

Teachers' Strategies in Teaching Reading Comprehension

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Abstract: This research explores various teaching strategies used to improve reading comprehension at SMK PGRI 16 East Jakarta. Based on teaching theories from Joyce, Weil, and Calhoun, as well as concepts from experts such as Robert Gagné, Lev Vygotsky, and Howard Gardner, this research emphasizes the importance of varied approaches to teaching. This research uses qualitative methods with observation guidance as the main instrument. Analysis of four meeting sessions revealed that strategies such as modeling, vocabulary development, previewing, predicting, summarizing, identifying text structure, deep reading, and thinking aloud were consistently used. These findings are supported by relevant literature, including studies by Duke and Pearson, Palincsar and Brown, and Pressley et al., which emphasize the effectiveness of comprehensive reading strategies. In conclusion, the use of appropriate strategies can significantly improve students' reading abilities and support their academic success.

Keywords: Teaching strategies, Reading comprehension, Modelling, Vocabulary building, Preview, Prediction, Summary, Identify text structure, Deep reading, Think-alouds

INTRODUCTION

Reading comprehension is a fundamental skill essential for academic success and the overall learning process. As students advance through their education, the ability to understand and interpret written texts becomes increasingly critical. Therefore, the role of teachers in developing and enhancing students' reading comprehension skills is highly significant.

To achieve this goal, teachers employ various strategies to help students navigate the complexities of texts, grasp deeper meanings, and develop critical thinking skills. Common approaches include explicit instruction on reading comprehension techniques, the implementation of interactive and collaborative activities, and the use of diverse texts to cater to different learning styles and proficiency levels. Formative assessment and feedback also play a crucial role in identifying students' strengths and areas for improvement, allowing for more targeted intervention and support.

This paper aims to discuss the various strategies employed by teachers in teaching reading comprehension. By exploring these approaches and their effectiveness, we can gain insights into best practices that can be applied to improve students' reading comprehension skills. Understanding these strategies will benefit not only educators but also policymakers and curriculum developers who seek to enhance educational outcomes. Ultimately, effective

reading comprehension instruction equips students with the skills necessary for academic success and lifelong learning.

Reading comprehension activities in Indonesia face several major challenges, especially related to access and quality of education. In remote areas, limited access to reading materials is still a significant problem. UNICEF Indonesia reports that many children in rural and remote areas have limited access to adequate education and learning resources.

The quality of education in Indonesia also varies between urban and rural areas. The 2019 National Examination Results Report from the Ministry of Education and Culture shows significant differences in reading test results between students in cities and villages, with students in urban areas tending to have higher scores.

The use of technology in learning to read is increasing. According to the World Bank report (2020), Indonesia is starting to use technology to change the education system, including learning to read. This initiative includes the use of digital devices and online platforms to improve students' reading skills.

The Indonesian government, through the Ministry of Education and Culture, has launched various programs to increase literacy. The National Literacy Movement Program is one of the main initiatives aimed at fostering a reading culture among Indonesian society, from primary to secondary school levels.

Interest in reading in Indonesia is still a challenge, as reflected in the 2018 PISA results which show that Indonesian students' reading ability is below the international average. However, various literacy programs and mobile library activities continue to be pursued to increase interest and ability to read.

Research also shows that innovative teaching methods can improve reading comprehension. A study by Yusuf et al. (2020) found that literature-based programs can help improve the reading skills of EFL (English as a Foreign Language) students in Indonesia.

Various studies show that the strategies used by teachers can have a significant impact on students' reading comprehension. According to Nurdianingsih (2021), some effective strategies include scaffolding, reciprocal teaching, and Question-Answer Relationships (QARs). Scaffolding involves providing support to students in the early stages and gradually reducing that support as students' skills improve. Reciprocal teaching involves small group discussions in which students take turns leading discussions about texts they read, which can improve critical thinking skills and reading comprehension. Meanwhile, QARs help students understand different types of questions and how to find the answers in the text (IJLI) (UNM OJS).

Other research also emphasizes the importance of metacognitive strategies in teaching reading comprehension. Meniado (2016) found that the use of metacognitive strategies, such as monitoring self-comprehension, summarizing information, and making predictions, can improve students' reading comprehension and motivation. The SQ3R method (Survey,

Question, Read, Recite, Review) has also proven effective in helping students organize and remember information from the texts they read (IJLI).

