

## An Analysis of Teacher's Strategies in Teaching Reading Skill at Junior High School

Siti Annisa Kosassy<sup>1\*</sup>, Suparmi<sup>2</sup>, and Rosi Kumala Sari<sup>3</sup>

<sup>1,2,3</sup> Universitas Putra Indonesia YPTK, Indonesia

*Journal of Research and Investigation in Education is licensed under a Creative Commons 4.0 International License.*



### ARTICLE HISTORY

Received: 20 August 24  
Final Revision: 26 August 24  
Accepted: 27 August 24  
Online Publication: 31 August 24

### KEYWORDS

Reading, Teacher, Skill, Junior High School, Teachers' Strategies.

### KATA KUNCI

Membaca, Guru, Keterampilan, Sekolah Menengah Pertama, Strategi Guru.

### CORRESPONDING AUTHOR

[annisakosass@gmail.com](mailto:annisakosass@gmail.com)

### DOI

10.37034/residu.v2i2.179

### A B S T R A C T

The purpose of this study was to describe the teacher's strategy in teaching English reading skills at a Junior High School, namely State Junior High School (SMP N) 5 Padang. Reading skills are needed by students in conveying their goals in order to make them fluent in reading English. In achieving this lesson goal, teachers need good and interesting strategies to make it easier for students to understand the material. This study was conducted using descriptive qualitative research. Descriptive qualitative research is to describe the teacher's experience in teaching English reading skills at SMP N 5 Padang. For participants involved 2 English teachers at SMP N 5 Padang. This study used two instruments, namely observation and interviews. The results of the study showed that teachers used 6 strategies in teaching English reading skills, namely predicting, making connections, summarizing, asking, visualizing. The results obtained in this study are making connections and summarizing techniques are the strategies most widely used by teachers so that they can improve students' learning abilities.

### A B S T R A K

Tujuan dari penelitian ini adalah untuk mendeskripsikan tentang strategi guru dalam mengajar keterampilan membaca bahasa Inggris pada Sekolah Menengah Pertama, yaitu Sekolah Menengah Pertama Negeri (SMP N) 5 Padang. Keterampilan membaca dibutuhkan oleh siswa dalam menyampaikan tujuan mereka agar menjadikan mereka fasih dalam membaca bahasa Inggris. Dalam mencapai tujuan pelajaran ini, maka guru membutuhkan strategi yang baik dan menarik untuk membuat siswa lebih mudah memahami materi. Penelitian ini dilakukan dengan menggunakan penelitian kualitatif deskriptif. Penelitian kualitatif deskriptif adalah untuk mendeskripsikan tentang pengalaman guru dalam mengajar keterampilan membaca bahasa Inggris di SMP N 5 Padang. Untuk partisipan dilibatkan 2 guru bahasa Inggris pada SMP N 5 Padang. Penelitian ini menggunakan dua instrumen, yaitu observasi dan wawancara. Hasil penelitian menunjukkan bahwa guru menggunakan 6 strategi dalam mengajar keterampilan membaca bahasa Inggris, yaitu memprediksi, membuat koneksi, merangkum, menanyakan, memvisualisasikan. Hasil yang didapatkan dalam penelitian ini adalah membuat koneksi dan merangkum teknik menjadi strategi yang paling banyak digunakan oleh guru sehingga dapat meningkatkan kemampuan siswa dalam belajar.

### 1. Introduction

English is one of international languages [1]. This language is used all over the world [2]. As a result, Indonesian government has decided that English is foreign language in Indonesia [3]. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia [4].

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing [5]. These four skills should be involved by teacher in process of teaching and learning in a classroom. Reading and writing refers to productive skills while reading and listening refers to receptive skills [6].

Reading is one of the language skills which is very important to be learned by students [7]. Through this activity, students can improve their own language and experience. They get information and ideas which they need to know. Moreover, they be able to know what they do not know before.

By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative [8]. Teachers' strategies in reading are very important, because they can affect the students understanding about reading skill [9]. A Researcher defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information." [6]. In other words, teaching strategies

are approaches to teaching students and Teachers have to apply the strategy to make it a balance with material.

