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Research Article

Analysis Teachers' Strategies in Teaching Reading Comprehension at Junior High School

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KEYWORDS

English;
 Reading;
 Strategies;
 Teaching.

A B S T R A C T

The purpose of this study is to examine the methods English teachers employ to instruct students in reading comprehension as well as how to put such methods into practice. This study used Descriptive qualitative method. The data collected through Observations, interviews, and documentation served as the research tools. Two English teachers who served as informants in this study were the subjects. According to the study's findings, the teacher employed three different methods: scaffolding, question-answer relationships (QARs), and discussion techniques. Students can generate ideas that other students can read by using the scaffolding approach. Using QARs (Question Answer Relationships), teachers can assess how well their pupils comprehend the material presented. Discussion techniques can spark creativity and encourage active collaboration. To analyze the data, the researcher used Miles, Huberman, and Saldana (2014) technique: data condensation, data display and verification. To establish the trustworthiness of the data, triangulation is used. After reading the assigned text, the teacher can assess the level of student comprehension of the assignment. Students are then directed to pay closer attention to the text and comprehend its meaning.

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INTRODUCTION

Reading comprehension is a crucial skill that enables individuals to understand and interpret written texts effectively. However, there are several international issues related to reading comprehension that need to be addressed. This research paper will explore these issues, including language barriers, cultural differences, and educational disparities, and propose possible solutions. One of the major challenges in reading comprehension is language barriers. This issue is particularly prevalent in

multilingual societies, where students may lack proficiency in the language of instruction.

To address this issue, it is essential to implement effective language acquisition programs that provide support to students who are not proficient in the language of instruction. These programs should focus on building vocabulary, improving grammar skills, and providing ample reading practice in the target language. Additionally, incorporating bilingual resources and materials can enhance comprehension for students with limited language proficiency.

Reading, considered to be one of the four English fundamental abilities, is crucial to language acquisition. Reading is a task that involves both the reader's prior knowledge and the text they are reading in order to understand the material. However, reading is more than simply reading aloud a material with no purpose. Since language learners cannot learn anything without receiving and comprehending incoming information or input, this requirement is necessary (Hujjaturahmah, 2019).

From ancient epics to contemporary novels, the written word has played a pivotal role in shaping Indonesia's identity and fostering a profound bond between its people and the world of ideas. This exploration invites us to unravel the layers of Indonesia's literary tapestry, highlighting the significance of reading as a bridge between the past, present, and future of this captivating archipelago.

Therefore, education encompasses all of society's attempts to enable pupils to realize their full potential in terms of morality, intelligence, self-control, personality, and the possession of the requisite social and civic skills. Teaching and learning are the two fundamental duties of formal education. As a result, the amount that education advances is determined by how well the teaching process works.

According to Harmer, reading proficiency is a crucial educational goal for both children and adults because it leads to new horizons and opportunities.

There are numerous reasons why pupils wish to study materials written in English. For their jobs, studies, or just for fun, many of them wish to be able to read English-language texts (Anjelita, 2022). If the reading content is particularly engaging, language acquisition is likely to be more successful (Fitriani & Budiarta, 2021). Some language sticks in someone's mind as part of the process of language acquisition. A good example for English writing can be found in reading. Reading texts also gives you the chance to practice your linguistic skills.

According to McNamara (2009), there are various causes of reading difficulties. Sometimes, readers are unable to read the words themselves, fail to comprehend how the words fit together in each sentence, understand the words themselves and even the sentences individually but not the relationships between them, and fail to comprehend the meaning of the text as a whole. Whatever the reading issues, according to McNamara (2009), instructional strategies are one of the best ways to support kids in overcoming them. To accomplish the goals and objectives of teaching-learning, teachers might employ a variety of instructional techniques. This suggests that teachers should use effective reading teaching practices to help students become proficient readers of English-language texts (Kusumastuti et al., 2019).

Additionally, teachers make an effort to foster a positive learning environment by employing suitable teaching methods and materials to help students experience the learning process. There are numerous definitions of reading that professionals have offered. Reading is both a fun and educational activity (Nurdianingsih, 2021). When we read, we take pleasure in the text's material and learn what we need to know. Various angles can be taken when looking at reading. Reading is described as "a combination of text input, appropriate cognitive processes, and the information's that we already know" in its broadest definition. Reading is a selective process that makes use of the fewest possible language cues as well as perceptual input based on the reader's expectations (Ariandika & Kartikawati, 2018).

