

**AN ANALYSIS OF TEACHERS' METHOD IN TEACHING READING  
COMPREHENSION THROUGH ONLINE LEARNING**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan ( S. Pd. )  
English Education Program*

*By :*

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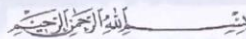
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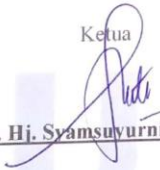
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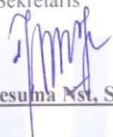
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## ABSTRACT

**Lili, Sayuri Yuni. 1802050002. An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning. Skripsi. English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara.**

The study discussed about An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning. The objectives of this study were : (1) to find out the types of teaching method that teachers used in SMP Muhammadiyah 57 Medan, (2) to find out the appropriate online teaching method in reading comprehension that teachers used in SMP Muhammadiyah 57 Medan. This study applied a descriptive qualitative method to analyze the data. The source of the data was obtained from 2 English teachers in SMP Muhammadiyah 57 Medan to find what method that teachers used in SMP Muhammadiyah 57 Medan. The technique in analyzing the data was using the theory of Miles and Huberman (1994:10), that is data reduction, data display, and drawing conclusions/verifications. There were found out the teacher's method in teaching reading comprehension through online learning in SMP Muhammadiyah 57 Medan.

*Keywords: Teaching Method, Reading Comprehension, Online Learning.*

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In the end, the researcher was hoping that this look at might be useful be it from the academic angle, or others. The researcher also find some new horrisons anf some tremendous grievance is scientific knowledge in this study research.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

According to Ahmad and Aziz (2009), students who have bad reading comprehension and part of the problem lies with the conventional teaching method employed. All of the needs, the condition, and the culture of the classroom are in the teacher's control. Teacher can examine what should be done in the classroom. It is very important to determine teaching method before start learning process.

In addition, online learning has been started since mid-March 2020 due to the Covid-19 pandemic, and until now a comprehensive evaluation is still being carried out, although with a mixed learning system between face-to-face learning and online learning. At first online learning was not well known, and was not wanted by anyone, including teachers and students, but now online learning is being carried out. Online learning reduces the level of communication that occurs between teachers and students and also requires the use of critical methods rather than face-to-face discussions.

Baker, R., & Moroz, W. (1997) analyze that most teachers continue to apply teacher-centered approach and that little has changed over decades, that is, by apply student-centered approach. Some experienced teachers believe that teaching English language, especially in reading comprehension must be teacher-centered because teacher as the expert in the classroom and be the one who

knows the material and informations the most. But, other teachers also believe that student-centered is the best method to apply because it can make students more active, enthusiastic and participating in the classroom activities when presenting material. Some teachers still apply a traditional way to teach, and some other teachers change their way of teaching into new method.

Based on the researcher observation in SMP Muhammadiyah 57 Medan, English teachers at SMP Muhammadiyah 57 Medan have their own methods of teaching during online learning which might have been influenced by their own experiences, personal factors, and established practices. Teachers just focused on their study but they sometimes forget about the methods in teaching reading comprehension. And also researcher found some students are bored. According to Prado and Plourde (2005), reading comprehension is not an easy single step or easily acquired skill. It is a very complex process. Teachers find difficult to teach, especially in online learning process.

Teachers in Indonesia know the teaching method is important. There are many teaching methods can help teachers in the learning process. With many methods are exist, teacher must to learn the methods clearly because these methods will be applied in the learning process. Teacher must to know what appropriate method that suit to the material before teach students.

## **B. Identification of the Problems**

Researcher identified problems related to the following background:

1. Teachers only focus on their study but the teachers sometimes forget about the methods in teaching reading comprehension.

2. Students will be bored because the activities don't suit in learning English to understand a Reading Comprehension.

### **C. Scope and Limitation**

The scope of this research is focus on identifying the online teaching method that used by English teachers in reading comprehension during online learning. This research will be conducted in SMP Muhammadiyah 57 Medan. This research focuses on 2 teachers who teach in 7th, 8th, and 9th grade which have three classes in each grade. Limitation of study focuses on teaching reading comprehension based on online learning in SMP Muhammadiyah 57 Medan.

### **D. Formulation of the Problems**

The problems are formulated as follows:

1. What related teaching methods do English teachers use in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan?
2. How do the English teachers apply the online teaching method in teaching reading comprehension at SMP Muhammadiyah 57 Medan?

### **E. The Objectives of the Study**

The objectives of the study are:

1. To find out the kinds of English teachers' method in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan
2. To describe related English teachers' method in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan

## **F. The Significance of the Study**

This results of the study are expected to useful both theoretical and practically :

**1. Theoretically.** The result of this theoretical research are expected to give contribution ideas in teaching reading comprehension, especially to develop method that used through online learning to be usefull. Teachers are expected to teach and facilitate students with the right method in order to help students to recognize the text easily. Nuttal (1996:4), claims that reading through text is one of the functions in reading.

**2. Practically.** This study can be beneficial, among others:

- a. For teachers of the English Department, as a supply of facts for teaching reading comprehension through online learning.
- b. For researchers, as a reference for carrying out the same research but with distinct of view and might increase their reports associated with their knowledge, especially teachers' method in teaching reading comprehension through online learning.

## **CHAPTER II**

### **THE REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In a study, a concept is wanted to explain several standards which are of concern in determining it. The idea used have to be clarified, so that the same attitude is applied in the area. In other phrases, the following matters are considered important to discuss that you can clarify the standards used, in order that the reader will higher apprehend in that means. The theoretical clarification of the principles used on this take a look at may be offered.

##### **1. Teaching Method**

According to Rodgers (1999), teaching methods are all plans for presenting the material in an orderly manner based on the chosen approach. According to Biadgelign (2010:99), teaching method is refer to how the correct teaching done by a teacher to the students during learning process to achieve the goal. Teaching methods are also manners, steps or general ways that doing in certain order after teaching or presentation of the activities.

It is stated in Wikipedia (2019), teaching methods include the principles and methods that teachers use to enable students to learn. Teaching methods are determined by student behavior and the material to be taught by the teacher. To determine effective and efficient teaching methods, teachers must know the characteristics of students and the type of learning that must be applied. Design and choose teaching methods, not only focusing on the material or subject matter



but also the way in which students learn. Most schools today encourage students to be creative. It is a fact that human progress is coming through reasoning.

Based on the explanation above, the teaching method is a method used by the teachers in the classroom to give knowledge to students. This is an important point to determine student learning outcomes in the learning process.

## **2. Types of Teaching Method**

An approach that is effective for one teacher but may not be effective for another because a method uses different tools and techniques. That is why most teachers try to apply several ideas from different approaches, mixing and combining into a unique learning approach depending on the needs of students and schools and others. Some types of teaching method as follows:

### **a. Teacher-Centered Approach**

Teachers have a great responsibility in the learning environment and all activities in the classroom. According to Zohrabi, et al., (2012), the main focus is on making students perform well on tests rather than serving student needs. In this approach, students just sit in their chairs and only pay attention to the teachers during the learning process. Most of the class time is spent with the teachers explaining the material. So, students passively obtain information while the teachers actively convey the material. The role of the teachers as a facilitator is very important in this method because students need the help of the teachers to develop their abilities. However, this method also has not been able to make students have sufficient creativity and freedom of thought. Students do not have

enough opportunities to think critically, and it can leave them with a shortage of decision-making skills.

**b. Small Group Discussion**

According to Harris et.al (2008:5), by small group discussion, students can influence each other, they can share the same goals or expectations, they have a sense of belonging because they share meaning among the membership. Small group discussions usually involve four to six students in each group. This method provides the opportunity for teachers to teach more closer to students in the learning process to check students' understanding. Teachers can provide hands-on instruction and keep students in their zone of proximal development, allowing them to close their learning gaps independently. And students can work independently as they are involved throughout the course and also the teacher can monitor their progress closely. In this small group discussion, lessons can be tailored to each student's level. Teachers can give different instructions in different small groups naturally. So, teachers can evaluate students' skills more closely. Students feel more comfortable asking questions and participating in small groups. But this teaching method requires more time and effort to prepare the material. Teachers must think of effective and interesting activities.

**c. Student-Centered Approach**

The development of the educational environment and society has made student-centred approaches popular. Acat & Donmez (2009), claim this approach relates to flexible learning, experiential learning, and independent learning. The student-centered approach includes students in planning,

implementation, and assessment, and leaves students with the greatest responsibility over teachers. Teachers should also be comfortable with changing their leadership style from directive to consultative. Nagaraju (2013), adds this activity brings several advantages for students such as they can share ideas, cooperate and learn from each other, they speak more, feel safe and less anxious, and use English in a meaningful way. So, students can work in small groups and can move freely to access teacher information. This teaching method helps students to be responsible and active in their learning. However, giving freedom to children may face some problems. To avoid problems, the teachers must propose a model of correct behavior. The essence of this teaching method is about making the learning process interesting, otherwise students may miss important information. This means that this teaching method is very difficult for the teachers to implement perfectly, but the results can be positive if the teachers combine this method with other lessons.

#### **d. Project-Based Learning**

Thomas (2000: 1), defines that Project-based learning (PBL) is a model that organizes learning around projects. Project-based learning methods include student-centered learning. Students must complete a project in the learning process. This project acquires students for information, analysis, decision making, cooperation etc. The teachers usually give questions and has a problem that students have to think about how to solve the problem. Jackson (2012), proposes that Project-based learning engages students in an extended inquiry process in response to real-world problems. Thus, students can construct what they know

by asking, investigating, interacting with people and reflecting on these experiences. And letting students manage their work in groups can make them have a good understanding of the material. However, this teaching method takes more time and requires good classroom management. And students who do not have experience in group work will have difficulty.

**e. Montessori**

Lillard (2005), states the Montessori pedagogy supports the development of children and emphasizes the freedom of children. In this teaching method the teacher prepares an ideal classroom environment full of activities, and students can choose which one to do. And teachers make sure they choose an adequate number of lessons from all subjects. Students most often work individually and have choices about what they will do and where to do the work. So, this method creates a positive learning environment. Students have chance to develop their social, communication, leadership and emotional skills. However, some students and teachers find it difficult to get used to the looseness of the curriculum compared to familiar teaching methods.

**f. Inquiry-Based Learning**

Avsec & Kocijancic (2016), conclude Inquiry-based learning (IBL) is student-centered learning where learning situations utilize meaningful tasks such as cases, projects, and research and an instructional approach. Inquiry-based learning gets students to engage by making real word connections through exploration and critical thinking questions. Teachers guide students to develop their critical thinking and solve problems. Avsec, Rihtaristic, & Kocijancic (2014), clarify that

students are expected to work collaboratively to identify and solve problems and understand how to acquire research skills, and trade-off capacity. The teachers help students think through the process, teach them in a possible approach, and encourages them to dare to try other methods. When students fail to do something, teachers are not angry with them but provide support to take their work as a process to the next level, and students can develop strong research skills. Meanwhile, students can become very anxious and lose motivation because they are encouraged by the teacher to always speak up, participate and not be afraid of failure which can be a risk of embarrassing students. However, this teaching method provides many advantages to improve students' problem solving ability.

**g. Flipped Classroom**

Flipped learning as a lesson delivery concept where students can learn from home for exchange learning in the classroom. Tucker B (2012), states the important advantages of the flipped classroom are to supports teamwork and discussion, they can organize learning according to their needs, and encourage students to think. This teaching method is more flexible because it can be done anywhere, the learning culture is shifting, the content is intentional, and the teaching staff is professional. This teaching method may require more classroom time for active learning than instruction. Students can control their own learning. Students can control their own learning when viewing video content or materials from home, and can study at their own pace. So, this teaching method also puts forward student-centered learning. In addition, the flipped classroom is difficult

to implement because this learning method is based on students' auditory perceptions, so it can make students' understanding less effective.

#### **h. Cooperative Learning**

Isjoni (2011), defines cooperative learning method is a learning model in which the system learns and works in small groups of 4-6 people collaboratively so that it can stimulate students to be more passionate about work. Teachers must use appropriate techniques to increase students' motivation in reading comprehension, and create interesting activities to make students actively involved in order to achieve common learning goals. The teachers will help students to read effectively and it is easier to handle various types of texts by applying the correct methods, reading strategies, and creating reading activities that involve micro-skills, to make the learning process effective and motivate students.

According to Brown (2001:47), cooperative learning is a common teaching strategy used in the classroom. By doing cooperative learning, learning conditions will be fun for students to achieve learning goals or team goals. Students will share information and work together in pairs or teams is one of the strategies used in cooperative learning. In addition Johnson, Johnson & Smith (1991), decide that cooperative learning is the use of instructional methods to maximize student learning, so that they can work together in small groups. All students are teams who must work together to complete the tasks given by the teacher and each group member is responsible for the final result. Slavin (1995), adds that in the cooperative learning strategy, students are divided by the teachers

into small groups or groups formed heterogeneously based on female and male students, different cultures, on average, high and low achievers.