Based on pre observation, the researcher found that a Junior High School, namely State Junior High School (SMP N) 5 Padang applied teaching strategies in English learning and it make students easier to understand English and they can read a story, text in English well. Therefore, teaching strategy is important, because in influenced students in learning. Based on these problems, the writer intends to analyze teaching reading skill for the research because the problem teachers face in teaching reading for students in class. The writer purpose to know more about how the Reading skill at SMP N 5 Padang. This research, that the writer used descriptive qualitative research that focuses on the teacher strategies.

## **2. Research Method**

The writer used descriptive qualitative research that focuses on the teacher strategies. Descriptive qualitative it is describing the technique used by the teachers' strategies in teaching reading skill at SMP N 5 Padang. Qualitative research is research with an approach to understanding the meaning of individual or group and exploring social or human problem [10].

The researcher took samples on the teachers of third grade at SMPN 5 Padang. They were from teachers of SMP N 5 Padang. They had consisted of 2 teachers. The English teacher has many effective ways to teach students in reading class, especially in third grade.

Based on the background of the problem described above, it could identify several problems such as teacher's strategies in teaching reading skill and the reason teachers choose the strategies. The data of this research was teachers' strategies the data took from the teachers interview guide. The data from this observation were used to know the strategies of teachers using in teaching reading skill at the third grade of SMP N 5 Padang. The data in this researcher collect by several techniques such as interviews and observation.

Observation is the active acquisition of information from a primary source [11]. Observation technique was done by observing the course of research from the beginning to the end of the research. Everything that was observed becomes a field note that is used as a supporting reference in this study. The researcher observed the subject more closely and in detail such as observe the activity of the subject under study. This observation entered into verbal language. In this research, researchers observe how the teachers' strategies in teaching reading skill of SMP N 5 Padang.

The interview is the process to get an explanation by asking questions face to face between researcher and subjects using an interview guide [11]. The interview was a dialogue that was done by the interviewer to gain

information from the interview. The researcher as interviewer given a number of questions, ask for explanations, take notes, etc. The interview (could be teachers) answer the question, explain and sometimes give question back to the interviewer. In this research, the interview was used to obtain data from teachers about teachers' strategies in teaching reading skill in SMP N 5 Padang.

There are kinds of interview, namely:

- a. Unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of question.
- b. Structure interview. The interview carries out the interview by using a set question arrange in advance.
- c. Semi structure interview. The interviewer uses a set question which is developed to gain the specific information.

The interview will conduct to get the addition of information in response to interesting or important answer that arises unexpected from the will plan question. In this case, the researcher will use structure interview.

The qualitative data analysis with three steps involves data reduction, data display, and conclusion drawing [12]. Those could be explained as follows:

### **a. Data Reduction**

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions [13]. After collecting the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript. Using data reduction, the researcher will narrow down the data that will obtained into the core data will study, that the scope of this research will not too wide.

### **b. Data Display**

The next step in analyzing the data was the data display. It is an organized, compressed assembly of information that permits conclusion drawing and action [14]. By displaying the data, the researcher would easy to understand and to analyze what would happen with the data presented. This study, the researcher used an essay in displaying the data, because it was the most common data display that used in qualitative research.

### **c. Conclusion drawing and verification**

The last step of analysis that will draw conclusion and verification. Conclusion drawing involves stepping back to consider what that will analyze data mean and to assess the implication for the questions at hand [15]. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies, there emergent conclusion [16].

Verification refers to the process which is able to explain the answer of research questions and research objectives [17]. In this step, the researcher draws the conclusion and verify the answer of research question that done in displaying the data by comparing the observation data and interview data. Thus, the researcher gets the conclusion about teachers' strategies in teaching reading skill by the first semester of the IX (Nine grade) at SMP N 5 Padang.

This research aimed to find out the teacher's strategies used by the teachers in teaching reading skill at SMP N 5 Padang. The researcher wanted to know the teacher's strategies in teaching reading skill that is used by the teachers at SMP N 5 Padang. The data was teacher strategies in teaching reading skill that is used by the teachers who are teaching at class IX Grade of SMP N 5 Padang. There are 2 expert theories in collecting the data, which used two instruments, observation sheet and interview guideline [18], [19]. After that, the researcher took the documentation in during teaching learning process in the class based on the data needed. During the observation process, the researcher wrote down every single activity of the teachers based on the indicators of the observation sheet and observation checklist.