Reading requires active participation since it draws on the reader's existing knowledge of the subject. If a reader feels that what they are reading is inconsistent with what they understand about it, they have the right to critique it. Reading requires the reader to actively generate meaning from the text. Each reader will create a unique perception of a text since they each contribute a unique set of experiences and background knowledge to the reading process.

One of the receptive skills in English is reading, while listening is frequently regarded as being the easier one. Speaking tends to be less scholarly than reading, which typically uses printed or written words. In opposition to spoken language, lexical and grammatical characteristics frequently take a more structured form in printed or written language. As a result, reading is frequently thought to be more challenging than the other receptive talent.

Additionally, reading requires a lot of practice and expertise since it requires the ability to interpret information correctly from the printed word or from visual data. Reading is a collaborative process as well. Reading involves a number of simultaneous cognitive processes. A main-idea model of text comprehension is built in our heads as we rapidly recognize words, keep them active in working memories, analyze sentence structure to put together the most logical clause-level meanings, assess comprehension, and so on. Reading is also interactive in that the linguistic content of the text interacts with background knowledge that the reader has retrieved from long-term memory.

Reading is always motivated by a certain purpose or goal, whether it be one that is imposed internally or externally. Readers read in different ways according to different reading purposes, although this is only one aspect of reading's purpose. Understanding the concepts presented in the reading material is the primary goal. Grabe and Stoller, however, specify many purposes for reading. Its first goals were to skim and search for basic information. When

reading to search, the text is often skimmed for a certain fact or phrase. In the meanwhile, skimming involves a combination of strategies for predicting where key information might be in the text and then using fundamental reading comprehension techniques to those passages until a general idea is established. Reading is done for the purpose of integrating information, writing, and textual criticism. Conclusion: Reading serves as a frequent academic endeavor that necessitates the ability to integrate knowledge.

It is impossible to take teachers' strategies for granted because they are so important. This is true even when teachers make an effort to use all of their skills, master the materials, understand the objectives, manage the programs, use method and technique, and lead the class and teaching learning activity using its infrastructure. According to Brown (2001), there are three reading strategies: ones to use before, during, and after reading. Setting a reading goal, previewing the text, drawing on prior knowledge, and anticipating the text's content are the four divisions of pre-reading tactics. Before reading, setting a reading goal is crucial since it directly affects readers' motivations, which in turn influence how they read the text. The viewer should glance at the text's title, images, graphics, and other elements before reading it. This is known as previewing the content. By looking at the content, background knowledge, and idea behind the words, readers could try to connect with the text by activating background information. Therefore, it is crucial to draw on the readers' prior knowledge to make it simpler for them to comprehend the text by making connections between their existing knowledge and its subject matter (Brown, 2003).

Many researchers have researched best ways to teach reading comprehension. The first study is titled "An Analysis of Teacher Strategies in Teaching Reading Comprehension at SMA Muhammadiyah 1 Metro Academic Year 2017/2018" and was published in 2017 by Decsa Ariyana and Deri Sis Nanda. This study's objective was to examine students' reading comprehension across two variables. There are two problems: (1) To become familiar with the reading instruction methodology employed at SMA Muhammadiyah 1 Metro. (2) To ascertain how much these teaching strategies contribute to the reading comprehension curriculum at SMA Muhammadiyah 1 Metro. This research tool was collected through fieldwork and observation. The study's conclusions show that teachers mostly used the following four strategies: group discussions, games, the question-answer connection, and the memorization strategy.

The second previous research, *Teacher Strategies In Teaching Reading Comprehension At The Third Grade of State Junior High School 23 Jambi*, was published in 2019 by Rio Gusti Ranggi. His study concentrated on how

teachers teach reading. His study focused on the third-grade English instructor at public junior high school number 23 in Jambi. Interviews and observation were employed as the research's primary data sources. The study's findings revealed that QARs and scaffolding are common teaching techniques.

Third, a study on second graders at SMP 09 in Bengkulu City by Gendis Nadira Dwiningtiyas, Dedy Sofyan, and Hilda Puspita (2020), titled *Teacher's Strategy in Teaching Reading Comprehension*. This study aims to discover the strategies used by English teachers to teach reading and how to use those strategies. The research instrument included a checklist of tactics and interviews. The results showed that one instructor taught reading comprehension using a range of methods.

