



# An Analysis of Teachers' Strategies in Teaching Reading Comprehension

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## Abstract

*This research aims to find out the dominant strategies used by English teachers in teaching reading comprehension and to know the students' perception towards their English teachers' strategies in teaching reading comprehension. This research was a descriptive qualitative research. The researcher used purposive sampling to determine the sample. In collecting the data, the researcher used two instruments which were interview guide and questionnaire. The interview was distributed to the two English teachers at SMAN 2 Delima, then the questionnaire was distributed to 21 students of the MIPA 1 third-year students of SMAN 2 Delima. The data were analyzed by using Miles and Huberman (interactive analytical model). The findings of this research shows that the first teacher used three strategies in teaching reading comprehension; (1) Reciprocal Teaching, (2) Think a lot, and (3) Question Answer Relationship (QAR). While the second teacher used two strategies; (1) Reciprocal Teaching and (2) Question Answer Relationship (QAR). The students had positive perceptions on the teachers' strategies in teaching. The strategies assisted students to understand material easier, they can convey the opinions while learning reading comprehension, got the new ideas and the students can inure themselves to practice communicating in English. And finally, it concluded that the students have positive feedback on the used of those strategies in learning reading comprehension.*

**Keywords:** students' perceptions, teachers' strategies, teaching reading

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## 1. INTRODUCTION

Teaching strategies is a teacher's activities in implementing teaching or the preparation of the teacher's plan in teaching so that the students understand the learning. According to Aswan (2010) teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have be plan. In teaching reading, strategy is very important. It is because the good strategy in teaching will obtain the good learning result. In other words, the success of teaching and learning activity is depend on the strategy that's is implemented by the teacher. As stated by Harmer (2001:30), teaching strategy is the set of general directions selected by the teacher to gain the objective of teaching and the learning process. Related to this definition, Brown (2004:60) says that selecting the appropriate teaching strategy makes the teaching process easier to apply to various teaching methods and techniques. Thus, a successful teacher understands that teaching strategy has an important role in order to improve student's language skills, especially in reading skills.

Since the students came from different areas such as interest, intelligences, disabilities, teaching strategy should be selected by the teachers in order to improve the quality of teaching and learning activities. For some students, learning English as a foreign language is one of the most difficult subject they have to learn. Due to the difficulties in learning, English language can make students lose their interest easily. King (2008), says that reading comprehension involve four factors, such as the reader, the text, the strategy, and the objective of the learning. Hence, the appropriate strategies must be considered by the teacher. It is very important for teachers to be able to teach and arouse students' interest in following the lesson in the classroom.

In reality, the teacher applies conventional strategies that will make students passive. The teacher only gives assignments related to reading and then the students read without understanding the contents of the reading, then the teacher matches. They assume that learning English is a very boring. It is caused by poor reading habits besides the strategies used by the teacher are not appropriate. Or sometimes teacher only focus to their teaching but the teacher forget about the strategies in teaching reading comprehension and what are student's responses toward their strategies in teaching.

Perception is the process by which organism interpret and organize sensation to produce a meaningful experience of the past. Teacher have many perceptions in practicing English language teaching in the classroom. As Baker, R., & Moroz, W. (1997) noted that most teachers conduct social studies lessons in a similar way and that little has changed over decades, that is they continue to use teacher-centered delivery rather than student-centered inquiry strategies. Some experienced teachers believe that teaching English language in the classroom should be teacher centered because teacher as the expert who has authority to present the material or the information in the classroom. But, other teacher also belief that student centered is an appropriate strategy to apply because it can promote students more active and enthusiastic in participating classroom activities when presenting material. Some teachers still kept on their belief to apply a traditional way to teach, some other teachers who have changed into new belief affecting of changing into new strategy in their way of teaching.

Beside that, the students' perception can bring much more benefit for teachers' future improvement, because it can evaluate teachers' teaching in the classroom through analyzing students' perception. Students' perception also becomes such a tool to measure the successful

teaching and learning process in the classroom. It is proved that when students perceived well they also will act well performance to achieve teachers' objectives in the classroom. This study aims to delve into the intricacies of teachers' strategies in teaching reading comprehension and explore students' perceptions of these strategies. Specifically, the research seeks to address two key questions: 1) What are the dominant strategies utilized by teachers in teaching reading comprehension? and 2) How do students perceive their English teachers' strategies in teaching reading comprehension? Recognizing the significance of effective teaching strategies in addressing students' challenges in learning reading comprehension, the researcher posits that the selection and implementation of appropriate strategies are paramount. It is presumed that a varied repertoire of teaching strategies is essential for overcoming students' difficulties and enhancing the overall quality of the teaching and learning process.

