

Teacher's Strategies in Teaching Reading

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Abstract

This study aims to describe the teachers' strategies in teaching reading to students by involving two English teachers. In collecting data, interviews and observations were conducted to identify strategies in teaching reading. The results showed that the strategies used by the teachers were Think-aloud strategy and QAR strategy. The results showed that teachers need to be equipped with strategies in teaching reading to help students in overcoming difficulties in reading English texts. The strategy chosen is adjusted by the teacher with the material. These strategies are effective in teaching reading because it can help students to understand the text being read and students can learn new vocabulary contained in the reading text which students unfamiliar with.

Keywords: teacher, strategies, reading, think-aloud, qar.

A. Introduction

This study explores the strategies teachers use to teach reading skills in eleventh-grade classrooms at SMA Negeri 02 Martapura. It aims to identify the most effective instructional techniques and approaches that contribute to students' reading comprehension and overall language proficiency. The research focuses on understanding how teachers address students' reading challenges and enhance their ability to comprehend texts effectively.

English serves as a global language and is a crucial medium for communication in various domains, including education, technology, commerce, and tourism (Rao, 2019). In Indonesia, English is taught as a foreign language rather than a second language, making effective teaching strategies essential for students' proficiency (Sepyanda, 2017). Reading is one of the fundamental language skills, essential for knowledge acquisition and academic success (Jayanti, 2015). However, many students struggle with reading comprehension due to limited vocabulary and motivation (Harida, 2016). Teachers play a vital role in overcoming these challenges by implementing effective reading strategies

(Sarjan & Mardiana, 2017). This research provides practical insights for educators on effective teaching methodologies that can improve students' reading comprehension and competitive performance in academic activities such as debates and storytelling competitions.

Several studies have explored different reading strategies used by teachers. Adawiyah (2023) investigated teacher strategies in SMA Muhammadiyah 1 Palembang, finding that SQ3R and CIRC were commonly used. Kamelia (2023) examined teaching strategies at SDN 88 Palembang, highlighting the use of text previewing, word guessing, and scanning techniques. Meanwhile, Juniar (2022) focused on eleventh-grade students at UPT SMAN 14 Ogan Ilir, identifying scaffolding, SQ3R, and QAR as effective reading strategies. These studies provide valuable insights into various methods but leave gaps regarding their specific application in successful academic institutions.

Despite the existing research, gaps remain in understanding how reading strategies are implemented in different school contexts, particularly in institutions with high-achieving students. Many studies focus on general reading strategies but lack discussions on their effectiveness in fostering student success in competitive academic settings. Additionally, little research has been conducted in schools where students excel in English-related competitions. This study addresses these gaps by investigating the strategies used at SMA Negeri 02 Martapura and their role in enhancing student performance. The problem formulation in this research question is: what strategies do the teachers' use in teaching reading at SMA Negeri 2 Martapura, OKU Timur ? The objective of this study is to identify the instructional strategies used by teachers in teaching reading at SMA Negeri 2 Martapura, OKU Timur.

B. Research Methodology

This study employed a qualitative research approach using a phenomenological case study to examine the strategies used by teachers in teaching reading skills at SMA Negeri 2 Martapura. Qualitative research, as defined by Njie and Asimiran (2014), focuses on multiple methods and utilizes an interpretive, naturalistic approach. The study aimed to provide a comprehensive

description of the strategies teachers used to enhance students' reading abilities in an academic setting. The research was conducted at SMA Negeri 2 Martapura, targeting two English teachers as participants. A purposive sampling technique was used, allowing the researcher to select participants based on specific criteria: having more than five years of teaching experience and holding a teaching certification. This method was chosen because it ensured that only experienced and qualified teachers participated, providing insights relevant to the research objectives. However, the use of purposive sampling limits the generalizability of the study's findings.

Data collection involved two methods: observations and interviews. The researcher used an observation checklist to systematically record the strategies employed by teachers during reading lessons. Additionally, open-ended interview questions were used to encourage participants to elaborate on their teaching approaches without feeling restricted. This approach ensured a deeper understanding of the teachers' strategies in fostering reading comprehension among students. For data analysis, the researcher employed thematic analysis, an inductive approach that allowed patterns and themes to emerge from the collected data. This method was chosen for its ability to capture the depth of participants' experiences and provide meaningful interpretations. Thematic analysis enabled the researcher to categorize different strategies and identify their effectiveness in addressing students' reading challenges.

In summary, this study utilized a qualitative phenomenological case study approach, focusing on two experienced English teachers at SMA Negeri 2 Martapura. A purposive sampling technique was employed to ensure relevant and insightful contributions. Observations and interviews were conducted to gather comprehensive data on teaching strategies, and thematic analysis was applied to identify key patterns. The findings of this study contribute to understanding effective reading instruction strategies and provide valuable insights for educators seeking to improve students' reading comprehension skills.

