

AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION IN SECONDARY SCHOOL

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Abstract

This research was conducted to find out what strategies that teachers use for teaching reading comprehension in MAN abc Banyuwangi. This research used descriptive qualitative method. In the implementation of this study the researcher conducted interviews and document analysis to obtained relevant data to answer the objectives of this research. This research was conducted at MAN abc Banyuwangi and two English teachers were selected as samples in this study. Based on the results of the interview with two English teachers, the data obtained is the teachers using different strategy in teaching reading comprehension. The first teacher use Scaffolding strategy while the second teacher use peer teaching. Scaffolding strategy can develop ideas that students can read. Peer teaching can develop student's mentality also reading comprehension ability. These strategies should be selected on the basis of their suitability and effectiveness with the learning process so that their use will allow teachers to explore students' ideas and help them read in a better way. Based on the interview analysis, the reason why the teacher uses this type of strategy in students' reading comprehension is because to make students understand the text and guide students to focus more on the text.

Keywords

Teachers' Strategies; Scaffolding; Reading Comprehension

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1. INTRODUCTION

Teaching strategy is a teacher's plan in the teaching and learning process to achieve a planned goal (Djamarah, 2010). Based on Senthamarai (2018) Teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve success.



The fundamental reason for this research is to fulfill the researcher's desire to learn and explore the teaching strategies for reading comprehension skills. This desire arises as a result of phenomena that are so contradictory, based on my interview with the students at one school in Banyuwangi, the teaching strategies are less of development. In this case, the material that should convey to students will not deliver as well and students will be left behind in English skills. Teaching strategy determine the direction of the material that teachers convey. With teaching strategy teachers can be more creative to make students more interested with the lessons. What is interesting about this phenomenon is about teacher's creativity in teaching reading comprehension in order to make students understand the material as well.

Based on Dean (2013) reading is more than just seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you to think and feel. Reading is not just seeing and pronouncing the words in the text but understanding all the components of the text. During reading, the reader processes the text according to its purpose. To be a good reader, students must learn how to understand and understand the reading. So, he can achieve the goal of reading the text. Reading is one way for learning vocabulary in language acquisition. Lot of unknown words is one of the fundamental reasons while learners reading could feel trouble in processing texts. Without reading skill, people will in trouble when read news from any social media that makes people confuse with the information has been shared, so, the objective of the research are:

1. Describe the teacher's strategies in teaching Reading Comprehension in MAN abc Banyuwangi.
2. Describe the reasons why teachers used teaching Reading Comprehension strategies in MAN abc Banyuwangi.

Review of Related Literature

Teaching strategy is the most important part in teaching students. Without good strategy, material that should share to students will not deliver as well. So, teachers should have a good teaching strategy in order to make students understand and get the material well. Teaching strategy is the teacher's action in implementing the teaching plan, meaning the teacher's effort in using several teaching variables (objectives, materials, strategy, and tools and also evaluations) in order to influence students to achieve the goals that have been set (Sudjana, 2014).

Besides that, Issac (2010) explained that teaching strategies are teacher behavior that he manifests in the classroom, namely, developing teaching strategies, providing the right stimulus for timely responses, practicing learned responses, increasing

responses with extra activities and so on. Furthermore, Antoni (2010) also argues that a teaching strategy is a general plan for a lesson or lesson that includes a framework, expected learner behavior, and a description of the strategies needed to achieve the desired strategy.

Reading skills is the ability to understand the text that is being read and lifelong skills to use both in school and throughout life. Reading is one of the important skills for learners to expand their knowledge of the language, cultures, and the world (Safrianti, 2020). Without reading skills people will in trouble to learn something new around the world even around their environment. People cannot build conversation well with other people that has different language with them. Reading skills also can be entertaining someone who read or who listened. That means reading is the key to open windows of the world, both in academic education or non academic education.

According Duffy (2009) said that reading comprehension is an active and complex process in which the reader tries to understand the text, derive meaning, and use it for the appropriate type of text, purpose, and situation. It takes some special skills such as understanding, interpreting, organizing ideas, remembering background knowledge and experience to get meaning from the text. Therefore, the essence of reading is to understand what the author wants to convey through the text and get clear information from the text.

Based on Linse (2005) reading comprehension is a set of skills that involve understanding and meaning of the printed word. To read, we must be able to decode (sound) the printed word and also understand what we are reading. Based on the description above, reading is part of the skill that involves feeling and obtaining meaning from the printed word. So, it can be concluded that reading is a process of understanding or enjoying reading texts that involves the process of thinking, reasoning and processing information, as well as observing writing visually by utilizing the ability to see for the purpose of obtaining information.

