ENGLISH TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION IN THE FORM OF HYBRID LEARNING

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ABSTRAK

Peneliti ini bertujuan untuk mengetahui strategi yang digunakan oleh guru dalam mengajar pemahaman bacaan selama periode pembelajaran hybrid dalam menerapkan strategi ini di SMAS Karya Budi Putussibau. Peneliti ini hanya melibatkan 1 sekolah yang berada di daerah perkotaan. Peneliti ini menggunakan jenis penelitian deskriptif dengan pendekatan kualitatif. Pengumpulan data menggunakan wawancara semi terstruktur dan daftar periksa Observasi, dengan alat wawancara menggunakan pedoman wawancara. Dalam penelitian ini melibatkan 1 sekolah yaitu SMAS Karya Budi Putussibau. Informan memilih 2 responden yaitu guru bahasa Inggris. Alat pendataan ini dilakukan melalui telepon yang dilakukan secara tatap muka (offline). Ini digunakan untuk mendukung data wawancara dan daftar periksa observasi. Kemudian, hasil tersebut dianalisis untuk menjawab masalah penelitian dengan mengumpulkan melalui pedoman wawancara dan mengetahui relevansinya, sehingga dapat menggali dan memperoleh informasi yang terdapat di sekolah, khususnya tentang strategi guru dalam mengajar pemahaman bacaan pada kelas Hybrid learning. Peneliti ini menemukan dua strategi yang digunakan oleh guru bahasa Inggris di SMAS Karya Budi Putussibau dalam mengajar pemahaman bacaan selama kelas pembelajaran hybrid. Strategi pertama adalah Think-Aloud dan strategi kedua adalah Question-Answer Relationship (QARs). Penerapan strategi ini, juga dapat meningkatkan pemahaman membaca siswa dan meningkatkan kemampuan membaca siswa untuk menemukan gagasan utama, terutama dalam membaca bahasa Inggris baik di dalam maupun di luar kelas selama masa pembelajaran hybrid.

Kata Kunci: Strategi Guru, Pembelajaran Hybrid, Pemahaman Membaca

ABSTRACT

This researcher aimed to determine the strategies used by teachers in teaching reading comprehension during the hybrid learning period in implementing this strategy at SMAS Karya Budi Putussibau. This researcher involved only 1 school located in an urban area. This researcher used a descriptive type of research with a qualitative approach. Collecting data using semi-structured interviews and an Observation checklist, with interview tools using interview guidelines. In this research, there was 1 school involved, namely SMAS Karya Budi Putussibau. The informants chose 2 respondents, namely the English teacher. This data collection tool is carried out by telephone which is carried out face-to-face (offline). It was used to support this interview data and observation checklist. Then, these results were analyzed to answer the research problem by collecting through interview guidelines and knowing its relevance, so that they could explore and obtain information contained in schools, especially about teachers' strategies in teaching reading comprehension during hybrid learning classes. This researcher found two strategies used by English teachers at SMAS Karya Budi Putussibau in teaching reading comprehension during hybrid learning classes. The first strategy is Think-Aloud and the second strategy is Question-Answer Relationship (QARs). Applying this strategy, can also improve students' reading comprehension and improve students' reading ability to find main ideas, especially in reading English both inside and outside the classroom during the hybrid learning period.

Keywords: Teachers' Strategies, Hybrid Learning, Reading Comprehension

INTRODUCTION

It is rubbish and pointless to Read without appreciation. Perusing perception is connected with the limit in total agreement to comprehend the got a handle on thoughts or the most common way of moving thoughts from guessing what the text to perusers might be thinking to have a cognizance. Perusing cognizance is the ideal consequence of perusing and can be characterized as the expertise of joining foundation information with perusing texts Oakley (2011), as refered to in (Özdemir and Akyol, 2019). It is an intuitive interaction between the peruser and the text. Perusing is one of the main language abilities for understudies to master Laddo (2017). The reason for perusing is cognizance, that is to say, to can assemble importance from the print page. Albeit a significant part of the consideration and discussion in perusing centers around word acknowledgment, the issues connect with perusing understanding are more hard to settle. Understudies need to learn techniques to assist them with becoming dynamic perusers who grasp the text.