Even though there has been a lot of research that has studied teaching reading using the many strategies, there is still little research that has studied teaching reading by using various strategies in Islamic boarding school.

From the previous researchers, the researcher conclude this research was conducted in one of Islamic boarding school in Medan in the eight grade. First, most of students' lack of vocabulary, making it challenging for them to understand what is being said. Second, the majority of second graders struggle to comprehend the text when reading. Third, pupils are reluctant to read English-language texts. Researchers came to the conclusion that students still have low levels of reading proficiency and struggle with reading.

The study's attention shifts to teacher strategies since they are crucial to achieving lesson objectives, which have an impact on the teaching and learning environment. The purpose of this study is to determine the strategies used by teachers to teach reading to junior high school students in Medan and the reactions of those students with the strategy. The study focuses on investigating how secondary students are taught to read using The Analysis teacher's strategies. In essence, the purpose of this study was to identify the tactics employed in reading instruction. Therefore, the following questions were the exclusive focus of this study: What are the teachers' strategies in teaching reading comprehension at the Second Grade of Junior High school in Islamic boarding School? 2. How do the teachers implement the strategies in teaching reading comprehension at the Second Grade of Islamic boarding school?

METHOD

This study used qualitative design as the research methodology. According to Creswell (2012), the qualitative method is a tool for investigating and comprehending the intentions of individuals or groups that

define a social or human situation. Statistics are not employed to assess the data in this qualitative study. According to Lodico (2010), the goal of descriptive research is to characterize people's behavior and collect their perspectives, opinions, attitudes, and beliefs regarding current educational issues. The research that uses a descriptive qualitative method, according to the conclusion, seeks to thoroughly address a topic using non-numeric data. . The study's interview and observation methods center on the currently employed teacher practices for teaching reading. Only two teachers from the second grade at the junior high school in Ar- RaudhatulHasanah Medan contributed to the study. This research was conducted at one of boarding school in Medan. The researcher used observations, interview and documentation instrument to collect the data. The subjects of this research are two English teachers in class VIII of junior high school in RH school. This study aimed to describe the methods or strategies used by the teachers in teaching reading comprehension. According to the study's findings, the teacher employed three different methods: scaffolding, question-answer relationships (QARs), and discussion techniques. Students can generate ideas that other students can read by using the scaffolding approach. Using QARs (Question Answer Relationships), teachers can assess how well their pupils comprehend the material presented. Discussion techniques can spark creativity and encourage active collaboration. After reading the assigned text, the teacher can assess the level of student comprehension of the assignment. Students are then directed to pay closer attention to the text and comprehend its meaning.

Here were the steps how the teacher implemented this technique in teaching reading. First, scaffolding: The teacher provided gradual support to students as they tackled more complex reading tasks. For instance, when introducing a new reading passage, the teacher started by reviewing relevant vocabulary, breaking down sentences, and guiding students through the overall structure of the text.

Scaffolding was evident in the form of prompts and cues to help students understand the meaning of unfamiliar words or phrases. The teacher gradually withdrew this support as students gained confidence in their reading abilities. The concept of scaffolding in education was introduced by Jerome Bruner, a cognitive psychologist. He emphasized the importance of providing temporary support to learners as they engage in tasks just beyond their current level of competence. While the term "scaffolding" itself may not always be explicitly cited, Bruner's work and the ideas surrounding scaffolding have influenced educational theory and practices. Second, Question-Answer Relationships (QARs): The teacher incorporated QARs by asking different types of questions to enhance students' comprehension. For example, after reading a paragraph,

the teacher posed "Right There" questions, prompting students to locate explicit information directly from the text. Additionally, the teacher engaged students in "Think and Search" questions, encouraging them to find answers by combining information from different parts of the text. This approach aimed to develop both literal and inferential comprehension skills. Third, Discussion Techniques: Group discussions were a prominent strategy, where students were encouraged to share their interpretations of the reading material. The teacher facilitated discussions by posing open-ended questions and fostering an environment where students could express their thoughts.

The teacher utilized peer-to-peer interactions, allowing students to discuss the main ideas, share diverse perspectives, and analyze the text collaboratively. This not only enhanced comprehension but also promoted critical thinking skills.