In teaching reading, teachers are required to be creative in applying strategies for achieving the objectives of the reading process in class. Several strategies are usually used by teachers such as question generation strategy, scaffolding strategies, and QARs (Question Answers Relationship) strategies. The following explains in detail:

1. Question Generation Strategy

Good reading comprehension can be achieved in many ways, such as developing effective reading methods or developing appropriate reading strategies. The one of the readings strategy is Question Generation Strategy.

Question generation is a reading strategy in which readers generate and answer meaningful questions about key points or main ideas as they read (Look S. M., 2011).

Based on Look S. M. (2011) questions generation strategy begins with the teacher creating a question-ridden classroom environment that encourages students to ask questions rather than the teacher asking questions. Furthermore, he builds his students' questioning skills, namely the skills of asking and answering their questions. He teaches the easier questions first (for example, when and where questions) and then moves on to the more difficult questions (for example, why and how questions). Then the teacher tries to turn a statement into a question and answer the question, followed by finding an important idea. Next, he works with students to turn important ideas into integrative questions and answers those questions. And finally, the teacher applies a question generation strategy.

By generating questions, students actively engage and interact with the text. Students notice their ability to answer their own questions and eventually develop a deeper understanding of the text. When using the question generation strategy, students can create their own questions and answer them themselves, in addition to answering questions created by the teacher or provided in the book. Therefore, reading activity becomes an active process as students apply the information they receive rather than acquiring knowledge passively. This makes students responsible for their own learning.

Question generation strategies allow students to understand the text more actively and monitor their comprehension through the process of question generation strategies. By generating questions, teachers can identify students' reading problems and provide solutions (Dashti, 2014).

There are many different effective questioning strategies. Readers can ask questions before, during, and after reading. Asking questions before reading can help students build background knowledge, connect to their previous knowledge, and make predictions about the text. Asking questions during reading is a way to monitor comprehension and check predictions. Asking after reading can help students summarize the text and explore further areas of study.

2. Scaffolding Strategy

Scaffolding is an assistance provided by the teacher to students when students find it too difficult to do assignments so that students are able to complete assignments independently (Gibbons, 2002). Based on Gibbons (2002) the stages of the scaffolding technique are the pre-reading stage, the reading stage, and the post-reading stage.

a. Pre-reading Stage

At the pre-reading stage, the teacher informs students about the text (and its type) to be read. In addition to the type, he also often gives a general description of the content to be read.

b. Reading Stage

In this stage teacher exemplify read the text and students pay attention to teacher in order to make students understand how to say the words that teacher have been read. After that, students try to repeat what the teacher read with the same pronunciation.

c. Post-reading Stage

The post-reading stage is an activity carried out after reading to assist students in integrating new information into existing schemata. In addition, post-reading activities can strengthen and develop previously obtained learning outcomes.

d. Question-Answer Relationship Strategy (QARs)

Question–Answer Relationship (QARs) is a question-answering and generating strategy that enhances understanding by helping students understands different types of questions. Knowing that the answers to some questions are "Right There" in the text, that some answers require the reader to "Think and Search", and that some answers can only be answered "On My Own", students realize that they must first consider the question before developing answer. QAR can be used during and after reading. This strategy supports understanding as students learn how to ask and answer questions based on the text (Raphael, 2005). According to definition above (Raphael, 2005) stated some strategy for implementing QAR in teaching, that is:

- e. Set the purpose of using QAR
- f. Select the type of question you want your students to focus on and describe the type of question. Define each question and give an example: Right There, Think and Search, Author and You, and On My Own.
- g. Read the short sections aloud to your students, and demonstrate how to generate and/or answer each type of question, using think aloud.
- h. Show students how to find information to answer questions.
- i. Instruct your students to read the text and pause to ask and/or answer questions aloud to a partner or write them down to answer later.

Based on several definitions above, teaching reading comprehension strategy always depends on the teacher. In teaching reading comprehension teachers must be mastered the reading material as well. If the teachers do not understand or not mastered the material for reading, it will make teaching and learning activities not effective.

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be reviewed carefully, and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. References should be cited as (Kamba, 2018) or (Marchlewska et al., 2019) or (Cichocka, 2016; Hidayat & Khalika, 2019; Ikhwan, 2019; Madjid, 2002) or (Miller & Josephs, 2009, p. 12) or Rakhmat (1989). See the end of the document for further details on references. Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables and figures should be cited in numerical order.