Educator should pick the right methodology for this situation. System in showing perusing understanding as in research techniques agenda demonstrated that the primary educator involved just Reading Aloud and Asking for Specific Information as of the principal procedures in showing understanding appreciation (Dwiningtiyas et.al, 2020). Then again, educator two utilized empowering to Use Dictionary, Reading Aloud, and Evaluating Comprehension in Particular undertakings. All methodologies utilized were exceptionally compelling to help the understudies in getting the hang of understanding cognizance. It was demonstrated by the state of the homeroom exercises and the understudies' consideration in following the educator while making sense of the materials. The procedures utilized likewise provided for benefit the educator. By having the mix of procedures the instructor educated and deal with the understudies more straightforward.

Showing systems are training techniques that can be characterized as an arranging strategy, or series of exercises intended to instructive accomplishes a specific objective. The educator needs to apply the system to adjust the strategy which the instructor's utilized and how the educator's utilized to applied the material (Aswan, et. al., 2010) as refered to in (Nurdianingsih, 2021). Educators can introduce intriguing readings in light of understudies' inclinations and language abilities. Educators can set up their understudies to peruse and foster their reasoning by showing fascinating visual guides connected with the subject, making prescient models, getting clarification on pressing issues, and empowering their conversation.

The researcher chose SMAS Karya Budi Putussibau as the research location because the previous researcher had carried out teaching practice activities at the school. Researcher see the process related to teaching and learning activities (KBM) during the pandemic and the school is also implementing a hybrid learning method so that researcher are interested in knowing what strategies teachers used in implementing learning during the hybrid learning period at SMAS Karya Budi Putussibau.

SMAS Karya Budi is also not inferior to other public schools with very adequate facilities both in academic and non-academic fields. Moreover, during the Covid-19 pandemic, SMA Karya Budi also improved website technology to become an effective and efficient medium for conducting online learning processes or distance learning. In addition, at this school there has never been a researcher who has conducted research with the Hybrid Learning model so that researcher are interested in conducting research at SMA Karya Budi.

RESEARCH METHODOLOGY

In this exploration, the scientist applied a subjective engaging technique. Research plans are sorts of request inside subjective, quantitative, and blended strategies that give explicit heading to methods in an exploration plan (Creswell, 2013). Subjective strategy techniques are in a roundabout way gotten from different philosophical, epistemological, and systemic customs. Subjective strategies get straightforwardly from ethnographic customs and field concentrates on in human studies and social science. All the more by and large one might say that the inductive all encompassing worldview of naturalistic exploration depends on points of view created in phenomenology, representative interactionism and naturalistic behaviorism, ethnomethodology, and biological brain research (Salim., and Syahrum. 2012). Alluding to Strauss and Corbin (1990), as refered to in (Salim., and Syahrum. 2012) subjective examination is a sort of exploration that doesn't utilize factual or measurement methods. For this situation, subjective examination is research about an individual's life, stories, conduct, and furthermore about the capability of associations, social developments, or interrelationships. Besides, Faisal (1990), as refered to in (Salim., and Syahrum. 2012) contends that concentrating on human way of behaving expects inside and out research on the center way of behaving (inward way of behaving) comprehensively and beginning according to the human viewpoint on human way of behaving.

Arikunto (Hum et al., 2021) makes sense of that the example is part or delegate of the populace under study. On the off chance that was just looks at a piece of the populace, the examination is known as an example study. The members in this exploration included two English educators without including understudies in light of the fact that the scientist simply needed to realize the systems involved by educators in showing perusing in mixture learning. This exploration was led in SMAS Karya Budi Putussibau. In this exploration, the analyst utilized purposive testing. Purposive inspecting depends with the understanding that the specialist needs to find, comprehend, and gain knowledge and hence should pick the most review capable example (Ripo and Sulaiman, 2016).