These examples showcase how the teacher effectively implemented scaffolding, QARs, and discussion techniques to create a dynamic and interactive learning environment for improving reading comprehension among second-grade students.

RESULTS AND DISCUSSION

The examination of study findings is covered in this chapter. Both the findings and the commentary are presented in this paper. This study includes both the methods used by teachers to teach reading comprehension and the findings from interviews regarding those strategies. Two English teachers as the participants were the subjects of interviews at the RH school in Medan.

Direct observation data from June 2023 are also added to these data. Participatory methods were used to conduct the observations. In order to support the information from the interviews and observations, documents and archive resources were also used. The research focus guides the description of every piece of data in this study. To gather information about the application of teacher methods in teaching reading comprehension, researchers used interview, observation, and documentation methodologies.

The table below shows the two English as participants in this research

Table1. Two English teachers as participants

No	Nama	Description
1	RS	Teacher class VIII C
2	GM	Teacher class VIII E

Observation in classroom

This research was conducted at class eighth of Junior high school at RH in Medan. The observation conducted from 5th June until 30th June 2023.

The first observations were made on Monday 5th June, starting at 9:00 WIB and continuing until 9:45 WIB. Researchers and a teacher in English stop by category VIII C. As soon as the researcher and English teacher entered the classroom, the students were quiet and returned to their seats. The English teacher welcomes the class by saying, "Good morning, students," after they have taken their seats. Following that, some students introduced themselves to their classmates while others continued talking to their buddies. The English teacher asked a student to set up an empty chair for the researcher while the other students and the English teacher were all in class and researcher were awaiting the directions for the prayer instructions. The researcher then took a seat at the room back. The teacher welcomes the students and verifies their attendance before asking how they are. The teaching and learning activities then begin after a request for friendly behavior. Gather everyone for a group prayer after that. Before starting class, the teacher reviews the past material and introduces the topic to be covered. At the start of teaching and learning activities, the teacher instills a religious attitude, courtesy, and logical thinking. Students are asked to greet each other when they enter the classroom as part of the opening activities. The teacher leads the class in prayer before starting the lesson. The teacher then tests one student on the subject that was previously covered.

Before adding a new explanation, the teacher continues by explaining the earlier material. As part of the primary objective of implementing the reading comprehension approach in the classroom, the teacher can introduce the subject and give assignments to students both individually and in groups. After that, inquire about the material that was previously covered. She then went over the subject that would be studied today before writing "My cat" on the board. She questioned the students' thoughts after reading the word and during the ongoing debate. The teachers' informs the pupils that they will study "descriptive text". Second, the teacher is currently demonstrating a two-paragraph short story about a pet.

She challenges the students to name what they own that is mentioned in the descriptive paragraph. After a brief discussion, the teacher explains how the descriptive text is organized. The teacher then distributes a printed copy of a different text to each pupil. She asks the students to determine whether or not the text contains all necessary description material. Students then search for challenging terms that they are unsure of.

The next step is for each person to create a unique sample of descriptive text. At the conclusion, the teacher should once more explain to the class what a descriptive text is.

She enquired as to if anyone had any questions and whether or not everyone understand. The teacher then bid the students farewell and departed the room.

The second observation was carried out on Wednesday 7 June 2023 from 09.00 to 09.45 WIB. The visit of the English teacher and also the researcher was carried out in class VIII E. The teacher entered class VIII E during the teaching and asked all students about their progress. The teacher asked whether all students can still see the lessons from the previous meeting that have been explained. The teacher tells all students that they will continue learning about descriptive text. Then the teacher conducts questions and answers in the class. The teacher asks whether the students still understand what the definition of descriptive text means. Then the teacher gives an example of descriptive text and instructs all students to determine which part of a text is the structure of the text. Then after all students found several components the teacher gave information to all students to divide into several groups and each group explained the function of each of these components. The teacher asked the students to make a descriptive text example and then the students gave an explanation and some students were able to finish it and there were some students who were unable to finish it but were given feedback by the teacher to improve it. When the lesson session was finish, but students didn't finish the work, teacher said to them to continue the work next meeting.

Interview

a. Teaching Reading Comprehension: English Teachers' Methods.