Factors that influence teacher selection of strategies include student characteristics, teaching materials, and teacher knowledge about the strategies used. Ulfa et al. (2022) identified that understanding student characteristics and the material being taught is very important in determining the most appropriate strategies to use in the classroom. This shows that a flexible and adaptive approach is really needed in teaching reading comprehension (UNM OJS).

Overall, this research highlights the importance of diverse and adaptive strategies in teaching reading comprehension. Teachers need to continually develop and adapt their strategies to meet the needs of different students and ensure that each student can reach their full potential in reading comprehension.

LITERATURE REVIEW

Teaching is the process of transferring knowledge, skills and values from one individual or group to another person. This is usually done by a teacher, teacher, or instructor who uses various methods and strategies to help students understand and master the material. The aim of teaching is to facilitate learning and the development of students' abilities so that they can apply the knowledge and skills they have learned in relevant contexts.

Teaching according to experts has various perspectives. John Dewey saw it as an active interaction between teacher and student, in which direct experience and reflection play an important role. Jerome Bruner emphasized that teaching involves facilitating learning through knowledge structures and guidance, as well as independent discovery by students. Carl Rogers considered teaching as a process involving supportive interpersonal relationships, where the teacher acts as a facilitator who helps students develop their potential. Lev Vygotsky highlighted the importance of teaching in the zone of proximal development, where guidance is beyond the student's current abilities but within reach with help. Meanwhile, Howard Gardner proposed that teaching should be adapted to the various intelligences and learning styles of students. These opinions show that teaching is a complex process and involves various aspects to support learning.

Strategy is a long-term plan or approach designed to achieve specific goals. It involves identifying goals, analyzing the current situation, and formulating the steps or actions that need to be taken to achieve those goals. Strategy often includes an assessment of resources, risks, and opportunities, as well as effective prioritization and allocation of resources. In different contexts, strategy can refer to approaches in business, military, education, gaming, or various other fields that require planning and decision making to achieve desired results.

According to Michael Porter, strategy is a series of decisions and actions designed to achieve competitive advantage by creating unique and sustainable value for customers. Henry Mintzberg saw strategy as an emerging pattern of consistent decisions and actions, not just a formal, predetermined plan. Clayton Christensen emphasizes that strategy is concerned with dealing with change and uncertainty through innovation and exploiting new market

opportunities. Peter Drucker viewed strategy as a way to achieve long-term goals by exploiting strengths and opportunities while managing weaknesses and threats, highlighting the importance of focus and discipline. James Brian Quinn defines strategy as a pattern of action related to how an organization uses its resources and capabilities to achieve competitive advantage and long-term goals. These opinions emphasize that strategy involves careful planning, implementation, and adaptation to achieve desired results.

The definition of reading is the activity of understanding and interpreting information conveyed through text. This involves the process of recognizing symbols or letters, connecting them into words and sentences, and understanding the meaning they contain. Reading can be done for various purposes, such as obtaining information, entertainment, or education.

Jean Piaget, a developmental psychologist, saw reading as a cognitive process that involves understanding and processing information. He emphasized that reading is part of intellectual development which involves the ability to organize and understand information logically. Frank Smith, a literacy expert, argues that reading is not just about recognizing words, but also about constructing meaning from text. According to him, reading is an interactive process in which readers function as a link between the text and their personal experiences. David R. Olson, who focuses on the social and cultural aspects of reading, argues that reading is influenced by social and cultural contexts, as well as by previous knowledge and experience. Meanwhile, Maryanne Wolf, a cognition and learning expert, emphasizes the importance of reading in cognitive and emotional development, with reading involving complex skills such as phonological and syntactic processing, as well as the capacity to build meaning and empathy. Finally, Nina Kraus, a neuroscience researcher, shows that reading involves complex neural networks and that reading ability can influence and be influenced by brain development.

Comprehension is the ability to understand and explain the meaning of the information received. In the context of reading, comprehension means being able to understand the text you are reading by capturing important details, interpreting the meaning behind the words, and connecting new information with existing knowledge. Apart from that, comprehension also involves the ability to draw conclusions or make inferences based on the information contained in the text. This is a complex cognitive process, involving critical and analytical thinking skills.

