

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, findings and discussions are discussed in research on reading strategies in offline learning during the post-pandemic era. The data itself was taken based on the results of direct observation and interview with English teacher and students to be able to answer questions in the first chapter.

#### A. Findings

In this section, the researcher finds the problem formulation in this research, here are 2 types;

##### 1. Types of Reading Strategies in Post-Pandemic Era

Reading strategies are very important in learning English, so a teacher must be able to determine the right strategies for their students. It is hoped that the strategy chosen by the teacher himself is appropriate to the situation of the students in class, especially in reading comprehension so that learning objectives can be achieved. Gulmira (2021) to develop reading skills, especially in English, a strategy is needed so that the delivery of reading to students can be easier to understand. Reading strategies have an important role in classroom learning, especially in the current digital era.

- a. Reading strategy used by teacher in classroom learning

Apart from conducting direct observation, researcher have also conducted interview with teacher at SMPN 1 Gambut school to find out more clearly about the teaching reading strategies used by the teacher after the Covid-19 pandemic. Researcher conducted interview on Monday, October 16 2023.

1. The teacher used riddle strategy

Based on interviews that researcher conducted with teacher on Monday, October 16 2023. Researcher conducted interview starting with questions about what reading strategies were applied in class. The teacher himself also said she chose the riddle method. The teacher said, *"For my own learning strategy, I chose riddles as a suitable method for classroom learning"* (P.H, Interview result, October 2023).

2. The first stage in learning

Based on observations Monday, 16 October 2023 and Thursday, 19 October 2023. The teacher disciplines the students, namely giving instructions to the students that learning will begin immediately and they are expected to prepare themselves. Then the teacher brainstormed with the students regarding the lessons that had been taught in the previous meeting. The teacher

reviews material about spelling letters, colors, clocks, parents and action words for students.

After that, the next stage is for the teacher to start discussing the new material that will be taught. Namely about introducing yourself.

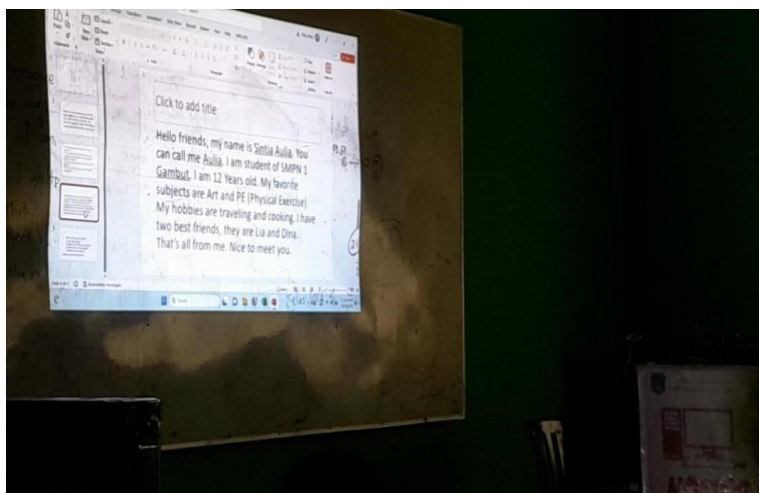


Figure 4.1 Teacher gave an example of reading text about introduction yourself.

### 3. The second stage in learning

Based on observations Monday, 16 October 2023 and Thursday, 19 October 2023. The teacher provides an example of material about introducing yourself in English which is displayed on the projector screen in front of the class. Then the teacher begins to read material about introducing oneself to students. It is read slowly and in sentences, but when it is read, the teacher asks students to guess the English language from an example word.

The teacher said "*What is the English word for the number eight?*" then on average the students gave their answers spontaneously. Furthermore, the teacher also asks students to be able to translate word for word in a sentence that appears on the projector screen and which has also been read by the teacher. The teacher also directed students to be able to improve their understanding of the reading being taught, such as when the teacher asked students to say the meaning of window in Indonesian, there were some students who still felt unfamiliar with the word. Immediately the teacher began to give instructions by pointing to the window in the classroom that what the teacher was pointing at was the meaning of the word "*window*" which the teacher asked him to translate.

Then the teacher displays several pictures related to the material "*introducing yourself in English*" on the projector screen, then the teacher gives instructions such as saying "*my favorite subjects are*" then the teacher asks students to be able to understand the meaning of what the teacher has said by looking at several pictures which the teacher displays on the screen and is also expected to be able to answer it. Then after that the teacher explained the material about "introducing yourself in English" again.

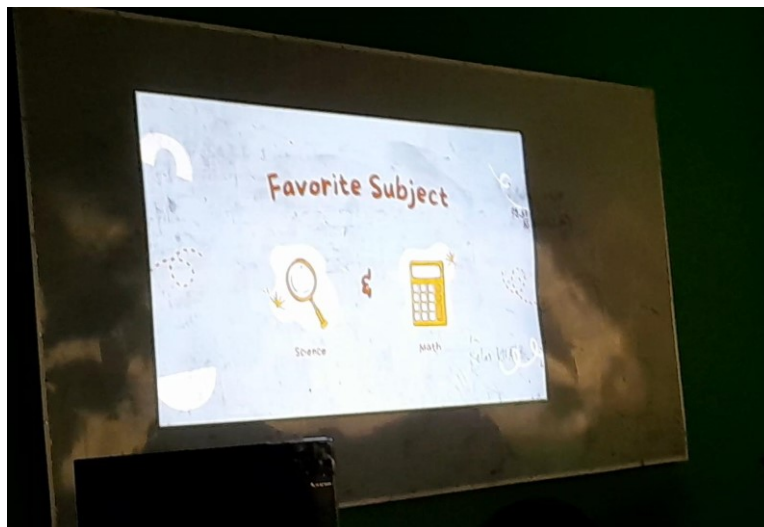


Figure 4.2 Teacher gives examples of pictorial riddle

#### 4. The last stage in learning

Based on observations Monday 16 October 2023 and Thursday 19 October 2023. Before the teacher concludes about the material that has been taught, the teacher briefly explains the material that has been presented. Then the teacher conducts questions and answers to the students to ensure that the material that has been presented can be understood. After that the teacher concludes the material. Then the teacher and students both end the lesson by saying salam.