When conducting teaching and learning activities to ascertain whether students get the information, particularly in reading comprehension, the teacher must prepare everything from numerous viewpoints in order for the teaching and learning process to function smoothly and successfully. The outcome of this research is one component that is considered is the results of teaching and learning activities. According to the research, teachers use three methods to encourage reading comprehension: scaffolding, question-and-answer partnerships, and strategy dialogues. These methods are used by the teacher since it aids in students' comprehension and appreciation of texts.

1. Subject RS

The first query relates to the teacher's reading instruction methods. The teacher claimed that scaffolding and question-and-answer relationships were her go-to teaching methods for teaching English reading. The researcher conducted interviews to learn the answer to this question, and the interview's findings are as follows:

Researcher: “Do you have a reading course learning strategy? If yes, what learning techniques were employed? When reading, what is learned?”

RS:” Of course, whenever I conduct a learning activity in class, I employ learning strategies to make the process more efficient. The methods that I typically employ in teaching reading include scaffolding and the question-answer relationship.”

Based on the findings of the aforementioned interview, the teacher stated that the scaffolding and question-and-answer methods of instruction were thought to be more efficient. Techniques for helping students understand when they are having trouble. So the methods can be effective in enhancing students' comprehension.

2. Subject GM

Regarding the teacher's teaching methods for teaching reading, question number 1. The teacher claimed that scaffolding and question-and-answer relationships were her go-to teaching methods for teaching English reading. The researcher conducted interviews to learn the answer to this question, and the interview's findings were as follows:

Researcher: “Do you have a reading course learning strategy? What learning techniques, if any, were employed?”

When reading, what is learned?

GM: “I incorporate learning tactics into every class; in particular, I frequently employ conversation, question-answer relationships, and scaffolding strategies when teaching reading.”

Based on the findings of the aforementioned interview, the teacher recommended the discussion, question-and-answer, and scaffolding strategies.

Strategies that help students comprehend their problems and work hard to come up with ideas in order to make it simpler for teachers to deal with students' difficulties while they are studying.

b. Using strategies used by English teachers to teach reading comprehension

According to research done with two English teachers, there are ways to put the teaching strategies into practice if you are aware of them.

1) Subject RS

The second concern is how to put the teacher's teaching methods for reading into practice.

The researcher conducted interviews to get the responses to these questions, and the interviews' findings are as follows:

Researcher: “What are the precise steps/methods for putting the strategies into teaching reading comprehension?”

RS: “I used question-answer relationships and scaffolding tactics. For instance, at the start of my meeting, I asked the students if there were any challenging words they had trouble understanding. Then, after the lesson, I polled the class on my presentation of the content”.

According to the results of the interview, scaffolding is the first tactic employed. During instructional activities, the teacher employs methods, such as assisting students who are having a hard time understanding the text. Who has not comprehended or which parts have not been reached will be brought up by the teacher. Students will benefit from assistance with their study in this manner.

It is anticipated that using scaffolding learning methodologies will improve student learning outcomes because it will promote student involvement, which has implications for improving student knowledge of the learning contents. An exchange of questions and answers constitutes the second method. When teaching reading comprehension in class, the teacher has the students engage in a question-and-answer format. As part of the teaching technique, the teacher poses as many as one or two issues or questions to the class at the conclusion of each lesson that are based on previously read passages to be answered by the pupils. This approach, according to the teacher, is utilized to give students material so they will readily accept the material the teacher gives them. Students benefit from this tactic since they can refine their thoughts because in order to get the appropriate answer, students must contribute suggestions.

2) Subject GM

The second concern is how to put the teacher's teaching methods for teaching reading in teaching reading. The researcher conducted interviews to get the responses to these questions, and the findings of the interviews were as follows:

Researcher: “What are the precise procedures or methods for carrying out the strategies in teaching reading comprehension?”

Subject GM: “Asking students to hunt for challenging words is one of the elements in the scaffolding process. Asking and responding to questions in a question-and-answer format is consistent. The subject matter that we discussed together was covered in the prior lesson. I ask the class one or two questions”

It is incredibly beneficial to me since I can gauge how well the students understand the content I have provided for them. The debate that followed required that I divide the

groups up into different subjects and texts. The discussion's findings are then made public in front of the class.