2. METHODS

This research was a qualitative research. In this type of research, the researcher collects, analyzes, and draws conclusions based on data analysis without making generalizations. Based on Cresswell (2009) qualitative research is a study to investigate and understand the meaning that an individual or group assumes as a social or human problem. It was used to know and find out why and how a social phenomenon happens.

Then the reason the qualitative research chooses, because it in accordance with the objectives and background of this research. It should be noted that after looking at some of the phenomena and experiences mentioned in the first chapter, this research conducted based on the researcher's desire to find out what strategies teachers used to teach reading comprehension and why they choose these strategies to teach reading comprehension.

This research was also a qualitative descriptive research. It was used as a qualitative research approach because the results of the analysis are in the form of a description of a certain phenomenon. In this case, the research focuses on interviews conducted by the authors and teachers. Therefore, the researchers collect data containing the reading comprehension teaching strategies used by teachers, then describe and analyze in depth why teachers used these strategies in teaching activities.

In this study, data collection consists of primary data and secondary data. Primary data are obtained from informants, namely participants in this study consisting of 2 female English teachers from MAN abc Banyuwangi who have been teaching English for more than 5 years and also has completed a bachelor of English education. The secondary data was taking with recording and documentations. Furthermore, the data in this study are in the form of qualitative data. Qualitative data was presented based on primary data which was indicated by descriptive text from the researcher's interview with the teacher.

Sampling in this study is carried out selectively, where the sample in this study is limited by the number of participants who became the primary data source. The selection of this research sample was based on several things, namely as follows.

First, 2 teachers from one high school in Banyuwangi are selected as participants as well as samples for this study, because they have been qualified as a professional teacher. Based on Hamalik (2006) professional teachers must have requirements, which include:

1. Has talent as a teacher has expertise as a teacher;
2. Have good and integrated expertise;
3. Have a healthy mentality;
4. Healthy body;
5. Has extensive experience and knowledge;
6. Teachers are human beings with a Pancasila spirit;
7. The teacher is a good citizen.

Second, to minimize side effects that may arise during the data collection process at the research site, such as reducing the efficiency of teaching and learning activities

at the school, considering that the study period at MAN abc Banyuwangi in the odd semester was almost over and the long holiday was almost here.

Third, choose 2 participants because the sample was considered sufficient to meet the needs of data collection and already has characteristics that are relevant to the purpose of this study. Which, these 2 teachers have experience in teaching and learning English.

Based on Hardani (2020) it is written that in qualitative research the sample is not very familiar, the most important thing is the breadth of information obtained. So, researcher decides to choose 2 teachers for sample in this research and for getting spacious information without counting the data.

Data collection techniques used was recording, interviews and documentation. Recording was conduct at the time of the interview and during the teaching and learning process in the classroom. Recording can be handwritten notes, audio or video recording. Recording conducted to find out how the teacher's strategy in teaching reading comprehension to students. The researcher records all the teaching reading comprehension processes and then made a transcript. Interviews are conducted to collect data about the reasons teachers use strategies in teaching reading comprehension to students. The researcher prepares several questions for the interview, in order to obtain information related to the research problem. The researcher prepares the concept of the questions posed to the subject and the researcher will make a transcript of the interview results. This research documentation was interview results and pictures teaching and learning activity.

After collecting all the data, the data are analyzed using descriptive qualitative research. The results of the interviews are analyzed using the analytical method proposed by (Miles M. B., 1992). He stated that there are three steps in the analytical method; data reduction, data display, and drawing conclusions.

The validity testing technique in this study uses triangulation techniques. According to Harahab (2020) triangulation is a technique of testing the validity of data by comparing it with various other sources. Another description describes that triangulation as a validity checking technique by comparing data obtained within the research location area with data from outside (Kusumastuti A. &, 2019).

Finally, triangulation was also described as proving a particular finding by using different sources and data collection methods, or looking at it from a different perspective. In fact, the point of view used does not need to consist of three points of view. Less than three perspectives are acceptable if these are deemed sufficient or impossible (Hardani A. N., 2020).

In this research the triangulation technique was comparing the data obtained with other sources as proving particular finding with looking at from different viewpoint. So, reader will get the different finding between this research and the previous research.