According to Richard and Rogers (2001: 192), cooperative learning is used to motivate and improve student learning in systematic learning groups based on students' responsibility for their own learning and sharing of information. By using cooperative learning, students who have different ability levels can use different learning activities to increase their understanding of certain subjects. In this cooperative learning strategy, students are trained to be involved in learning activities and participate individually to determine group achievement in the learning process, and the teachers design the process of learning activities to improve how students understand the material, are independent and cooperate with other.

According to Slavin (1990:52), cooperative learning provides more benefits for students in the learning process. Cooperative learning can improve students' communication and social skills, memory and achievement, experiential learning, and to promote student learning, self-esteem, and positive racial relationships with others. Teachers should facilitate, teach and provide opportunities for students to solve problems in cooperative work, offering some homework to link new information with some previous knowledge. Teaching also involves providing feedback and instructions for students who need help using strategies and directing students' efforts to gain a better understanding of the learning process.

Johnson in Richards and Rogers (2001:192) propose that teachers prefer smart students than low achievers, and when teachers focus on competition rather than cooperation, students who have low achievements may be fall behind. So, this cooperative learning can improve the achievement of all students in the learning process, and help teachers to have a positive relationship with students and provide a better social, cognitive, psychological development experience for students that they need in real life. Student interaction in the learning process can complete the task because students are given a certain role by the teachers in their group, and they work together to complete the task more easily. Students can be more active, communicative and dedicated in a cooperative environment. Students must interact and rely on others and themselves to complete tasks in cooperative and collaborative learning. In short, cooperative learning encourages students to dominate the student-centered learning process during the learning process, being responsible for themselves and their groups.

#### 1) The Elements of Cooperative Learning

According to Johnson and Johnson (1994), five key elements of success group-based learning in cooperative learning, include positive interdependence, face-to-face interaction, individual and group accountability, social skill and group processing.

##### a) Positive Interdependence

Weldon & Weingart (1993), discuss that positive goal interdependence is the belief in students' minds that each team member can achieve his or her goals only if group goals are met. The main point in this positive



interdependence is cooperate with each other to create students' belief that they “sink or swim together” based on the clear task of group goal that teacher given to them. So, someone's efforts benefits for all group members and when they linked with each other, the positive interdependence exists. Of course, they believe if one of their group members fail, all fail. So, whatever happens in the group, that's the responsible of all group members.

#### b) Face to Face Interaction

Johnson and Johnson (1994), write that students preferably face-to-face interaction in cooperative learning group because they can help to encourage, share resources, and praise each other's efforts to learn. The important cognitive activities in this face-to-face interaction include sharing knowledge to classmates, solving the problems together, connecting and discussing the present concepts with past learning, so students become personally committed to achieve their mutual goals.

#### c) Individual and Group Accountability

Johnson, Johnson, & Smith (1991), conclude that individual and group accountability is needed to prevent students of any group member from getting a free ride on other people's work and also to prevent poor quality student work from being accepted by peers in the group. One of the tests in this individual and group accountability is giving the students to have responsibility in finishing the project. And another test is the teachers can choose students at random, and students must share the project to other

groups or to the whole class. Individual accountability exists on assessment of each individual student's performance which the result will be given to the group. And of course, this involves to the individual and group performance too. And the purpose of this cooperative learning is to make each member of groups be a stronger individual.

#### d) Social Skill

Johnson and Johnson (1994), conclude that teachers play important roles to organize and design the activity in the learning process to create effective group learning that cover all of the elements of the cooperative learning. Social skill is really important for everyone, especially for students. Students are hoped to have social skill for interacting with others and for teamwork decision-making, and also to communicate and manage the group. This social skill determines how students interact with others as a teammate and a head of the group. The teachers must to teach them about this social skill and how to organizing students' interaction during the learning process.

#### e) Group Processing

Johnson, & Johnson (2008), state that group processing is reflecting the group on whether or not the actions are helpful and to decide what actions must continue or stop. Students' age, the assignment, and deadline for lesson are some factors that important to considered and to decide the size of groups and to assigning students in groups. Students can be selected by the teachers when assigning to groups. It can randomly selected, or

student-selected. The important key for successful in processing are providing sufficient time for that to happen, emphasizing the positive feedback, and trying to maintain students' involvement in processing. All of the group members must to work together in learning process in order to be cooperative learning.

## 2) The Implementation of Cooperative Learning

Brown (2000:157) divides some activities used in the implementation of cooperative learning, includes pair-read, think-pair-share, numbered heads together, and round table brain storming. Those activities need more preparation for teachers and students to understand it as a main point that involve directly in learning process. The structure of cooperative learning can increase many activities in learning English, and also help students to actively involved in improving their reading comprehension. Some rules that give clear description about what to do before implementing the cooperative learning are introducing the technique, designing the technique in the use of small group, modeling the technique to gives more detail and clear instructions, avoiding class into group, checking for explanations, and assigning the tasks in action.

### a) Pair Read

Doughtery Stahl (2012), this practice allows students to read more complex texts and use reading strategies and critical thinking independently. This activity, students will read together to increase their comprehension. At first, students in pairs will read the paragraph silently,

then explain or describe the content of that paragraph to their partner. They do it in turn. After that, teachers give them some questions and each groups must to answer those questions.

b) Think-Pair-Share

Lyman, F. (1981), states think-pair-share can support students to think about the material with critical thinking. There are three-steps-cooperative structure in this type of cooperative learning. In the first step, the students are given time to think silently about the question given by the teachers. Then, in the second step, the students in pair must to exchange their ideas. The third step, each pair shares their ideas to other pairs or other groups.

c) Numbered Heads Together

Hamdani (2010:89), states that Numbered Head Together is a learning method in which each student is given a number and a group is made, then randomly, the teachers call the number from the students. There are four members in each groups. Members of each group are numbered 1, 2, 3, 4. In this activity, the teachers don't give the question, but one of that groups give the question to another groups. Then, the groups need to work together in order to all of them can answer the question. Teachers just call out a number (e.g. two) and ask them for give their answer.

d) Round Table Brain Storming

Millis and Cottell (1998), write that brainstorming generates a large number of ideas in a short period of time. In this activity, the students are divided into some groups. There are four or six members in each groups,

and one of them is appointed as a note-taker. The teachers give some questions to all group members and they have to think the answer in about five or ten minutes. Then, they do round table brain storming to share their answer to another, and the note taker is assigned to writes the answer of all the group members. They have to do it in turn.

#### e) Group Discussion and Quizzes

According to Djamarah (2006:73-74), group discussion is a learning method that has a good effect on students and teachers to be more active in teaching and learning process, because they can interact with each other. When learning process, the teachers use group discussion and quizzes to make the students study and work together and also help them to have the responsible for their teammates and themselves. This group discussion and quizzes have a goal to make all group members get success in learning. According to Bulter et al., (2013), conducting quizzes empowers useful learning to improve student performance, either directly or indirectly. One immediate benefit is that students have to keep up with the progress of the material, which encourages good study habits. So, the teachers will present the lesson to keep the students focus in learning directly for one or two periods of instruction in the group discussion and quizzes. In this group discussion and quizzes, both of students and teachers have some responsibilities. The teachers have to ensure the students get a better learning by using the cooperative learning, such as planning the lesson, when learning process, evaluation, grouping

students, association and monitoring the learning activities, and give help if necessary. Besides, the students also have responsibilities to achieve the learning goals, give the positive contributions to get success of their own groups, and to involve in all learning activities. Teachers and students must help each other to reach the purpose of learning. Implementation of this group discussion and quizzes is flexible and it's not always to be done in all learning process, so the material and purpose of learning can determine what activities will be doing in the learning process.

### **3. Reading**

There are so many definitions of reading based on expert's ideas. According to Grabe (2002), reading is the ability to draw meaning to interpret information from printed pages. Brown (2004:189), adds that reading is a process of negotiation of meaning that requires readers to take their first idea from the first part of reading process to finally achieve their understanding about the meaning of text they read. According to Baker and Beall (2009), reading is an evaluative process to decide which information is coherent or not to the readers' purpose in reading. According to Burhan (2012:9), reading is a mental and physical activity to obtain and express the meaning that contain in written texts. The process of understanding written text is the main purpose of reading activity. The process of recognizing letters also occurs in the reading activity. When student reads a text, the eyes do that activity and it is called physical activity. And

also it is called mental activity because of the perception and memory as a part of thinking that involved in it.

Students will spread each other's various skills, such as listening, reading, writing or speaking when read a text, newspaper or something else. As claimed by Harmer (2002:199), students' reading skill is important to create interaction between linguistic knowledge and the world knowledge.

Based on the experts' definition of reading above, the researcher defines reading is a process of understanding the written system to spoken words, and also paying attention to the pronunciation, intonation, the stress words or emphasis to analyzing the meaning of the text.

#### **4. Reading Comprehension**

According to Klinger, Vaughn, and Boardman (2007:8), reading comprehension is a complex multicomponent process involving many interactions between variables, the readers, and what the readers bring to the text, so that reading comprehension does not only involve the readers' response to the text. The variables related to the text are understanding of the type of text and interest in the text. Meanwhile, the readers' knowledge before reading the text and the use of strategies is something that the reader brings into the text. According to Lenz (2005:1), reading comprehension is the process of making meaning from text. The background knowledge of students and the purpose of reading are related to each other to obtain meaning from the text, so that students' abilities are

also important in the process of reading comprehension, and the process produces text meanings that can be understood by students.

Reading process helps readers to obtain the meaning of the text systematically in an easy way that focusing on how the way of reading works guides the readers to operate their mind systematically as well. According to Alexander (1988), reading comprehension is a unique kind of thinking process. In the process of reading comprehension, there are two kinds of reading comprehension, namely literal comprehension and implied comprehension. First, literal understanding tends to be receptive and passive because the reader only understands the literal meaning, such as accepting and understanding what the author has said without any process or effort to find a deeper meaning. Second, implied understanding is active reading because readers do not read all the sentences in the text but only read the main points to understand all the sentences they read. Readers bring their knowledge or experience in the process of reading comprehension to draw conclusions and apply them to real-life conditions, where there is an exchange of ideas and unite goals with the author.

Brown (2004:188-189), proposes several capabilities that someone have in comprehends English language, those are: 1) Identifying the purpose of reading the text easily; 2) Implementing spelling rules and conventions for bottom-up decoding properly; 3) Using a lexical analysis such as suffixes, prefixes, or roots to find meaning correctly; 4) Guessing the meaning of words or idioms easily; 5) Finding the main point of the text easily by skimming the text; 6) Finding the specific information like as keywords, names and dates by scanning



the text properly; 7) Focussing to find the important information and skipping useless information while skimming with ease; 8) Using the silent reading technique correctly for fast process. 9) Using margin notes, outlines, charts, or semantic maps easily to understand the information. 10) Distinguish the meaning of literal meaning and implied meaning correctly. 11) Using discourse markers easily to process relationships.

Based on the theory above, reading comprehension is a complicated interactive process, that helps readers to understand and organize their previous background knowledge with the message in the text, involves what is being read and what readers already read and decides what process is needed to achieve the reader's goals. Reading comprehension ability is the readers' ability to find information and understand the text according to the readers' purpose. The readers must apply the most effective strategy in the reading comprehension process to find the author's explicit and implicit idea or information stated in the text.

## **B. Previous Related Studies**

There are many kinds of previous research based on this study. One of the latest is the journal of the LET Linguistics, Literature and English Teaching Journal, entitled *Teacher Challenges Towards Online Learning in the Pandemic Era*. The journal was published in March 2020 by the University of Banjarmasin-Indonesia, and authorized by Elsa Rosalina, Nasrullah, and Eka Puteri Elyani. The journal addresses the challenges teachers toward online learning in the

pandemic era. Teachers have a great challenges when teaching reading comprehension.

This study used qualitative research, because the researcher explained about the time, management, media and engage the material with full online class through online learning. It is also stated that students who learn to use the offline system will focus on the material given by the teachers and can ask if they don't understand. However, in the online system, students do not follow the learning because of the data and the quota of the internet that does not support. The result of this research was found 3 teachers challenges in teaching online, namely: an internet connection, gadgets and quotas, and these really give the effect of the teacher's method in the learning process, especially reading comprehension.

Second, is the study of the Eka Resqi Amaliah (2018) *Method of the Teacher in Teaching the Skills of Reading Comprehension in MTs Negeri 1 Makassar*. This study aims to identify the teachers' methods in the study of reading comprehension in the system offline. This research is a qualitative research, where the researcher concluded her findings by observation, interviews, and give the questionnaire.

It is also stated that there are 2 types of methods in the study of reading comprehension that is done by 3 teachers, including using the method of skimming and numbered heads together. The method of skimming was used by the English teacher of Eight Grade, and numbered heads together was used by the English teachers of the Seventh and Nineth Grade. This study also explained that the method of skimming is a technique of looking for ideas or thoughts in the text

quickly, but also need to be done with caution. This method also shows the time in reading, because students do not have to read the entire contents of the text. However, work in simplifying this method is a waste of time if the teachers can't control their time with the right one. Numbered head together is learning that focuses on students who presented in accordance with respective capabilities. So, students who are smart do not always be on the high scores and which the others also can interact with another students. And this learning can provide benefits.