C. Results and Discussion

The research took place from November 23 to November 26, 2023, involving three observation sessions in different classrooms with two English teachers. The observations were followed by open-ended interviews to verify the findings. The goal was to identify reading teaching strategies used in the

classroom. The study revealed that the teachers employed Think-aloud and QAR strategies in teaching reading at SMA Negeri 2 Martapura, OKU Timur. The Themes and Codes obtained from the analysis of qualitative data gained from observation and interviews were listed in table 4.1.

**Table 4.1 Themes and Codes of the Strategies used by the Teachers in
Teaching Reading at SMA Negeri 2 Martapura.**

No.	Themes	Codes
1.	Think-aloud	a. The teacher introduced reading texts and reading techniques. b. The teacher wrote the title of the text on the whiteboard. c. The teacher connected the material to students' personal experiences d. The teacher asked students to read the text silently while the teacher reads the text. e. the teacher read the reading text aloud. f. The teacher asked students related to the texts. g. The teacher involved students in reflective discussions. h. The teacher gave students a time to present the result of discussion.
2.	QAR Strategy	a. The teacher introduced reading texts.

		b. The teacher asked some question to the students c. Teacher discuss the question with the students d. The tacher chose a few students to answer the questions e. The teacher aking question about the texts f. The teacher explain the result of discussion.
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1. Results

1.1 Thing-aloud strategies

The result were presented based on the research findig at SMA Negeri 2 Martapura obtained from observation and interview. Observation were conducted with the blank table list and the interview were conducted from the observation to make sure the findings.

The study found that Teacher M at SMA Negeri 2 Martapura effectively implemented the **Think-Aloud strategy** in teaching reading comprehension. Observations and interviews confirmed that this strategy was consistently used, aligning with its core characteristics. The teaching process involved:

1. **Pre-reading Activities** – Checking attendance, reviewing previous lessons, introducing the text, and connecting it to students' experiences.

2. **During Reading** – The teacher read the text aloud while students read silently, paused to ask comprehension questions, and encouraged discussions.
3. **Post-reading Activities** – Identifying key information, emphasizing important points, reviewing the text, and confirming students' understanding through discussions and presentations.

The findings suggest that the **Think-Aloud strategy** helped students engage with the text, improve comprehension, and actively participate in discussions, making reading lessons more interactive and effective.

1.1.2 QAR Strategies

The study found that **Teacher N effectively implemented the QAR (Question-Answer Relationship) strategy** in teaching reading comprehension at SMA Negeri 2 Martapura. Observations and interviews confirmed that this approach helped students analyze and understand texts more effectively. The lesson followed a structured approach, beginning with an **attendance check**, followed by the introduction of the text. Students were asked to read the text and then work on comprehension questions, analyzing them to find the correct answers. The teacher facilitated discussions by guiding students through the question-answering process and ensuring they understood the material correctly.

A key aspect of this strategy was **collaborative learning**. Students were divided into **small groups** to discuss the text, aligning with the **emancipatory curriculum's** focus on teamwork. This approach encouraged students to support one another and share their understanding, making the learning process more interactive and engaging. Additionally, **teacher involvement played a crucial role** in ensuring the strategy's effectiveness. The teacher monitored discussions, clarified student responses, and corrected misconceptions. At the end of the lesson, the teacher summarized key points and allowed time for reflection, reinforcing students' comprehension of the material.

Overall, the study confirms that the **QAR strategy enhances reading comprehension** by promoting **structured text analysis, teamwork, and critical**

thinking. This method encourages active participation and helps students engage more deeply with reading materials, making learning more effective and meaningful

2. Discussion

In this chapter, the researcher has discussed the main findings of the research on strategies for teaching reading. Analysis and interpretation were used to explore the meaning of these findings and relate them to the relevant literature. From the results of observations and interviews with the teachers of SMA Negeri 2 Martapura, it was found that there are two strategies used by the teachers in teaching reading comprehension, namely, think aloud strategy, and QAR strategy.

Think-aloud

First, Teachers M who teaches 11th grade English at SMA Negeri 2 Martapura used Think Aloud strategy in teaching reading comprehension. Bahri et al (2018) define Thinking aloud is done by dividing students into several small groups consisting of 4 or 5 students. Then the teacher provides material and ask students to read and report their thoughts while reading. The main focus of the Think Aloud strategy in teaching reading comprehension is to help students understand and develop their understanding of the text they are reading. Teachers' capacity to convey their creativity and control pupils in completing each phase of the think aloud approach for understanding reading passages This method can improve student cooperation and communication skills in groups and developing teaching opportunities. This not only increases their numbers interaction but also their motivation to find answers to the questions in it discussion (Bahri et al, 2018).

Implementing the Think Aloud strategy is a highly relevant and useful steps in helping students with basic comprehension and low engagement in the English learning process, in implementing this strategy, teachers read the text aloud and clearly and orally conveyed the ideas in the text and their thoughts about the text. They outlined the steps required of students, including following the teacher's reading and paying close attention to the teacher's explanation, all of which aimed to clarify the meaning of the text for students. This strategy is very beneficial for students, particularly for students with low initial understanding in English subjects, with the material explained by the teacher with their own thoughts and language, the material can be conveyed clearly and easily understood by students. In addition, this strategy facilitates the development of students comprehension by describing the images they form in their minds from the information they read.