Based on Sugiyono (2018) data reduction is about summarizing, selecting key points, focusing on key points that correspond to research topics, looking for themes and patterns, and ultimately providing a clearer picture and facilitating further data collection. Data reduction defined as a selection of data obtained during data collection activities. In data reduction, researchers select, classify, and discard unwanted data. Furthermore, in display data, the researcher arranges irregular data, and then presents the data in text form. In the end, the researcher drawing conclusions with describe the result of the research.

The research procedure for this study began with planning, data collection, data analysis, and conclusions. First, in planning, the researcher creates a research matrix, writes a research plan, and develops a set of questions in preparation for the interview. Second, data collection consisted of interviews and document analysis. Third, data analysis consists of data reduction, data display, and drawing conclusions. Finally, we draw conclusions to describe in detail conclusions from the results of this study.

The research method should be included in the Introduction. The method contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, the use of materials and instruments, data collection, and analysis techniques.

3. FINDINGS AND DISCUSSION

This research was conduct at December 2022 until January 2023 in MAN abc Banyuwangi. This research conduct with planning, collect the data, analyzes the data, and documentation the object of the research. Based on interview with 2 English teachers, the research findings are dividing into 2 descriptions. First description was from interview with Mrs. TA as the first teacher as object of the research. The second description is from interview with Mrs. BM as the second teacher as object of the research.

1. The First Teacher

Based on the results of interviews with the first teacher it can be known that the teacher with initials Mrs. TA using scaffolding strategy in teaching reading comprehension. Scaffolding is an assistance provided by the teacher to students when students find it too difficult to do assignments so that students are able to complete assignments independently (Gibbons, 2002). The teacher chooses this strategy because

students need assistance to know how to spell a word when reading. In this strategy teacher only needs to prepare the reading book and ensure that the students have the same book. In here the teacher read aloud some text first in the reading book. After that, students repeat what the teacher read in the reading book to get more understanding, but when used this strategy there is obstacle. The obstacle of this strategy is lack of mastery of student's vocabulary in derive meaning. So, the teacher resolves this with using Indonesian in the most of teaching activity.

Furthermore, this strategy also has strengths and weakness. The strengths of this strategy are improving student's motivation in learning, directly engage students, and improving the way students spell new words. The weakness from scaffolding strategy is creating student's dependence on assistance and when the assistance reduced they will unconfident to learn.

Finally, as long as Mrs. TA teaches reading comprehension with scaffolding strategy, improving was always seen directly after teaching and learning activity. Students can have said new words with a good spelling; know the new words and its meaning, and understand the text that they have read in the reading book. So, it can conclude that scaffolding can improve students reading ability as soon as teaching activity.

2. The Second Teacher

Based on interviews with Mrs. BM as the second teacher as object of the research, noted that the teacher uses peer teaching strategy in teaching reading comprehension. Based on Nisa (2014) said that the definition of a peer teaching is person clever students who help other students learn in the same grade level. The teacher chooses this strategy because most students feel shy when they want to ask if the teachers give the material.

In this strategy, teacher needs to prepare the material, students who are considered capable for sharing the material, and also preparing time. This strategy also requires students to be able to teach their friends in the classroom. Before all of that, teacher illustrates the material and gives advice to students which teacher chooses to do peer teaching.

After that, this strategy also has strengths and weakness. The strengths are students will enjoy the learning activity because the teacher is their friends, students will be brave to ask something that they do not know depend on material, and students will get a good knowledge, vocabulary, and also how to spell English words. For the weakness is when finding students that can really understand on material and understand how to share with their friends as teacher do.

Finally, after using this strategy, students have improvement in English words spelling, deriving meaning words, speaking English text, brave to ask, and also easily to get a good information from the text. So, it can conclude that the peer teaching strategy build big improvement for students reading ability. This strategy can be one choice as main strategy for teaching reading, even teaching English can choose this strategy.

Based on Fitri (2021) research the strategies used by the teacher in teaching reading comprehension were scaffolding, think aloud, and QAR strategies. Depend on that statement, researcher found that Mrs. TA as the first teacher used one of those strategies that is scaffolding. The second teacher Mrs. BM used peer teaching.

The first section was interview with first teacher Mrs. TA. In here researcher throws some questions.