In this section, the researcher discussed how the researcher collects primary data or the first data collected by the researcher through direct data collection in the field. To address the problems defined in this research, it is important to obtain promoting information objectively by utilizing appropriate data collection techniques and tools. The direct method to collect data that can be evaluated (Creswell, 2012). In this research, the data collection techniques used included an interview and observation checklist.

Interview is a deliberate communication where one individual gets data from another (Gay et al., 2012: 386). The scientist utilizes an organized meeting. Organized interviews are utilized to get specific data from the subject for this reason. The specialist arranged questions connected with semi-organized interviews are utilized to acquire specific data from the subject for this reason. The specialist arranged questions connected with educators' systems in showing perusing as crossover learning.

In this exploration, the educator was seen by the specialist utilizing a perception agenda. For this situation, the analyst saw what the English educator did connected with the instructor's methodology in showing perusing perception in the study hall (Sarjan, 2017). Scientist basically recorded what they found in the manner they could. Scientist pick this procedure since perception is frequently used to produce novel thoughts and permits analyst to investigate the knowing the progress of the methodologies that educators use during the half breed learning time frame.

To analyze this data, the researcher used qualitative data analysis by Ary, *et al*. (2010: 481) which is used to analyze the interview notes and take three steps organizing an introduction, coding and reduction, interpretation, and representation.

1. Organizing and familiarizing

Regarding the main thing in analyzing qualitative data in this study, it involves the introduction and organization stages in an effort to facilitate data collection. The researcher collecting data in this study used observation and interviews to obtain accurate data. The instruments utilized in information assortment were perception sheets and interview rules. In this review, the analyst analyzed the perception sheets that had been made that were applicable to the perusing cognizance learning methodology and posed inquiries connected with the educator's technique in perusing appreciation learning and the responses given by the respondents. After the researcher changed the data from interviews into transcriptions, in this section the researcher compiled the data and continued to reanalyze the data that had been obtained. Researcher describe by making notes or memos to capture thoughts that occur during observations. Then, the researcher created and reviewed a complete list of the various types of information obtained. According to (Creswell, 2013: 247) there are six steps to analyzing qualitative data :

a. Organize and set up the information for examination. This includes deciphering interviews, optically checking material, composing up field notes, recording the entirety of the visual material, and arranging and orchestrating the information into various kinds relying upon the wellsprings of data.

b. Read or check every one of the information out. In some cases subjective analysts compose notes in the edges of records or observational field notes or begin recording general contemplations about the information at this stage.

c. Start coding the entirety of the information. It includes taking message information or pictures accumulated during information assortment, portioning sentences (or passages) or pictures into classes, and marking those classifications with a term, frequently a term in view of the real language of the member (called an in vivo term).

d. Use the coding system to produce a depiction of the setting or individuals as well as classes or subjects for investigation. Utilize the coding too for producing few subjects or classifications maybe five to seven topics for research. These topics are the ones that show up as significant discoveries in subjective examinations and are frequently utilized as headings in the discoveries segments (or in the discoveries part of an exposition or proposal) of studies.

e. Advance how the depiction and topics will be addressed in the subjective story. Numerous subjective analysts likewise use visuals, figures, or tables as assistants to the conversations. They present a cycle model (as in grounded hypothesis), advance a drawing of the particular exploration site (as in ethnography), or pass on unmistakable data about every member in a table (as in the event that reviews and ethnographies).

f. A last move toward information investigation includes deciphering subjective examination of the discoveries or results. Besides, when subjective scientists utilize a hypothetical focal point, they can frame understandings that call for activity plans for change and change. A specialist could portray how the story result was contrasted and speculations and the overall writing on the point.

In this research, the researcher used the same steps as those (Creswell,2013). By using quantitative and qualitative data analysis.