In this research, the researcher provided 2 research questions (what are the teachers strategies in teaching reading skill, and why the teacher chooses those strategies in teaching reading skill). For the location, the researcher did the research at SMP N 5 Padang in 2021/2022 academic years since November 26 year 2021 until December 9th 2021. There are 2 English teachers at SMP N 5 Padang in 2021/2022 academic years. In this research, the researcher takes the English teachers at IX (Nine Grade) as the participants because they teach in nine grades. They are EA (Teacher A) She is 51 years old. She started to teach since 2005 and she is RR (Teacher B) She is 53 years old. She started to teach since 2002.

The researcher did the research during two weeks with four times observations, for each English Teachers. The researcher observed the English teachers based on the teacher's strategies in teaching reading skill. At first observation, the researcher did observation started from teacher A (EA). The researcher saw that the English teacher A didn't use the all strategies in teaching learning process. From the various the teacher uses 4 strategies based on the expert that researcher made but the teachers have 2 of her own strategies. At first meeting, they were Predicting, Making Connections. At second meeting, the teacher used two strategies is Summarizing and Questioning. The data can be seen in appendix.

The second observation was the researcher did observation of English teacher B (RR). The researcher found that the teacher B didn't use all the types of teacher strategies in teaching students in the class.

From the six various of teacher strategies in teaching reading skill, the teacher B only use 3 strategies in teaching. At the first meeting, Visualizing and Inferring. At the second meeting, Making Connections.

Then, in this part, the researcher presented data analysis of the finding from observation and interview guide. The analysis of the finding covered two research questions in chapter I. Thus, in this research, the researcher discussed about the teacher strategies in teaching reading skill at SMP N 5 Padang.

After getting the data, the researcher analyzed about the teacher strategies in teaching reading skill at SMP N 5 Padang. In analyzing the data, the researcher organized the data from observation sheet and interview guide. Then, the researcher listed the data and classified based on the teacher strategies in teaching reading skill. The research question is What are the teacher strategies in teaching reading skill at SMP N 5 Padang? Why the teachers choose the strategies in reading skill at SMP N 5 Padang?

The researcher did Interview teacher one by one with different date and day from November 26th 2021 and November 27th 2021. Then, the researcher did observation in the class on November 29th 2021 until December 3th 2021 by using observation sheet. It was aimed to find out the clear data that is needed for this research. In this observation, the observation has been done by researcher for each teacher because the data of teacher strategies in teaching reading skill had been same or homogeny. There were two teachers who taught in different classes that had been observed by the researcher.

Based on the observation, there were some strategies that are used by the teacher A. the researcher observed for each meeting. At Monday of November 29th 2021 at 08.20 o'clock until 09.30 am at IX (7) (1). At the second observation, the researcher observed the teacher on December 2th 2021 at 10.45 am until 11.15 am at IX (8). From the Six teacher strategies in teaching Reading skill at SMP N 5 Padang, the teacher only used 4 strategies. They were Predicting, Making Connections, Summarizing, Questioning. Next observation was Teacher B, there were some strategies that is used by the teacher B. the researcher observed for every meeting.

At Wednesday of December 1th 2021 at 08.15 o'clock until 09.30 am at IX (5) At the second observation, the researcher observed the teacher on December 3th 2021 at 10.30 am until 11.15 am at IX (6), From the Six teacher strategies in teaching reading skill at SMP N 5 Padang, the teacher only used 3 strategies. They were Making Connections, Visualizing and Inferring.

### **3. Result and Discussion**

The first instrument in this research was observation. The researcher needs to observe the members of

English teachers at SMP N 5 Padang. The observation was started from teacher A. The data can be seen Table 1.

Table 1. Data I (Predicting)

Teacher: Okay good, Adil Do you know what is text narrative?  
 Fadil: Text narrative is story mam...  
 Teacher: Okay, good...*Text narrative is an imagination story to entertain people. So, text narrative is story imagination not real to make people take a lesson from the story, do you know the example of text narrative? Can you Predicting the example title text narrative do you know ?*  
 Yoan: Keong Mas mom?