Third, *An Analysis of English Teachers' Strategies in Teaching Reading Comprehension*, by the journal of applied linguistics and Literacy (JALL). The journal is published in 2020 February, by the University of Galuh and it was authorized by Yulia Enggar Wigati Wibowo, Syafrizal and Syafryadin. The subject in this study are 2 English teachers who teach English in class X, XI, XII. This indicates that teachers only use some of the strategies in teaching reading comprehension. Researchers used a checklist observation to observe the strategies of teachers of English in the classroom during the learning process.

As a result, this study found that the 2 teachers of English using the nine strategies in teaching reading comprehension, including: predicting, generating, encouraging the use of the dictionaries, questions generate, skimming, scanning, question answering, summarizing, and monitor comprehension. In this study stated that teachers use methods and strategies vary based on material reading comprehension and indicators, and also learning that there are in the syllabus and the curriculum.

Three studies related to the previous study are applied by the researcher of this research, especially among the studies journal, the three journals that give a strong reference about the differences in the analysis of teachers' method in teaching reading comprehension through online learning. The difference in this study with previous research that the object study was the English teachers who teach in SMP Muhammadiyah 57 Medan and the data got from the source of the study. The difference is from the object of research (English teachers at SMP Muhammadiyah 57 Medan), and that's where the researcher got the data analysis.

### C. Conceptual Framework

By using the questionnaire, the researcher begin to identify the teacher's perception about the method that they use in teaching reading comprehension through online learning. Then, the researcher describes the teacher's method that applied when teaching reading comprehension through online learning based on the result of that questionnaire. After that, the teachers will be interviewed about what the method that they use in teaching reading comprehension through online learning. And then, the researcher will observes the teacher's methods in teaching reading comprehension through online learning.



**Figure 2.2 Conceptual Framework**

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. The Research Design**

The researcher collects the information about teachers' method in teaching reading comprehension uses qualitative research. As a result, this qualitative research find the data descriptive in the research that is written words or saying other people's words to get the information about everything (Bogdan and Taylor, 2006: 92).

The researcher uses questionnaire, interview and observation to get the information and to find the data descriptive in this study.

##### **1. Questionnaire**

There are three parts in this questionnaire, includes the first part is about information and background of the teacher, the second part is about teaching in the particular class and the third part is about teaching reading comprehension. In the first part of the questionnaire consists of 9 questions, 3 questions in the second part, and in the third part consists of 5 questions.

##### **2. Interview**

The researcher does the interview to obtain the data about teachers' method in teaching reading comprehension skills. In addition, this way helps researcher to get in-depth information about the teacher's methods.

### 3. Observation

The observation is prepared to gather the information about how the reading lesson is conducted. Observation is mostly focused on reading instruction stages, those are before reading (pre-reading strategies), during the lesson (while-reading strategies) and after the lesson (post-reading strategies). The researcher must to know what subject she/he is looking for, and analyze intelligently. The researcher use this way to find out the teachers' integration from the teachers' perspective and implementation of effective method in teaching reading comprehension when study in online learning. The researcher will use documentary sheets to collect data. This documentary sheet is expected to make things easier. Documentary sheets can be seen in the following table.

**Table 3.1**  
**Documentary Sheet**

No.	Activity	Data
1.	Observation	
2.	Questionnaire	
3.	Interview	

#### **B. The Source of the Data**

The source of data will be taken from English teachers who teach in SMP Muhammadiyah 57 Medan. There are two English teachers who teach in SMP Muhammadiyah 57 Medan. They teach in 7th, 8th, and 9th grade.

#### **C. Techniques of Collecting the Data**

The researcher in collecting the data applies the following procedures;

### 1. Observation

According to Abdurrahman (2011), observation is a data collection technique that is carried out through an observation, accompanied by notes on the state or behavior of the target object. Observation is designed to general data about behaviors and activities. Observation is aimed to find out what method used by the teacher while learning process, especially in reading comprehension.

### 2. Questionnaire

Cholid Narbuko (1997), states that questionnaire is a list that contains a series of questions regarding a problem/field to be studied. Questionnaire is a tool for collecting written data. Questionnaire is used to get the information about teaching reading process during online learning that used by English teacher.

### 3. Interview

Sandelowski (2002), states that interviews are the most commonly used data collection tool in qualitative research. In the process of collecting data, this research uses a structured interview method. Structured interviews are questions that lead to answers in a pattern of questions that submitted. Interview is prepared to get deeper information from teachers. Interview needs some questions and teachers will answer briefly.

## **D. Techniques of Analyzing the Data**

According to Miles et al (2004:31), data analysis is the process of systematically collecting materials and field notes to increase understanding of appropriate data. Researcher uses data analysis techniques from Miles and

Huberman (1994:10), namely data reduction, data display, and drawing conclusions/verifications. The steps in processing data are as follows:

1. Data Reduction

Data reduction is a simplification data to be used through selection. The researcher will focus on online teaching method, and make a note on issues that relate to the study, then reduce the data to find the most interesting and important data

2. Data Display

Data will be presented using tables. Researcher will easier to understand and analyze data. The aim of making table is to help researcher to draw conclusions at the end easily.

3. Draw Conclusion/Verification

This is the last step in analyzing the data. In this step, researcher will see the table of data reduction results. Then, draw conclusion from the analyze of observation, questionnaire, and interview English teachers about online teaching method. Finally, researcher will find and draw conclusions/verifications from the research.



## CHAPTER IV

### DATA AND DATA ANALYSIS

There are 2 parts will be discussed in this chapter, the data and data analysis. This data which is related to the results of data analysis on what method teachers use in teaching reading comprehension. While data analysis mainly relate to the interpretation of the data and information provided in more details.

#### A. Data

In this section, the researcher presents the data which has been collected during the research. The researcher answers and focuses on the previous research on teachers' method in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan. There were two participants in this study. They are English teachers who teach at SMP Muhammadiyah 57 Medan and currently teach using online learning method due to the COVID-19 pandemic. Participant profiles, and the learning process that researcher found from the questionnaire are as follows:

**Table 4.1**  
**Profile Participants**

<b>Name</b>	<b>Age</b>	<b>Periode of Teaching</b>	<b>Employment Status</b>	<b>Highest Level Education</b>	<b>Class English Teacher</b>
P. 1 (Murniyati, S.Pd)	40	11-15	Permanent English Teacher	S1 (Bachelor Level)	7 and 9 Grade
P. 2 (Isnaena Lubis, S.Pd)	34	1-5	Permanent English Teacher	S1 (Bachelor Level)	8 Grade

From table 4.1 above, it can be seen that participant 1 is more senior than participant 2. This can be seen from the teaching period of participant 1 which is almost 15 years, while participant 2 teaches approximately five years in school.

**Table 4.2**  
**Teaching Reading Process**

<b>Teaching Reading Process</b>	<b>P. 1 (Murniyati, S.Pd)</b>	<b>P. 2 (Isnaena Lubis, S.Pd)</b>
Student's ability	Average Ability (60-70)	Higher than Average Ability (70-80)
Teaching Method a. Teach Reading as A Whole-Class Activity b. Create Same-Ability Groups c. Create Mixed-Ability Groups d. Create Group Based on Other Criteria e. Use Individualized Instruction for Reading	Always  Never Sometimes Always  Sometimes	Always  Sometimes Sometimes Sometimes  Always
Reading Resources a. Textbooks b. Workbooks c. Worksheets d. Newspapers e. Magazines f. Computer Software for Reading Instructions g. Internet Services h. Youtube	Every Week Every Week Every Month Never Never Every Month Every Month Every Month	Every Week Every Week Every Week Never Never Every Month Every Week Every Week
Teaching Activities a. Read aloud b. Ask Students to Read Aloud c. Ask Students to Read Aloud in Small Groups or Pairs d. Ask Students to Read Individually e. Ask Students to Read Along Silently while Other Students Read Aloud f. Give Students Time to Read	Every Week Every Week Every Month  Every Week  Every Week  Every Week	Every Week Every Week Every Month  Every Week  Every Week  Every Week

Books/Materials		
Time of Reading Activities	Quarter Time/Meeting	Quarter Time/Meeting

From table 4.2 above, it can be seen that the students' ability of participant 2 is better than that of participant 1. Both of them always teach reading as a whole class activity. Participant 1 never makes groups of students with the same abilities in the learning process, while Participant 2 sometimes makes groups with the same abilities. They also sometimes create mixed abilities. Participant 1 always makes groups of students based on other criteria, while Participant 2 only occasionally makes groups based on other criteria. And they also use individual instructions for reading, even if participant 2 uses it more than participant 1.

The reading sources used by the teachers are textbooks, workbooks, and worksheets. The reading sources are mostly used every week, except for the worksheets which is used by participant 1 every month. Teachers never use newspapers and magazines as reading sources because they have difficult words and students have difficulty reading, but teachers use computer software for reading instructions, internet services and youtube as reading resources every month, except for participant 2 who only uses internet services and youtube every week. And also from table 4.2 above, teachers use this type of teaching activity, such as ask students to read aloud only in quarter/meetings every week during online learning.

As mentioned earlier, the researcher also found some data from observation of two English teachers in SMP Muhammadiyah 57 Medan. The first observation was Murniyati, S.Pd who taught in class VII with descriptive text

topics, while the second observation was Isnaena Lubis, S.Pd who taught narrative texts in class VIII, are as follows:

**Table 4.3**  
**Participant Observation Checklist 1**

No	Activities	Yes	No
1.	The teacher introduces the topic before start meeting.	√	
2.	The teacher activates students' prior knowledge about the reading topic.	√	
3.	The teacher conveys learning objectives and motivates students.	√	
4.	The teacher presents information and provide an explanation of the material to completion.	√	
5.	The teacher tells the procedure of reading material to the students.	√	
6.	The teacher organizes the students into teaching groups in reading activitie.	√	
7.	The teacher uses Indonesian and English language to explain the material.	√	
8.	The teacher always uses English in teaching reading comprehension.		√
9.	The teacher guides group work and study.	√	
10.	The teacher uses media in teaching reading comprehension.	√	
11.	The teacher uses teaching method of reading are: a. Teacher-centered approach b. Small group discussion c. Student-centered approach d. Project-based learning e. Montessorie f. Inquiry-based learning g. Flipped Classroom h. Cooperative Learning	√ √ √	√  √ √ √ √
12.	The teacher evaluates learning outcomes.	√	
13.	The teacher gives awards.	√	

From the information above, Murniyati, S.Pd teaches the topic by introducing it before starting the meeting and also gives time for students to know the topic by activating students' prior knowledge about the reading topic. The teacher conveys learning objectives to help students map topics better and

motivate students to increase enthusiasm in the learning process. The teacher also presents information wisely and explains the material clearly until students understand its meaning. The teacher tells how to read the material and organizes students into groups. During the learning process, the teacher uses Indonesian and English to explain the material, guide group work and study, and she never uses English for the whole learning process. The teacher provides material with PPT as a medium in teaching reading comprehension.

In online learning, the teacher does not use a teacher-centered approach because students have to think critically but that approach does not work. Teachers create small group discussions and a student-centered approach, so students can move freely to access teacher information. Teacher does not apply project-based learning because the time for reading activities is not too long, as well as montessori, inquiry-based learning and flipped classrooms. So, teacher uses cooperative learning methods even in the online learning process. And teacher evaluates learning outcomes and gives rewards too.

**Table 4.4**  
**Participant Observation Checklist 2**

No	Activities	Yes	No
1.	The teacher introduces the topic before start meeting.	√	
2.	The teacher activates students' prior knowledge about the reading topic.	√	
3.	The teacher conveys learning objectives and motivates students.	√	
4.	The teacher presents information and provide an explanation of the material to completion.	√	
5.	The teacher tells the procedure of reading material to the students.	√	
6.	The teacher organizes the students into teaching groups in reading activitie.	√	
7.	The teacher uses Indonesian and English language to explain	√	

	the material.		
8.	The teacher always uses English in teaching reading comprehension.		√
9.	The teacher guides group work and study.	√	
10.	The teacher uses media in teaching reading comprehension.	√	
11.	The teacher uses teaching method of reading are: a. Teacher-centered approach b. Small group discussion c. Student-centered approach d. Project-based learning e. Montessorie f. Inquiry-based learning g. Flipped Classroom h. Cooperative Learning	√ √ √ √ √ √ √ √	√  √ √ √ √
12.	The teacher evaluates learning outcomes.	√	
13.	The teacher gives awards.	√	

From the information above, Isnaena Lubis, S.Pd's teaching activities are the same as Murniyati, S.Pd's, where she also introduces topics before starting the meeting, activates students' prior knowledge about reading topics and conveys learning objectives and motivates students. Both have similarities in teaching activities, such as telling procedures as well, making and guiding group work and learning using Indonesian and English during the learning process. She also uses media in teaching reading comprehension. She conducts teaching with small group discussions using cooperative learning. She evaluates learning outcomes and rewards students as well.