## **2. LITERATURE REVIEW**

### ***2.1 Definition of Teaching Strategy***

Teaching strategy refers to the techniques, structures, method, approaches, procedures used by the teacher in teaching and learning activities Harmer (2001). Those are the ways the teachers used in helping the process of students learning to gain the particular teaching and learning goals. According to Brown (2000), strategy is a certain method of solving a problem or task, a mode of operation to achieve a specific goal, and a plan is designed to control and manipulate a specific information. Strategy is a mechanism that is used by the teachers to cope with any obstacles during the learning process in order to facilitate learning outcomes. It is designed for the basis of the teaching and learning process related to the students and learning environment. Hence, strategy is a solution created by the teacher to assist students in understanding the lesson, and making the classroom situation more effective.

Based on the statement above, it can be concluded that teaching strategy is the teacher's effort in order to achieve the learning goal. It is a plan designed by the teacher in dealing with any difficulties during the teaching and learning process.

### ***2.2 Definition of Reading Comprehension***

Reading comprehension is often described as a complex process of interaction that involves many components. After reading the written text, the readers are expected to recall and make an interpretation. As stated by Klinger (2007:131), reading comprehension is a complex process that includes multi-components of interaction. Those components are readers, previous knowledge, reading strategy, the text, interest in the topic, and knowledge of the text types. According to Tarigan (2005:8), reading comprehension is the ability of the readers to bring and get the meaning from the written text. Hence reading comprehension is an effective interaction between the readers and text in order to gain the intended meaning of the written text.

According to M. Rahmani and K. Sadeghi (2011:116), reading comprehension is a process of mental interactions between a reader's linguistic knowledge, knowledge of the world, and knowledge

of the topic. In addition, Snow (2002:11) categorizes reading comprehension into three components. The components are the reader, the text, and the activity. So, the readers should be able to reconstruct the meaning of the which the authors wrote. Hence, since they do not get anything from the text, they don't really do the reading activity.

Based on the explanation above, it can be concluded that reading comprehension is the ability to understand the written text to get the intended meaning from it. It is also a complex process of interaction between reader and text. It occurs in the human brain and involve many components. Those components are the reader, the text, and the previous knowledge in which they interact one another in order to reconstruct, evaluate, and compare the meaning of the text based on the readers' prior knowledge.

### ***2.3 The Important of Reading***

Reading is one of the important skills in leanguage learning that must be master by student, especially in English. Reading is an important gateway to personal development, and to social, economic and civic life (Holden, 2004). From reading students can incrase science, technology, and knowledge. Therefore, reading also something crucial and indispensable. By reading, we can develop our knowledge about science, technology, and easy way to get much useful information.

Reading is one of leanguage skills which is very important to be learned by students. Through this activity, students can improve their own leanguage and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. Students who only confine in what their teacher gives in the class without having and effort to read many references will not pass in the time and success. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative as stated by Laddo (2007). Moreover, reading as a target leanguage to build vocabulary for English lessons. It is realized skill or reading activity will open knowledge widely give more vocabulary and information.

### ***2.4 Types of Reading Comprehension***

According to Patel and Praveen (2008), There are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

- a. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel or other source. For exmple: Thestudents focus on linguistic or semantic details of a reading and focus on structure details such as grammar.
- b. Extensive Reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. For exmple: The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.
- c. Aloud reading are reading by using loud voice and clearly. For exmple: Reading poetry, dialogue, and other type of text.

- d. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or thought to comprehend the texts. For example: The students reading a text by heart.

### ***2.5 Levels of Reading Comprehension***

Since the students' understanding of material might be on a number of different levels, Burns et al (1999) divided reading comprehension into four levels.

Those levels will be explained as follows:

1. Literal Reading

Reading for literal comprehension is getting the information that is mentioned directly in a selection. In literal reading, the principal ideas are directly mentioned in the text. Thus, literal comprehension is generally considered as the simple and basic comprehension skills, it only requires a little reasoning and thinking. It is important to identify the main ideas, details, causality, and sequence as the basis of understanding of vocabulary, meaning of phrases, and meaning of paragraphs.