For the first observation, the teacher used “Predicting Strategy”. Teacher A used Predicting of practice made the students more confident and more fluency when they spoke in English. For example, the teacher gave the predicting for student about this material for the students like story and asked students to practice search short story, allows learners to utilize into from the text to anticipate what will happen in the story. The data can be seen Table 2.

Table 2. Data II (Making Connections)

Teacher: Ok, now students I want you searching one Narrative story do you know not all but must important at this story, then write the story in the Exercises book....  
*And Then, Working Together with your friend about this narrative text anything title do you like and you will search new vocabulary with sitting friends at the text narrative The Story must different with you friend okay? Remember, do not be noisy. Do you get what I mean?*  
 Student: Yes Mom.

Students better when they actively think about and apply their knowledge with working together with friends, when students understand how to connect the

Table 5. Observation Schedule (Teacher A)

Class	Date Observation	Name Of Strategy
9.7	November,29 2021 (First Observation)	- Predicting - Making connections
9.8	December,02 2021 (Second Observation)	- Summarizing - Questioning

After doing the observation of Teacher A, the researcher does the observation to the next teacher B at SMP N 5 Padang. The researcher provided 6 teacher strategies in teaching reading Skill at SMP N 5 Padang, and the teacher B only used 3 strategies, For the first observation, the teacher used Visualizing, Inferring and Making Connections by following the data can be seen Table 6.

text they read, they begin to make connections between what they read and the larger world. The data can be seen Table 3.

Table 3. Data III (Questioning)

Emil: Hmm Text about Bali Island mom?  
 Teacher: Excellent Emil...*and Why Do you Choose Bali Island?*

The teacher used questioning strategy. After the students re-tell the text in front of the class, the teacher asked them, gave question about the descriptive text to check how deep they understood about the task. In this session, the teacher could measure the students understood or not because the students not only asked to practice but they should comprehend it. The data can be seen Table 4.

Table 4. Data IV (Summarizing)

(All Students and Researcher giving Applause for Farhan)  
 Teacher: Now Farhan, *What Your Summary about Text you read?*  
 Farhan: *Durian is the fruit of several tree species belonging to the genus durio and the durian is distinctive for it's large size, unique odour and formidable thorn covered husk.*  
 Teacher: Okay, all student can you guest What is the mean idea of text reading by farhan?  
 Sinta: *The Description Of Durian Mom?*

The teacher using Summarizing strategies in the class about material is descriptive text. All student make text one by one and must summarizing from text they made. Summary is restating in your own words the meaning of what you have read using different words from those used in the original text-either in written form or a graphic representation. The data can be seen Table 5.

Table 6. Data VI (Visualizing)

Teacher: Okay now before I will explain about procedure text is text That explains how to something is done by Explaining it in aSeries of actions or steps. *We Will watching video “How to make fruit punch” you must be Seeing with focus and carefully can we start now?*  
 Student: Yes Mom

Before the teacher started to teach the student in the class, the teacher had prepared and about the material easily. For this chance, the teacher asked student to showed video about procedure text the lesson. The data can be seen Table 7.

Table 7. Data VII (Inferring)

<p>Teacher: Are you finish student?                  Students: Done mom                  Teacher: Okay good, Raise Your <i>hand when I will give question, Number one Which Statemen is False based on the text?</i>                  Putri: Mom (Putri Raise hand)                  Teacher: Okay, Putri your answer?                  Putri: <i>B Mom, we need to boil the fruit punch before it's served</i>                  Teacher: Applause for Putri....                  Teacher: Okay, Question number two "<u>Stir</u> until Melted" What Does The underlined word mean?                  Tika: I Mom, this answer is D. To move Liquid around with a spoon                  Teacher: Excellent Applause for tika <i>Why you answer D tika?</i></p> <p>Tika: <i>Because word mean "Stir" of the choices given that have the meaning of stir is point D.</i></p>
--

Students who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable. The data can be seen Table 8.

