EXPLORING TEACHERS' STRATEGIES IN TEACHING READING

THESIS

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Exploring Teachers' Strategies in Teaching Reading

adalah benar benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 Oktober 2024

Saya yang membuat surat pernyataan,

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ABSTRACT

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This research aims to explore the strategies used by teachers in teaching reading skills. The focus of the research is to understand how teachers choose and implement teaching strategies to improve students' reading skills, as well as identifying the challenges faced in the process of teaching reading. This research uses a qualitative approach with observation and interview methods, to collect data using three teacher participants at MAS Darul Ihsan. The research results show that teachers use various strategies, such as scaffolding strategies to provide gradual guidance according to students' ability levels, reciprocal teaching to encourage interaction and discussion between students in understanding texts, and think aloud to model the thinking process during reading. However, teachers face challenges which include a lack of student interest and motivation in reading and teachers have difficulty adjusting strategies based on students' ability levels. Teachers feel the need to pay special attention to motivation and strategies tailored to individual abilities. This research concludes that the strategies used are effective in improving students reading comprehension, challenges related to motivation and differences in students' ability levels need additional support, such as individual guidance which can help overcome gaps in students' abilities.

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CHAPTER I

INTRODUCTION

A. Background of the Study

From elementary school through college, learning a foreign language is crucial. In Indonesia, teaching two languages is a requirement for language instruction. These are English and Indonesian. In Indonesia, English is the first and most significant foreign language taught (Kam, 2002). One of the most important English language skills that pupils need to have is the ability to read.

Reading has a crucial role in English language teaching. Kuşdemir and Bulut (2018) assert that reading is the most crucial language skill, with comprehension serving as its main goal. By introducing or discovering new things, students can increase their reading comprehension. They can also improve their comprehension by having access to more material. Reading is an essential ability that should not be overlooked because it helps kids gain knowledge and perspective. According to Audina et al. (2020), reading is the process by which a person examines a text in order to deduce information or meaning from the author. Moreover, it is the person's capacity for comprehending written material. The reader's ability to draw inferences is also tested by this task (Hudri & Naim, 2019).

The main objectives of reading are comprehension and good understanding. If students are able to read the book and understand the content, they will learn the material. According to Castles et al. (2018), the reading's

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objectives are to help students understand the text and create a framework for doing so. In addition, comprehension is necessary for reading in order to understand the material. It also gives students the opportunity to interpret. To put it briefly, comprehension is a goal that pupils have to accomplish when they read a material.

Numerous research on reading comprehension have been done, and the results show that instructional practices for reading are helpful. The goal of the research was to understand the strategy and apply it. The findings of this study demonstrated how various reading comprehension training exercises follow from the reading instruction approach. Additionally, there was a strong link found between reading comprehension and strategy. Using inappropriate teaching and mismatching theory with practice in reading comprehension can make learning reading ineffective. Students who lack enthusiasm and understanding of reading material are the result of inefficient teaching of reading. To overcome this problem, Dwiningtiyas et al. (2020) argued that the reading strategy is the key to make a successful reader. The concern in the strategy used in reading will assist the teacher in teaching students certain texts so that students can simply get the knowledge and information of the text.

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This research was conducted at MAS DARUL IHSAN Jl. Tgk Glee Iniem, Siem, Darussalam District, Regency of Aceh Besar, Aceh province, where the average student lives in rural areas, the environment and previous education do not support the use of foreign languages, therefore the average student still lacks reading comprehension. One of the main problems that occurs is because

they have very little practice learning English, especially reading, which makes them awkward and afraid of making mistakes when reading. Lack of student motivation is also one of the causes of their lack of interest and enthusiasm when starting English lessons. Student motivation and willingness are the main things needed by all students. This can cause them to be unhappy when receiving English materials, especially reading.

Based on these problems, this research tries to explore the use of strategies in teaching reading. The purpose of the proposed research is to find out how the use of reading teaching strategies will achieve students reading targets. and to find out whether there are any problems faced by teachers in using these strategies.

The difference between previous research and this research lies in the focus and research design; in the previous research, the author focused more on examining students' perceptions of the quality of teachers in the classroom when; Meanwhile, in this study, researcher focused on teachers' strategies for teaching reading in English classes. In this research, researcher used interview techniques in collecting data. The reason researcher used this technique was to get more specific results regarding teachers' expectations of students in English classes. Another reason why researcher conducted this research is because student expectations rarely receive attention in English Classes.

B. Research Questions

1. How does the implementation of teaching reading strategies to students' reading targets?
2. What are problems in developing reading teaching strategies?

C. Research Aims

1. To find out the process of implementing reading teaching strategies in achieving students' reading targets.
2. To explore and analyze the problems teachers face in using reading teaching strategies.

D. Significances of the Study

This study can offer feedback and an assessment of the English instructor's performance, as well as details about how the teacher has been perfoming thus far. English teachers can now investigate reading practices that are appropriate for junior high school children according to this research. English reading instruction can be updated by teachers to make it engaging for students. This will encourage both teachers and students to study and practice English. Significantly, this enhances pupils' reading comprehension skills even more.

The reading abilities of students will be enhanced by this research. Teachers that employ reading methods in their instruction are Since the teacher will employ one or more effective tactics to support student understanding, it is intended that this will help the students' reading comprehension.

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In addition, the goal of this study's researchers was to increase their expertise and understanding in teaching the English reading process. This study helps determine whether he can integrate and modify all theoretical understandings in the real classroom.

E. Research Terminologies

This research explores how teachers apply strategies in teaching reading. To avoid errors in understanding or ambiguity in interpretation, there are several definition terms related to the variables of this research. This definition is given as follows:

1. Teacher's strategies

According to Nickols (2016), the term "strategic" comes from the Greek word "strategia," which means "general." In this context, strategy is referred to as implementation. In addition, according to Nickols, strategy is related to fundamental choices aimed at missions and goals. Strategies are formed to achieve the important steps required. Thus, "teacher strategies" are activities that educators must carry out in the classroom to help their students achieve learning goals.

Teachers should carefully consider the steps they will take, they must have the ability to differentiate between effective and ineffective activities, to ensure that their students meet learning objectives well.

2. Teaching Reading

Teaching is the act of demonstrating or assisting someone in learning how to accomplish a task, providing guidance or directions, imparting knowledge, and causing someone to know or comprehend (Brown, 2000). In order to master reading itself, teachers impart knowledge to pupils through the use of certain strategic tactics and materials, which is known as reading instruction (Olson and Land, 2007). Teaching reading involves assisting students in reading texts fluently in English in the classroom while also utilizing a variety of instructional strategies to improve students' comprehension of the subject matter (Brown, 2007). According to this study, teaching reading refers to the method through which instructors impart knowledge to students when they learn to read by using certain texts.

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CHAPTER II

LITERATURE REVIEW

A. The Concepts of Reading

1. Definition of Reading

Reading is one of the language skills which is very important to be learned by students. Students can get better in both language and experience with this practice. They will have access to knowledge that they did not previously have. According to Burt, Peyton, and Adam (2003), learning to read is crucial because it can help people plan to study in an English-speaking nation, improve vocabulary, assist people get more familiar with written English, and help people learn to think in a foreign language. Because they have a greater vocabulary in context, reading-proficient kids will have no trouble deriving meaning from English texts.

According to Krashen (2004), one of the most effective teaching methods for teaching languages is reading. Reading can be defined as recognizing the words, their spelling, and its relation to other words in a sentence. In line, (Auckerman, 2013) states that in the process of deriving and creating meaning from textual material, to convey and receive information, students must become professional readers. Usually, written materials such as books, newspapers, magazines, or even journal articles include the knowledge they require. Students must read the above resources carefully and effectively in order to gain a solid knowledge of them. Accurate reading and understanding the necessary amount of

information to accomplish the task are prerequisites for effective reading.