Jean Chall, a literacy expert, divides reading comprehension into various stages of development and emphasizes that comprehension includes the ability to understand the main idea, details, and relationships between parts of text, and use previous knowledge to understand new information. David Pearson and Margaret Gallagher view reading comprehension as an active process involving strategies such as making predictions, asking questions, and clarifying information, and highlight the importance of metacognitive skills. Catherine Snow emphasizes that background knowledge and linguistic skills are very important in comprehension, with reading comprehension relying heavily on the reader's ability to connect text with previous knowledge and experience. Keith Stanovich focuses on the relationship between decoding ability (recognizing words) and comprehension, arguing that good comprehension requires efficient decoding skills as well as the ability to use information to construct meaning. P. David Pearson and Margaret McDonald identified key

strategies that aid in comprehension, such as making connections between information in the text and previous knowledge and using techniques such as concept maps to organize information.

METHOD

This research is a qualitative research. The subjects of this research were two English teachers at SMK PGRI 16 in East Jakarta. Observation guide as an instrument for this research. According to Norman K. Denzin and Yvonna S. Lincoln (2005) in their book "Handbook of Qualitative Research," emphasizing that qualitative research is a way of understanding the world in its natural context, seeking to give meaning to phenomena based on society's perspective. involved. They describe qualitative research as a holistic and contextual approach that uses a variety of methods to capture human experiences and interpretations. John W. Creswell (2007), in his book *Qualitative Inquiry & Research Design*, defines qualitative research as a diverse inquiry process used to understand complex social or human meanings. Creswell emphasizes the importance of choosing methods that are appropriate to the research objectives and the nature of the phenomenon being studied. He also discusses the importance of the researcher's reflexive position in qualitative research. Meanwhile, Michael Quinn Patton (2002) in *Qualitative Research & Evaluation Methods*, emphasizes the flexibility and openness of qualitative research. He states that qualitative research allows researchers to explore phenomena in depth without being tied to a strict initial hypothesis. Patton also discusses the importance of triangulation to ensure the credibility of findings in qualitative research. According to Kriyantono (2012) Observation is interaction (behavior) and conversations that occur between the people being studied. So the advantage of this method is that data is collected in two forms: interaction and conversation.

FINDINGS AND DISCUSSION

Findings

This research examines various teaching strategies used in several meeting sessions to teach various types of texts. The table below provides details about the teaching material taught in each session and the teaching strategies used. This analysis aims to identify patterns in the use of teaching strategies and evaluate the effectiveness of these approaches based on relevant literature and research.

And the following is a table of research results while at school and participating in learning and teaching activities:

no	Meeting Session	Taught material	Teaching Strategy Used
1	Meeting 1	Descriptive Text	Modeling, Visual Aids, Vocabulary Building, Use of Technology, Previewing, Predicting, Summarizing, Identifying Text

			Structure, Close Reading, Think-Alouds
2	Meeting 2	News Item	Introduction to News Item Structure, Analyzing Examples, Critical Thinking Exercises, Previewing, Predicting, Summarizing, Identifying Text Structure, Close Reading, Think-Alouds
3	Meeting 3	Explanation Text	Understanding the Structure, Modeling, Vocabulary Building, Previewing, Predicting, Summarizing, Identifying Text Structure, Close Reading, Think-Alouds
4	Meeting 4	Procedure Text	Introduction to Structure, Modeling, Vocabulary Building, Previewing, Predicting, Summarizing, Identifying Text Structure, Close Reading, Think-Alouds

As a researcher reviews the findings from this table, several conclusions can be drawn regarding the teaching approaches used in each meeting session. Each session focused on a different type of text: descriptive text, news items, explanatory text, and procedural text. This shows an effort to provide variety in the material taught, which can help students understand different types of texts and their structures.

Several teaching strategies are used consistently in each session, such as modeling, vocabulary building, previewing, predicting, summarizing, identifying text structures, close reading, and think-alouds. This consistency indicates that these strategies are considered effective and relevant for various types of texts.

In the first session, the use of visual aids and technology was specifically mentioned. This suggests a more interactive and multimodal approach to teaching descriptive texts, which may be due to the visual nature of the texts. In the second session, the structure of news items was introduced, analyzing examples, and critical thinking exercises. This highlights the importance of in-depth understanding and critical analysis when dealing with news texts, which often have their own complexities.

In each session, there is a focus on understanding text structure. This shows that researchers or educators believe that understanding structure is the key to mastering each type of text. Think-alouds and close reading were used in every session, indicating that these strategies were highly valued for improving students' understanding of the text. Think-alouds help students understand the thought process behind reading, while close reading helps them explore deeper meaning from texts.