2. Coding and reducing

In this coding and reduction, the researcher rereads all the data that has been obtained and sorts it out by looking for phrases, the subject's way of thinking, word meaning units, behavior patterns, sentences, and events that appear to appear regularly and important. In this process the researcher uses a reduction process by selecting the most important points, finding patterns, and separating unnecessary data, focusing on the important points until this final report is completed and this data is honed, discarded, and organized, focused, and sorted. Both inductive and rational coding techniques for the most part happen in two phases: beginning coding and line-by-line coding. In the underlying coding stage, the objective is to find out about the information by perusing and grasping it. On the off chance that you adopt an inductive strategy, it can likewise assist you with fostering your underlying code set. While manual coding is tedious, it smoothes out the general examination process. Code age requires the analyst to conclude which information is important and why lessening how much information should be viewed as in the last examination.

3. Interpreting and representing

Interpreting the data to represent the interpretation and representation of the data obtained in this study is concerned with generating meaning, providing and developing factual explanations, and describing the acquisition of the data. At this

stage, the researcher conducts a theoretical review to be able to connect the data with existing data. During the process of this analysis, the researcher also developed the results of the hypothesis from the data that had been obtained. There are four steps for data interpretation, including collecting the necessary information, developing findings, developing conclusions, and developing recommendations based on the interpretation of the data that has been obtained. Then, the researcher also explains each step related to the findings, conclusions, and recommendations as suggestions to answer the questions that have been prepared.

RESEARCH FINDING AND DISCUSSION

In view of the consequences of meetings and perceptions directed with two English educators at SMAS Karya Budi Putussibau about the instructors' methodologies in showing perusing appreciation during half and half learning, it tends to be reasoned that there are two techniques involved by educators in showing perusing cognizance during crossover learning both on the web and up close and personal (disconnected) classes. Two systems can be utilized by educators, in particular Think-Aloud and QARs (Question-Answer Relationship).

In this part, we will examine the consequences of meetings and perceptions led eye to eye (disconnected) by agreeing with the wellbeing convention at SMAS Karya Budi Putussibau. Scientist examined the consequences of meetings and perceptions with a subjective plan. In light of the consequences of meetings led with two English educators at SMAS Karya Budi Putussibau about educators procedures in showing perusing perception during mixture learning, it tends to be presumed that there are two methodologies involved by educators in showing perusing understanding during cross breed learning both on the web and up close and personal (disconnected) classes.

The system is Think-Aloud and QARs (Question-Answer Relationship). In view of the educator's involvement with showing perusing during half breed learning classes with this methodology, it tends to be reasoned that understudies at SMAS Karya Budi Putussibau as of recently, schools have carried out Hybrid learning (web based getting the hang of) utilizing Zoom Meeting, Google meet, and WhatsApp application, so it is a piece hard for them to comprehend the material in light of the restricted sign they have yet during on the web classes, they can peruse in English well. For English educators, the subsequent procedure utilized in Teachers' Strategies in Teaching Reading Comprehension

as Hybrid is QARs (Question-Answer Relationship). In view of the consequences of meetings that have been directed. The procedure utilized in showing perusing appreciation during the half and half learning time frame is QARs.

During the hybrid learning period, the strategies used by the teacher can improve student understanding for the better. The teacher holds a question and answers session, where the teacher asks questions. Students answer questions using English so that the teacher can find out whether the students have understood the reading text through student understanding. According to the interview results, the strategy used helps students to improve reading comprehension during the hybrid learning period in both online and offline classes so it becomes better because this thinking aloud strategy can help students who have difficulty reading faster and find some detailed information so that they are easier to read and understand in the reading. While the Question-Answer Relationship (QARs) strategy itself is very well used during hybrid learning in both online and face-to-face (offline) classes because it aims to help and encourage students to develop their reading comprehension and students can set reading goals, enabling students to be more active and able to answer questions. Given by the teacher. As well as monitoring their understanding and allowing students to assess their knowledge of their reading text. Besides being able to assist students in solving problems, reading comprehension strategies are also perfect for interaction between students and learning materials in an electronic environment without the presence of a teacher and allow students to develop independent study skills, which will lead to an increase in the quality of education used due to time constraints during the course of the study learning process during the hybrid learning period.