Furthermore, a fundamental skill for learning a language is reading. The end result of the entire reading process is that the reader is able to understand the text effectively. According to Cline et al. (2006), reading is a process that involves interpreting and understanding texts. As stated by Willis (2008), reading is not innate to human development. Reading is not a natural talent, considering that reading involves sophisticated procedures and efforts to understand written material. Reading is therefore crucial for intellectual endeavors and Reading is important for understanding content, learning new words, providing answers, and translating it.

2. Type of reading

Reading is a fundamental activity for all individuals since it facilitates knowledge development and serves as a source of information. The reading assignment is typically given in a classroom setting. Since students have to possess reading ability. Students can engage in a variety of reading activities to learn new material and get new insights. Numerous kinds of reading performances were mentioned by Brown (2001): Intensive reading, extensive reading, reading aloud, silent reading. explained as follows.

a. Intensive reading

Intensive reading is reading a text or certain passages of a text. In this reading exercise, students read a text in order to learn or analyze it. This reading exercise's goal is to read a brief text. Searching for specific information is used to carry out intensive reading tasks. In essence, pupils read for information.

b. Extensive reading

Extensive reading is depth reading is done to prepare pupils to read fluently and independently for enjoyment in the target language without the aid of a teacher. The Extensive Reading material for this Extensive Reading can be chosen at the easiest level.

c. Reading aloud

Reading aloud to students is typically used to assess their pronunciation. One of the most effective ways to help pupils improve print awareness is to read aloud. The teacher can provide a score to each pupil once they complete a text in order to track their improvement. Reading aloud to youngsters has a profound impact on them, according to Wilson (2006:6). Beyond only boosting their own reading interests and talents, it improves children's skills, interests, and development in a variety of ways. Acquiring the skill of word sound recognition is one of the primary goals of reading aloud, but teachers can also adjust their exercises to help their pupils improve their reading comprehension. After students finished reading the book, the teachers can have some questions. The teacher instructs the other students to focus on the text rather than just listening to their friend read aloud when they have a student read aloud. This will help the kids understand the text's meaning.

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d. Silent reading

A crucial skill in English language instruction is silent reading. In order to improve students' reading proficiency, this reading should be used. A lot of knowledge may be learned by reading silently. It allows students to read aloud

without producing noise or moving their lips when they are reading silently. They read more quickly, fluently, and easily as a result of it. Both vocabulary growth and comprehension are aided.

In summary, educators and learners can employ four distinct forms of reading instruction. This includes intensive reading, extensive reading, reading aloud, and silent reading. Each of the four reading styles offers a unique reading experience with various benefits.

3. Reading comprehension

Reading comprehension is also called a process of understanding the meaning of a text. The goal is not to infer the meaning of words or sentences, but to understand the book as a whole. Deep reading is a deliberate strategy used by readers for knowledge. According Duke et al. (2011) reading comprehension requires a deliberate thought process through development interpretation through dialogue between the author and the text. As stated by Jenkins et al (1987), comprehension is a complex reading procedure and the process of constructing meaning through the coordination of various abilities, including words. fluency in reading. Furthermore, it implies that when the reader tries in order for them to understand the content, their brains use some effort to interpret and receive the information.

Furthermore, Neufeld (2005) argues that the process of developing effective understanding of a text is identical to comprehension. Apart from that, he stated that understanding consists of two main components. Both actively engage with the text and interpret it with appropriate foundational knowledge.

According to Klingner et al. (2007), reading comprehension includes all interactions that readers have with the text as well as contributions that readers can make, for example their initial knowledge of the text. Reading comprehension outcomes are a consequence of the complex interaction between text characteristics and the reader's contribution to the reading.

Reading comprehension and the reader's conceptual prior knowledge are closely intertwined. It is imperative to acknowledge the significance of background knowledge held by the reader. Huang (2009) asserts that understanding text requires the existence of schema and prior knowledge. Prior to integrating and organizing the most current information, it forces the reader to find connections between the new and prior knowledge in order to build comprehension. Readers must be engaged and build their background knowledge suitably in order to make a decent comprehension of the content. The reader will have a mental framework for constructing their comprehension of the material in addition to making connections between the new information and what they already know.

4. Reading Strategies

Using reading strategies can help students understand the author's content more completely. This is believed to influence the reader's behavior after reading. Regarding how they handle challenges with text, assignment requirements, and other contextual elements. Adams (2008) found that the following categories of reading strategies are : Skimming, Scanning, Making Prediction, Questioning .

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a. Skimming

One of the reading techniques for speed reading is skimming. So that readers can read a passage quickly without missing any details the goal is to gain a basic understanding of the main idea of a particular passage in the book (Banditvilai, 2020).

The opening sentence of each paragraph usually includes a topic sentence that outlines the main point. The skimming technique is used to help readers scan text quickly and get a general idea of the printed material.

b. Scanning

Banditvilai (2020) claims that scanning is a reading technique that enables readers to locate specific information fast. It's simple to know what to look for before you start by scanning. The goal of scanning is to obtain particular data. Since many kids attempt to read every word when they read, scanning can help them learn to read and comprehend more quickly. In order to locate the specific information without reading the complete text, the reader who is scanning first looks at the title, table of contents, etc.

c. Make predictions

Understanding what the text is likely to repeat can be used to make predictions. Students use text, graphics, headings, and their own knowledge to make predictions before starting to read the material. According to Block and Isael (2005), a large body of research shows that skilled readers use their knowledge and past experiences to form concepts and make predictions as they

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read. Furthermore, this approach increases students' attention span and understanding of the subject by encouraging student participation (Oczkus, 2003).

d. Questioning

Students who ask questions are more likely to read with dedication and excitement and to monitor their comprehension. Readers can use the questions prior to, during, and after subsequently to their reading. To produce significance, increase understanding, locate information, solve problems, and readers must ask questions in order to learn new information. [Goudvis and Harvey, 2000]. During the course of reading, this type of technique is employed by students to go back to the text and find the responses to the inquiries.

B. Strategies in Teaching Reading

Teaching strategies are instructors' plans for what they will say and do in class. Students are empowered and able to learn through effective teaching strategies. According to traditional teaching approaches, in reality learning is only seen as the transfer of teacher information to students. However, because teachers serve as the primary source of knowledge, teachers must make teaching as efficient as possible within their capacity as instructors. Therefore, this strategy cannot be abandoned.

According to Harmer (2007), a strategy is an activity a teacher does to accomplish their aims for teaching and learning. As per Sofyan et al. (2020), strategy may also be referred to as the overall guidance that is established during the teaching process. To pique students' interest in learning and teaching, an

English teacher may choose to employ a variety of tactics. It has to do with teaching skills, particularly reading skills, which call for a variety of approaches in order to be taught effectively. Any approach must be thoroughly understood by the instructor in order to be used effectively, as well as the needs of the students and the teacher. To maintain students' attention, teachers must use a variety of tactics when teaching reading, such as using games, media, and alternative approaches. Vacca et al. (2017) said there are several strategies in teaching reading, namely; scaffolding, think-aloud, reciprocal teaching, SQ3R, and Question-Answer Relationship (QARs).

1. Scaffolding Strategy

Scaffolding is a learning process that involves giving support from educators or peers who first understand to master a knowledge or skill that cannot be possessed without assistance or guidance from people who know better. According to Gibbons (2002), there are five types of scaffolding that can be used in the process of teaching reading: modeling, contextualization, schema building, re-presenting text, and developing metacognition. The first part is modeling where the teacher models reading for students, and they listen as the teacher reads aloud. The next type is contextualization by discussing topics related to student life with the instructor. As the final activity is schema creation, which is completed by the instructor students are involved in various activities, for example discussing the title. After reading the content several times, create a mind map or chart on board. When presenting text in this format, the instructor collaboratively with students change the format of the text from students present paragraphs to create tables or

concept maps. written material presented in short sentences. What then developed was the use of metacognition and this was done by the teacher through discussion and guide students to find ways to complete assignments independently. Stated differently, scaffolding refers to the support that a teacher provides to pupils while they are struggling to complete an assignment, enabling them to finish it on their own.

