

## An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning

Lilis Sayuri Yuni<sup>1</sup>, Ali Amran<sup>2</sup>

<sup>1,2</sup> Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, Indonesia

### ABSTRACT

The study discusses about An Analysis of Teacher's Method in Teaching Reading Comprehension Through Online Learning. The objectives of this study were to: (1) to find out the teacher's methods in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan, (2) to describe the teacher's methods in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan. This study applied a descriptive qualitative method to analyze the data. The source of the data was obtained from English teacher in SMP Muhammadiyah 57 Medan. The data was taken 2 English teacher who teach in seventh, eighth, and ninth grade, to find what is method in teaching reading comprehension through online learning used. Data was accumulated by the use of questionnaire and interview, even as observation became used to verify how the teachers put into effect the methods in the course of their teaching and getting to know process via online studying. There were found out the methods used in teaching reading comprehension through online learning.

**Keyword : Teacher's Method; Reading Comprehension; Online Learning**

### *Corresponding Author:*

Ali Amran  
Universitas Muhammadiyah Sumatera Utara,  
Jl Kapten Muktar Basri No 3 Medan 20238, Indonesia  
Email : [aliamran@umsu.ac.id](mailto:aliamran@umsu.ac.id)



## 1. INTRODUCTION

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.

The teacher's method is very important to increase students' motivation which has an impact on the development of their reading comprehension skills. The main purpose of reading is to understand the text and learn reading comprehension, so the teacher must use the right method to achieve that goal. Teachers must also have reading skills to form students' reading skills, because reading skills are important for students and teachers to have. Many experts define reading as the process of placing the reader in communication and contact with ideas. There are many ways for humans to understand the basics of doing business or knowing the world, one of which is by reading (Eskey, 1986). Reading is the ability to draw meaning to interpret information from printed pages (Grabe, 2002).

Reading is a basic skill that cannot be separated from other reading skills. By reading a text or newspaper, a person can get more detailed information and can come back if any information is lost compared to someone who only listens to television. By reading something, readers can get broader information than just listening to something. So that readers can find out what specific information they need (Willis, 2008). The purpose of reading is to help students understand written texts or written language. Reading also affects the reader's vocabulary, writing and spelling. Students who have a better understanding of reading, they can make conclusions based on what they read by monitoring and performing appropriate methods or techniques to demonstrate their understanding of reading comprehension activities. Reading is useful for language acquisition, and the more students read, the more they can earn (Harmer, 2007).

There are four basic language skills, one of which is reading. There are three basic definitions of reading: (1) learning how to pronounce words; (2) learn to understand and identify words; (3) learn how to get meaning from the text. Reading is the process of someone receiving and extracting meaning from the text. Reading can make students get more information if they read a lot and make them more creative and smarter (Laddo, 2007).

Teachers can use various ways of teaching reading comprehension and apply them in the learning process, so that students can easily gain knowledge of a text, but before that, preparing students for what they are going to read can make understanding easier. The main concern method is teacher and student behavior. The key to the success of teaching reading is paying attention to the methods used for linguistic purposes, subjects, sequences and materials. Method is a set of specifications to achieve linguistic goals (Brown, 2002). When learning process in the classroom, teacher must to find and consider the correct method in teaching reading comprehension in order to help students get better understanding about the text, not only ask the students for read the whole text, but also as a mediator for students to get better comprehension in reading the text (Akidatul Yusmalinda, Puji Astuti, 2020).

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.

#### A. Method

The most important thing before decided what method that teacher used is defining what is meant of method. Method is planning the overall systematic presentation from language based on the selected approach that relates to teaching and learning process, the nature of language followed by consistent technique of class activity (Edward Anthony: 1963). The term of "method" is taken from Latin word, means mode or way (MoE, 1999:61). Furthermore, Azeb (1984:90) define method is a regularly progress planning to achieve a specific goal that coordinated for the performance or conduct of practice (ascited in Abessa Bekele Nora, 2012:12). The way of how to communicate the materials in teaching method is important thing to achieve what result or goal that teacher wants. So, teachers must use the appropriate learning experiences in teaching. Teachers must guide and create the activities in condusive learning, assess and evaluate the progress of learning.