From the observation checklist above, the researcher also made field notes to support the data during the teaching and learning process of the English teacher at SMP Muhammadiyah 57 Medan, as follows:

## 1. Field notes from the first observations

Teacher : Murniyati, S.Pd

### a. Pre-teaching

- (1) The teacher shared the link in 5 minutes before time learning start.
- (2) The teacher greeted the students by saying " assalamualaikum ".
- (3) The teacher checked the attendance of students.
- (4) The teacher gave some explanation about the material such as introduces the topic, connecting with students' knowledge and previous material, objectives of learning that would be studied that day which was about descriptive text based on a picture and video.
- (5) The teacher used Indonesian and English language, even Indonesian was used more than English in explaining the lesson.

### b. Whilst-teaching

- (1) The teacher showed the media and asked students for watch the material in PPT and observe some pictures or videos about descriptive text.
- (2) The teacher gave students time to ask a question about the topic.
- (3) The teacher gave each group that has been previously divided a picture (an animal). In group, they worked together to created a descriptive text, where they discussed through their respective WhatsApp groups and teacher guided group work and study, while the online learning process was still ongoing.
- (4) After that, the teacher asked a student of each group for presented they work while other students pay attention to the presentation.

(5) Then, teacher created quizzes about the topic and evaluated learning outcomes about the material that has been studied.

(6) The teacher took the score of each group and students one by one from their quizzes.

#### c. Post-Teaching

(1) The teacher and students tried to give conclusion together about the material of descriptive text.

(2) The teacher asked the students for study again the material given that day at home.

(3) The teacher checked the attendance of students for the second time.

(4) The teacher closed the class by saying “wassalamualaikum and see you next meeting”

## **2. Field notes from the second observations**

Teacher : Isnaena Lubis, S.Pd

#### a. Pre-teaching

(1) The teacher shared the link in 5 minutes before time learning start.

(2) The teacher greeted the students by saying ” assalamualaikum “.

(3) The teacher checked the attendance of students.

(4) The teacher gave some explanation about the material that would be studied today which was about narrative text based on a video.

(5) The teacher combined Indonesian and English to help students understand the explanation of the lesson, where Indonesian was more often used.



#### b. Whilst-teaching

(1) The teacher showed the students a video about the narrative text (Timun Mas), then the students watched the story and took some notes such as the characters, plot, setting etc.

(2) The teacher gave students time to ask a question about the topic.

(3) The teacher gave a more detailed explanation of the narrative text, then teacher asked each group that has been previously divided for make a narrative text. In group, they worked together to created a simple narrative text, where they discussed through their respective WhatsApp groups and teacher guided group work and study, while the online learning process was still ongoing.

(4) After that, the teacher asked one of the group representatives explained their work.

(5) Then, teacher created quizzes about narrative text and evaluated learning outcomes about the material that has been studied.

(6) The teacher took the score of each group and students one by one from their quizzes.

#### c. Post-Teaching

(1) The teacher and students tried to give conclusion together about the material of narrative text.

(2) The teacher asked the students for study again the material given that day at home.

(3) The teacher checked the attendance of students for the second time.

(4) The teacher closed the class by saying “wassalamualaikum and see you next meeting”

In addition, researcher interviewed English teachers with several questions which could then be explored and explained to obtain data. The results of this research are described based on the interpretation of results of participant interviews. The following is a more in-depth explanation of the results of the interviews analyzed from Participant 1 and Participant 2.

### **Participant 1**

#### **a. Teacher's Problems**

*"..., the ability of grade VII students is on average. And this is actually the biggest difficulty, plus their interest in English lessons which I think is lacking."*

Participant 1 informed that the ability of grade VII students was average. Researcher can interpret that the difficulty of teacher in teaching online is the ability of students to adapt to different learning methods. In addition, online learning makes their interest less.

*"... Apart from the students, the teaching hours, and the learning methods are also very different because it's online learning. And teaching reading in one meeting will be very time-consuming, especially online."*

With participant 1's statement above, the researcher can interpret that online learning has changed the learning method, where teaching hours are also affected because learning to read online will be very time consuming.

### **b. Teacher's Solutions**

*"..., I try as much as possible to focus on learning activities more on students, because online learning prioritizes students for independent learning. And I also prefer to teach by grouping students based on different criteria so that students can mix between those who are smart and those who are less intelligent. Well, their discussions here are also online, such as 'group chat' or so, so students who may be less skilled in conveying their ideas can be more open with other friends."*

In the above statement, the researcher's intention is several points, such as online learning makes students learn independently and teacher must focus on learning activities and finds ways to deal with the situation. In the teacher's response, she prefers to make group discussions online because students can be more daring to share ideas about the material given and are more open to who is smart or not because they are mixed in groups.

*"... Actually looking for effective ways in online learning is quite racking my brain. So, I focus more on the enthusiasm of students in learning by conducting group discussions and quizzes, because this class IX student is a little sensitive when it is done in groups, but that does not mean that they have never done group learning at all."*

Participant 1 mentioned that she conducted group discussions and quizzes in online learning to focus on students' enthusiasm during the learning process.

### **c. Teacher's Resources in Teaching**

*"... I use various sources in teaching reading or teaching other things, because in this way students' insight can also increase, so they don't just focus on English textbooks as learning resources, so I prefer to use learning resources that are easy to understand, such as assignment books, assignment sheets and so on. And I use almost all the learning resources in the questionnaire, depending on the type of 'reading'."*

The sources used by the teacher are not focused on English textbooks, but from various sources, because students' insights can be improved from various sources, such as assignment books, assignment sheets, etc.

### **d. Reading Activities**

*"... I usually ask students to read aloud in groups or in pairs. Because we use zoom so only some students are asked to read aloud while the others listen and listen. That way students feel cared for by frequently involving students in the learning process with different reading activities."*

Participant informed that she involved students in learning activities even though through zooming or google meeting in teaching reading by asking students to read aloud while the others listened.

*"..., students' enthusiasm was also decreasing, I switched to quizzes. Students feel challenged to get top marks. And it is a good 'reading activity' as well as learning while playing that can hone their 'reading comprehension'."*

Participant 1 also mentioned that when students' reading interest decreased, she switched to a quiz that played reading comprehension challenging students to get the best score. And she said that this is a good reading activity.

#### **e. The Importance of Teaching Different Reading Comprehension**

*" ... Because every student has different abilities. Moreover, class VII students are more easily clumsy to express themselves and are afraid to answer wrongly, and are not confident in expressing their opinions and their mentality is easier to shrink."*

Participant 1 gave her experience about the different abilities of students, such as being afraid to answer wrongly, sometimes students are clumsy in expressing ideas and are easier to shrink, plus they are not confident in expressing opinions. Researcher can interpret that teacher face difficult teaching to organize students in reading activities.

*"... Because this teaching technique is more for students, so like it or not, students must be ready with their thoughts. And over time, their lazy thinking habits will slowly diminish."*

From this response, the researcher interprets that the teacher was trying to eliminate students' laziness by conducting group discussion and quiz teaching methods.

*"..., the way of teaching affects their interest in reading. Especially in an online situation like this, the teacher's teaching skills are really tested in teaching reading, because it needs a different way of managing students,*

*and this is very important to master because each student has different abilities."*

Based on participant 1's statement above, online learning tests the teaching skills of teacher, because teaching methods affect students' reading interest and students' abilities need different ways to be managed by teacher.

#### **f. Teacher's Direction in Teaching**

*"... I more concerned about keeping students enthusiastic in learning, especially in online learning, and when we talk about how to give orders in reading activities, I limit this so that it doesn't take too long. Because if we 'push' the students, they will hate English lessons even more. So, it's better to just take the communication easy, use more games or quizzes and so on, and when they are comfortable, they will naturally be enthusiastic about learning."*

From the utterance above, the researcher can interpret that the teacher focuses on the enthusiasm of the students. The teacher uses games and quizzes because they can help the teacher to maintain the enthusiasm of students in learning, where the teacher does not impose too much on students in learning. She only makes students comfortable in learning. That's the point.

*"..., the main point in teaching reading, especially the online system, needs to be focused on increasing students' enthusiasm for learning and making them feel more interested in learning. If we are able to mingle,*

*communicate well, then students will automatically participate in the reading activity process and I use quizzes to lighten the mood."*

Participant 1 also mentioned that the main point in teaching reading through online learning is to focus on increasing students' enthusiasm by using quizzes to lighten the mood of students and will make them feel interested in learning.

#### **g. Teacher's Online Teaching Method Implementation**

*"..., at first I tell them for example what tomorrow will be about, so they more or less stick to the description of the topic of the lesson that will be discussed, or they can discuss with the discussion group that has been previously divided . Later, at the start of the zoom meeting, I did a simple quiz or icebreaking to encourage students. And after that, just start explaining what material we want to discuss, interactions between teachers and students are also maintained so that there is expected 'feedback'."*

In the application of reading comprehension skills, the teacher provides material before starting the meeting, because students can have a description of the topic. Then the teacher starts learning through a zoom meeting or google meeting with a simple quiz and then begins to explain the material.

*"..., quizzes were given as a reference to determine the extent of the student's understanding. I also make the questions and the difficulty level can also be adjusted and of course it is related to the text, because we are*

*learning 'reading comprehension'. So, during the quizzes, I gave directions about the material and questions, how to read to make it easier to do the questions and so on."*

In addition, participant 1 mentioned that she also gave directions on the material, because she made difficult level questions differently during the quiz about how to make it easier to answer the quiz on reading comprehension. This is done to ensure or determine students' understanding of the material.

*"... More focus on practice and continuous practice in quizzes about 'reading comprehension', of course, and even those who ask for quizzes."*

Following the statement above, the teacher said that the students asked the teacher to take a quiz on reading comprehension, because they always practice continuously.

*"... Not only given a lot of questions but also a more detailed explanation. Because in order to understand and be proficient in reading a text, it is necessary to do regular exercises and the level of difficulty of the questions also affects students' thinking power to be more observant and critical thinking in learning reading comprehension."*

From the answers above, the teacher also added that not only gave many questions but also more detailed explanations and the students' thinking power was influenced by the level of difficulty of the questions carried out with regular exercises.



## **Participant 2**

### **a. Teacher's Problems**

*"..., especially now that technology is sophisticated, plus online learning where most students argue that they are doing assignments so they can play gadgets."*

With participant 2's statement above, students can play gadgets because they think that they can do some tasks, where online learning must have gadgets to support the learning process. Researcher can mean that no one can know specifically what students are doing with their gadgets, studying or not, because assignments are just an excuse to play gadgets.

*"... And during online learning, of course, this time is not enough, because considering that children their age are still in transition from children to teenagers, so a teacher needs to approach them, trying so that they are not bored and bored while learning online, because of that the 'reading' activity also needs to be adjusted."*

According to participant 2, one of the difficulties faced by teacher is the time in teaching reading itself, because the online process needs to be adapted to reading activities, where teacher must have ways to help students learn easily and not get bored, coupled with the age of students still in transition from children to adolescents. Therefore, teacher need to approach them so that the learning process of reading becomes fun.

### **b. Teacher's Solutions**

*"... When it comes to how I overcome difficulties in teaching, of course it depends on my own creativity. The most important thing I take care of is how to make students interested in learning to read, especially in English lessons."*

From the information above, the researcher interprets that participant 2 prefers to overcome difficulties in teaching with her own creativity. She focuses on how to get students interested in learning to read.

*"... Because the condition is online learning, I prefer to use quizzes and games. It can make students comfortable and excited to learn again, that way, the material presented can be easier for students to reach."*

In addition, participant 2 also used quizzes and games to students about the material presented so that students were comfortable and excited in this online learning condition to achieve the material provided by the teacher.

### **c. Teacher's Resources in Teaching**

*"..., the source of learning is from YouTube and the internet, and also balanced with textbooks, workbooks, and worksheets. Due to internet and youtube services or perhaps other internet sources that can be used for online learning, students can study independently with complete explanations."*

From this response, the teacher uses many sources in reading activities such as youtube and other internet sources, where students can study

independently with complete explanations balanced with textbooks, workbooks and worksheets.

#### **d. Reading Activities**

*"..., the reading activity that I do depends on the situation and conditions because the context here is online, and it also depends on the students' mood. If students feel weak and lack enthusiasm, then I use quizzes as a way to raise their enthusiasm for learning."*

From the statement above, the researcher can interpret the above statement as a teacher's method of teaching online by using quizzes to arouse students' enthusiasm for learning. Reading activities in the context of online learning must pay attention to the situation, condition and mood of students so they don't feel weak or lack enthusiasm.