2. Think Aloud Strategy

Thinking aloud is a technique used by readers to express what comes to mind while they are attempting to comprehend a text, work through an issue, or find an answer to a topic pertaining to the text. Once a friend or teacher has been chosen as the text for discussion, this step can be completed in pairs. According to McKeown and Gentilucci (2007), thinking aloud is a transactional method since it requires collaboration between teachers and students to help them understand the material as they interact with it. According to Jackson (2016), the think-aloud technique encourages students to create precise representations that are connected to the text and concentrates right away on the main idea. Additionally, the think aloud technique is a helpful tool for observing and educating readers about their own comprehension procedures.

3. Reciprocal Teaching Strategy

Reciprocal teaching is an activity that takes the form of exercises to share knowledge with peers. According to Palincsar and Brown (1984), modeling and guided practice are the foundations of reciprocal teaching as a learning

methodology. Additionally, they said that instructors gradually shifted responsibility for the technique to students after initially modeling a series of reading comprehension exercises. Students who use this learning technique will work individually or in groups after receiving guidance from the teacher. At the same time, instructors play more of a mentoring and facilitation role. The goal of reciprocal teaching, according to Doolittle et al. (2006), is for students to understand reading comprehension skills, when and how to apply them. This approach is important because it teaches students how to identify the essential concepts from a reading by making predictions, formulating queries and ideas, providing clarification, and summarizing the content.

4. SQ3R Strategy

SQ3R is a five-step reading approach that uses tasks like survey, question, read, recite, and review to assist students identify the major concepts and supporting ideas that will help them remember the information for longer. According to Brown (2001), the SQ3R technique is a useful set of steps to take when approaching a document for reading. The main goal of the SQ3R learning technique is to understand textbooks, articles, and reports. According to Gurning and Siregar (2017), SQ3R is a reading comprehension strategy that supports a productive and active method of textbook reading. This assertion is comparable to that made by Biringkanae (2018) and Amiruddin (2022), who claimed that the SQ3R approach can raise students' reading engagement and performance because approach offers students opportunities to actively engage with this

technique. Amiruddin (2022) claims that the SQ3R stands for the subsequent actions.

a) Survey

Surveying is the first step of SQ3R. The reader utilized to gain the text overview as part of the survey activity, which involved quick reading. The text may be reviewed by the reader. summary, heading or subheading, title, and introduction to grasp the main notion of what the text is likely to include. This orientation will also help the reader to arrange the text's concepts.

b) Question

The following step is to create questions that are pertinent to the sections of the survey content, succinct, and easy to understand. The length of the book and the reader's comprehension level determine how many questions are asked. Readers may only raise a few questions if the book provides information that they already know. On the other hand, it should create as many questions as it can if the reader's prior knowledge has nothing to do with the text's substance.

c) Read

The third step involves actively reading the questions that have been organized so that readers can determine the answers. When reading actively in this context, one should concentrate on reading passages that address the questions posed in the second stage and provide answers.

d) Recite

The answers to the questions from the second phase are recited or told again in the fourth step. As stated in the third step, readers must make every effort to

complete the task without accessing the answer notes. Should a query go unanswered, they should attempt .

e) Review

The final step involves reviewing all of the questions and responses to come at a succinct conclusion. The final phase should include a description of every response to the questions that have been addressed.

In conclusion, the SQ3R approach is the same and consists of multiple processes, including read, recite, review, survey, and question. aimed at the core or primary material that is both explicit and implicit in a book or text, this technique aims to inspire readers to comprehend what they read more thoroughly. Furthermore, the phases in this technique appear to represent scientific procedures, thus any knowledge gained should be able to be appropriately retained in the reader's long-term memory system.

5. Question-Answer Relationship (QARs)

The Question Answer Relationship (QAR) method was created to help students understand the reading job by having them respond to questions. Raphael discovers and develops the QAR approach (1986). In order to help students understand how to approach the reading text assignment and provide answers to specific questions, he created the QAR. According to Damanik and Herman (2021), there exists a correlation between the QAR technique and how students organize different inquiry categories, such as think, search, and right there. In

order to gather information between questions and answers, they also mentioned how this technique ties to the reader's prior knowledge.

Similarly to this, Mecca (2013) stated that the QAR technique should be used to gather information and discern between what is now known and what has already been experienced by emphasizing the need of skimming, scanning, and reading. Considering the justification as stated above, the QAR is a tactic to assist students, help improve their understanding of the text in context with the interaction between the question, the book, and the reader's history understanding.

1. Definition of Teaching Reading

Brown (2000) defines teaching as providing direction and support for learning, as well as creating the environment necessary for learning. It implies that teaching includes demonstrating or assisting someone in learning how to do something, offering guidance in the study of something, imparting knowledge, and making someone aware of something. Additionally, the teacher may act as a facilitator, motivator, and assessor for the pupils.

Harmer (2007) states that although teaching is a profession that is not easy, this profession is important and may be very memorable when we witness the growth of students and realize that we have contributed to it. Although certain students can be challenging and demanding at times, it is important to remember that teaching can also be a lot of fun if done right. Based on the justification provided, the author concludes that effective teaching methods and environmental

management are needed to create and provide opportunities for students to understand the objectives of the learning process.

In order to effectively teach and learn, students must possess reading abilities. Reading is a requirement for students in order to comprehend the content that teachers present. Since reading is one of the most valuable and crucial abilities that pupils should acquire. It's thought that reading provides pupils with experiences and information. Students' experiences and language can be improved through reading, according to Rohmawati et al. (2022). As a result of students learning the knowledge and concepts they need to have. There are numerous ways that reading activities might help children learn English.

In teaching reading, so that students are proficient in understanding the material, teachers must supervise learning activities in class. According Tanum (2014), reading is divided into three phases. They exist before, during, and after the reading process. The student's background is activated during the pre-reading awareness stage. The aim of the while reading stage is to improve children's ability to read literary approach by enhancing language skills and previous knowledge. Exercises that improve comprehension are included in the reading. as a result, overall three-stage procedure, the teacher must be able to carry it out correctly a method to improve students' reading comprehension.

2. Principles of Teaching Reading

Reading instruction is given by the teacher to help the pupils comprehend the text's contents. They also have comprehension standards for the students. In

order for teachers to meet their expectations regarding their students' comprehension, they must adhere to the following guidelines. According to Harmer (2007), there are several important principles reading should be taught to students: Encourage pupils to read as much and as often as they can, Pupils must engage with the material they are reading, Encourage students to discuss and investigate their feelings on a text's substance rather than focusing solely on its structure, Use intensive text reading while matching the task to the topic, The most important aspect of reading is prediction, Skilled educators make the most of text reading, explained as follows.

a. Encourage pupils to read as much and as often as they can.

   Reading is an active skill that takes a lot of work to master. To succeed in reading, a reader must be able to understand the meaning of the words, the pictures, the argument, the text's primary idea, and the conclusion.

b. Pupils must engage with the material they are reading.

   Everything is done with sincerity, and occasionally positive results are achieved. Students who are truly interested in reading and passionate about the subject matter of the reading assignment will readily grasp the book on a deeper level. To prevent them from viewing reading as a chore, they must engage in enjoyable reading. Next, in order to increase the students' engagement with the subject matter of a reading material, the teacher must assist the students in deriving as much enjoyment from reading as they can.