Teachers also provided instructions for students to identify difficult parts of the text, which could later be used by students to predict which parts of the text might be difficult to understand. After that, teachers also actively supervised and guided students as they read, translated, and tried to understand the text, explaining the meaning of difficult words and correcting incorrect pronunciation or recitation. Through this strategy, teachers can assess and meet students' individual needs in the learning process, in line with the principle of Emancipated Curriculum, which emphasizes the importance of tailoring learning to students' needs and learning contexts.

In the final stage, these teachers gave students the opportunity to express their understanding of the text orally. Here both teachers had equally good tricks. Teacher M emphasized the students firmly so that they didn't rely too much to the teacher. Both strategies were succesafuil in motivating students to actively participate in class. This strategy not only helped teachers assess students understanding of the material being taught but also shaped students' activity in the learning process. The use of the Think Aloud strategy can personalize reading comprehension learning to meet the individual

needs of students. The research findings are applicable to the teaching practices of teachers at SMA Negeri 2 Martapura when implementing the technique.

QARs Strategy

QARs strategy, would be applied QARs instruct students to recognize the various types of queries they posed and where to locate the answers. The teacher of English employed this method to help students concentrate more on the reading material they must comprehend. As part of the QARs strategy, students created code that allow teachers to comprehend the questions and know how to access the necessary materials to find answers. The teachers of English employed this method to determine whether or not the students comprehended the text they had read. If students can answer the queries they have grasped while reading the text, then the text has been comprehended by the students. In addition, the teacher of English posed queries about the material, to which the students responded by writing their answers in their books.

Therefore, teachers of English must be aware of their students' needs in order to answer queries. Consider that this strategy can make it easier for the teacher to provide reading comprehension. Vacca et al. (2011) defined that the QARs enhance children's ability to answer comprehension questions by teaching them how to discover the information they need to answer questions. At this point, students have read and understood the text in depth. The primary focus for students is the act of reading the text. Students can either provide written responses in a physical book or engage in oral communication when addressing the inquiries posed by the teacher of English. Undoubtedly, this approach will assist the teacher of English in assessing the student's comprehension of the topic. In order to facilitate the integration of information from various sections with student's prior knowledge or experience, English teachers must employ both explicit and implicit questioning techniques when implementing the QARS (Question-Answer Relationships) approach.

Moreover, the teachers of English used QAR strategies for students to learn reading comprehension in class. In the strategy used by the teachers of English, the teachers of English give questions to students according to the text that bar buen read before This particular approach proved beneficial for students as it facilitated the cultivation and refinement of their ideas. In order to arrive at the correct answer, students are required to generate ideas. Despite various challenges in the field of education, it is possible to overcome them by employing effective strategies, thereby facilitating a successful learning process.

According to the findings of this study, the employed strategy demonstrated efficacy. The utilization of this approach can facilitate student's comprehension of the text and enhance their reading comprehension skills. Teacher of english have found this strategy to be banefical. Individuals who experience challenge with reading comprehension is enchaced. Teachers of english are more actively engaged in proving materials to students, which makes the process eeasier for them.

D. Conclusion and Suggestion

Conclusion

Based on the findings and discussion in chapter IV, then researchers provided several conclusions from this research There were two reading teaching strategies that teachers used in the eleventh grade of SMA Negeri 2 Martapuura, namely the Think-aloud strategy and the QAR strategy. Teachers used these strategies to deepen reading comprehension of the text being read, which required students to focus on the reading text to identify the reading text, and the teacher did not hesitate to guide students in understanding the meaning of the text sentences that were read by helping to identify vocabulary that is not known by students The implementation of those strategies proved successful in improving English reading skill. As a result, it can help students' easier to

comprehend the text Students were more active in participating and in learning and enrich students' vocabulary in English.

Sugestion

Based on conclusion describe above, the researcher would like to offer some suggestions. The researcher hopes that these suggestions will be useful, especially for English teachers, for the students, and the other researchers.

1. For the English teacher

English teacher suggested to be more selective to choose the strategy in teaching reading. Therefore, the selection and application of strategies in teaching is very important, because it can help and overcome students difficulties in learning to read. Using the right strategies will have a good impact on students and student acduovement in learning. This research can improve the quality of teachers in teaching reading, as evidenced by several students who have been successful in winning several awards in this school.

2. For the students

As a student, reading lessons need confidence in reading English texts and identifying text structures. By practicing reading a lot will make students familiar with English sentences and will certainly increase the knowledge of English vocabulary. With the strategies that used by the teachers, it is hoped that it can increase students' interest in learning to read and comprehend the text and also enjoy every step-in learning

3. For the other researchers

The researcher hopes that the result of this research will be able to help other researchers who want to conduct the research about teacher's strategies in teaching reading They may conduct similar method in different level with the better instruments.

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