#### **e. The Importance of Teaching Different Reading Comprehension**

*"... When we talk about different methods, the difference is only in the condition of the students' enthusiasm for learning. Each student is not taught in a different way from one another, because again the problem is online learning is very influential here, I use the method according to my ability for all students in each class."*

Following the statement above, participant 2 taught with her own abilities for all students in each class and there was no different method in teaching students because online learning greatly affected the condition of students' enthusiasm in learning to read.

**f. Teacher's Direction in Teaching**

*"..., I have given the material before the class starts and later during the learning process I will ask them to randomly convey what they have understood."*

In the application of reading comprehension skills, the teacher gives the material before the class starts, then asks students randomly to convey what they have understood about the material.

*"..., because everything online is limited, so it depends on the creativity of each teacher."*

From the explanation above, the researcher interprets that everything teacher does in online teaching depends on the creativity of each teacher to achieve learning goals because everything online is limited.

**g. Teacher's Online Teaching Method Implementation**

*"... When it comes to effective methods used, actually there are many other effective methods and methods that can be used, but depending on the readiness and creativity of the teacher and the ability of students or student interest in a lesson, it will greatly affect what method is used."*

Based on the statement of participant 2 above, what method is used is influenced by the readiness and creativity of the teacher, the ability of students and students' interest in a lesson itself.

*"..., for my class, they prefer to learn while playing, such as group discussions and quizzes."*

Researcher can interpret that learning while playing can affect student interest, such as group discussions and quizzes whose creativity is approved by the teacher.

*"... For group discussions, I asked them to discuss making questions about 'reading', of course, and I will filter which ones I will show for quizzes every meeting."*

Participant informed that in the online learning process, she conducted a quiz every meeting whose questions were made by students in group discussions about the material, then filtered by the teacher.

## **B. Data Analysis**

In this descriptive qualitative research, data analysis was carried out while the researcher was in the field and after returning from the field. In this study, data analysis was carried out simultaneously with the data collection process. The flow of analysis follows the interactive analysis model as proposed by Miles and Huberman, namely data reduction, data presentation, and drawing conclusions.

The data above is data that has been collected by researcher, namely data from questionnaires, observation checklists and field notes, as well as interviews with teachers. Then from the data, the researcher reduces the data, makes the data display and draws conclusions.

### **1. Data Reduction**

The data that has been collected is then simplified by selecting data that is in accordance with the research focus.

## a. Questionnaires

Teaching Method	Participant 1	Participant 2
Teach Reading as A Whole-Class Activity	Always	Always
Create Same-Ability Groups	Never	Sometimes
Create Mixed-Ability Groups	Sometimes	Sometimes
Create Group Based on Other Criteria	Always	Sometimes
Use Individualized Instruction for Reading	Sometimes	Always

At the questionnaire stage, the data in accordance with the research focus

on the process of teaching reading is in the teaching method section.

## b. Observation Checklists

Activities	Yes
The teachers introduce the topic before start meeting.	√
The teachers activate students' prior knowledge about the reading topic.	√
The teachers convey learning objectives and motivates students.	√
The teachers present information and provide an explanation of the material to completion.	√
The teachers tell the procedure of reading material to the students.	√
The teachers organize the students into teaching groups in reading activitie.	√
The teachers use Indonesian and English language to explain the material.	√
The teachers guide group work and study.	√
The teachers use media in teaching reading comprehension.	√
The teachers use teaching method of reading are:	
a. Small group discussion	√
b. Student-centered approach	√
c. Cooperative Learning	√
The teachers evaluate learning outcomes.	√
The teachers give awards.	√

Observation checklists made for teachers are also very important. The researcher selects data from the observation checklists based on the activities

carried out by the teachers, while those that are not carried out by the teachers are not needed in the suitability of the research focus.

c. Field Notes

Participant 1	Participant 2
<p>The teacher gave some explanation about the material such as introduces the topic, connecting with students' knowledge and previous material, objectives of learning that would be studied that day which was about descriptive text based on a picture and video.</p>	<p>The teacher gave some explanation about the material that would be studied today which was about narrative text based on a video.</p>
<p>The teacher showed the media and asked students for watch the material in PPT and observe some pictures or videos about descriptive text.</p>	<p>The teacher showed the students a video about the narrative text (Timun Mas), then the students watched the story and took some notes such as the characters, plot, setting etc.</p>
<p>The teacher gave each group that has been previously divided a picture (an animal). In group, they worked together to created a descriptive text, where they discussed through their respective WhatsApp groups and teacher guided group work and study, while the online learning process was still ongoing.</p>	<p>The teacher gave a more detailed explanation of the narrative text, then teacher asked each group that has been previously divided for make a narrative text. In group, they worked together to created a simple narrative text, where they discussed through their respective WhatsApp groups and teacher guided group work and study, while the online learning process was still ongoing.</p>
<p>Then, teacher created quizzes about the topic and evaluated learning outcomes about the material that has been studied.</p>	<p>Then, teacher created quizzes about narrative text and evaluated learning outcomes about the material that has been studied.</p>
<p>The teacher took the score of each group and students one by one from their quizzes.</p>	<p>The teacher took the score of each group and students one by one from their quizzes.</p>

Then the field notes that the researcher did to the teacher during the reading learning process are also very important, where this data includes the

learning steps taken by the teachers during the learning process. Then the researcher simplifies the data by focusing on the most important data.

#### d. Interviews

Participant 1	Participant 2
<p><i>"..., at first I tell them for example what tomorrow will be about, so they more or less stick to the description of the topic of the lesson that will be discussed, or they can discuss with the discussion group that has been previously divided . Later, at the start of the zoom meeting, I did a simple quiz or icebreaking to encourage students. And after that, just start explaining what material we want to discuss, interactions between teachers and students are also maintained so that there is expected 'feedback'."</i></p> <p><i>"..., quizzes were given as a reference to determine the extent of the student's understanding. I also make the questions and the difficulty level can also be adjusted and of course it is related to the text, because we are learning 'reading comprehension'. So, during the quizzes, I gave directions about the material and questions, how to read to make it easier to do the questions and so on."</i></p> <p><i>"... More focus on practice and continuous practice in quizzes about 'reading comprehension', of course, and even those who ask for quizzes."</i></p> <p><i>"... Not only given a lot of questions but also a more detailed explanation. Because in order to understand and be proficient in reading a text, it is necessary to do regular exercises and the level of difficulty of the questions</i></p>	<p><i>"... When it comes to effective methods used, actually there are many other effective methods and methods that can be used, but depending on the readiness and creativity of the teacher and the ability of students or student interest in a lesson, it will greatly affect what method is used."</i></p> <p><i>"..., for my class, they prefer to learn while playing, such as group discussions and quizzes."</i></p> <p><i>"... For group discussions, I asked them to discuss making questions about 'reading', of course, and I will filter which ones I will show for quizzes every meeting."</i></p>



<i>also affects students' thinking power to be more observant and critical thinking in learning reading comprehension."</i>	
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Data interviews that lead researcher to research focus, and make it easier for researcher to draw conclusions are found in the implementation of teachers' online teaching method.

## 2. Data Display

The data that has been reduced by the researcher is then presented in written form and tables, making it easier to understand.

### a. Questionnaires

Participant 1	Participant 2
Teach Reading as A Whole-Class Activity Create Group Based on Other Criteria	Teach Reading as A Whole-Class Activity Use Individualized Instruction for Reading

As seen in the data above, teachers often use group work in the learning process. This is in line with Ibrahim (2000:10) in the Cooperative Learning step using group work in teaching activities.

### b. Observation Checklists

Activities
<p>The teachers convey learning objectives and motivates students.</p> <p>The teachers present information and provide an explanation of the material to completion.</p> <p>The teachers organize the students into teaching groups in reading activitie.</p> <p>The teachers guide group work and study.</p> <p>The teachers evaluate learning outcomes.</p> <p>The teachers give awards</p>

Based on the activity data, the teachers carry out steps in teaching, starting from conveying learning objectives, conveying information related to the material,

organizing students into study groups, guiding group work and learning, to evaluating and giving awards to students. This activity is reinforced by the steps proposed by Ibrahim (2000:10) in cooperative learning, including conveying learning objectives and motivating students, presenting detailed information, organizing students into teaching groups, guiding group work and learning, evaluating learning outcomes, and give rewards.

<p>The teachers use teaching method of reading are:          Small group discussion          Student-centered approach          Cooperative Learning</p>
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The teachers use reading teaching methods, namely small group discussions, student-centered approach, and cooperative learning. In Cooperative Learning, Ibrahim (2000:10), students are taught to learn in groups and includes a student-centered approach, where students get various sources and information while learning independently.

### c. Field Notes

P. 1	<p>The teacher gave some explanation about the material such as introduces the topic, connecting with students' knowledge and previous material, objectives of learning that would be studied that day which was about descriptive text based on a picture and video.</p> <p>The teacher showed the media and asked students for watch the material in PPT and observe some pictures or videos about descriptive text.</p>	<p>At this stage, the teacher conveys things related to the material, such as what the learning objectives are, what things students must achieve in the material and motivates students by connecting their knowledge with the material. So in this section, the teacher focuses on conveying the learning objectives &amp; motivating students.</p> <p>The teacher presents information about the material using PPT including pictures and videos. The teacher</p>
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	<p>The teacher gave each group that has been previously divided a picture (an animal). In group, they worked together to create a descriptive text.</p> <p>The students discussed through their respective WhatsApp groups and teacher guided group work and study, while the online learning process was still ongoing.</p> <p>Then, teacher created quizzes about the topic and evaluated learning outcomes about the material that has been studied.</p> <p>The teacher took the score of each group and students one by one from their quizzes.</p>	<p>explains the material being studied.</p> <p>Then the teacher organizes students into teaching groups by giving assignments to groups that have been previously divided. The teacher gives a picture to each group. Each group must make a descriptive text based on the picture.</p> <p>The teacher guides the study group when students do assignments through their whatsapp group, while the learning process is still ongoing.</p> <p>Then the teacher evaluates the learning outcomes by conducting quizzes to determine the extent to which students understand the material that has been studied.</p> <p>The teacher can find out the results/scores of students from the quizzes that have been done and the teacher gives rewards/scores to students.</p>
P.2	<p>The teacher gave some explanation about the material that would be studied today which was about narrative text based on a video.</p> <p>The teacher showed the students a video about the narrative text (Timun Mas), then the students watched the story and took some notes such as the characters, plot, setting etc.</p> <p>The teacher gave a more detailed</p>	<p>The teacher explains or conveys what the learning objectives are, including motivating students to focus on discussing the material being studied.</p> <p>Then the teacher conveys material or information to students in the form of videos, then students pay attention and make important notes about what the teacher says based on the video.</p> <p>The teacher organizes groups</p>

	<p>explanation of the narrative text, then teacher asked each group that has been previously divided for make a narrative text. In group, they worked together to created a simple narrative text.</p> <p>The students discussed through their respective WhatsApp groups and teacher guided group work and study, while the online learning process was still ongoing.</p> <p>Then, teacher created quizzes about narrative text and evaluated learning outcomes about the material that has been studied.</p> <p>The teacher took the score of each group and students one by one from their quizzes.</p>	<p>that have been previously divided by providing more detailed information in making narrative texts which are student assignments.</p> <p>The teacher guides group work and learning while the learning process is still ongoing, where students also discuss in their respective WhatsApp groups.</p> <p>To ensure students' understanding, the teacher evaluates learning outcomes by making quizzes about the material that has been studied.</p> <p>The teacher gives rewards to students and gives scores to each group for their respective learning efforts.</p>
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From the discussion of the field notes, activities in reading comprehension during online learning use group discussions and quizzes which refer to Ibrahim (2000:10) in the steps of using cooperative learning, namely conveying learning objectives and motivating students, presenting information, organizing students into teaching groups, guiding group work and learning, evaluating and giving rewards.