Table 8. Data VIII (Making Connections)

<p>Teacher: Do you still remember what is text narrative?                  Students: Yeah Mom                  Teacher: Okay good, Right know I want give you task <i>I want you to do this task in group, remember in group okay, make a story the title is freedom and group you just can one group with you sitting friend, i give you 15 minute.</i> Do you understand?                  Student: Yesss mam                  (All of the students start to do this task and the Teacher start to control them.)</p>
---

Here, the teacher not only gave the task directly, but the teacher gave some tips or some strategies that could be used by the student to did the task. Actually, this was a good idea because the student learned and did the task with strategy. Obviously, the lesson can be understood by the student easily. Making connections to the text is just one way we can help learners understand what they are reading, as a readers connect the text to self. The data can be seen Table 9.

Table 9. Data IX (Observation Schedule)

Class	Date of Observation	Name Of Strategies
9.5	December,01 2021 (First Observation)	-Visualizing -Inferring
9.6	December,03 2021 (Second Observation)	-Making Connections

After getting the data from observation sheet, that based on the analysis that the researcher has been done on December,09 2021, the researcher found and classified the teacher strategies in teaching reading at SMP N 5 Padang. The researcher did the interview with the English teachers at SMP N 5 Padang and asked them about the teacher strategies in teaching reading skill. From the interview, good communication among the teacher and students was important to build a good relationship, it was important to study about relationship building. Mistakes done by the students became experience for them. Reminding them every time was also needed. There were 2 English teachers and the researcher do the interview one by one. The researcher provides 6 points of interview that was included of how to increase the reading ability.

Based on four times observations at class and two days interview done before, there are some strategies found by the researcher used by the teachers of SMP N 5 Padang in teaching reading skill. The researcher provided two research questions in this research. They were strategies used by the teachers and the reason of choosing those strategies in teaching English reading skill. The first research question can be answered by observation and second research question can be answered by interview guideline.

The first instrument that researcher needed was observation. The researcher did the observation started from November 26th 2021 until 9 December 2021 for two weeks with four times observation and the researcher got the data of the observation. From the

data, the researcher found that there were 6 strategies that are used by the teacher. there were Predicting, Making Connections, Summarizing, Questioning, Visualizing and Inferring.

Moreover, it could be seen that the teacher only used 6 strategies. Predicting, in this part, teacher helped this strategy involves the ability of students to get meaning from a text by making informed prediction good readers use predicting as a way to connect their existing knowledge to new information from a text to get meaning from what they read. In the Making Connections, teacher can be used in the reading process by making the students can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs making connection when reading or self-verbalizing when solving problem student can working together with friends and communication becomes meaningful when the student connects the ideas in the text to their experiences and beliefs and the thing happening.

Summarizing, teacher used this strategy, for restating the meaning of text in one's own words different words from those used in the original text. This strategy which helps the students to organize the ideas even in the long reading passages which are usually perceived as threat for the students. Students can be understanding about the text and main idea in the text the process of summarization requires the readers to

determine what it's important when reading and to condense.

Questioning; students can use the questioning before, during and after reading. The questioning process requires readers to ask questions of themselves to construct meaning. Question helps a reader clarify ideas and deepen understanding; this strategy of questioning is not intended to be drill practice where teacher ask students a series of comprehension question about the text. Teacher giving question for analyze main idea about material, by this strategy student practice to distinguish between question that are factual inferred or based on the student prior knowledge.

Visualizing, also known as making mental images or creating mind movies or video. Visualizing is the creation of images in the mind as the student reads, processes and recalls what has been read. Visualizing a picture or scene with the words and phrases allows the reader to organize the ideas, to see the relationship among the ideas and to make meaningful connections with them. Teacher can be motivating students to visualize setting, characters and action in a story and ask them to make drawing or write about the image that come or video to their minds after visualizing the text.

Inferring, teachers use inferences are more open ended and often uncheckable meaning that the readers is unable to truly know if an inference is correct. When students read, think and make an inference about text students have just read, students must use their schema and prior knowledge and crosscheck it with clues and evidence from the text, when students use the strategy of inferring students are making meaning of the text and student are adding pieces that are not explicitly there, often showing personal opinions and forming interpretations. Teaching students how to infer while reading is a fundamental reading strategy that will help them take their meaning of a text deeper. When students infer they find clues in the text a use what they.