In Wikipedia states the term of method (from the Greek *methodos*), which means a way or path taken. Method of teaching is refer to how the correct teaching done by a teacher to the students during learning process to achieve the goal. Methods of teaching are also manners, steps or general ways that doing in certain order after teaching or presentation of the activities (Biadgelign, 2010: 99). Student's creativity comes through reasoning, and today's schools encourage students to be creative. Strategy that teacher used is determined by the nature of the student and material to be taught in order to help student in learning process. Efficient learning must linked to the student's characteristics and types of learning that should be done. So, teacher must considers how student's learn. In the learning process, there are Teacher-Centered Approach to Learning and Student-Centered Approach to Learning. Teacher-Centered Approach to Learning is the learning process centered to the teacher. Explaining the materials and giving information or knowledge to students are the main function of teacher. The main role of student is just to receive the information passively that given by direct instruction with the end purpose of assessment and testing that measured through objectively scored, so students are seen as "empty vessel". Teaching and assessment are not the same entities. Meanwhile, Student-Centered Approach to Learning is contrast to Teacher-Centered Approach to Learning. The main function of teacher is to facilitate and coaching students to mastering the overall material in the learning process. Teaching and assessment are related to each other, and student's learning is measured during the teacher's instruction in the learning process. Student's learning is also measured by informal assessment, includes class participation, student portfolios and group projects as well. Both teachers and students must play an active role in the learning process.

#### B. Learning

Teaching is an interpersonal influence that aimed to change others potential behavior (N. L, Gage, 1963). Teaching is an interactive process that happen between teacher and student with conversation each other during the whole activity (Edmund Amidon). Teaching is relation between a person who have more mature personality with less mature personality, and designed to get the next education (Hc Morrison, 1934).

##### 1. Concept of Teaching

The process of formal teaching is in the classroom, but teaching also can take place through online learning. Teachers have so many knowledges in their mind and want to students get that knowledges too. That's why teaching is really important to transfer the knowledges. Teachers must take all efforts

to ensure students can understanding it. Successful teaching is determined by the students understanding about the knowledge that the teacher given in the learning process (Eka Rezqi Amaliah, 2018).

## 2. Need of Teaching

Teaching is not as simple as imagine, and every teachers have their own skills to give information or knowledge to students. The way of teacher's teaching process can changes student's behavior and attitude better than before. In addition, sincere and hardworking teacher also can help students to obtain more skills because teacher will do everything to help their students for getting what they want. Teaching in today's technology era is more challenging and difficult job. Students can access information from everywhere, such as television, cell phone, computer, but those can't give experience of life for students. And this new dimension of learning process, teacher doesn't always as a giver and students as a receiver anymore, but teacher must guide the students through selected experience towards a wider field of learning (Eka Rezqi Amaliah,2018).

## 3. Function of Teaching

Teachers as an independent variable has more active diagnostic function than students, but students as a dependent variable can't be underestimated. Teachers must to do the important diagnostic function based on their response and ability in their perception. Teachers must to diagnose student's behaviors in the cognitive and affective ability by several diagnostic test. Teacher must analyze the content, materials, facilities that available in teaching, and also formulate the purpose of education, type and student's behavioral changing in learning.

## 4. Prescriptive Function

Prescriptive function will be good in doing for teacher if the students want to interact and work sincerely together. Teacher must be more active than students, and this prescriptive function is expected to changing student's behavior as good as possible becomes what the teacher wants. In addition, teacher and students must interact appropriately, and teacher takes decision based the basis of diagnosis for reach that goal. Furthermore, teacher must makes program planning, then mastering the content, and work together in conducting that program in appropriate method and and assessing student learning outcomes (David W Johnson and Roger T Johnson, 1999).

## 5. Evaluative Function

Evaluative function is related to how to assessing the progress. Prescriptive function can be decided in the form of realization purpose. Prescriptive function that doesn't done in a correct diagnosis and be serious failure will effect the failure of prescriptive function. Students tend to more active in evaluative function than diagnostic or prescriptive function. Teacher will helps students to improve their behavior better based on the behavior and potential. Students must to evaluate and develop their own skills and behavior change.