#### 2. Students Response Toward the Reading Strategies Used by Teacher

Students' responses to the strategies used by the teacher are to determine the success of the strategies implemented by the teacher. To find out one of them, can be seen at the way students respond during the

teaching and learning process in class. And also the responses from students are very influential on the teaching and learning process. Therefore, teachers can find out whether the strategies that have been implemented are successful or not. To find out more deeply, the researcher conducted interviews with 8 students in class VII A regarding their response to the strategies that the teacher had implemented in class. The interview was conducted on Thursday, October 19 2023.

a. The teacher presents and delivers

Based on interviews conducted by researcher with students on Thursday, October 19 2023. Researcher started asking students questions regarding whether they could understand the lessons that had been conveyed. Based on the results of interviews with all of them, they answered that during the lesson they could understand the teacher's delivery. The students said "*Untuk pembelajaran yang di sampaikan paham saja*" (A. NH, Interview results, October 2023).

b. The teacher conveys the material well so that the material does not feel difficult

Based on interviews conducted by researchers with students on Thursday 19 October 2023. Researcher conducted interviews related to discussions about teacher delivery in teaching so that the material presented did not feel difficult. They answered that when the learning took place and the teacher explained the material, they did not find it difficult. The students said, "*Untuk pembelajarannya*

*terasa mudah saja untuk di pahami dan tidak merasa ada kesulitan”*

(M. RA, Interview results, October 2023).

- c. The lessons taught by the teacher are just good

Based on interviews conducted by researcher with students on Thursday 19 October 2023. Researcher conducted interviews with students about what they thought was that the lessons taught by the teacher was good, as long as the lessons were easy enough to understand. The students said, “Pembelajaran yang di sampaikan bagus saja,cukup mudah untuk di pahami” (F.A, Interview results, October 2023).



Figure 4.3 Researcher conducted interviews with class VII A students

## **B. Discussion**

Based on data obtained from direct observation and interview with teacher and students. Then the researcher explained about teaching reading strategies which were combined with technology that had been

applied by the teacher during learning. After that, the researcher explained the students' responses to the strategies implemented by the teacher.

### **1. Types of Reading Strategies in Post-Pandemic Era**

Strategy in learning is very important, even in classroom learning, the teacher must be able to use an appropriate strategy according to the students' circumstances. The teacher implemented a teaching reading strategy combined with technology after the end of the pandemic in learning in this class. The researcher himself obtained these results based on observation and interview with teacher and students as reinforcement for the results of this research.

#### **a. Reading strategies used by teachers in classroom learning**

Reading strategy is one that has an important role in the learning process, especially in English reading. Fitri&Eka (2023) explained that reading strategies can have a good effect on students, such as helping students improve their reading skills.

##### **1. The teacher used riddle strategy**

The choice of learning method must be appropriate and appropriate because the right method chosen can influence the learning process in the classroom. So teacher are expected to correctly choose a learning method that suits their students' conditions so that learning runs well. Beyza&Ebru (2021) explained that



riddle is an appropriate method for children who are just learning English because riddles themselves can help children's cognition and can help children in problem solving.

## 2. The first stage in learning

Beyza&Ebru (2021) explain that puzzles are the right method for children who are just learning English because the puzzles themselves can help children's cognition and can help children in problem solving. Before explaining the material that will be taught, the teacher first brainstorms related to the material that has been previously taught to students. After that, the teacher slowly began to introduce new material to the students, material about introducing yourself.

## 3. The second stage in learning

The pictorial riddle method is used to train students' creative thinking skills, where students are given the opportunity to solve a problem based on their own experience and students are also required to be able to find solutions to these problems (Aulia, et al 2019)

The teacher provides several pictures related to the material being presented on the projector screen, then gives assignment instructions, then the students are asked by the teacher to analyze the meaning of the pictures.

#### 4. The last stage in learning

According to (Aulia, et al 2019) after students are given the opportunity to solve a problem and students are also able to find a solution to the problem. The teacher reviews the material that has been taught, then asks the students questions and answers if there is material that is not understood and after that the teacher makes a conclusion, then closes the lesson..

## **2. Students Response Toward the Reading Strategies Used by Teacher**

The right strategy chosen by the teacher has an influence on the student learning process in class. The right teacher in choosing a learning strategy will of course make it easier for students to understand the material being presented and can also arouse students' enthusiasm for learning and be more active in their studies. The following are some student responses to the reading strategies implemented by the teacher in class.

a. The teacher presents and delivers

Learning English will be fun if the teacher is able to understand the conditions of his students. According to Aulia, et al (2019), the learning implemented by teachers using pictorial riddles is very good because it can train students' skills, creative thinking skills and can solve their problems.

b. The teacher conveys the material well so that the material does not feel difficult

Delivery of material from the teacher that is easy to understand The lessons taught are clear and easy to absorb so there are no difficulties. According to Aulia, et al (2019) teachers deliver material using appropriate strategies so that students can easily absorb and understand the material being taught.

c. The lessons taught by the teacher are just good

The right teacher in choosing reading strategies can create a good learning process. All of this can be seen from how students respond when the learning process takes place in class. According to Aulia, et al (2019) using the riddle strategy is very appropriate for children who have never studied English before.