- a. The first question was "What strategies do you use in teaching reading comprehension?" the teacher answer "I do not know actually the name of my strategy, but I teach reading start with I read the text with meaning followed and I ordered students to repeat together. After that, I choose some students randomly to read by themselves what was we read". In here, Mrs. TA does not know the name of the strategy that she used when teaching reading comprehension. Based on Belland (2014) Scaffolding can be defined as support provided by a teacher/parent, peer, or a computer- or a paper-based tool that allows students to meaningfully participate in and gain skill at a task that they would be unable to complete unaided. It can be concluding that Mrs. TA used scaffolding strategy in teaching reading comprehension. Scaffolding is learning activity when students helped by the teacher or someone with more ability to solve a particular problem.
- b. The second question was "Why did you choose this strategy in teaching reading comprehension?" the answer was "This strategy help students become more independent during reading comprehension lesson, perform reading task independently, and get the information from the text properly". In here, the reasons why Mrs. TA used scaffolding strategy, besides help students become independent this strategy also help students get the information from the text properly.
- c. The third question was "After implementing the strategy, did you find an increase in students' reading comprehension skills?" the answer was "Immediate improvement can be seen after learning was end. The improvement was students know how to pronounce a word and also understand the meaning of the word". That improvement which makes Mrs. TA always used scaffolding when teaching reading comprehension.

The second section was interview with second teacher Mrs. BM. In here the researcher throws some questions.

- a. The first question was "What strategies do you use in teaching reading comprehension?" the answer was "I do not know what is my strategy, sometimes I just choose one of students that I think capable to share material and give advice what should this one student do. The other version the system is same, but it is using seatmate to share

each other's". In here Mrs. BM also do not know what strategy that she used in teaching reading comprehension. Based on Khoiriyah (2021) peer teaching (peer tutor) is a learning strategy that involves smart students, diligent students, and students who have good competence from their own friends to become resource persons for their group of friends who are less competent in understanding the subject matter. Based on statement above Mrs. BM used peer teaching in teaching reading comprehension.

- b. The second question was "Why did you choose this strategy in teaching reading comprehension?" the answer was "This strategy give improvement in mentality and also cognitive. Improving in mentality when students choose by the teacher to share the material, this is improving both of students (those who share and those who receive). Improving cognitive when the material conveyed as well, so, I choose this strategy besides to make improving reading skills also improving student's mentality". Mrs. BM used this strategy because the goal in teaching activity is the distribution of understanding of the learning material provided can be achieved. This peer teaching also facilitates learning activity with a good way that is by students for students. Moreover, this strategy make students participate in learning activity actively, and also can solve problems when learning activity happen together, so that this strategy was choose by the teacher. This strategy was efficient in improving students reading skill, even the others skill also can improve with this strategy.
- c. The third question was "After implementing the strategy, did you find an increase in students' reading comprehension skills?" the answer was "when I see student's improvement, it looks long term improvement. They look more confident, brave, and understand the material. Students also have a good spelling in English words". From that answer, Mrs. BM said that improvement visible in long term. Students reading ability increasing because they brave to ask, understand the meaning of the texts, and know how to spell a word.

Scaffolding make students easily get the point of the text, because the teacher helps to find new words that students never know before. It is also deepening students spelling ability. Based on the data above, scaffolding is a good choice for teachers when teaching reading comprehension. Besides easy implementation, this strategy also has many advantages for students in improving reading comprehension skills.

Peer teaching strategy is also good strategy for teaching reading comprehension. Besides increase reading ability, peer teaching also increase student's mentality. Students will be brave and confident when they want to ask some materials that they do not know. So, this strategy also can be choice for teaching reading comprehension, even not only reading, this strategy can be use in every teaching activity to improving student's brave.

4. CONCLUSION

Based on data analysis and data collection, the author can take conclusions from the research with title an Analysis of Teachers' Strategies in Teaching Reading Comprehension in MAN abc Banyuwangi. The following are the conclusions:

1. The result of the research by interview with the first English teacher is scaffolding still be a good strategy when teaching reading comprehension. Improving students reading skill directly seen after teaching and learning activity. The obstacles in teaching are also not a difficult problem to overcome, which is students lack of mastery in vocabulary. In teaching reading comprehension with this strategy the teachers only need to prepare reading book and ensure that all of the students have the same book for a good result.
2. The result of the research by interview with the second English teacher is peer teaching was the strategy that used in teaching reading comprehension. This strategy presented in 2 types, first type is one students sharing with one student (face to face). The second type is one of student (the cleverest) share with all of friends in the classroom. Because of students in MAN abc Banyuwangi has high learning interest, every strategy that teacher used is always accept with good understanding. This strategy also gets directly improvement for students. The obstacle is lack of mastery in vocabulary, so students in trouble when they want to speak with their friends. In peer teaching teacher needs to prepare the material, students who are considered capable for sharing the material, and also preparing time.

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