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c. Encourage students to discuss and investigate their feelings on a text's substance rather than focusing solely on its structure.

It is crucial for students to study reading texts so they can identify various reading text constructions, such as the number of paragraphs and language usage. In addition to the text's structure, the message it conveys holds significant weight. Additionally, the pupils insist on understanding the text's message. Text messages might be answered by them by delving into their emotions. Teachers ought to allow their pupils the chance to express their views about a text through language use.

d. Use intensive text reading while matching the task to the topic.

Teachers are responsible for selecting the reading material that students will read, taking into account the students' reading levels, the text's content, linguistic complexity, and activation potential. In addition, educators need to choose appropriate reading assignments, appropriate question types, appropriate activities for before, during, and after reading, beneficial study aids, and more. Students might utilize those conclusions to create engaging reading assignments.

e. The most important aspect of reading is prediction.

Before starting to read a text, readers who read materials in their native tongue frequently have a sense of what will be covered. Hints regarding the contents of books and articles can be found in book covers, images, headlines, and web page banners. The brain begins to forecast what we will read. Following that, anticipation is raised and the reading can start in

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a fruitful way. In order to offer the pupils a chance to guess what will happen next, the teacher should also provide them with "clues." In the case of extended reading, the instructor can assist students by advising them to look at the front and back covers when selecting what to read, and then by supporting them as they open a book.

f. Skilled educators make the most of text reading

Text that is read aloud frequently contains a lot of words, phrases, concepts, and descriptions. After that, the teacher just assigns reading, has the pupils complete some questions, and then moves on to something else. Since the pupils don't receive the relevant activities, it doesn't belong in the classroom. A skilled teacher transforms a reading text into an engaging lesson by using a variety of activities to bring the book to life, applying the topic for discussion and additional tasks, and using the language for study and then activation. When pupils have read widely, the instructor needs to present them and solicit response from the class on multiple occasions.

3. Teacher's Problems in Teaching Reading

According to Landry (1995), a problem is a situation that does not match the actual and the expected, such as in terms of regulations and their implementation, theory and practice or plans and their implementation. In addition, anything that is difficult to deal with or understand is a problem, according to Hornby and Crowther (1995). Based on expert opinion, there is a discrepancy between people's real life and the reality that is expected to achieve goals.

Basically, everyone has experienced problems. one example is the amount of teaching and learning to read. In this case the teacher experiences difficulties in teaching reading. Selection of teaching strategies and resources is something that is often done by teachers. Sometimes, a number of problems arise in teaching methods. Westwood (2008) emphasized that certain facts seem to be problematic in teaching reading. The following are the problems teachers face when teaching reading.

a. The mastery of the basics (MB)

Fundamental reading comprehension includes knowledge of subject matter, such as structural patterns, and proficiency with vocabulary items. To provide reading resources, teachers must master the basics. Teachers still experience teaching difficulties in mastering the basics of teaching reading. for example, teachers focus too much on teaching vocabulary to face challenges because they place too much emphasis on teaching vocabulary rather than reading comprehension. According to Yana (2015) and Li-Juan (2007) in Apsari, most instructors concentrate on conveying vocabulary. As a result, teachers lose their understanding of how complex the reading process is.

The lack of knowledge about the subject is another issue. Given their lack of subject-matter expertise, teachers typically have a rudimentary understanding of how to organize and deliver a course. Additionally, when teaching reading, teachers usually merely sit at their

desks. Teaching as a result becomes passive and does not promote student involvement.

b. Slow reader (SR)

Slow reading is sometimes encountered by teachers. Dealing with students who read slowly presents a challenge for teachers, because this requires adjusting teaching to the student's learning level. This will also be a slow and limited learning process.

Slow readers often have difficulty comprehending. Then, slow readers are often in a bad situation. Because they have to understand the words in the paragraph, students often try to read slowly. If students don't understand a word, they often look it up in a dictionary. As a result, reading exercises lose their effectiveness and become more likely to become translation exercises.

c. Difficulty level of the text (TD)

The primary cause of reading comprehension issues is the text's degree of difficulty. According to Snow (2013) and Satriani (2018), teachers find it extremely challenging to teach their students to read lengthy texts. Given that the text's subject, vocabulary, sentence structure, and length are all challenging. Consequently, it becomes difficult to grasp texts, and teaching reading texts to students becomes difficult for teachers.

Sometimes teachers choose boring textbook passages for their students to read because they lack confidence in their ability to select appropriate reading material. Since they make it difficult for pupils to

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become proficient readers, it is evidently less successful. To help students understand texts more easily in this situation, teachers can provide readings that are appropriate for each student's reading level.

d. Lack of using reading strategies (LRS)

Sometimes teachers do not give their students enough time to learn how to apply comprehension skills. Even teachers face big problems when there are no reading strategies. Students who are not taught reading skills by their teachers will lose interest in reading and will not be able to understand texts quickly. Bearing this in mind, poor readers are unable to approach text interpretation strategically, in contrast to advanced readers. Ineffective readers lack the skills necessary to connect, visualize, reflect, anticipate, question, and conclude. In this case, the teacher's ability to educate is greatly helped by appropriate tactics for students' needs.

e. Vocabulary (VCB)

Numerous research have demonstrated the tight relationship between students' vocabulary and reading comprehension (Moghadam et al., 2012; Protopapas et al., 2013). In Protopapas's study, for example, they discovered that language actually helps readers guess. Sixty-two percent of the vocabulary aids in improving readers' fluency and prediction. The remaining readers then struggle with reading since they don't know enough words.

It is important to take into account whether there is a significant vocabulary gap between the readers' own words and the text's chosen

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words when readers struggle to understand the text they are reading. Even though they read the words on the page accurately, the readers could not get what they imply. Westwood (2008) suggested that there is an obvious necessity to pre-teach new vocabulary before readers read the text in order to decrease poor reading comprehension. Teachers thus faced a challenge when it came to pupils' lack of vocabulary because it takes a lot of time for kids to acquire new vocabulary as part of the classroom reading program.

f. Fluency (FL)

Reading comprehension and fluency are highly correlated (Klingner et al. 2007; Westwood 2008). Readers who read fluently can bridge the knowledge gap between words by grasping the meaning of words fast. Reading fluency is essential because it allows readers to concentrate more on understanding the meaning of words and sentences rather than word decoding. Those who read too slowly or too quickly frequently struggle with reading comprehension. Reading slowly restricts cognitive abilities to processing words and letters at a lower level rather than enabling full focus on the text's higher-order thoughts and concepts.