## C. Teaching Reading

### 1. Principles of Teaching Reading

Teaching reading is not a simple thing because teachers must organize the learning process, carry out appropriate interactive reading strategies and activities that have a positive impact on student understanding and high enthusiasm in the learning process to understand the material easily, and to increase student's motivations in reading. Teacher has to create a condusive conditions and give student chances to read the text comprehensively, either in silent or aloud reading, and then discuss the text together to reach the goals of teaching and learning process. Teacher has to organize learning process, conduct the appropriate strategy and teach interactive reading activities that have positive impact on student's understanding and high enthusiasm in joining the learning process for understanding the materials easily. Harmer (1998:70-71) proposes six principles in teaching reading. Those six principles are mentioned as follows:

#### a) Teacher has to keep in mind that reading is not a passive skill

Teacher also has to convinces students that reading is a great active activity, because the students need to describe the context of the text and the writer's argument as well. So, students not only read the text passively but need to analyze the text.

#### b) The teacher must make the students enjoy reading the text.

Students can easily accept the material given by the teacher if they are interested in what they read, so that is an important point to help students get more information and knowledge from the texts they read. On the other hand, students find it very difficult to get information from the text if they are not interested in reading.

- c) Teachers must help students respond to the context of reading, not just the language used in the text. This is the teacher's responsibility to encourage students to easily respond, understand the meaning of the text and express their feelings about the text.
  - d) The teacher should emphasize to the students that predicting is the main factor in reading. The teacher should help students to understand the text easily by using prediction in reading teaching strategies. Students can predict what the text is about by looking at the title of the text and start the reading process, and students who have imagination will like this assignment.
  - e) The teacher must match the assignment to the topic. In this case, the teacher must prepare interactive assignments so that students do not get bored with inappropriate questions. Good assignments are tasks related to the topic being discussed, such as quizzes, etc.
  - f) A good teacher makes full use of the reading text. Teachers must utilise the text to make students can involve better in the text, and discuss about the text, learn the language, and give students homework, and avoids to move to another topic that there is no elates to the activity. So, teacher must be creative and work hard to integrate the text to be more interesting, and try not to move to other activities that are not related to the text
2. **The Types of Classroom Reading Performance**  
Evaluative bottom up skills uses oral reading in the beginner and intermediate levels. Students will lose their attention if someone else read a text orally. In contrast, silent reading will makes the students focus on the text. Silent reading is divided into intensive and extensive reading. Teacher will give the students a difficult short text to develop their linguistic competence by using silent reading which pays attention to grammatical forms and other details in order to get the complete understanding of the text, it is called intensive reading. Meanwhile, extensive reading can help students to get away from analyzing the unfamiliar words in a longer article or text book. Extensive reading is used to achive general understanding, implication and literal meaning (Brown, 2001:312).
  3. **Teaching Reading as a Foreign Language**  
The first and second reading comprehension skills are different, because there are the background culture, language, knowledge and reader's purpose of reading that involved in a complex reading process. The purpose of teaching reading, especially in a foreign language is to understand the content of the expressed language by developing skill how to conveying the message and how the language is used in the text (Nuttal, 1996:3). In addition, teaching is not easy as it look, because there are several components that involved in teaching reading, such as guiding, facilitating and ensuring the students to study in a good condition (Brown, 2007:7).
  4. **English Teaching and Learning Process**  
Teacher must pay attentions to the mentality of students when teaching English, because they are teenagers who are in transition, especially junior high school. That process of growing up makes students confusion, their mind and body are different from children because they are in a puberty, so those factors need to be concerned in teaching English (Brown, 2001: 92). Junior high school students have positive and negative characteristics that make teacher must understanding them and decides what to do in that level of age. Students have potential and great creativity of something that interesting them. In this positive characteristics, involves them in relevant material will makes students have great capacity to learn. Sometimes students have unstable emotionality too and make them to be very sensitive. That is called negative characteristics, because they are in the process of searching individual identity, and that's why students tend to make problems and disruptive in class (Harmer, 2001: 39).
  5. **Reading**  
There are so many definition of reading based on expert's ideas. Reading is a process of naming the conventional sound that symbolized by the printed or written mark on a script (Rivers, 1981:261). 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 (Brown, 2004:189). The readers interact to the text by isolation when doing the isolation activity in reading. There are so many interactions between the readers and what they bring to the text in this isolation activity, such as the previous knowledge, the use of strategy, and related variables such as interest in the text and understanding about types of the text.  
Student will spreads each other's various skills, such as listening, reading, writing or speaking when read a text, newspaper or something else. Student's reading skill is important to create interaction between linguistic knowledge and the world knowledge (Harmer, 2002:199). 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. Reading is a mental and physical activity to obtain and express the meaning that contain in written texts (Burhan, 2012:9).

