

An Analisis of Teacher's Strategies in Teaching Reading Comprehension

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ARTICLE INFO

Submit	29-06-2025	Review	30-06-2025
Accepted	08-11-2025	Published	08-12-2025

ABSTRACT

The integration of technology in English language teaching has brought about a paradigm shift in educational methodologies. It offers a diverse range of tools and resources that facilitate interactive, flexible, and student-centered learning environments. This study explores the perceptions of teachers and students on the use of technology in English language education, focusing on its benefits, challenges, and overall impact. Teachers perceive technology as a valuable aid in Engaging student engagement and providing access to authentic language materials, while also expressing concerns about dependency, technical issues, and unequal access. Students, on the other hand, appreciate the interactivity and flexibility provided by technological tools but acknowledge distractions and over-reliance as potential drawbacks. The research employs qualitative methods, including semi-structured interviews with teachers and focus group discussions with students, to uncover nuanced perspectives. Findings indicate that while technology enhances accessibility and personalized learning, its effectiveness depends on factors such as teacher preparedness, balanced usage, and equitable access. This study underscores the need for professional development for educators and strategic policies to address disparities in access. A balanced approach combining traditional and technological methods is recommended to optimize the potential of digital tools in English language teaching.

Keyword : Teaching Strategies, Reading Comprehension, Teacher Role, Teaching Methods

1. Introduction

Reading comprehension is a cognitive skill that allows students to understand, interpret, and evaluate information from texts. This skill is essential in supporting academic achievement in various subjects. However, many students have difficulty in understanding texts due to a lack of effective reading strategies.

As a learning facilitator, teachers have an important role in helping students develop reading comprehension. Various strategies can be applied, such as metacognitive strategies, group discussions, and the use of interactive media. Therefore, this study aims to examine the strategies used by teachers in teaching reading comprehension and their effectiveness in improving students' comprehension.

2. Research Methods

This research applies a qualitative approach with a case study method to understand in depth teaching strategies in improving reading comprehension. The research subjects included teachers and students in several

primary and secondary schools, selected to obtain diverse perspectives.

Data collection techniques are carried out through the following methods:

- Class Observation - Directly observing the learning process, especially how the teacher applies strategies in teaching reading comprehension and students' responses to the methods used.
- Interviews with Teachers – Explore the experiences, challenges and effectiveness of strategies used by teachers in teaching reading comprehension through in-depth interviews.
- Analysis of Learning Documents – Review documents such as Learning Implementation Plans (RPP) and student evaluation results to assess the extent to which the strategies used contribute to improving reading comprehension. Data analysis was carried out systematically through three main stages: data reduction, namely filtering and summarizing relevant information; data presentation, namely organizing findings in a form that is easy to understand; and drawing conclusions, which are based on patterns and field

findings to provide a more comprehensive understanding.

Contextual Approach: This approach emphasizes the connection between reading material and students' real lives, so that the text becomes more relevant and easy to understand.

Each of these strategies has been proven effective in improving students' reading comprehension. However, the success of its implementation is influenced by several factors, including:

Teacher Experience and Skills: Experienced teachers tend to be more successful in implementing strategies appropriately according to student needs.

Student Motivation: Students who have high motivation understand the text they read more quickly. Therefore, it is important to create a classroom environment that supports and encourages active student participation.

Availability of Resources: Factors such as attractive teaching materials, educational technology, and adequate learning time play an important role in increasing teaching effectiveness.

3. Results and Discussions

This research aims to identify various strategies implemented by teachers in an effort to teach reading comprehension to students. Based on the results of observations carried out in class, in-depth interviews with teachers, and analysis of the learning documents used, it was found that there are a number of approaches commonly applied by teachers in improving students' reading comprehension. Each of the strategies implemented has certain characteristics that can be adapted to the specific needs of students, allowing for a more personalized and effective approach. The success of each of these strategies, however, is greatly influenced by a number of factors, both internal such as the student's own abilities, and external factors such as the learning environment and parental support. In this discussion, the findings related to these strategies will be described, as well as the factors that influence their effectiveness in improving students' reading comprehension.

- a. The SQ3R method (Survey, Question, Read, Recite, Review) is a strategy often used by teachers to teach reading comprehension. The aim of this method is to help students develop a framework for understanding before, during and after reading the text. The first step in this method is a survey, namely observing the title, subtitle, images and keywords in the text to get a general idea of the content of the reading. Next, students are asked to question (compose questions about the text based on the information obtained at the Survey stage). In the Read stage, students read the text in depth to answer the questions that have been prepared. After

that, at the Recite stage, students repeat or retell the contents of the text to deepen their understanding. Finally, the Review stage provides an opportunity for students to evaluate and reflect on their understanding of the text they have read.

- b. Some teachers who apply this method report that students become more organized and focused when reading, so they can more easily understand the gist of the text. Apart from that, several teachers also noted that this method helps students hone their critical and analytical thinking skills regarding reading material. However, there are challenges in implementing it, especially among students who are not yet accustomed to systematic thinking.
- c. Group Discussion One method that is often used is group discussion. This method provides students with the opportunity to discuss the texts they have read, share understanding, and broaden each other's horizons. In this discussion activity, students can explore main ideas, convey their personal interpretation of the text, and analyze the social and cultural context contained in it. Teachers reveal that group discussions can encourage students to think more critically and relate their knowledge to the texts they are studying.
- d. Group discussions can also improve students' communication skills, because they are given the opportunity to express their opinions and listen to the views of their friends. Observation results showed that after participating in group discussions, many students became more confident in expressing their ideas. However, in some cases, difficulties arise when students do not fully understand the text, so discussions become less effective. Therefore, it is very important for teachers to facilitate discussions by providing guiding questions and ensuring that all students participate actively.

4. Conclusion

This research concludes that the application of various student-focused learning strategies, such as the SQ3R method, group discussions, concept mapping, and contextual approaches, can improve students' reading comprehension. Teachers who can adapt these strategies by considering factors such as teaching experience, student motivation, and available resources have great potential to maximize learning outcomes. Therefore, the success of the learning process really depends on strong support from various parties, including schools, government and society. Schools and the government need to pay special attention to teacher professional development and the provision of sufficient resources, so that learning can run more effectively and achieve optimal results. "Apart from that, collaboration between teachers, parents and the educational community is also needed to create a supportive and sustainable learning environment."

Acknowledgment

I would like to express my deepest gratitude to my parents, especially my mother and father, for their constant support and encouragement throughout this research. Their motivation and confidence in my abilities were invaluable in completing this research. I would also like to thank the teachers, peers, and students who participated in this research for their cooperation and dedication.

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