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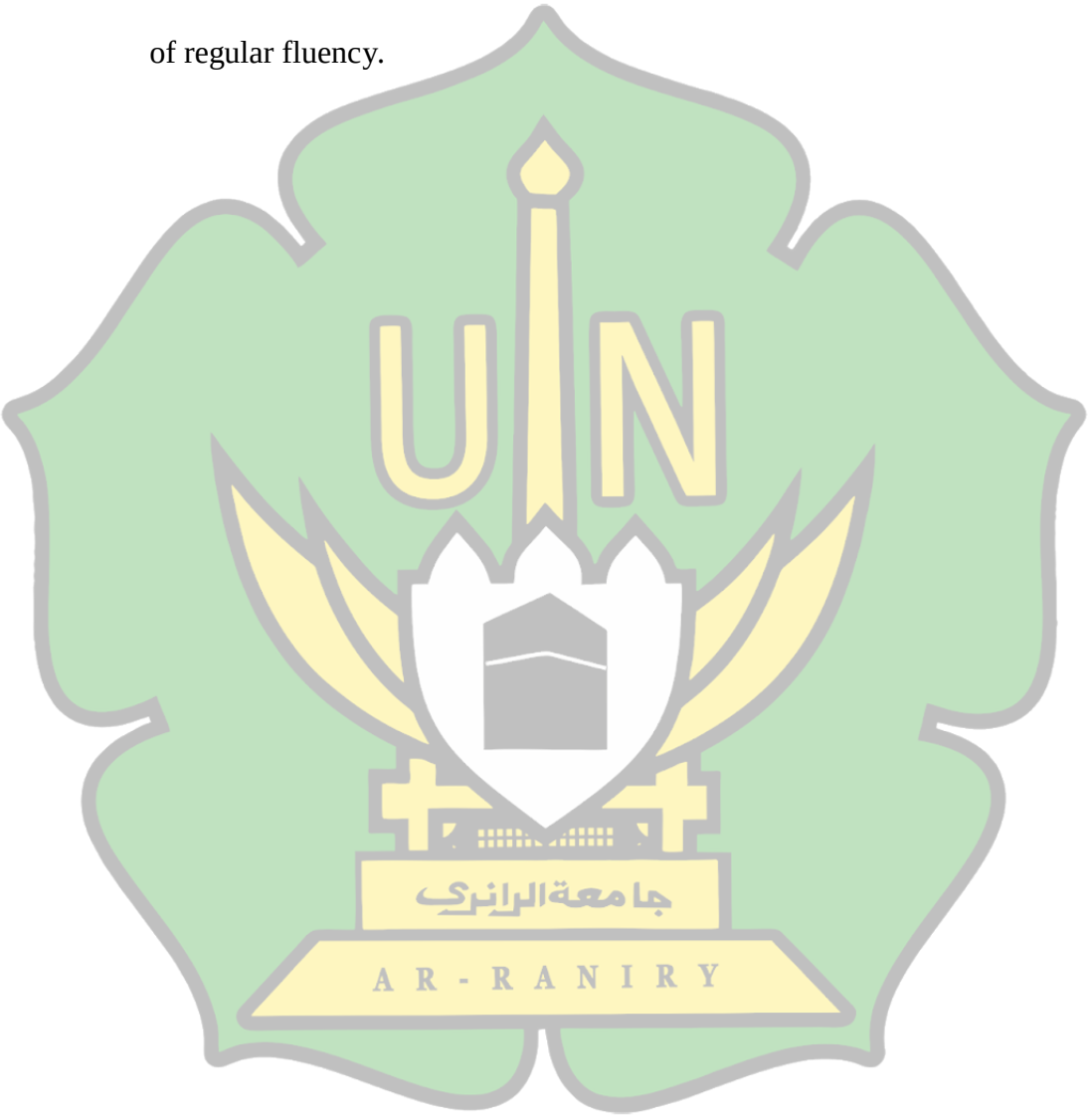
On the other hand, rapid readers may miss important subtleties in the text and recognize words incorrectly. To reduce these problems and increase fluency Readers should improve their phonemic awareness, vocabulary, and phonics skills. Practice reading is also necessary for the development of regular fluency.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, researcher used a qualitative design. By using this research design, researcher can conduct research in broad social life with a broad understanding. According to Creswell (2009), qualitative research is exploratory and useful when a researcher wants to learn more about a topic but is unsure of the important details that should be paid attention to. This kind of research methodology may be needed for topics that are relatively new or for research that has never been discussed with a particular sample or population.

Furthermore, according to Fraenkel et al. (2011), qualitative research produces descriptive data in the form of written or oral descriptions. Such descriptions allow researchers to examine the caliber of interactions, events, circumstances, or resources related to the research topic.

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Therefore, the aim of this research is to obtain a comprehensive background and understanding of the individual. Researchers use qualitative research to describe the reading process that teachers teach through the use of reading strategies, and what challenges teachers face when teaching reading through different reading strategies. Thus, in order to better English teaching and learning in the classroom, the researcher expected thoroughly and clearly disclosing this information.

B. Research Instrument

Reading teaching and learning activities were recorded through observations and interviews. The goal was to gain more insight into the matter. Problems were investigated largely through participants' perspectives, not through the subjective considerations of the researcher. This qualitative research approach used various information-gathering tools known as instruments. Instruments were tools needed to obtain information.

In this research, the first instrument used was an observation, observations were carried out directly by the researcher. This data collection method is used to record observations of the target object, along with notes about its behavior or condition. In accordance with Creswell's (2009) findings, he revealed that observation shows the process of examining individual behavior patterns in a particular environment to gain an understanding of an interesting scenario. Haggard (1982) and Ruddell and Shearer (2002) provide guidance for researchers in observing what actually happens, and in this way observation sheets for teachers to observe the process of teaching reading using reading strategies are modified.

As a result, primary data from observations are used in this study, where occurrences are noted, documented, categorized, and further studied before final findings are drawn.

The interview sheet was used as the second instrument in this research; Interview guides are used to collect information about the reading strategies used

by teachers, their advantages and disadvantages, and the problems they face when reading teaching students to read. In fact, conducting interviews is one method of collecting data. An approach used by interviewers in their capacity as researchers or as individuals selected by the researcher and when they have questions for interviewers or study participants to learn more about current issues (Edwards & Holland, 2013). In this study, researcher talked to English teachers in interviews. The interview method used in this research was semi-structured, adapted from Boyce and Neale (2006). The structure of the interview questions was modified for this study to examine the advantages and disadvantages of reading strategies and to learn how teachers overcame specific challenges when teaching reading through the use of these strategies.

In this study, qualitative data are used, through interviews and observation data was collected. To collect information about the learning process, researcher conducted observations. Data from observations are recorded using field notes. Researcher interviewed English teachers and students using an interview guide. Data from interviews was sourced from interview transcripts.

C. Research Participants

The selection of participants in this study was deliberate. Participants are specifically selected by the researcher because they have the characteristics they want to investigate for this research and the participants fit those characteristics. For example, the researcher looked out teachers who had encountered challenges when instructing reading in the classroom in order to investigate reading strategies

and the challenges teachers faced during the reading process. This research observed several English teachers at MAS Darul Ihsan as participants. The reason for this choice was that they understood and were familiar with the way teachers taught reading in English at the school, they were not too new and did not have issues with activities other than teaching.

Researcher collected information through class activity observations and teacher interviews to ensure the quality of teaching. This research was carried out over several days and included observations, documentation, and interviews.

D. Data Collection and Analysis

1. Observation

The purpose of the observation would be to watch how kids learn to read, how they respond to the text, and how the teacher and students interact. The purpose of the created observation form was to conveniently and methodically observe the necessary data.

2. Interview

In order to collect relevant information, the author conducted interviews with English teachers. Interviews were conducted in order to ascertain the views of teachers on the application of reading in the classroom. The author created a set of questions to address information on teaching reading in the classroom as well as research topics. The writer would analyzes interview data used Miles and

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Huberman (1994, p.156) concept about qualitative data analysis that consists of three procedures:

1). Reduction of data. This is the process of reducing and organizing a large amount of qualitative data, such as field notes, observations, interview transcripts, and so on. This may involve coding, summarizing, removing unnecessary information, and other similar tasks. The writer removes all unneeded material at this point, but they can still access it later if necessary because unexpected findings can necessitate reexamining some previously deemed unnecessary data.

2). Display of data. Miles and Huberman propose that a proper display of data, in the form of tables, charts, networks, and other graphical formats, is vital to drawing inferences from the quantity of data. This is not merely an activity to be completed at the conclusion of data collecting; rather, it is an ongoing process.

3). Conclusion drawing/verification. Analysis should enable the formulation of preliminary study conclusions. These preliminary findings can be confirmed, that is, their validity checked by consulting the field notes from the past or by gathering further data.

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Finding

This chapter discusses the strategies used by teachers in teaching reading skills. This chapter analyzes research findings based on data from the English teacher observation and interview process. During the observation process the researcher observed and recorded the activities carried out by the teacher when teaching reading to students and in the interview process the researcher asked 10 questions related to the teacher's strategies in teaching reading.

