging students in reading activities.

2. Teachers Association (MGMP)

Referencing the data found in this study, it is suggested that teachers association is regularly involved in teachers' enhancement. Consequently, teachers could choose the appropriate strategy meant for students, and the learning goal is also achieved.

3. Future researcher

For future researchers interested in a similar topic, especially teaching strategies through the e-learning area, it is suggested to conduct a study investigating teaching strategy in asynchronous e-learning or web-based learning, which was not covered in this present study.

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