The consequences of the perceptions and members above depend on the table show which makes sense of that prior to beginning the illustration, the instructor welcomes understudies to supplicate together drove by one of the understudies, subsequent to wrapping up asking the educator went on by really looking at the understudies' participation. In the wake of checking understudy participation, the educator go on by endlessly welcoming understudies, for example, great morning and how's it hanging with you?. So at this first gathering, the material utilized examined perusing perception during the educational experience happens the educator disseminates the understanding text and requests that understudies read the text with the quick understanding procedure, thus, the objective is that understudies find it more straightforward to track down significant data in

an understanding text. Subsequent to getting done with perusing thusly, the instructor requests that understudies comprehend the perusing text first before the educator gives a comprehension of the material they are examining. When explaining reading comprehension material, teachers are often constrained by time so that material that should be completed in one meeting must be completed in two or more meetings. The rest is by using the remaining time the teacher and students use the time very well to exchange ideas and discuss the material they are studying so that students do not have difficulty in finding information or main ideas in the reading text. The teacher provides more understanding to students who do not or do not understand the material at the first meeting about reading comprehension by asking students to read the dialogues one by one in turn during the ongoing learning process. In addition to inviting students to reread dialogues and texts, the teacher also invites students to be more active by asking and answering questions in discussions or during the learning process about the material learned at the first meeting. For reading comprehension material, the teacher uses or applies Think-Aloud and Question-Answer Relationship (QARs) strategies during the learning process, and at the time of implementing this strategy, the teacher experiences several obstacles, especially during the hybrid learning period, namely network constraints which are often unstable.

In this research, the teacher and students exchange opinions about the meaning of the text being studied so that students feel happy and provoked to express their thoughts. The teacher also helps students to more easily understand the main ideas and questions contained in the text so that it is easier for students to get reading information and answers to these questions. During the hour of figuring out how to peruse understudies likewise figure out how to make it more obvious the substance of the text and take care of the issues contained in the text and given by the educator, so the interest of the instructor emerges. The teachers also explains the meaning of the text in a language that is easily digested by students, so that students better understand and obtain information from the reading text.

Based on the results of observations made by researcher, it is known that the two teachers at SMAS Karya Budi Putussibau use Think-Aloud and QARs (Question-Answer Relationship) strategies during the hybrid learning period in both online and face-to-face (offline) classes because these strategies help students get the opportunity to master the knowledge and skills needed. in a format suitable for students comfortable in the hybrid learning period produced on the observation sheet, namely the teacher and students communicate with each other. In addition to the text or dialogue being studied, the teacher

invites students to be more active and ask questions in the discussion. Verbally process procedures assist understudies with figuring out how to screen their reasoning as they read and in this manner assist with working on their comprehension. Moreover, it trains understudies to rehash a sentence, read first to explain, and search for setting signs to comprehend what they read. The subsequent system utilized by instructors at SMAS Karya Budi Putussibau is QARs. QARs are a powerful technique utilized in showing perusing appreciation during the crossover learning period in both on the web and eye to eye (disconnected) classes. Where the educator requests that understudies skim the text and the instructor clarifies the material for culmination. The motivation behind this methodology is to get data from the text being contemplated and to direct understudies in grasping the inquiry.

CONCLUSION

This examination was led to decide the educator's technique in showing perusing understanding web-based classes during the Hybrid Learning time frame at SMAS Karya Budi Putussibau, in light of the conversation of this exploration it tends to be presumed that all instructors have a similar impression of methodology in instructing English. Numerous techniques can be utilized in showing English, particularly in understanding perception. In this examination, the educator who turned into the respondent said that he utilized Think-resoundingly and QARs systems in light of the fact that these procedures can help understudies who have not had the option to track down the primary thought in the understanding text and can assist understudies with grasping the items in the understanding text. indeed, with this system understudies can all the more effectively grasp the items in the perusing and can track down data and primary thoughts in the understanding text, and work on their abilities in understanding perception.

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