In additionally, the result of the observation that the researcher did was the strategies mostly used by the teachers were Summarizing, Questioning, Making Connections. For Summarizing, the teacher saying summarizing is a vital skill for students for learn, but many students find it difficult to pick out the important facts without providing too much detail. A good summary is short and to the point the following easy summarizing strategies will help students choose the correct details from the text and write about them clearly and concisely. Then, student can use both techniques to clarify and simplify complex information or ideas to paraphrase text read and make notes. Teacher hope summarizing helps students learn to determine essential ideas and consolidate important details that support them. That enables students to focus on keywords and phrases of an assigned text that

are worth nothing and remembering. Teaches students how to discern the most important ideas in a text, how to ignore irrelevant information and how to integrate the central ideas in a meaningful way, teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content then, teacher explain steps of summarizing is read the text, break the text down into sections, identify the key points in each section, write the summary last check the summary.

And then Questioning. In this strategy the teacher came to the class and did not mention the material first but the teacher shows like picture or video that was relate with the material for that day. After showed and played the picture and video, the teacher asked the imagined what were the material. Through questioning techniques, teacher will be able to explain important content so that students can understand and enable them to develop their thinking to higher level. Therefore, questioning techniques need to be given attention by educators to produce students who can complete globally.

Strategic questioning is the skill of asking the questions that will make difference, it is a powerful tool for personal and social, reading strategy that is taught to students to help them engage with the text. It helps the reader to clarify what he or she is reading and to better understand the text. Asking good question is a way for students to monitor their own skill while reading. How to teach questioning in reading encourage students to ask questions before, during, and after reading. This engages their interest, promotes and gives them a reason to read. Asking questions during reading often takes the form of questioning learning to ask questions throughout the reading process is an important reading strategy because it teaches a reader to think aloud, Therefore, the teacher must design a variety of questions that will be asked to students according to the level of reading ability of students to be achieved.

The last was Making Connections. It seems like the working group or working together but reading strategy that helps student find meaning in a text by connecting it to their background knowledge. It is particularly important for English language learners who need to connect learning to their experiences. Connections in reading is Visualize, focus on the characters, put yourself in the story and think about how would react and how you reacted when you were in a similar situation and look at problem then ask yourself or friend questions as you read. Teacher teach making connections for students is introduce the strategy and explain why it's important Readers use strategies to help them understand what they read and let students practice and share connections. Make connections to other disciplines to the outside world to other students act scenes from reading bring in related speakers and or hold field trips on the topic, help students see the value

of reading by connecting reading to the outside world and show its use there.

After getting the data from observation, the researcher did the interview with the English teacher at SMP N 5 Padang. To get the data from teachers' reason, the researcher did the interview with the all-English teacher. There were 2 items of interview and the researcher get 2 data of interview from two English teachers at SMP N 5 Padang. The result of the interviewed from the six questions and answers of Teachers' Interview, the points of the interview are strategies used by teachers, dominant type, reason, progress, and media. The researcher concluded that the teachers used the 6 strategies such were predicting, making connections, summarizing, questioning, visualizing and inferring.

Based on the result of researcher observation and interview at SMP N 5 Padang, then analyzed them based on the related studies, the researcher takes a conclusion as follows: from the 8 theories that the researcher made, the often strategies used is making connections. The detail analysis of teachers' strategies in teaching reading skill was needed in teaching English which this is one of all that have to by the teacher.

Furthermore, teachers have some reason of choosing the strategies. The reason like English Need Practice, improve the student's reading ability, practice is important, some teachers stated that the use of strategies that are not in accordance with the students' level as one of the factors which affects the achievement of learning objectives. This causes students to feel bored not interested or motivated to learn, so the atmosphere in the classroom feels empty. If the strategy used is suited with the level and needs of students, then the atmosphere in the class will feel totally different, students will be more active during the learning process. The strategy used must also be varied, so students do not easily feel bored.

Next problem is the material or topic taught must be suited with students' level. A teacher must be selective in selecting the reading material that will be used in the learning process. The material provided must be attractive to students, if it not students will feel bored because they are not interested in the material.