According to the results of the interview, scaffolding is the teacher's first method. Studying reading by scaffolding was to improve students' reading comprehension abilities. Teachers prepare material by helping students overcome learning challenges, such as locating difficult words, learning how to read correctly, and comprehending texts.

The second method is a question-and-answer format, in which the teacher asks the class one or two questions. This inquiry relates to the lesson that they have been discussing. The teacher uses this to assess whether or not the students have a grasp of the subject. And the teacher chooses one of the students to respond to the question at the conclusion of the lesson.

The third method is a discussion method, in which the teacher instructs the class to divide into groups of four and five students. Reading will be required of the student. Teacher called the students one by one for finishing the assignment by talking with one another and exchanging ideas. Present the discussion's outcomes to the class after that.

This section discusses the research's findings. This study investigates how junior high school students in class VIII at RH school are taught to read. In this study, reading comprehension is taught by teachers using a range of instructional method.

Strategies used by teachers in teaching reading comprehension

After conducting observations and interviews, the researcher found three methods used by the teacher in teaching reading comprehension in class. The first technique is question and answer relationship discussion and scaffolding technique. Teachers who have been observed and interviewed stated that students who have understood the text they have read can answer all the questions posed by the teacher to them using this method to ensure that students read the text correctly. Therefore the teacher can provide an assessment of students' understanding of students in reading comprehension. This study answers that teacher practice has various kinds of good benefits for students.

According to Vacca (1999) the question and answer relationship technique enables students to understand their thinking and improves students' metacognitive skills.

They also use scaffolding and metacognitive techniques to help them choose when and how to summarize reading texts using their past knowledge then the two teachers teach reading comprehension using various strategies strategies used by teachers can help students understand what they are reading.

Scaffolding Method

The first strategy is the scaffolding approach. Teachers must offer assistance tailored to students' needs, such as presenting classes or assisting students in mastering effective text-reading techniques. Teachers use scaffolding techniques when pupils are struggling.

Teachers utilize the scaffolding strategy frequently because it helps kids learn how to read correctly. A scaffolding lesson starts with aid for the students, then, there is less assistance and more opportunities for the students.

The teacher requests that the students open their books before providing an example of how to read and talk properly. Students are also aware of what the teacher is doing. Since the instructor teaches the pupils how to read correctly before having them read the text, she actually uses a scaffolding strategy. When students pronounce one of the wrong text terms the teacher immediately corrects them and also asks about phrases that students don't know and don't know.

The teacher will be more creative in improving learning methods and strategies because each student has different learning difficulties and conditions so that the teacher must have a variety of good teaching methods.

Question and answer strategic relationship

The second strategy is after students read the text, the teacher applies the QAR method. This strategy shows all students how to identify their various questions and find answers. By using this method the teacher can help students to concentrate more on the content of the reading they have to understand. As part of the QAR strategy students must develop a code that allows the teacher to understand the types of questions that exist and to find out how students access the material to find answers. Students can answer the questions they understand while reading the material, and if they are unable to do so, the text has not been understood by the students. Additionally, the students answer the questions the teacher asks about the subject by writing their responses in their books. The teacher uses a question-and-answer style to help the students learn reading comprehension in class. At the conclusion of each lecture, the teacher uses a strategy that involves asking up to two questions of the class to elicit responses. According to the teacher, this strategy is used to disseminate material to kids so they will take it easily. Reading questions, understanding QAR, reading texts, responding to questions, and sharing responses are all steps in the QAR method (Solihin, 2022). Any questions given to students should be based on the knowledge the reader requires to respond to the inquiries. Teachers must therefore be aware of what pupils desire in order to respond to inquiries.

Think about how this tactic might make it simpler for the teacher to teach reading comprehension. Students have now thoroughly read and comprehended the book. Students' primary focus is reading the text. Students have the option of answering the teacher's questions orally or in writing. This strategy will unquestionably aid the teacher in assessing how effectively the kids are able to understand the subject. When employing the QARs technique, the teacher must ask the same explicit and implicit questions so that the students can combine the information from the sections with their past knowledge or experience (Mutia, 2021).