Observations and interviews were carried out at one of the Islamic schools in Aceh Besar and 3 English teachers participated in this research. The resource persons were Sfy, Mrz and Ha. After collecting data, the researcher found several findings related to this research. The following were the research results explained in detail.

1. Observation

Teaching is not an easy thing, especially teaching a foreign language. These difficult conditions were felt by both teachers and students. In this case, teachers must face and overcome difficulties in teaching students. Many teachers use strategies to overcome students' difficulties and plan reading teaching that is appropriate, orderly, planned, and can achieve learning goals. The findings of this research focus on teachers' strategies in teaching reading and the problems teachers face in teaching reading. The results of observations from the third

teacher regarding the use of reading strategies are described descriptively based on findings obtained in the field.

a. The use of strategies in teaching reading

From the results of observations, it was found that one of the strategies what is dominantly used by teachers is scaffolding. The teacher provides gradual assistance to students during reading activities. Where the teacher starts by reading the text aloud (read-aloud) to show how to read correctly. The teacher also provides direct explanations about the meaning of difficult words and the use of contextual sentences. After that, the teacher reduces the level of assistance gradually, encouraging students to read on their own while providing feedback. Thus, students are taught to be independent in understanding the text.

Another strategy used by some teachers in teaching reading is the reciprocal teaching strategy. In this strategy, the teacher divides students into small groups, and the teacher asks them to learn from each other where the teacher is also involved in the learning. Then, in groups, students take turns summarizing the reading, asking questions, explaining difficult parts, and predicting the continuation of the text. This strategy can help improve reading skills and also strengthen communication and collaboration skills among students.

Moreover, the teacher also uses a think-aloud strategy, where the teacher read the text thinking aloud to show students how the thinking process occurs during reading. In the think-aloud strategy, the teacher models how to connect ideas in the text, make predictions, and draw conclusions from the reading.

The reading strategies used by some teachers are skimming and scanning. These two techniques are applied especially when students face long texts. Skimming is used to help students understand the gist or main idea of a text quickly, while scanning is applied to find specific information such as names, numbers, or certain details in the text. The teacher instructs students to skim at the beginning, such as the title, subtitle and first paragraph to understand the general theme of the reading. After that, students are invited to scan to look for certain details that are relevant to the question or assignment given by the teacher.

b. Strategy Differentiation Based on Student Ability Level

Observation results show that teachers differentiate teaching strategies based on students' ability levels. Students who are lower in reading get more direct instruction and repetitive practice, while more advanced students are given readings of more complex texts and in-depth discussions. Teachers also use a group approach to allow students with higher reading abilities to help their friends who are having difficulty.

Teachers use various strategies in teaching reading such as scaffolding, think-aloud, reciprocal teaching, and skimming and scanning reading techniques. By implementing strategies based on students' ability levels, it has proven effective in teaching reading skills. Despite facing various challenges, teachers continue to innovate with flexible teaching techniques to meet the diverse needs of students. These strategies help students not only in understanding texts, but also in developing critical and analytical thinking skills that are important in everyday life.

Therefore, the use of strategies based on students' ability levels, teachers can assess students' progress in reading. After the lesson is finished the teacher gives a written evaluation, where students are asked to answer questions about the text they have read. Apart from that, teachers also carry out assessments through class discussions, where students have to explain their understanding of the reading. This is done to assess students' progress in reading.

d. Difficulties faced by teachers in teaching reading

Observation results show that the obstacles that teachers often face in teaching reading are students' low motivation to read, students' lack of interest in reading makes them tend not to want to participate in reading activities in class and this causes difficulties in achieving learning goals. Teachers also expressed that they face difficulties in motivating students to read, especially in teaching texts that are more difficult or less interesting for students. When learning to read, some students also have limitations in vocabulary, inaccurate word pronunciation and critical thinking skills, so they need more time and varied strategies to help them understand the text.

Moreover, differences in reading abilities among students are the biggest challenge for teachers in developing appropriate reading teaching strategies based on students' ability levels. Because students with low reading abilities often lose interest and confidence when they cannot follow lessons at the same pace as their friends. Teachers appear to have difficulty ensuring that all students receive attention according to their needs.

It can be concluded that teachers face various difficulties in teaching reading skills, including: Low student reading motivation, lack of vocabulary and differences in reading ability levels. This highlights the need for greater support from schools and education policymakers to help teachers overcome these challenges, such as providing further training, relevant teaching materials and better access to technology.

2. Interviews

This interview involved 3 English teachers, these teachers were chosen because they had deeper insight into reading teaching strategies. In-depth interviews were conducted with each teacher to understand the strategies they used and the challenges they faced in teaching reading.

Based on interviews conducted, it was found that various teaching strategies were implemented by teachers to improve students' reading skills. In addition, this research also identifies the challenges teachers face in implementing these strategies and how they overcome them. The following are the results of interviews conducted with three teachers:

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a. Reading teaching strategies used by teachers in teaching English reading

From the results of interviews conducted by researchers, there are several strategies used by teachers to teach reading skills to students. All teachers said that they combined several strategies, such as scaffolding, think-aloud, and reciprocal teaching to ensure that students understood the reading well. In

addition, teachers use skimming and scanning as fast reading techniques to help students get information from long texts. As said by participants;

> Usually I use a strategy for teaching reading with scaffolding where I will help students understand the text by first explaining the text that they don't understand. Sometimes I also use think aloud strategies so that students focus on what I teach (Sfy, September 2024).
>
> I sometimes use a strategy for teaching reading by discussing in groups, which is called a reciprocal teaching strategy, where I work together with students in groups to carry out activities such as summarizing, asking, clarifying and predicting (Mrz, September 2024).
>
> I use various strategies in teaching reading including skimming and scanning to help students capture information in detail and quickly, sometimes I also use strategies for teaching reading in groups (Ha, September 2024).

Based on the interview results, it can be concluded that teachers use various strategies in teaching reading skills to help students understand texts more effectively. The strategies used by teachers vary greatly and are adapted to the needs and abilities of students. Teachers strive to create a supportive learning environment, either through speed reading techniques, group discussions, etc. Teachers continue to innovate to improve students' reading comprehension.

b. Challenges faced by teachers in teaching reading

The teacher revealed several difficulties faced in teaching reading. One of the main problems is students' low motivation to read, especially when faced with texts that are considered difficult or boring. Apart from that, some students face difficulties in understanding complex vocabulary or in drawing meaning from the texts they read and there are also teachers who face problems in determining reading teaching strategies that suit students' interests. As the participant said:

So far the problem that I often face is students' lack of interest in learning to read because they are more interested in visual media such as videos or pictures, they also feel bored and have difficulty when they read long texts (Sfy, September 2024)

The problem that I often face is the lack of students' willingness to learn to read, so I have to be more assertive in teaching them and giving them motivation to raise students' enthusiastic (Mrz, September 2024)

One of the problems I face is when I have to determine reading teaching strategies based on students' ability levels and also those that can motivate students to learn to read (Ha, September 2024)

Based on the results of interviews, teachers face various challenges in teaching reading, such as low motivation, lack of student interest in reading and determining suitable teaching strategies for students. To overcome these challenges, teachers need a creative approach and look for many other references.

c. Teachers' Efforts to Overcome the Challenges of Teaching Reading

To overcome the difficult challenges faced by teachers in teaching reading, teachers use various methods, such as group discussions, vocabulary exercises, and providing reading that is relevant to students' interests. Teachers also use digital media and online resources as well as playing games to make reading learning more interesting and interactive. As the teacher said regarding this matter:

I try to create a fun class atmosphere by watching videos or playing games. I also develop teaching strategies according to students' interests (Sfy, September 2024).