Overall, this table reflects a diverse and comprehensive teaching approach, with an emphasis on understanding text structure and the use of strategies that support students' deep understanding and critical thinking skills.

Relevant research in the field of reading education supports the use of the strategies listed in the table. Duke and Pearson (2002) highlight the importance of teaching comprehensive reading strategies such as summarizing, predicting, and identifying text structures in improving students' reading comprehension. They also emphasize the use of modeling and think-alouds techniques to help students understand the thought processes behind reading. The findings from the table reflect consistent use of these strategies, indicating that the methods are considered effective for a variety of text types.

Research by Palincsar and Brown (1984) on reciprocal teaching developed techniques involving summarizing, questioning, clarifying, and predicting to improve reading comprehension. This technique encourages student collaboration in small groups to teach each other these strategies. This approach is very relevant to the use of similar strategies in tables, although reciprocal teaching places more emphasis on interaction between students in small groups.

Pressley et al. (1992) in their research on teaching reading strategies emphasized modeling, guided practice, and independent practice as ways to teach comprehensive reading strategies. They highlight the importance of using these strategies to help students master reading skills. The findings from the table show that these strategies were also used in various sessions, confirming that these approaches were considered effective in improving students' understanding.

Overall, expert opinion and findings from these relevant studies support the approach used in the table. The use of strategies such as summarizing, predicting, identifying text structure, modeling, and think-alouds has proven effective in helping students understand various types of text. Additionally, the use of visual aids and technology as well as the emphasis on understanding text structure enriches the learning process, increases student engagement, and helps them develop the critical and analytical thinking skills necessary to understand complex texts.

This research identified various teaching strategies used in four learning sessions that focused on descriptive text, news items, explanatory text, and procedural text. These findings are supported by several relevant studies that show the effectiveness of each strategy in improving students' understanding of various types of texts.

Modeling used in all learning sessions is proven to help increase student engagement and understanding. This is supported by research by Brown & Lee (2012) and research from Indonesia by Puspita Dewi (2019) which shows that modeling can significantly improve students' writing skills.

The use of visual aids in descriptive text learning sessions also helps students understand and remember information. Research by Mayer (2014) and Wahyuni (2017) in Indonesia shows that visual media can help increase student retention and understanding of lesson material.

Explicit and structured vocabulary teaching, used in all learning sessions, helps students understand texts better. According to Stahl & Fairbanks (1986) and research by Fajar Rahmawati (2018) in Indonesia, vocabulary formation can improve students' reading comprehension.

The use of technology in descriptive text learning sessions increases student motivation and engagement.

Experts in the field of education generally support the use of active and engaged learning strategies in improving students' reading comprehension. For example, Duke and Pearson (2002) underscore the importance of strategies such as summarizing, predicting, and identifying text structures in helping students understand texts better. They also emphasize that modeling and think-alouds techniques can help students understand the thinking processes involved in reading. Palincsar and Brown (1984) developed the concept of reciprocal teaching which shows the effectiveness of student collaboration in small groups to teach each other strategies such as summarizing, questioning, clarifying, and predicting. This approach is considered effective because it involves active interaction between students and providing feedback from fellow students. Pressley et al. (1992) highlighted the importance of teaching that involves modeling, guided practice, and independent practice in teaching reading strategies. They emphasized that gradual use of these strategies allows students to better master comprehensive reading skills.

Overall, these experts' views emphasize the importance of strategies that have proven effective in helping students understand and analyze texts more deeply. They support active, reflective, and interaction-based learning approaches to improve students' reading ability and comprehension.

CONCLUSION AND SUGGESTION

The use of models and methods in learning is something that teachers should do in learning activities. A learning model is a description of learning activities that contains methods, techniques, approaches. In learning activities there is a learning method, namely focusing on the learning objectives to be achieved. The use of models and methods in learning is something that teachers should do in learning activities. A learning model is a description of learning activities that contains methods, techniques, approaches. In learning activities there is a learning method, namely focusing on the learning objectives to be achieved. Reading activities are understood as an interactive process that requires the reader to interact with the text using what the reader knows previously to help form an understanding of the content of the reading text. The emergence of a desire to acquire knowledge is supported by an interesting learning process. An interesting learning process needs to be supported by the learning model used, here

are several learning models used by previous researchers that can improve reading comprehension skills.

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