Discussion method

One of the strategies utilized by the instructor inside the school room is a dialogue strategy. The trainer believes that the usage of this approach will assist students study greater from their friends. In other words, the trainer's coaching methods offer students the self-warranty to voice their ideas throughout elegance 86 discussions. pals or different organizations can analyze what he thinks from right here. Students will finish their exercises in small organizations the usage of this approach. Students are separated into smaller agencies as a part of this technique. As a result, the instructor gives a diffusion of issues for institution dialogue. They may be requested to translate by the teacher. Conversation among college students of their businesses, instructor visits every institution to speak about the incident and gives encouragement and assist making sure absolutely everyone in the institution is engaged and matters are strolling easily.

Using this strategy, the students would perform their activity in small groups. Because collaboration may be used to learn and improve material, students worked as a team to not only learn the material but also to aid each other in understanding it. These techniques boost students' growth in reading comprehension by assisting them in 87 finding simpler, quicker, and more fun methods to express their ideas.

The implementation of English teachers' strategies in teaching reading comprehension

According to research done with two English teachers, there are ways to put the teaching strategies into practice if you are aware of them.

The first is the use of learning strategies that scaffold instruction and encourage students' originality. In order to motivate students to progress their understanding of the difficulties they face and how they build learning concepts regarding problems with text comprehension, the teacher will make the most of the opportunity to provide advice and help to them (Narina, 2021). When adopting the scaffolding method, the teacher must offer help that is tailored to the needs of the students. For instance, the

teacher might lead the lesson or instruct the pupils on how to read the text properly. When students identify words in the text, the teacher offers assistance and inquires as to which words they are unfamiliar with. Before directing students to read the material, scaffolding teaches them how to read correctly.

In order to repeat the material, it is also anticipated that students will be able to read and adapt their reading style to fit American and British English.

The teacher uses the scaffolding method to help students learn to read correctly. Using a scaffolding strategy can help students read texts accurately. After students have independently read the text, the teacher can assist them in pronouncing any unfamiliar terms by explaining how to do so. One benefit of scaffolding methods is that they assist students in correctly reading materials. Scaffolding is a sort of support that describes the help given by a teacher to students to encourage the growth of their learning in order to increase students' mastery of the taught content and provide them the ability to solve more difficult problems. The researcher was able to analyze the teacher's strategy of having all students name the terms in the text that they do not understand before the session started as a consequence of the observations made above. As a result, the students first learn some new terminology before asking the teacher to explain the ones they don't yet grasp.

To make it simpler for students to comprehend the reading topic, teachers employed the QARS technique to help students develop the meaning presented in the reading text. The teacher makes sure that the students understand their concepts by reading aloud to them. The teacher is also curious to discover whether or not the students can understand the text and its significance. QAR are one of the teaching methods for reading comprehension that may be used to assist students in learning to read. The teacher who uses the concept organically imparts reading comprehension utilizing a fun method.

According to this research, this method worked because it can aid in teaching reading comprehension and aid students in understanding the content. This method is beneficial for teachers. It will be simpler for individuals who have trouble reading to comprehend what is being read. Because students are more engaged, teachers find it easier to provide them stuff.

Third, conversation method makes Students work together, not only learn the material but also to aid one another in understanding it, in order to learn and advance the subject. Working in groups can aid in your content knowledge acquisition, as Brown (2000) has shown The combined effort of the exercises determines whether they are successful. Each student will interact verbally and in person with every member of the group, so they should

practice communicating nicely. This strategy gives students the opportunity to discuss ideas with their friends, which is advantageous. Since the appropriate solution in this circumstance involves concepts from a single group discussion, the strategy won't work if just a few students actively participate. Through facilitating group discussions among the students about certain texts they have studied and practiced. The kids were occasionally asked to retell the lesson by the teacher. The students' understanding of the context of the texts was helped by these tasks. Because the teacher believed that the context was essential for students to properly understand the passages.

Additionally, in order to aid the students in remembering their lessons, the teacher encouraged them to create little presentation their perceptions about interpersonal communication that they have learned and used the subject has been covered in textbooks as well as in online-accessible publications.

Through direct classroom observations and teacher interviews, it was evident that the scaffolding strategy played a crucial role in supporting students during reading activities. The teacher initiated each session by assessing students' prior knowledge and identifying potential challenges.

The teacher provided step-by-step guidance, breaking down complex concepts and assisting students in overcoming difficulties. This support was gradually withdrawn as students gained confidence in their reading abilities.