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.

## 6. Reading Comprehension

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 comprehension is the process of making meaning from text (Lenz, 2005: 1). The variables related to the text are understanding of the type of text and interest in the text. Meanwhile, the reader's knowledge before reading the text and the use of strategies is something that the reader brings into the text. Reading comprehension is a complex multi-component process involving many interactions between variables, the reader, and what the reader brings to the text, so that reading comprehension does not only involve the reader's response to the text (Klinger, Vaughn, and Boardman, 2007:8).

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. Comprehension is a unique kind of thinking process (Alexander, 1988).

Based on the explanation above, the reader 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. Reading comprehension ability is the reader's ability to find information and understand the text according to the reader's purpose. Brown (2004:188-189) states 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) Focusing 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 process helps reader to obtain the meaning of the text systematically in an easy way that focusing on how the way of reading works guides the reader to operate their mind systematically as well.

### 1. Cooperative Learning

#### a. Definition of Cooperative Learning

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 teacher 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. 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 (Brown, 2001:47). In addition, cooperative learning is the use of instructional methods to maximize student learning, so that they can work together in small groups (Johnson, Johnson & Smith, 1991). 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.

In the cooperative learning strategy, students are divided by the teacher into small groups or groups formed heterogeneously based on female and male students, different cultures, on average, high and low achievers (Slavin, 1995). 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 (Richard and Rogers, 2001: 192). By using cooperative learning, students who have different ability levels can use different learning activities to increase their understanding of certain subjects. Cooperative learning is also a teaching approach that maximizes active learning activities in groups or in pairs (Richard and Rogers, 2001: 192). 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 teacher designs the process of learning activities to improve how students understand the material, are independent and cooperate with other. So cooperative learning is a learning strategy individually or in small groups in heterogeneous teams.

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. 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. Cooperative learning provides more benefits for students in the learning process (Slavin, 1990:52).. Johnson in Richards and Rogers (2001:192) believes 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 each student is given a certain role by the teacher in his 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. Cooperative learning is a strategy to maximize student participation in using small groups in cooperative activities as well.

#### **b. The Elements of Cooperative Learning**

There are 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 (Johnson dan Johnson,1994).

##### **1) Positive Interdependence**

The main point in this positive interdependence is cooperate with each other to create student's 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.

##### **2) Face to Face Interaction**

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 (JohnsonandJohnson,1994).

##### **3) Individual and Group Accountability**

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 teacher 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.

##### **4) Social Skill**

Social skill is really important for everyone, especially for student. Student is 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 student interact with others as a teammate and a

head of the group. The teacher must to teach them about this social skill and how to organizing students' interaction during the learning process. Teacher plays important rules 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 (Johnson and Johnson, 1994).

#### **5) Group Processing**

Student's ages, 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 teacher 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 student's involvement in processing. All of the group members must to work together in learning process in order to be cooperative learning.

#### **c. The Implementation of Cooperative Learning**

There are 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 teacher and student 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 (Brown, 2000:157).

##### **1) Pair Read**

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, teacher gives them some questions and each groups must to answer those questions.

##### **2) Think-Pair-Share**

There are three-steps-cooperative structure in this type of cooperative learning. In the first step, the student is given time to think silently about the question given by the teacher. Then, in the second step, the student in pair must to exchange their ideas. The third step, each pair shares their ideas to other pairs or other groups.

##### **3) Numbered Heads Together**

There are four members in each groups. The member of each groups is given number 1, 2, 3, 4. In this activity, the teacher doesn'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. Teacher just calls out a number (e.g. two) and ask them for give their answer.

##### **4) Round Table Brain Storming**

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 teacher gives 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.

##### **5) Group Discussion and Quizzes**

When learning process, the teacher uses 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. So, the teacher will presents 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 gives 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 to 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 determined what activities will be doing in the learning process.