Connection in teaching reading should be neither too hard, at a point where students can't understand it and therefore benefit from it. If students don't understand the majority of the word on a page, text, story or book they read is too hard for them. So, assess your student's level by giving them short reading passages of varying degrees of difficulty. Students should work in groups each session, reading aloud to each other discussing the material doing question and answer and so forth. Too often teacher complete a reading and then don't revisit it.

However, related activities in vocabulary, grammar, comprehension question and discussion increase the processing of the reading and boost student learning. Teaching reading presents a unique set of challenges because it is a receptive language skill, reading is not a passive skill an incredibly active occupation. to do it successfully, one has to important what the words mean an if students do not perform these things, then one only just scratch the surface of the text and one quickly forgets it, students need to be engaged with what they are reading as with everything in what they are doing, are less likely to benefit from it. when they are really fired up by the topic or the task, they get much more from what is in front of them.

#### **4. Conclusion**

The researcher saw the phenomena about the teachers' strategies in teaching reading. Based on the phenomena, the researcher wants to identify the teachers' strategies in teaching reading skills. From the result of this study, the researcher can conclude that the use of strategies in teaching reading is crucial. The teachers can perform their teaching activity better and well-arranged if they apply strategies in their teaching and learning process. Furthermore, the students can also learn how to improve themselves through the use of appropriate strategies in the classroom. Secondly, the strategies that commonly used by the Junior high school teachers in add Vocabulary, Reading Aloud and Summarization. In addition, they perceive that those six strategies are effective to help them in teaching reading. However, the teachers also need to find or use another kind of strategies in order to create a comfort learning environment for the students.

#### **References**

- [1] Dewi, A. (2012). English as an international language: An overview. *Journal of English and Education (JEE)*. <https://doi.org/10.20885/jee.v6i2.4423>
- [2] Melitz, J. (2016). English as a global language. In *The Palgrave handbook of economics and language* (pp. 583-615). London: Palgrave Macmillan UK. [https://doi.org/10.1007/978-1-137-32505-1\\_21](https://doi.org/10.1007/978-1-137-32505-1_21)
- [3] Alwasilah, C. (2013). Policy on foreign language education in Indonesia. *International Journal of Education*, 7(1), 1-19.
- [4] Mappiasse, S. S., & Sihes, A. J. B. (2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. *English Language Teaching*, 7(10), 113-122.
- [5] Zhang, B. (2013). An analysis of spoken language and written language and how they affect English language learning and teaching. *Journal of Language Teaching and Research*, 4(4), 834.
- [6] Harmer, J. (2008). *How to teach English* (Vol. 62, No. 3, pp. 313-316). Oxford University Press.
- [7] Eskey, D. E. (2005). Reading in a second language. In *Handbook of research in second language teaching and learning* (pp. 563-579). Routledge.

- [8] Freire, P. (1983). The importance of the act of reading. *Journal of education*, 165(1), 5-11.
- [9] Kara, S. (2015). Reading strategies: Prospective teachers and their teaching practices. *Journal of Educational and Instructional Studies in the World*, 5(3), 20-28.
- [10] Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and Mixed Approaches/Yogyakarta*.
- [11] Sugiyono, P. D. (2010). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Alfabeta.
- [12] Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.
- [13] Sugiyono, P. (2015). Metode penelitian kombinasi (mixed methods). *Bandung: Alfabeta*, 28(1), 12.
- [14] Soergel, D. (1985). *Organizing information: Principles of data base and retrieval systems*. Elsevier.
- [15] Chi, M. T. (1997). Quantifying qualitative analyses of verbal data: A practical guide. *The journal of the learning sciences*, 6(3), 271-315. [https://doi.org/10.1207/s15327809jls0603\\_1](https://doi.org/10.1207/s15327809jls0603_1)
- [16] Franklin, C., & Ballan, M. (2001). Reliability and validity in qualitative research. *The handbook of social work research methods*, 4(273-292).
- [17] Kaufmann, F. (1943). Verification, meaning, and truth. *Philosophy and phenomenological research*, 4(2), 267-284. <https://doi.org/10.2307/2103082>
- [18] Block, C. C., & Israel, S. E. (2005). *Reading first and beyond: The complete guide for teachers and literacy coaches*. Corwin Press.
- [19] Oczkus, L. D. (2007). *Guided writing: Practical lessons, powerful results*. Heinemann.