> I try to avoid learning to read monotonously, by making entertainment such as singing in English or watching videos using English subtitles so that they don't get bored with learning to read (Mrz, September 2024).
>
> I overcome this problem by looking for lots of reading teaching references that are appropriate to students' ability levels and that can motivate students. I also use digital resources to attract students' attention (Ha, September 2024).

From the results of the interview, the teacher understands that with these challenges teachers can develop more effective reading teaching strategies. Because teaching reading requires a flexible approach adapted to student needs, as well as utilizing various methods and technology to create a conducive learning environment.

d. Assessment of Student Reading Progress

Teachers have varying assessment criteria, but generally they emphasize several key aspects in assessing students' reading progress. One of the main criteria used by teachers is the student's ability to understand the content of the text as a whole, including understanding the main idea and important information, where assessment of student progress is carried out by giving daily assignments, pre-tests and post-tests and also evaluation at the end of the lesson. Teachers also said that they use methods to assess students' progress in reading skills. Where some teachers often rely on formative assessments carried out during the learning process, such as asking comprehension questions after reading, asking students to summarize texts, or holding group discussions. This assessment helps teachers monitor student understanding continuously.

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I assess students' reading progress by giving assignments and reading tests which are carried out periodically and also provide evaluations at the end of the lesson (Sfy, September 2024).

I assess students' progress by observing their ability to understand reading texts, apart from that I also make pre-tests and post-tests and also evaluations to assess the level of students' reading progress (Mrz, September 2024).

I assess students' reading abilities through formative assessments carried out through discussions, exercises and short quizzes after reading a text (Ha, September 2024).

The interview results show that assessing student reading progress is a complex process and requires methods to ensure results that are appropriate to student abilities. Teachers use a combination of formative assessments, with criteria that include students' understanding, fluency, and analytical skills of the text. Despite facing challenges, teachers try to overcome them by providing assignments appropriate to students' ability levels and providing regular feedback. Effective assessment can help teachers identify student progress, overcome difficulties encountered, and provide appropriate support to improve their reading skills.

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B. Discussion

This part of the research discusses the research results obtained through observations and interviews with teachers in the context of teaching reading. This research aims to explore various strategies used by teachers in teaching reading skill to students as well as what challenges teachers face in teaching reading and how teachers assess students' reading progress.

The results of observations and interviews show that teachers apply various strategies in teaching reading. The use of reading strategies really helps students' understanding in obtaining and gathering information from a text. Each strategy has a different goal, depending on the learning stage, therefore there are several strategies that teachers apply when teaching, such as; Scaffolding, Reciprocal Teaching, Think Aloud, and Scanning and Skimming Reading Techniques.

The results of observations and interviews show that some teachers use scaffolding to help students understand complex texts. By providing gradual support, teachers enable students to develop reading skills independently. This is in line with Vygotsky's theory of the zone of proximal development, which states that students can achieve better understanding with proper guidance. Research by Wood, Bruner, and Ross (1976) also supports this approach, showing that appropriate support can increase students' independence in reading.

Some teachers also apply the reciprocal teaching strategy. where students take turns playing the roles of teacher and student. Observations show that this method increases student engagement and allows them to learn from each other. The results of interviews with teachers revealed that this strategy not only helps in understanding the text, but also improves students' social skills. Research by Palincsar and Brown (1984) confirmed the effectiveness of reciprocal teaching in

improving students' reading comprehension, especially in the context of group discussions.

In addition, applying the think aloud technique gives students the opportunity to listen to the teacher's thought process while reading. This helps students understand the strategies used to understand the text. The results of observations and interviews show that students are better able to apply this strategy in their own reading after seeing examples from the teacher. According to Pressley (2002), think aloud techniques are very effective in showing students how to do critical thinking about texts, which in turn improves their reading comprehension.

The use of scanning and skimming reading techniques is also seen in teaching. Teachers teach students how to quickly find specific information in texts and understand the main ideas quickly. The interview results show that teachers use this technique to help students when reading long texts, especially in the context of exams or assignments. Research by Grabe and Stoller (2002) states that this technique is important in increasing reading efficiency, especially in situations where time is limited.

Research supports the use of these strategies in teaching reading. Rosenshine and Meister (1994) showed that a direct approach involving interaction and feedback improved students' reading comprehension. Additionally, research by McKeown et al. (2009) show that the use of varied reading techniques allows students to more easily cope with different types of texts.

In this research, the problems faced by teachers in teaching reading, based on the results of observations and interviews with teachers, reveal various challenges faced in teaching reading. One of the main challenges identified was differences in reading abilities within the classroom. Teachers revealed that students had diverse backgrounds, with some students showing excellent reading skills, while others had difficulty. This makes it difficult for teachers to design learning activities that can accommodate all students effectively. Research by Tomlinson (2001) emphasizes the importance of differentiation of instruction to address differences in student abilities, but its implementation is often difficult in heterogeneous classes.

Increasing students' motivation and interest in reading is also a significant challenge. Teachers say that many students lack motivation to read, which can be triggered by a lack of interest in the texts being taught. Research by Guthrie and Wigfield (2000) shows that students' interest contributes to their success in reading, and without sufficient interest, students tend to be less engaged in learning.

Moreover, some teachers also have difficulty implementing reading teaching strategies that suit students' interests, due to differences in students' reading ability levels, this is a difficult challenge for teachers. According to Hidayati (2018), it shows that 89% of students face difficulties understanding text reading strategies. Based on the statement of Nurlaela et al. (2018), that students have different reading skills and various learning styles which make the way they

understand reading very different. Thus, teachers really need to understand reading strategies before introducing them to students.

From the results of observations and interviews, it is clear that teachers face various challenges in teaching reading that require attention and appropriate solutions. Overcoming these challenges is critical to creating an effective learning environment and supporting the development of students' reading skills. Therefore, collaborative efforts are needed from schools, curriculum management, and the government to provide the necessary support for teachers to overcome these challenges.

In this research, the results of observations and interviews with teachers revealed various methods and approaches used to assess student progress in reading ability. These assessments are critical to understanding student progress and determining the steps that need to be taken to support them.

Observation results show that teachers use formative assessment methods, such as quizzes, group discussions, and shared reading activities, to evaluate student progress on an ongoing basis. These formative assessments provide teachers with immediate feedback regarding student understanding. Research by Black and Wiliam (1998) confirms that formative assessment can improve learning outcomes by providing useful information for teachers and students to identify areas that need improvement.

Overall, assessing student progress in improving reading skills is an important aspect of teaching. The various methods used by teachers demonstrate

their efforts to understand and support students' overall development. However, existing challenges need to be addressed through professional training for teachers, development of more inclusive assessment tools, and implementation of diverse assessment approaches. Thus, assessment can function optimally in improving students' reading abilities.

BAB V

CONCLUSSIONS AND RECOMMENDATIONS

A. Conclussions

Researcher conducted research by exploring the reading teaching strategies used by teachers in reading. Based on the results of research regarding reading teaching strategies implemented by teachers, it can be concluded that the use of methods such as scaffolding, reciprocal teaching, think aloud, as well as scanning and skimming reading techniques significantly influences the progress of students' reading abilities. Each strategy has an important role in increasing student engagement, text comprehension, and independence in reading. Additionally, varied approaches allow teachers to meet the needs of diverse students in the classroom, which contributes to increased student motivation and confidence in reading.

However, although these strategies are effective, teachers face challenges in providing adequate attention to each student, especially in the context of motivating students and using strategies based on different ability levels. This shows that even though the strategies implemented are appropriate, some students may still need a more personalized approach or small study groups to overcome gaps in reading comprehension and ability.

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In assessing students' reading progress, teachers use various methods such as the pre-test and the post-test, class discussions, and evaluation at the end of the lesson. This varied assessment helps teachers to monitor student progress and provide appropriate feedback to improve student reading skills.