## 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 teacher 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 teacher's methods in the study of reading comprehension in the system offline. This research is a qualitative research, where the researchers concluded their 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 teacher of the seventh and ninth 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 teacher can't control his 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 Syafradin. 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 is used by the researcher of this thesis, especially among the studies journal, as the third journal that give a strong reference about the differences and some similarities discuss the analysis method of the teacher in teaching reading comprehension through online learning. The difference in this study with previous research that a researcher has data and a different theory. The researchers takes data from the English teacher at SMP Muhammadiyah 57 Medan.

## D. 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.



## 2. RESEARCH METHOD

The researcher collects the information about teacher's methods 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 informations 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. The source of the data will be taken from teachers who teach English in the 7th, 8th, 9th grade in SMP Muhammadiyah 57 Medan, includes 2 teachers. They're woman.

In data collection, the researcher make a questionnaire and interview the teachers about teacher's methods in teaching reading comprehension. Second, the researcher analysis about the result of the questionnaire and interview. Third, the researcher make a conclusion from that result. There are three activities that needed in doing qualitative data analysis, includes data reduction, data display, and draw conclusions/verification. First, the researcher need to reduce the data to find the most interesting and important data and focus on issues that relate to the study. Then, compress the data in a simple way to make it easy to understand. After that, the researcher find a new conclusion based on that data (Miles and Huberman, 1994:10).

## 3. RESULTS AND DISCUSSION

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 teacher's methods in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan.

### 1. Seventh Grade English Teacher

Based on the result of the questionnaire that the researcher conducted, the researcher found that the Seventh Grade English teacher was handling by a permanent English teacher who has been working in about 11 to 15 years at SMP Muhammadiyah 57 Medan. She said that one of the problems that most often occurred when teaching English through online learning is the ability of students to understand the material because most students have average abilities. During the online learning process, the teacher only teaches reading or conducts reading activities with students only for a quarter of times per meeting due to the limited time the teacher has in teaching online to avoid students getting bored. So, the teacher only tries to keep the students' enthusiasm during the learning process. The teacher mentioned that when it comes to reading activities, the teacher teaches reading as a whole class activity more often and she uses individual instructions for reading and never makes groups of equal abilities. That's because to avoid students who have average abilities don't feel bored and give up before competing. And sometimes teacher creates mixed ability groups to help passive students not fall behind. In addition, the teacher makes groups based on other criteria so that intelligent students do not dominate the class, so that students do not feel discrimination during the online learning process. The teacher also mentioned that during reading activities, the teacher usually asks students to read aloud even with the zoom application, but before starting the reading process, the teacher asks students to read individually by heart. Due to online learning, students are required to study independently every week and the teacher just prepares the students several minutes to read books/materials before the meeting then the teacher asks some questions based on the books/materials that students have read. Sometimes students read aloud in small groups or in pairs once a month, such as doing a presentation while other students read together silently to help students who are not confident enough to go on stage even if only on a cellphone screen. Furthermore, teacher uses textbooks and workbooks every week to measure students' understanding in a full week and uses worksheets once a month as a routine assessment. And teacher also uses computer software for reading instructions, internet services, and youtube. And it should be underlined that teacher never uses magazines or newspapers as sources in learning activities because the language used in newspapers and magazines is more formal and academic, so students find it difficult to understand and the written text can be difficult to find. Murniyati as a seventh grade English teacher feels that it is very difficult to improve students' reading comprehension skills through online learning. Teacher should find effective technique, namely group discussions and quizzes based on teacher creativity in the learning process through online learning. Students find it difficult to try to be more active, and they feel awkward, afraid to make mistakes, and don't have the confidence to speak. By applying this teaching method, students have the same opportunity in learning reading comprehension. They try to think hard because it is everyone's turn to read, and become more diligent students because they are required to follow lessons based on their own thoughts about the learning process. In addition, this learning model also teaches students how to accept learning outcomes with a smile, and be proud of their own efforts.