Students who received scaffolding demonstrated improved understanding of the reading material, as evidenced by their ability to identify key ideas and apply critical thinking skills. QARs were implemented through both oral and written interactions. The teacher posed questions at different cognitive levels, encouraging students to engage in both literal and inferential thinking.

Students were trained to categorize questions into "Right There," "Think and Search," and "Author and You" types, fostering a deeper understanding of the text structure. The QAR strategy was found to enhance students' metacognitive skills and their ability to comprehend information independently.

Assessment results indicated that students who actively participated in QAR sessions exhibited higher proficiency in answering questions related to the reading material.

Classroom discussions were facilitated to promote collaborative learning and provide students with opportunities to articulate their thoughts. The teacher divided the class into small groups, encouraging peer-to-peer interactions.

Discussions involved analyzing key themes, sharing interpretations, and relating the text to personal experiences. Students actively participated, fostering a sense of community and shared understanding.

Post-discussion assessments revealed that students who engaged in collaborative discussions not only demonstrated improved comprehension but also developed stronger communication skills. Scaffolding emerged as a fundamental strategy in supporting students with varying levels of reading proficiency. The findings align with Vygotsky's theory of Zone of Proximal Development, emphasizing the importance of tailored support to enhance learning. The gradual release of responsibility observed in scaffolding contributed to students' autonomy in understanding and interpreting texts. The implementation of QARs showcased the effectiveness of explicit question training. Students became adept at recognizing different question types, enhancing their ability to approach reading tasks strategically. The study supports the notion that teaching students to question while reading promotes active engagement and metacognitive growth, crucial for independent comprehension. The discussion strategy, when integrated into reading comprehension activities, fostered a sense of community within the classroom. Students not only shared diverse perspectives but also refined their understanding through collective sense-making. Collaborative discussions provided a platform for students to construct meaning collectively, contributing to a deeper comprehension of the reading material.

CONCLUSION

Based on observations of the learning process in relation to the methods teachers used to teach reading comprehension in junior high class VIII, researchers draw conclusions.

The first one talks about the instructional methods that are employed. According to their observations, the researchers discovered that English teachers mostly employed three methods: scaffolding, question-answer relationships (QARs), and discussion strategies. This method is employed by the teacher to aid students in understanding the reading assignments. Teachers can help students develop the meaning of their reading material and urge them to focus more on the text so they can comprehend the material more quickly.

The second is concerned with the implementation of methods that English teachers employ to teach reading comprehension. First, the teacher's method involves using a scaffolding strategy that can produce understandable concepts. Second, after students have finished reading the book, this teacher employs the QARs (Question Answer Relationships) approach by posing questions about the terms she uses.

Third is discussion techniques that encourage students to participate more actively in brainstorming with classmates. This approach is used to make sure that students comprehend the text's main ideas. In conclusion, the observations conducted in junior high class VIII shed light on the effective instructional methods employed by English teachers to enhance reading comprehension. Three key strategies, namely scaffolding, Question-Answer Relationships (QARs), and discussion techniques, emerged as prominent tools in facilitating student understanding and engagement with reading assignments.

The scaffolding strategy, characterized by tailored support and gradual release of responsibility, proved instrumental in providing students with the necessary assistance to navigate challenging texts. This approach not only nurtured independence in comprehension but also fostered a sense of confidence among students, enabling them to approach reading tasks with greater ease.

The implementation of QARs following the completion of reading assignments showcased the teacher's commitment to reinforcing learned concepts. By posing questions related to the text, the teacher encouraged students to delve deeper into their understanding, promoting both metacognitive skills and a more nuanced grasp of the material. This method aimed at solidifying comprehension and encouraging students to reflect critically on the content they encountered. Furthermore, the incorporation of discussion techniques emerged as a dynamic strategy to actively engage students in collaborative learning. By encouraging students to participate in brainstorming sessions with their peers, the teacher sought to ensure a collective understanding of the main ideas within the text. The interactive nature of discussions not only enriched individual comprehension but also nurtured communication skills and a shared interpretation of the material. In essence, the combination of scaffolding, QARs, and discussion strategies presented a comprehensive approach to teaching reading comprehension. These methods not only addressed the varied learning needs of students but also created an environment conducive to active participation, critical thinking, and meaningful discourse. As educators continue to refine and adapt these strategies, there is potential for continued improvement in students' reading comprehension abilities and overall academic success.

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