B. Recommendations

Based on these conclusions, the following are recommendations suggested by researcher for teachers and researcher who wish to conduct further research regarding the application of strategies in teaching reading. For teachers, based on these findings, it is recommended that teachers continue to explore and adapt varied teaching strategies according to student needs. Regular training on innovative teaching techniques is also recommended, so that teachers can continue to improve students' abilities in teaching reading. In addition, it is important for educational institutions to provide adequate resources so that teachers can implement methods that have been proven to be effective. To increase the effectiveness of teaching reading, teachers are advised to continue to enrich the variety of strategies used, including developing reading materials that are relevant and interesting for students. Providing individual or small group guidance can help students who have difficulty understanding texts more effectively. Apart from that, teachers also need to receive ongoing training regarding innovative strategies in teaching reading, including utilizing digital technology.

For researcher who wish to conduct research similar to this research, the researcher suggests exploring the application of reading teaching strategies in various contexts and levels, with the aim of obtaining maximum and varied results in the application of reading teaching strategies. In addition, a more in-depth study of the impact of student motivation and engagement on the effectiveness of reading instruction would provide new insights for improving the quality of classroom learning.

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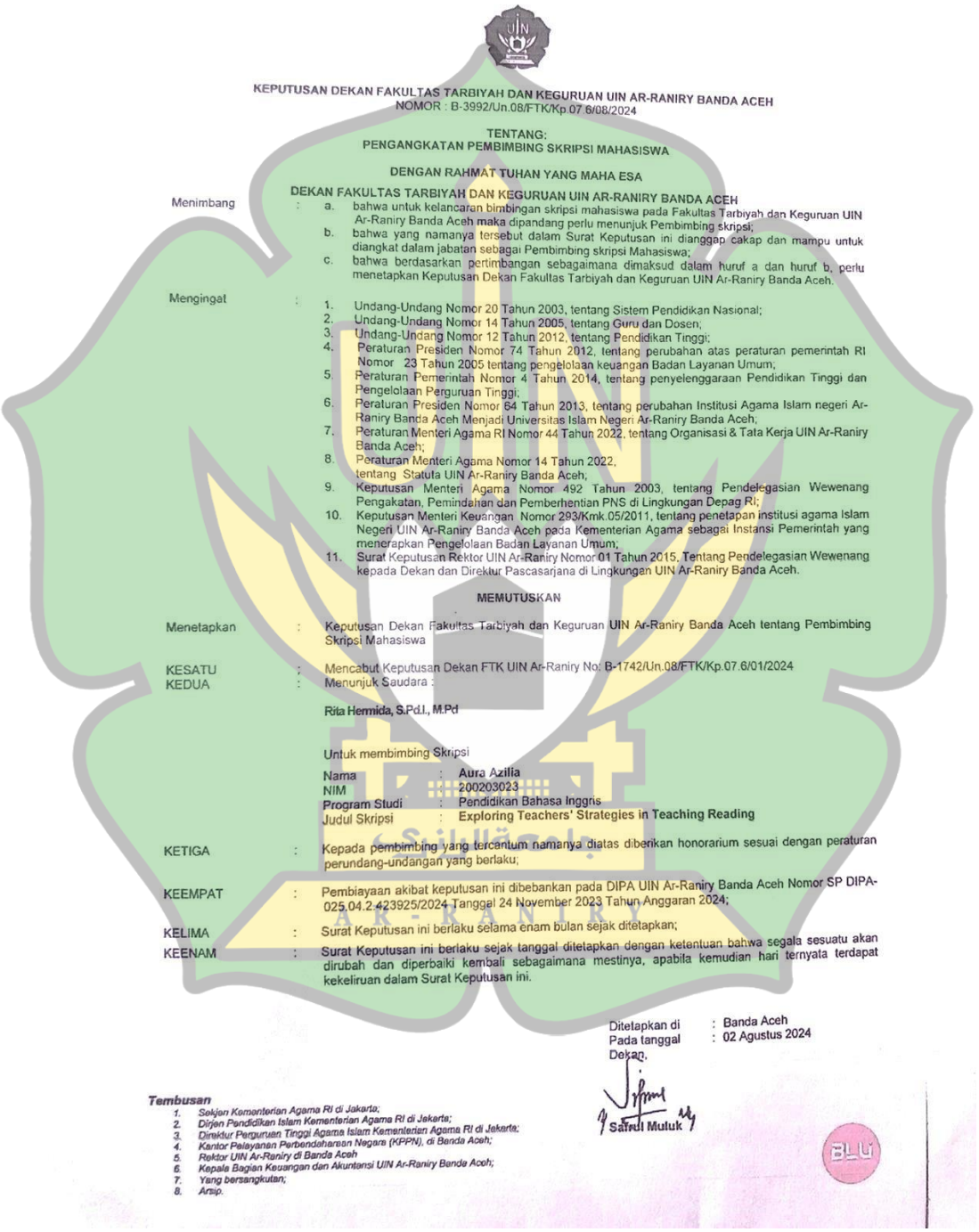
APPENDICES

APPENDIX A : Appointment letter of supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-3992/Un.08/FTK/Kp.07.6/08/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-1742/Un.08/FTK/Kp.07.6/01/2024

KEDUA : Menunjuk Saudara :

Rita Hermida, S.Pd.I., M.Pd

Untuk membimbing Skripsi

Nama	:	Aura Azilia
NIM	:	200203023
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Exploring Teachers' Strategies in Teaching Reading

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 Agustus 2024
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Pergurtuan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

APPENDIX B : Recommendation letter of conducting a research field

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-9140/Un.08/FTK.1/TL.00/9/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala MAS Darul Ihsan Kecamatan Darussalam Kabupaten Aceh Besar

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/Nim : Aura Azilla / 200203023
Semester/Jurusa : IX / Pendidikan Bahasa Inggris
Alamat Sekarang : Jl. Tgk. Chiek Silang Desa Blang Krueng Kecamatan Baitussalam Kabupaten Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Teachers' Strategies in Teaching Reading.*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 2 Oktober 2024
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 31 Oktober 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

جامعة الرانري
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APPENDIX C : Confirmation letter from the school

KEMENTERIAN AGAMA
MADRASAH ALIYAH SWASTA DARUL IHSAN
معهد دار الإحسان للتربية الإسلامية
DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE
NPSN 10114246, NSM 131211060004, Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos:23373

SURAT KETERANGAN PENELITIAN
Nomor: 083/Ma.01.038/PP.00.6/10/2024

Kepala Madrasah Aliyah Swasta Darul Ihsan, Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, menerangkan bahwa:

Nama	:	Aura Azilla
NIM	:	200203023
Prodi/Jurusan	:	Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Aliyah Swasta Darul Ihsan Ihsan.

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Aceh Besar, 22 Oktober 2024
Kepala Madrasah,

Ataillah, S.Ag
NIP.19760103 200710 1 002

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APPENDIX D : Interview protocol

School name : MAS Darul Ihsan

Date : 10 s/d 13 Oktober 2024

Interviewer : Aura Azilla

Informant : Mr. Sfw, Mr. Mrz, Mrs. Ha

List of Interview Questions

1. What is the importance of reading skills for students?

2. How do you plan reading lessons? What factors did you consider?

3. What strategies do you use to teach reading to students?

4. Do you differentiate reading teaching strategies based on student ability levels? Can you give an example?

5. In your opinion, what difficulties do students most often face when learning to read?

6. Do you use certain methods to overcome students' reading difficulties?

7. What problems do you face in teaching reading?

8. How did you overcome the challenge?

9. How do you assess students' reading progress?

10. Are there any suggestions or recommendations regarding reading teaching strategies that you would like to convey?

APPENDIX E : Documentation of Observation