

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

After conducting the research, the researcher collected information about the Strategies Understanding in English Reading and Writing material. The information gleaned from the researcher's research interviews is presented in the study findings. Since there are two research questions in this study, there must be two primary elements of research results and two research questions in this chapter.

By performing firsthand observations, student interviews, and documentation, the researchers also addressed the research in this part. Researchers discovered that students employ techniques to comprehend reading and information in the online learning process after conducting interviews with the students.

1. The Strategies in understanding reading and writing materials in online learning.

Learning language to know the meaning of word, to know the message of the story, to know what topic reading text about, to what someone talking about especially in foreign language need strategies to learn till master the language. It is also happened to English. A language learner certainly need strategies to understand what passages and master in kind of English available.

Participan 1

Based on the interviews the Participants first participants said they were learning English online, could use google classroom and whatsapp media. material is sent via whatsapp grub but during face-to-face learning using google classroom. participants enjoy online learning because according to them the material provided by the teacher is complete along with the instructions. however, regarding my English skills, I was not very good, so I understood the lesson while discussing it with my classmates. We also use online dictionaries to find out the contents of translations that we don't know, then you arrange the words to match the English. even though studying online, we still receive learning to find a topic that we think is interesting to write about. Before writing, I usually prepare the material first.

Participan 2

. The second participant said that in the teaching and learning process using google classroom and whatsapp as media liaison. Even though you don't learn face-to-face, online learning is the same as traditional learning, but it's just different in the delivery. when learning offline we can meet directly with the teacher while online only through mobile devices. so in my opinion we haven't studied the material yet you don't feel optimal. usually the task is in the form of a simple text in which we are asked to find the necessary information with questions containing 5W + 1H or are asked to find the main idea in a reading, and understand

what information is being conveyed from the reading. Usually, to be able to understand learning English, I use media assistance such as Google translate or a dictionary to find out what the English translation is and vice versa. then usually I discuss with classmates and write down some words that I don't know even I also remember the vocabulary. after knowing and understanding the contents of the topic translation, I will convey again what the topic contains. then usually we are asked to look for topics on the internet with free themes, it's up to students what material they want to discuss. I usually finish it by selecting the topic I want and changing the language in written form, then I arrange it using Indonesian first, then I translate it into English.

Participan 3

In the third participant he said that in learning English they are usually asked to look for topics of discussion or it could be topics that have been provided by the teacher, then students try to learn to read and write English. usually in reading learning where they are asked to read the entire contents of the reading text and are asked to understand first to find out the meaning of the reading. what information is conveyed in the reading then asked to understand the material as a whole, then if they find vocabulary that is familiar to them. they took the initiative to look for it through a dictionary or google translate. usually to guess a little about what the translation is about, then students also record foreign vocabulary and remember it, students also make an outline in Indonesian first and

from there they can measure their own abilities. after the Indonesian framework was ready, they translated it into English using Google Translate so they could explain it again in English.

Participan 4

To the fourth participant he said that when he already had a topic to discuss, he first translated the contents of the topic into Indonesian so that he would know the contents of the topic, then usually I often discussed it with my classmates. usually greetings receive information on this topic students need media google translate or an English dictionary, if asked to complete assignments on the topic, usually I determine what topics will be discussed and what I will write later from what kind of information I want to take into my writing, and of course I also look for information using Indonesian translations.

Participan 5

the fifth participant said that in learning English online they used google classroom and WhatsApp depending on the English teacher sending material, the learning took place online and they received reading material, usually they found information in the form of reading texts that described something, telling something in the past or the steps to making something, students usually understand by first reading the entire text and translating according to their abilities, then looking for some unknown vocabulary using a dictionary or the Google translation application. then I read over and over to understand and find the necessary information.

Usually we are asked to write sentences in the form of text in English. looking for an appropriate topic and looking for what information I can capture then I will explain again.

2. The learners to understand reading materials and practicing writteng in online learning.

The researcher used the results of observations from the interviews to respond to the second research question. The results of the interviews provide what students do in learning to understand reading and practice writing.

In addition, students explained what they faced in the online learning process. Because the research's description focused on the description of the teaching and learning process of reading and writing, the results of the interviews also assisted in addressing research concerns. Due to the fact that the primary purpose of research is to answer specific research questions, there are several components that support the data's completeness. Students tell what they faced and what they did. Because, he explained, online learning is not easy to foster motivation among students because they cannot meet directly with the teacher while studying. So students should make themselves interested and willing to understand online lessons as much as possible. This is also a challenge for students because they have to think carefully about what questions need to be made to be able to read and write English so that they can attract their own attention and understand what they are

learning. Especially for students they often carry out their own strategies to be able to understand what they are learning, they first determine what topics they will discuss then they read it first, if there is something they don't understand then their students will look for it using a dictionary or media google translate, and they will learn to write appropriate words so they can understand. Some of them also really have to discuss with their classmates if there is something they don't understand. and with those strategies they can learn well and they find it fun.

B. Discussion

After the data is obtained and the process is as described above, the researcher writes and analyzes the data that the researcher has obtained for the findings above.

In this section, the researcher explains the results of research on what are the learner's strategies for understanding reading and writing material in online learning and what students do to understand reading material and practice writing in online learning.

1. Learner Strategies in Understanding Reading and Writing Materials in Online Learning

Based on the findings of the researchers, students' reading and writing comprehension strategies in English generally use comprehension strategies in which students read the entire text first and then students understand the contents of the reading to find the topics of discussion in the reading. statements of students' reading and writing

comprehension strategies in learning English use a strategy in which students read the text of the entire reading text and then students understand the contents of the reading to find the topic of discussion in reading this statement is included in the online reading strategy proposed by Brown (2001), namely the strategy of how to Skimming to find mind ideas

According to Brown, (2001) stated that Skimming is one of the many ways that guide students to find their reading comprehension, in this way students have reading speed and irregularity of the text to find the whole text. This statement is also in line with (Assaqaf, 2006) which states that skimming is a learner reading text quickly and randomly to find the general meaning, purpose, or essence of a text, so that students can understand the contents of the text.

2. The Learners Do To Understand Reading Material and Practicing Writing in Online Learning

In the next findings, the researcher found that what students do is to understand reading material and practice writing in online learning. what students do to understand reading material and practice writing is by first determining what topics they will discuss then they read it first, if there is something they don't understand then they will look for it using a dictionary or google translate media, and they will learn to write the right words so they can understand. , this statement is in accordance with the type of online reading strategy according to Mohktary and Sheorey, (2004)

which is included in the Support Reading Strategy (SUP), Support strategies involved using tools and techniques to make sense of a text. The SUP contains 9 items and primarily involves the use of external reference materials (such as use of a dictionary), taking notes, underlining or circling information, and practicing other strategies. These strategies provide targeted support mechanisms in sustaining responses to readings. This means that supporting reading strategies are tools to help readers understand meaning.