#### d. Interviews

P.1	<p><i>"..., at first I tell them for example what tomorrow will be about, so they more or less stick to the description of the topic of the lesson that will be discussed, or they can discuss with the discussion group that has been previously divided . Later, at the start of the zoom meeting, I did a simple quiz or icebreaking to encourage students. And after that, just start explaining what material we</i></p>	<p>In the application of reading comprehension skills, the teacher provides material before starting the meeting, because students can have a description of the topic. Then the teacher starts learning through a zoom meeting or google</p>
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	<p><i>want to discuss, interactions between teachers and students are also maintained so that there is expected 'feedback'."</i></p> <p><i>"..., quizzes were given as a reference to determine the extent of the student's understanding. I also make the questions and the difficulty level can also be adjusted and of course it is related to the text, because we are learning 'reading comprehension'. So, during the quizzes, I gave directions about the material and questions, how to read to make it easier to do the questions and so on."</i></p> <p><i>"... More focus on practice and continuous practice in quizzes about 'reading comprehension', of course, and even those who ask for quizzes."</i></p> <p><i>"... Not only given a lot of questions but also a more detailed explanation. Because in order to understand and be proficient in reading a text, it is necessary to do regular exercises and the level of difficulty of the questions also affects students' thinking power to be more observant and critical thinking in learning reading comprehension."</i></p>	<p>meeting with a simple quiz and then begins to explain the material.</p> <p>In addition, participant 1 mentioned that she also gave directions on the material, because she made difficult level questions differently during the quiz about how to make it easier to answer the quiz on reading comprehension. This is done to ensure or determine students' understanding of the material.</p> <p>Following the statement above, the teacher said that the students asked the teacher to take a quiz on reading comprehension, because they always practice continuously.</p> <p>From the answers above, the teacher also added that not only gave many questions but also more detailed explanations and the students' thinking power was influenced by the level of difficulty of the questions carried out with regular exercises.</p>
P.2	<p><i>"... When it comes to effective methods used, actually there are many other effective methods and methods that can be used, but depending on the readiness and creativity of the teacher and the ability of students or student interest in a lesson, it will greatly affect what method is used."</i></p>	<p>Based on the statement of participant 2 above, what method is used is influenced by the readiness and creativity of the teacher, the ability of students and students' interest in a lesson itself.</p>

	<p><i>"..., for my class, they prefer to learn while playing, such as group discussions and quizzes."</i></p> <p><i>"... For group discussions, I asked them to discuss making questions about 'reading', of course, and I will filter which ones I will show for quizzes every meeting."</i></p>	<p>Researcher can interpret that learning while playing can affect student interest, such as group discussions and quizzes whose creativity is approved by the teacher.</p> <p>Participant informed that in the online learning process, she conducted a quiz every meeting whose questions were made by students in group discussions about the material, then filtered by the teacher.</p>
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From the results of interviews with teachers found important things in the application of online learning methods which are also interpreted by researcher based on direct narratives from teachers, which include the steps of learning Cooperative Learning from Ibrahim (2000:10).

### 3. Draws Conclusions

Based on the questionnaire above, the teachers conduct group discussions while teaching reading, where the group discussion above is one of the implementations of cooperative learning. Group discussion is also a characteristic of cooperative learning.

Then, from the teacher's observation checklist, the researcher can interpret the activities in teaching reading comprehension during online learning that are carried out by teachers using cooperative learning as well. This can be seen from the steps of teaching activities that are in accordance with the steps in using cooperative learning. According to Ibrahim (2000:10), the steps in teaching using cooperative learning are conveying learning objectives and motivating students,

presenting information, organizing students into teaching groups, guiding group work and learning, evaluating and giving rewards. So, based on the explanation above, the researcher can interpret from the teacher's observation checklists, that the teachers use cooperative learning in teaching reading comprehension during online learning, because the steps used by the teachers are in accordance with Ibrahim (2000:10). From the observation checklist, the teachers carried out all the steps in teaching using cooperative learning.

In addition, based on the researcher's field notes used to find the teacher's method in teaching reading comprehension through online learning, both teachers have the same teaching activities with each other. There is no difference between the two teachers' methods in teaching reading comprehension through online learning. This is also in accordance with Ibrahim (2000:10) that the teachers perform all the steps in using cooperative learning methods.

Moreover, the two teachers gave direct statements about the methods they used in online learning to researcher which can be seen from the interview above. They said that they prefer to use group discussions and quizzes in online teaching. So, based on all the explanations above, from questionnaires, observation checklists, field notes and interviews with teachers, the researcher can interpret that teachers use cooperative learning as an online teaching method, where they also focus on group discussions and quizzes during the learning process.

In the application of online learning methods indicated by the participants' answers, the researcher will discuss the application of online learning methods for each participant as follows.

The two teachers said that the method used by the teacher actually depends on the creativity of the teacher himself. Teachers are required to be more creative. Participant 1 said that she gave the material before the class started and did a simple quiz to boost the mood of the students, then gave a more detailed explanation. According to participant 1, the interaction between teacher and students was maintained to get the expected feedback during group discussions and quizzes to find out students' understanding in reading texts, because it focused on students' interests and moods in learning reading comprehension.

Meanwhile, participant 2 said that she prefers to learn while playing, such as group discussions and quizzes. According to participant 2, she asked students to make questions about the material, then she filtered the questions that would be displayed for the quiz each meeting. Participant 2 believes that it can help students to think critically and understand reading texts easily.

### **C. Findings**

This study found the type of method used by English teachers in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan, namely Cooperative Learning, where the teachers combine it with group discussions and quizzes. The data of this study are relevant to the theory proposed by Miles and Huberman, namely data reduction, data display, and draw conclusions. So that the data from questionnaires, observation checklists & field notes, to interviews with teachers are related to the methods or steps in using cooperative learning (Ibrahim, 2000:10). The English teachers apply the online



teaching method in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan, starting from conveying all the learning objectives to be achieved in reading lessons and motivating students to learn, presenting information to students through reading materials, explaining to students how forming study groups, guiding study groups when students do assignments, evaluating learning outcomes and giving individual rewards or efforts to group learning outcomes.

## CHAPTER V

### CONCLUSIONS AND SUGESSTIONS

Based on the findings and discussion above, this chapter explains the conclusions of the research on teacher's methods in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan. The conclusions obtained in this study and the researcher derived suggestions from these findings.

#### A. Conclusions

Based on the research description in chapter IV, the researcher concludes that the types of teaching methods which applied by the teachers in teaching reading comprehension during online learning is very Cooperative. And the appropriate methods in teaching reading comprehension through online learning applied by English teachers at SMP Muhammadiyah 57 Medan, (namely: Murniyati, S.Pd, (for Seven and Ninth Grade) and Isnaena Lubis, S.Pd, (for Eighth Grade)).

The researcher concludes that how the application of the online teacher method that is applied by the teacher in learning reading comprehension during online learning is in accordance with the steps of cooperative learning, as follows:

1. The teachers convey all the learning objectives to be achieved in reading lessons and motivate students to learn.
2. The teachers present information to students through reading materials.

3. The teacher explains to students how to form study groups and help each other to make the transition efficiently.
4. The teachers guide the study group when students do assignments.
5. The teachers evaluate learning outcomes about the material that has been studied or each group presents their work.
6. The teachers look for ways to reward individual and group efforts learning outcomes.

The teachers combine the method of group discussions and quizzes to make this method more effective. First, the teachers conduct icebreaking activities before starting learning by using a quizzes application, then students and teachers discuss with the zoom application. Students are happy, enthusiastic and not bored. Finally, the teachers use quizzes again to determine how long students have understood the reading comprehension material that has been studied. The teachers also explain the answers in a simpler way. The way in which the learning process changes, so the teaching methods of teachers must also be change. Group discussions and quizzes are not only used in the classroom, but are very helpful in online learning teaching methods. Teachers can apply various effective teaching methods through online learning, especially reading comprehension and are needed to help students not get bored even though the online learning process is

## **B. Suggestions**

The suggestions of the study research are to improve the quality of English teachers in teaching reading comprehension through online learning in

SMP Muhammadiyah 57 Medan is needed. It is expected that this study research can be a new horizons and references for those English students and other avid readers plus those profesional researchers.

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## Appendix 1

### Teacher Questionnaires

#### A. Background Information

##### I. General Informations about the teachers.

1. Name :
2. Age :
3. Sex :
4. Your position in SMP Muhammadiyah 57 Medan :
  - Permanent teacher English teacher
  - Non-permanent English teacher
  - Contracted English teacher
5. The highest level of educations :
  - S1 (Bachelor level)
  - S2 (Magister level)
  - S3 (Doctoral level)
6. Periode of teaching English you have conducted :
  - 1-5
  - 6-10
  - 11-15
  - 16-20

##### II. Informations about the spesific class

1. Subject :
2. Grade :
3. Students :

#### B. Teaching in a Particular Class

Choose either yes or no!

1. Are the subjects you teach compatible with your degree?

- Yes
  - No
2. Do you have a method that you use most often in teaching reading comprehension?
- Yes
  - No
3. Do you believe that your method is really good to use in teaching?
- Yes
  - No

### C. Teaching Reading Process

Check list the column!

1. How do you describe the student's ability in reading comprehension during online learning?

Much lower than average ability (25-30)	Lower than average ability (30-45)	Average ability (60-70)	Higher than average ability (70-80)	Much higher than average ability (80-90)

2. How often do you organize students in the following way when you have reading instructions and/or do reading activities with students during online learning?

No	Teaching methods	Always	Sometimes	Never
1	I teach reading as a whole-class activity			
2	I create same-ability groups			
3	I create mixed-ability groups			
4	I create group based on other criteria			
5	I use individualized instruction for reading			

3. How often do you apply the following resources?

No	Reading resources	Every week	Every month	Never
1	Textbooks			
2	Workbooks			
3	Worksheets			
4	Newspapers			
5	Magazines			
6	Computer software for reading instruction			
7	Internet services			
8	Youtube			

4. How often do you do the following teaching activities?

No	Activities	Every week	Every month	Never
1	Read aloud			
2	Ask students to read aloud			
3	Ask students to read aloud in small groups or pairs			
4	Ask students to read individually			
5	Ask students to read along silently while other students read aloud			
6	Give students time to read books/materials			

5. In teaching English in your class, how often do you have reading instruction and/or do reading activities with the students during online learning?

- Full time/meeting
- Half time/meeting
- Quarter time/meeting

## **Appendix 2**

### **Interview**

1. What difficulties do you often face in teaching English, especially reading during online learning?
2. How do you overcome the difficulties you face, especially in the way you teach?
3. What resources do you use in reading activities during online learning, and why do you use them?
4. What reading activities do you do with students during online learning?
5. Why are different ways of teaching important to organize students in reading activities?
6. How do you give various directions to students in reading activities during online learning?
7. Can you explain in more detail about a good method to apply in teaching reading comprehension during online learning?

## Appendix 3

### Documentary Sheet

No.	Activity	Data
1.	Observation	<p>English teachers at SMP Muhammadiyah 57 Medan have their own methods of teaching during online learning which might have been influenced by their own experiences, personal factors, and established practices.</p> <p>Teacher focused on their study but the teachers sometimes forget about the methods in teaching reading comprehension</p> <p>And also researcher found some students are bored</p>
2.	Questionnaire	<p>Murniyati, S.Pd teaches seventh and ninth grade. She is permanent teacher that has been working as a teacher in about 11-15 years. She conducts reading activities only for a quarter of times per meeting. She prefer teaches reading as a whole class activity, uses individual instructions, sometimes creates mixed ability group, makes groups based on other criteria, usually asks students to read aloud in small group or pairs, gives students time to read books/materials before the meeting, and she also uses workbooks, worksheets, textbooks, internet services and youtube.nnn</p> <p>Isnaena Lubis, S.Pd teaches eighth grade. She has been working as a teacher in about 1-5 years. She just gives instructions to read a quarter of times per meeting. Sometimes she makes groups with the same ability, prefers to use individual instructions for reading, prefers to use individual instructions for reading. She more often uses a variety of reading sources such as textbooks, workbooks, worksheets, internet services and youtube every week.</p>
3.	Analysis	<p>The teachers in SMP Muhammadiyah 57 Medan apply group discussions and quizzes method. First, the teachers conduct icebreaking activities before starting learning by using a quizzes application, then students and teachers discuss with the zoom application. Finally, the teachers use quizzes again to determine how long students have understood the reading comprehension</p>

		<p>material that has been studied.</p> <p>The important points to get better understanding in reading comprehension are find keywords and imagine about them before read the text, underline the difficult words and move on, and don't focus on difficult words, but try to guess what the sentence means.</p> <p>The advantages of group discussion and quizzes are students learn from all sources, answering the questions honestly, can be an independent reader in finding the information contained in the text and have an effort to get the best scores, and having fun but still focus.</p> <p>While the disadvantages of group discussion and quizzes are obviously waste of internet data, teachers should think and check students' answers in fill-in-the blank question more minutes times, and prepare the best questions that can improve students spirit and reading comprehension skill to learning and discussion.</p>
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## PARTICIPANT OBSERVATION CHECKLIST 1

Teacher : Murniyati, S.Pd

Observer : Lili Sayuri Yuni

Class : 7

Skill : Reading Comprehension

Topic : Descriptive Text

No	Activities	Yes	No
1.	The teacher introduces the topic before start meeting.	√	
2.	The teacher activates students' prior knowledge about the reading topic.	√	
3.	The teacher conveys learning objectives and motivates students.	√	
4.	The teacher presents information and provide an explanation of the material to completion.	√	
5.	The teacher tells the procedure of reading material to the students.	√	
6.	The teacher organizes the students into teaching groups in reading activitie.	√	
7.	The teacher uses Indonesian and English language to explain the material.	√	
8.	The teacher always uses English in teaching reading comprehension.		√
9.	The teacher guides group work and study.	√	
10.	The teacher uses media in teaching reading comprehension.	√	
11.	The teacher uses teaching method of reading are: a. Teacher-centered approach b. Small group discussion c. Student-centered approach d. Project-based learning e. Montessorie f. Inquiry-based learning g. Flipped Classroom h. Cooperative Learning	 √ √  √	 √  √ √ √ √
12.	The teacher evaluates learning outcomes.	√	
13.	The teacher gives awards.	√	