### 2. Eighth Grade English Teacher

Based on the result of the questionnaire, the researcher found that the Eighth Grade English teacher was handling by a permanent English teacher. She has been working as a teacher at SMP Muhammadiyah 57 Medan for 5 years. She said that students' reading comprehension skills during online learning stand for average ability. In the learning process, the teacher just gives instructions to read a quarter of times per meeting, because the teacher should makes effective use of the time for students to learn. The teacher sometimes makes groups with the same ability because students can motivate to be smart students in other groups even though sometimes they feel like giving up easily. Then she also creates mixed some groups based on other criteria. She prefers to use individual instructions for reading. It is intended that students can learn many things from smart students. And teacher teaches reading as a whole class activity depending on the situation whether students are bored or not. During the learning process, the teacher only asks students to read aloud in small groups or in pairs once a month, but the teacher can asks students to read aloud, read individually, read together silently while other students read, and also gives students time to read books/materials. This is helpful because students can understand the material in different learning variations and can develop their self-confidence. In addition, teacher more often uses a variety of reading sources such as textbooks, workbooks, worksheets, internet services and youtube every week. While the use of computer software for learning to read only once a month and based on the material being taught, and never uses magazines or newspapers as reading sources either. Isnaena Lubis as an English teacher for Eighth Grade at SMP Muhammadiyah 57 Medan said that students feel bored when studying online. They do not have the enthusiasm to follow the learning process. And she also said that group discussions and quizzes are appropriate methods of teaching. According to her, using quizzes is very relevant to the eighth grade, because students have had learning experiences while in Seventh Grade. Based on basic knowledge, it is necessary to know that applying the group discussions and quizzes methods is very helpful to develop students' ability to understand the material in a short time and they can be cheerful during the learning process.

### 3. Ninth Grade English Teacher

Based on the questionnaire, the researcher found that the teacher who teaches the ninth grade is a permanent English teacher at SMP Muhammadiyah 57 Medan. Her highest education is bachelor degree and has been working in about 11 to 15 years at SMP Muhammadiyah 57 Medan. She said when teaching English especially reading text, most of the students have difficulty understanding the material. This is because students have the average ability in their class. So, when teaching through online learning, the problem of students' reading comprehension skills becomes worse. Teacher has reading instructions with students during online learning for only a quarter of the times per meeting, because reading is not a stand-alone lesson. The teacher said that she does the reading instruction or reading activity as a whole class activity, or makes groups based on other criteria, because if she gives students the freedom to choose their own groups, and of course, smart students will choose their own smart friends to be members their group. So that the learning process can not run effectively because smart students can be dominant from others and students with low abilities can become weak and passive. To avoid this, the teacher continues to try to create groups based on other criteria or mixed abilities, so that students can be active and have better motivation to participate in the learning process. Teacher generally carry out teaching activities by asking students to read aloud, while others read together silently, and of course giving time for students to read books/materials every week, because it can helps students understand the material and as a way to makes students not bored in every meeting. However, teacher only asks students to read aloud in small groups or in pairs about once a month. The teacher also asks students to read individually. In addition, when the teacher has reading instructions or reading activities, she most often uses textbooks, and workbooks. And never uses magazines or newspapers. While the computer software used for learning to read is only once a month and is combined with internet and YouTube services based on the material that has been taught. The use of various reading sources is very helpful for students when learning online. Students tend to have a lot of knowledge if they have a lot of reading sources. But basically the use of reading sources depends on the material itself. Murniyati also as a Ninth Grade English teacher at SMP Muhammadiyah 57 Medan emphasizes that students need the right technique to get messages or information from texts. Reading is a higher and more complex thinking skill than decoding the words because English is one of the national exam subjects. And reading comprehension becomes very important because most of the national exam questions are about reading comprehension. So, students must answer reading comprehension questions correctly. Therefore, teacher has a big responsibility to apply effective techniques to improve students' reading comprehension skills in teaching English especially reading. And Murniyati feels that group discussions and quizzes are one of the most effective methods to be applied during online learning.

This research was purposed to determine the teacher's method in teaching reading comprehension through online learning at SMP Muhammadiyah 57 Medan. Questionnaires were used as instruments in this study, while interviews and observations were used to confirm how effective the teacher's methods were in teaching reading through online learning. So, from these findings, it can be concluded that there is one method in teaching reading that is most widely used and applied by English teachers at SMP Muhammadiyah 57 Medan, namely group discussions and quizzes. Group discussions and quizzes were conducted by all teachers at SMP Muhammadiyah 57 Medan.

### **1. Group Discussions and Quizzes**

Terenzini & Pascarella (1994) states that group teaching methods are important to encourage students' courage to take more responsibility for their own learning and for each other's learning. Group discussions and quizzes are helpful for integrating the material and each student has their own role and responsibility. Group discussions are not only carried out at the table, but teachers and students can use the application. From this thought, teachers and students still have the opportunity to discuss and share thoughts in this activity based on their own perspectives. This group discussion really helps students to have better awareness, good self-confidence, communication skills, etc. Smart students who have a lot of knowledge and good skills sometimes they have difficulty communicating and are not confident, hesitate to speak, and find it difficult to explain their point of view, etc. So, group discussion is very important to use when learning online because the zoom application or other applications can help students to speak more easily.

Teaching when learning online make teachers have to be the most creative so that learning is not boring, and that is a challenge that must be solved when teaching reading comprehension. Activities carried out at home can easily make someone bored, especially students. So, to increase students' boredom, teachers use quizzes to quickly assess students' knowledge and level of students' understanding of the material. By using this teacher method, the teacher is aware of students' efforts and existing knowledge gaps. The teachers give 10 to 15 questions to students with a simple knowledge quiz application using various types of questions, such as multiple choice, checkbox, fill-in-the blank, poll and open-ended questions. The teacher applies and combines the method of group discussions and quizzes to test what students already know about the material and answer questions about a topic, then the teacher discusses it and explains the answers after the test. So, in this case the teacher applies a quizzes application as a way to ensure students stay excited and happy while learning online, especially reading comprehension. Teachers can make their own questions based on variations in the level of difficulty of the questions that match reading comprehension. The teacher makes questions based on the purpose of the lesson or material about what should be assessed. In addition, students can work independently according to the time limit given by the teacher on each question.

By conducting this group discussions and quizzes method, the teachers can choose what types of questions the teachers needed according to the target, goal, or purpose of reading comprehension. For instance, multiple choice questions are used by teachers to assess how far and how long students understand in finding the main topic of the text. Fill-in-the blank questions are widely used by teachers to improve students' skills in understanding a text by rewriting the main topic or what the text is about based on their own understanding. As with open-ended questions, the teachers use this kind of question to find out students' perceptions, or how students thought about the text in reading comprehension texts. The use of checkbox is just as important as multiple choice questions, but checkbox questions have two or more correct answer choices. Teachers use these questions to improve students' thinking quality and students' thinking skills from the texts they have read. And the last one is a poll question which is used as a benchmark to find out the interest and understanding of students in studying the topic or material. But basically, these types of questions can be combined according to the teachers so that what has been learned can be understood by students.

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.

The researcher found several important points when applying this method based on the observations that the researcher made during online learning, are:

- a. Find keywords and imagine about them before read the text.
- b. Underline the difficult words and move on.

c. Don't focus on difficult words, but try to guess what the sentence means.

When the learning process is done, the researcher draws conclusions about the advantages and disadvantages of the teaching methods applied by the teacher. The advantages of applying this method are that it can make students learn anywhere in all sources, keep having fun, have better intentions to learn new subjects and can make students aware of the importance of reading and the information available in reading texts. Because of this teaching method, students are prepared to become independent readers in finding the information contained in the text because they learn while playing quizzes and have an effort to become winners and get the best score. And this method also makes students honest in answering questions in online quizzes. While the disadvantages of this teaching method are the waste of internet data because sometimes some students are left behind to take the quiz if the teacher does not ensure the right time for each question. And the teacher needs more time to think and check students' answers correctly if the questions are fill-in-the-blank question. In addition, this can make the teacher think hard to prepare the best questions that can improve students spirit to learning and discussion

#### 4. CONCLUSION

Based on the research description in chapter IV, the researcher concludes that there is one appropriate method in learning reading comprehension through online learning which is applied by teachers at SMP Muhammadiyah 57 Medan, namely: Group discussions and quizzes are conducted by Murniyati, S.Pd as a seventh and ninth grade English teacher and Isnaena Lubis, S.Pd as an Eighth Grade English teacher at SMP Muhammadiyah 57 Medan

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