## PARTICIPANT OBSERVATION CHECKLIST 2

Teacher : Isnaena Lubis, S.Pd

Observer : Lili Sayuri Yuni

Class : 8

Skill : Reading Comprehension

Topic : Narrative Text

No	Activities	Yes	No
1.	The teacher introduces the topic before start meeting.	√	
2.	The teacher activates students' prior knowledge about the reading topic.	√	
3.	The teacher conveys learning objectives and motivates students.	√	
4.	The teacher presents information and provide an explanation of the material to completion.	√	
5.	The teacher tells the procedure of reading material to the students.	√	
6.	The teacher organizes the students into teaching groups in reading activitie.	√	
7.	The teacher uses Indonesian and English language to explain the material.	√	
8.	The teacher always uses English in teaching reading comprehension.		√
9.	The teacher guides group work and study.	√	
10.	The teacher uses media in teaching reading comprehension.	√	
11.	The teacher uses teaching method of reading are: a. Teacher-centered approach b. Small group discussion c. Student-centered approach d. Project-based learning e. Montessorie f. Inquiry-based learning g. Flipped Classroom h. Cooperative Learning	 √ √    √	 √  √ √ √ √
12.	The teacher evaluates learning outcomes.	√	
13.	The teacher gives awards.	√	



## **PARTICIPANT FIELD NOTES 1**

### 1. The result of first observation

Teacher : Murniyati, S.Pd

Observer : Lili Sayuri Yuni

Skill : Reading Comprehension

#### a. Pre-teaching

- (1) The teacher shared the link in 5 minutes before time learning start.
- (2) The teacher greeted the students by saying " assalamualaikum ".
- (3) The teacher checked the attendance of students.
- (4) The teacher gave some explanation about the material such as introduces the topic, connecting with students' knowledge and previous material, objectives of learning that would be studied that day which was about descriptive text based on a picture and video.
- (5) The teacher used Indonesian and English language, even Indonesian was used more than English in explaining the lesson.

#### b. Whilst-teaching

- (1) The teacher showed the media and asked students for watch the material in PPT and observe some pictures or videos about descriptive text.
- (2) The teacher gave students time to ask a question about the topic.
- (3) The teacher gave each group that has been previously divided a picture (an animal). In group, they worked together to created a descriptive text, where they discussed through their respective WhatsApp groups and teacher guided group work and study, while the online learning process was still ongoing.

(4) After that, the teacher asked a student of each group for presented they work while other students pay attention to the presentation.

(5) Then, teacher created quizzes about the topic and evaluated learning outcomes about the material that has been studied.

(6) The teacher took the score of each group and students one by one from their quizzes.

c. Post-Teaching

(1) The teacher and students tried to give conclusion together about the material of descriptive text.

(2) The teacher asked the students for study again the material given that day at home.

(3) The teacher checked the attendance of students for the second time.

(4) The teacher closed the class by saying “wassalamualaikum and see you next meeting”

## PARTICIPANT FIELD NOTES 2

### 2. The result of second observation

Teacher : Isnaena Lubis, S.Pd

Observer : Lili Sayuri Yuni

Skill : Reading Comprehension

#### a. Pre-teaching

- (1) The teacher shared the link in 5 minutes before time learning start.
- (2) The teacher greeted the students by saying " assalamualaikum ".
- (3) The teacher checked the attendance of students.
- (4) The teacher gave some explanation about the material that would be studied today which was about narrative text based on a video.
- (5) The teacher combined Indonesian and English to help students understand the explanation of the lesson, where Indonesian was more often used.

#### b. Whilst-teaching

- (1) The teacher showed the students a video about the narrative text (Timun Mas), then the students watched the story and took some notes such as the characters, plot, setting etc.
- (2) The teacher gave students time to ask a question about the topic.
- (3) The teacher gave a more detailed explanation of the narrative text, then teacher asked each group that has been previously divided for make a narrative text. In group, they worked together to created a simple narrative text, where they discussed through their respective WhatsApp groups and teacher guided group work and study, while the online learning process was still ongoing.

(4) After that, the teacher asked one of the group representatives explained their work.

(5) Then, teacher created quizzes about narrative text and evaluated learning outcomes about the material that has been studied.

(6) The teacher took the score of each group and students one by one from their quizzes.

c. Post-Teaching

(1) The teacher and students tried to give conclusion together about the material of narrative text.

(2) The teacher asked the students for study again the material given that day at home.

(3) The teacher checked the attendance of students for the second time.

(4) The teacher closed the class by saying “wassalamualaikum and see you next meeting”

## TRANSCRIPT OF INTERVIEW

### 1. Respondent 01

R : What difficulties do you often face in teaching English, especially reading during online learning?

T : If we talk about the difficulties in teaching online, of course, there are many obstacles. Because teachers and students have to adapt to different learning methods. As I mentioned in the questionnaire, the ability of grade VII students is on average. And this is actually the biggest difficulty, plus their interest in English lessons which I think is lacking. I think the difficulties from Ninth Grade that I face are not much different from those experienced by the eighth grade English teacher. Apart from the students, the teaching hours, and the learning methods are also very different because it's online learning. And teaching reading in one meeting will be very time-consuming, especially online.

R : How do you overcome the difficulties you face, especially in the way you teach?

T : Actually, how the teacher handles such a situation depends on the creativity of the teacher himself. So, if I handle it, it's more about how to make students not bored during online learning. Allocating time or duration in delivering material is a very important factor, and I try as much as possible to focus on learning activities more on students, because online learning

prioritizes students for independent learning. And I also prefer to teach by grouping students based on different criteria so that students can mix between those who are smart and those who are less intelligent. Well, their discussions here are also online, such as 'group chat' or so, so students who may be less skilled in conveying their ideas can be more open with other friends. How to deal with it depends on the creativity of the teacher and the teacher's own calling. Like it or not, like it or not, it must be overcome. Actually looking for effective ways in online learning is quite racking my brain. So, I focus more on the enthusiasm of students in learning by conducting group discussions and quizzes, because this class IX student is a little sensitive when it is done in groups, but that does not mean that they have never done group learning at all.

R : What resources do you use in reading activities during online learning, and why do you use them?

T : I use various sources in teaching reading or teaching other things, because in this way students' insight can also increase, so they don't just focus on English textbooks as learning resources. In accordance with what I said earlier that teachers are required to be more creative, it is also in line with K-13 which is currently the guideline. However, I don't use sources such as magazines or newspapers because the language used is quite high, and I'm afraid that later students will not understand more, so I prefer to use learning resources that are easy to understand, such as assignment books, assignment sheets and so on. And I use almost all the learning resources in the

questionnaire, depending on the type of 'reading'. But I focus more on using textbooks or workbooks for Ninth Grade.

R : What reading activities do you do with students during online learning?

T : Well that's the problem. All are constrained by online learning. However, everything must be done. I usually ask students to read aloud in groups or in pairs. Because we use zoom so only some students are asked to read aloud while the others listen and listen. That way students feel cared for by frequently involving students in the learning process with different reading activities. Besides that, for Ninth Grade, sometimes I tell them to read individually, sometimes I tell them to read in pairs. However, because it was online, and the students' enthusiasm was also decreasing, I switched to quizzes. Students feel challenged to get top marks. And it is a good 'reading activity' as well as learning while playing that can hone their 'reading comprehension'.

R : Why are different ways of teaching important to organize students in reading activities?

T : Because every student has different abilities. Moreover, class VII students are more easily clumsy to express themselves and are afraid to answer wrongly, and are not confident in expressing their opinions and their mentality is easier to shrink. Because this teaching technique is more for students, so like it or not, students must be ready with their thoughts. And over time, their lazy thinking habits will slowly diminish. Reading activity is not easy to teach to

students, especially in Indonesia, especially where people's interest in reading is still low, especially for junior high school students, and the way of teaching affects their interest in reading. Especially in an online situation like this, the teacher's teaching skills are really tested in teaching reading, because it needs a different way of managing students, and this is very important to master because each student has different abilities.

R : How do you give various directions to students in reading activities during online learning?

T : I more concerned about keeping students enthusiastic in learning, especially in online learning, and when we talk about how to give orders in reading activities, I limit this so that it doesn't take too long. Because if we 'push' the students, they will hate English lessons even more. So, it's better to just take the communication easy, use more games or quizzes and so on, and when they are comfortable, they will naturally be enthusiastic about learning. Actually, the method I use is not much different from the way I teach class VII students because I am also their English teacher. Indeed, the main point in teaching reading, especially the online system, needs to be focused on increasing students' enthusiasm for learning and making them feel more interested in learning. If we are able to mingle, communicate well, then students will automatically participate in the reading activity process and I use quizzes to lighten the mood.

R : Can you explain in more detail about a good method to apply in teaching reading comprehension during online learning?



T : I use the quizzes application, right to make it easier for students to understand the material, so at first I tell them for example what tomorrow will be about, so they more or less stick to the description of the topic of the lesson that will be discussed, or they can discuss with the discussion group that has been previously divided . Later, at the start of the zoom meeting, I did a simple quiz or icebreaking to encourage students. And after that, just start explaining what material we want to discuss, interactions between teachers and students are also maintained so that there is expected 'feedback'. Actually it all depends on how the teacher himself teaches. Because actually we have to push and pull the students to stay 'stay' in place during the 'zoom meeting'. Later, quizzes were given as a reference to determine the extent of the student's understanding. I also make the questions and the difficulty level can also be adjusted and of course it is related to the text, because we are learning 'reading comprehension'. So, during the quizzes, I gave directions about the material and questions, how to read to make it easier to do the questions and so on. And again, the method I use is also almost the same as what you mentioned before. More focus on practice and continuous practice in quizzes about 'reading comprehension', of course, and even those who ask for quizzes. Not only given a lot of questions but also a more detailed explanation. Because in order to understand and be proficient in reading a text, it is necessary to do regular exercises and the level of difficulty of the questions also affects students' thinking power to be more observant and critical thinking in learning reading comprehension. So there needs to be a good interrelationship and cooperation between teachers and students.

## **2. Respondent 02**

R : What difficulties do you often face in teaching English, especially reading during online learning?

T : I think all teachers will complain about the ability of their students to understand the material well, especially now that technology is sophisticated, plus online learning where most students argue that they are doing assignments so they can play gadgets. And class VIII usually has a 'reading' activity at most a quarter of the time available. And during online learning, of course, this time is not enough, because considering that children their age are still in transition from children to teenagers, so a teacher needs to approach them, trying so that they are not bored and bored while learning online, because of that the 'reading' activity also needs to be adjusted.

R : How do you overcome the difficulties you face, especially in the way you teach?

T : When it comes to how I overcome difficulties in teaching, of course it depends on my own creativity. The most important thing I take care of is how to make students interested in learning to read, especially in English lessons. Because the condition is online learning, I prefer to use quizzes and games. It can make students comfortable and excited to learn again, that way, the material presented can be easier for students to reach.

R : What resources do you use in reading activities during online learning, and why do you use them?

T : Of course, if study online, the source of learning is from YouTube and the internet, and also balanced with textbooks, workbooks, and worksheets. Due to internet and youtube services or perhaps other internet sources that can be used for online learning, students can study independently with complete explanations.

R : What reading activities do you do with students during online learning?

T : Actually, the reading activity that I do depends on the situation and conditions because the context here is online, and it also depends on the students' mood. If students feel weak and lack enthusiasm, then I use quizzes as a way to raise their enthusiasm for learning. And usually I do reading as a whole class activity, also by combining reading aloud while others are reading silently or it can be done in groups and in pairs.

R : Why are different ways of teaching important to organize students in reading activities?

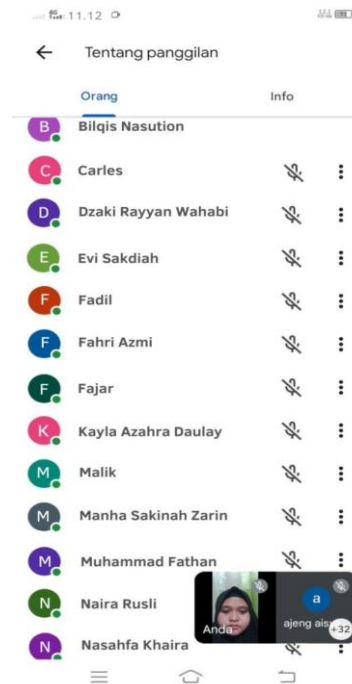
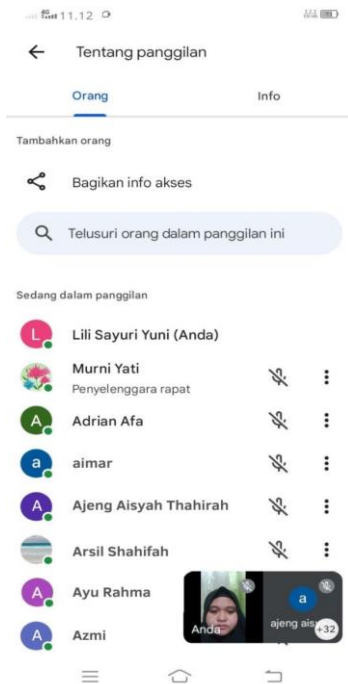
T : When we talk about different methods, the difference is only in the condition of the students' enthusiasm for learning, as I mentioned earlier. Each is not taught in a different way from one another, because again the problem is online learning is very influential here, I use the method according to my ability for all students in each class. And the different ways are indeed very important to increase students' understanding of the material being taught.

R : How do you give various directions to students in reading activities during online learning?

T : During online learning, of course, the orders that are given are limited to telling them to read, study independently because I have given the material before the class starts and later during the learning process I will ask them to randomly convey what they have understood. That's all, because everything online is limited, so it depends on the creativity of each teacher.

R : Can you explain in more detail about a good method to apply in teaching reading comprehension during online learning?

T : When it comes to effective methods used, actually there are many other effective methods and methods that can be used, but depending on the readiness and creativity of the teacher and the ability of students or student interest in a lesson, it will greatly affect what method is used. Well, for my class, they prefer to learn while playing, such as group discussions and quizzes. For group discussions, I asked them to discuss making questions about 'reading', of course, and I will filter which ones I will show for quizzes every meeting. That way they get used to reading and reading, and think critically to find their own cars in following learning.



11.12

Tentang panggilan

Orang Info

- Natasya
- Nayla Anayya
- Nayla Az-zahra
- Qiara Sri Rinaldi
- Rafa Ardiansyah
- Raffie Akbar
- Rafi Firmansyah
- Revan Andrian
- Sunardi
- Wahyudi Restu
- Yasir
- Yusril Reza
- Yusuf

ajeng aisa +32

09.24

Tentang panggilan

Orang Info

- Lili Sayuri Yuni (Anda)
- Isnaena Lubis  
Penyelenggara rapat
- ALGADZA MAULANA SI...
- Almira
- Andra
- Anggia Nashifa
- Alvia Humaira
- Danil
- Fajar
- Fathiyah Nurul Azizah
- Gaza
- Ghali
- Ibnu

Isnaena +26

09.24

Tentang panggilan

Orang Info

- Iksan Siregar
- Indah Shafira
- Kayla Putri Syifani
- Keysa Indah
- Nafisa Huda
- Natasya Putri
- Naufal
- Ribi Adisti
- Ridwan
- Sabitha Humaira
- Syifa
- Tasya Salsabila
- Yuppy Rasya

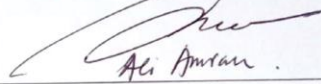
Isnaena +26



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**PERMOHONA PERSETUJUAN JUDUL SKRIPSI**

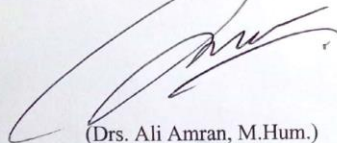
Nama : Lili Sayuri Yuni  
NPM : 1802050002  
Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning	21-2-2022  Ali Amran.


Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 5 Februari 2022

Disetujui oleh  
Dosen Pembimbing

  
(Drs. Ali Amran, M.Hum.)

Hormat Pemohon

  
(Lili Sayuri Yuni)



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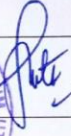
Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Lili Sayuri Yuni  
NPM : 1802050002  
Program Studi : Pendidikan Bahasa Inggris  
IPK Kumulatif : 3.64

IPK = 3.64

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	A Comparative Study Between Those Who Taught Through Pictures and Who Taught Through Video in Students' Speaking Ability	
	An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning	
	An Analysis of Phrase and Clause Used in Instagram Mobile Application	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 5 Februari 2022

Hormat Pemohon,



Lili Sayuri Yuni

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan





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Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Lili Sayuri Yuni  
NPM : 1802050002  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut : AN ANALYSIS OF TEACHER'S METHOD IN TEACHING READING COMPREHENSION THROUGH ONLINE LEARNING

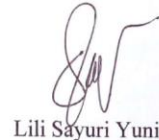
Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Drs. Ali Amran, M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 5 Februari 2022  
Hormat Pemohon,



Lili Sayuri Yuni

Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jl. Mukhtar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 489 /II.3-AU/UMSU-02/F/2022  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Lili Sayuri Yuni  
NPM : 1802050002  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning.

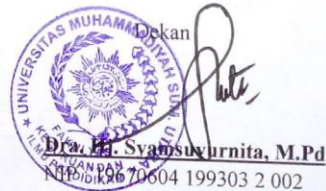
Dosen Pembimbing : Drs. Ali Amran, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 21 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 21 Rajab 1443 H  
22 Februari 2022 M



Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing
  4. Mahasiswa yang bersangkutan
- WAJIB MENGKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI  
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris  
Nama Mahasiswa : Lili Sayuri Yuni  
NPM : 1802050002  
Judul Proposal : An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
7 Maret 2022	Chapter I: Background of the Study, Identification of the Problem, Scope and Limitation, Formulation of the Problem, Objectives of the Study Chapter II: Theoretical Framework Chapter III: Techniques of Collecting the Data, Techniques of Analyzing the Data	
19 Maret 2022	Chapter I: Background of the Study, Formulation of the Problem, Objectives of the Study, The Significances of the Study Chapter II: Theoretical Framework, Conceptual Framework Chapter III: The Research Design, Techniques of Analyzing the Data	
15 April 2022	Chapter II: Theoretical Framework	

Diketahui/Disetujui  
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Medan, 30 April 2022  
Dosen Pembimbing

Drs. Ali Amran, M.Hum.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Lili Sayuri Yuni  
NPM : 1802050002  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Selasa  
Tanggal : 26 April 2022  
Dengan Judul Proposal : An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Unggul | Cerdas | Terpercaya

Dikeluarkan di : Medan  
Pada Tanggal : 2 Juni 2022

Wassalam  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini :

Nama : Lili Sayuri Yuni  
NPM : 1802050002  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of Teacher's Method in Teaching Reading  
Comprehension Through Online Learning

Sudah layak diseminarkan.

Medan, 20 Maret 2022

Dosen Pembimbing

Drs. Ali Amran, M. Hum.



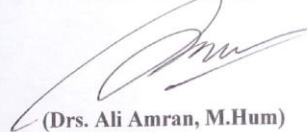
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 26 Bulan April Tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

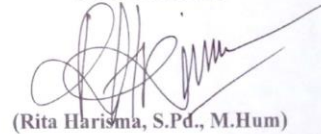
Nama Lengkap : Lili Sayuri Yuni  
N.P.M : 1802050002  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning

No	Masukan dan Saran
Judul	Review the title
Bab I	- The reason of teacher's method. <del>- The mention the expert to support the teacher's method.</del>
Bab II	- Write teacher's method. <del>- Write the levels of teacher's method.</del>
Bab III	- Review of technique collecting of the data <del>- Review of teaching Analysis of Data.</del>
Lainnya	- The systematic of writing.
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

  
(Drs. Ali Amran, M.Hum)

Dosen Pembahas

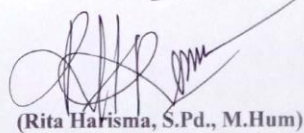
  
(Rita Harisma, S.Pd., M.Hum)

Panitia Pelaksana

Ketua

  
(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

  
(Rita Harisma, S.Pd., M.Hum)



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh  
Saya yang bertandatangan dibawah ini :

Nama Mahasiswa : Lili Sayuri Yuni  
NPM : 1802050002  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis of Teacher's Method in Teaching Reading  
Comprehension Through Online Learning

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 2 Juni 2022

Hormat saya  
Yang membuat Pernyataan



( Lili Sayuri Yuni )

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website : <http://fkip.umsu.ac.id> E-mail : [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 1108 /IL.3.AU/UMSU-02/F/2022  
Lamp : ---  
Hal : Permohonan Riset

Medan, 03 Dzulqaidah 1443 H  
03 Juni 2022 M

Kepada Yth, Bapak/Ibu Kepala  
SMP Muhammadiyah 57 Medan  
di  
Tempat

*Bismillahirrahmanirrahim  
Assalamualaikum Wr. Wb.*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap : Lili Sayuri Yuni  
NPM : 1802050002  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning

Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin



Dekan

*[Signature]*  
Dra. Hj. Syamsuarnita, M.Pd

NIDN : 0004066701

\*\*Pertinggal\*\*





MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH KP. DADAP MEDAN  
**SMP MUHAMMADIYAH 57 MEDAN**

JL. Mustafa No. 1 Medan - 20238; No. HP/WA : 0812-7389-6481  
SUMATERA UTARA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Nomor : 809/KET/IV.4.AU/F/2022

Yang bertanda tangan di bawah ini :

Nama : **Zainal Arifin, S.PdI**  
Jabatan : Kepala Sekolah  
Alamat : Jl. Mustafa No. 1 Kel. Glugur Darat 1 Kec. Medan Timur

Dengan ini menyatakan bahwa :

Nama : **Lili Sayuri Yuni**  
NPM : 1802050002  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melakukan Riset kunjungan ke SMP Muhammadiyah 57 Medan untuk melakukan Riset mulai tanggal 6 – 11 Juni 2022.

Demikian surat keterangan ini dibuat, untuk digunakan sebagaimana perlunya.

Medan, 11 Juni 2022

Kepala Sekolah  
  
Zainal Arifin, S.PdI





MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH KP. DADAP MEDAN  
**SMP MUHAMMADIYAH 57 MEDAN**

JL. Mustafa No. 1 Medan - 20238; No. HP/WA : 0812-7389-6481  
SUMATERA UTARA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Nomor : 810/KET/IV.4.AU/F/2022

Yang bertanda tangan di bawah ini :

Nama : **Zainal Arifin, S.PdI**  
Jabatan : Kepala Sekolah  
Alamat : Jl. Mustafa No. 1 Kel. Glugur Darat 1 Kec. Medan Timur

Dengan ini menyatakan bahwa :

Nama : **Lili Sayuri Yuni**  
NPM : 1802050002  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melakukan Riset di SMP Muhammadiyah 57 Medan mulai tanggal 6 – 11 Juni 2022 dengan judul Skripsi “ *An Analys of Teacher’s Method in Teaching Reading Comprehension Through Online Learning*”.

Demikian surat keterangan ini dibuat, untuk digunakan sebagaimana perlunya.

Medan, 11 Juni 2022

Kepala Sekolah  
  
**Zainal Arifin, S.PdI**



**UMSU**

Unggul | Cerdas | Terpercaya  
Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**UPT. PERPUSTAKAAN**

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 00059/LAP/PT/IX.2018

Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567

☎ <http://perpustakaan.umsu.ac.id> ✉ [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id) 🌐 [perpustakaan\\_umsu](http://perpustakaan_umsu)

**SURAT KETERANGAN**

Nomor : I.001/ KET/IL3-AU /UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Lili Sayuri Yuni  
**NPM** : 1802050002  
**Fakultas** : Keguruan dan Ilmu Pendidikan  
**Jurusan** : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 24 Dzulhijjah 1443 H.  
23 Juli 2022 M.

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Lili Sayuri Yuni  
N.P.M : 1802050002  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis Of Teacher's Method In Teaching Reading Comprehension Through Online Learning

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
7 Maret 2022	Discussion about the title	
19 Maret 2022	Discussion and revision about chapter I	
15 April 2022	Discussion and revision about chapter II	
21 April 2022	Discussion and revision For chapter III	
13 Juni 2022	Chapter IV : Discussion about the data	
15 Juni 2022	Chapter V : Revision about abstract & conclusion	

Medan, Agustus 2022

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting S.Pd., M.Hum)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum)

## CURRICULUM VITAE



### 1. Personal Identity

Name : Lili Sayuri Yuni  
Place/Date Birth : Medan, June 16<sup>th</sup> 1998  
Student's Number : 1802050002  
Gendre : Female  
Religion : Islam  
Nationality : Indonesian  
Address : Dusun 7 Pasar 8 Gg. Robusta  
Phone Number : 0831-9798-4950  
Email : lilisayurigone16@gmail.com  
Hobby : Writing Poetry

### 2. Parents' Data

Father : Alm. Yurnalis  
Place/Date Birth : Pariaman, May 5<sup>th</sup> 1964  
Occupation : -  
Mother : Salmi  
Place/Date Birth : Padang, September 3<sup>rd</sup> 1964  
Occupation : Housewife

### 3. Education

- Elementary School (SD) Negeri 107405 Percut Sei Tuan (2004-2010)
- Junior High School (SMP) Negeri 2 Percut Sei Tuan (2010-2013)
- Senior High School (SMA) Swasta Gema Buwana Percut Sei Tuan (2013-2016)
- Bachelor's Degree Strata 1 in English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara (2018-2021)