2. Interpretive Reading

In interpretive comprehension, the students require inferencing between the lines. It is a process of deriving ideas that are inferred rather than directly mentioned. Interpretative reading skills includes inferring the main idea to a passage in which the main ideas are not directly mentioned. It includes inferring the causality, referents of pronouns, referents of adverbs, omitted words, detecting the author's purpose in writing, and making inference the whole of text

3. Critical Reading

Reading for critical comprehension is the evaluation of written text, comparing the ideas discovered in the written text with known standards and inferring conclusions about their accuracy, appropriateness and timeliness. The critical reader should be active readers, they will evaluate what is read through making questions, looking for facts, and suspending judgment until they consider all of the material. They also analyze critically the author's thoughts, which have been identified by the lower level of reading comprehension and judge their validity or worth.

4. Creative Reading

Reading for creative comprehension requires the readers to be able to think and use their imagination. In this reading level, the reader moves beyond the text of the author, extending the ideas of the author to new context, and combining the ideas of the author with other ideas to form new ideas or expand the old ones. It also requires the readers recognize the causality of the text, creating the new ideas, and making a solution to a problem. Based on the explanation above, it can be concluded that taking the ideas that directly mentioned is the definition of literal comprehension, inferring between the lines is the definition of interpretative comprehension,

evaluating about the text is the definition of critical reading, and to read beyond the text of the author is the definition of creative reading.

## ***2.6 Stages of Teaching Reading Comprehension***

According to Mukhroji (2011), there are three stages that should be involved by the teachers. Those steps are:

### **1. Pre-reading**

In this stage, the teachers influence students' motivation before dealing with the real reading activities. It is also a process to increase the activation of students' prior knowledge and goals of reading activities. There are a lot of activities that can be done by the teacher in this stage, such as making predictions, questions, or giving the pictures that relate to the topic.

### **2. While-reading**

While-reading activity is the stage where and when the students are actually exposed to the text. In this stage, the teacher's job is trying to confirm the prediction, skim for general information, and scan the detailed information.

### **3. Post-reading**

In this stage, the teachers help students to use their acquired knowledge based on the text. In order to evaluate comprehension about the text, the teachers can do some activities, such as quiz questions, summarizing writing, or outlining.

Based on the explanation above, an efficient and effective reading is done by several stages. The teachers need to pay attention to those stages, such as pre- reading, while-reading, and post-reading which will probably make the learning process more efficient and effective.

## ***2.7 Strategies of Teaching Reading Comprehension***

There are many strategies for teaching reading comprehension introduced by several experts, such as Brown (2001) stated there are about 10 strategies in teaching reading comprehension, Vacca & Vacca (1999) stated 5 strategies, Hedgcock & Ferris (2011) stated 11 strategies, and many other strategies. In this research, the researcher takes the strategies based on Vacca & Vacca. There are some strategies in teaching reading comprehension according to Vacca & Vacca(1999:53):

### **1. Scaffolding**

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text.

Gasong (2007) stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-

related learning situation. Scaffolding is a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

From the definition describe above it can be concluded that scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

## 2. Think-aloud

Think Alouds is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity and control the students in completing each step of the way think alouds strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

## 3. Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying. Reciprocal Teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with text books and non-fiction text.

## 4. SQ3R

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consists of five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading into a question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point.

## 5. Question-Answer Relationship (QARS)

QARS is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

# 3. METHODS

## 3.1 Research Design

The type of research used in this research was a study research. This research used qualitative as a method to collect the data. According to Creswell (2012), qualitative research is suitable for the

researcher who wants to know about the variable of a research problem and need to explore more detail about the research. Thus, qualitative research was suitable for this research because the researcher got deep understanding in the result related to analyze of teachers strategies in teaching reading comprehension. In general, the data in qualitative research is in formed of words narration. Cresswell (2012) suggested that qualitative design is suitable to facilities a detailed exploration of the participants' experiences. Therefore, the researcher could explore more detail information from participants.

### **3.2. *Participants***

The selection of participants in this study used a purposive sampling. The participants of this study were two English teachers and the students of twelve grade MIPA 1 at SMAN 2 Delima which is one of the state high schools in Aceh. The researcher chose these students to be participants because they were learning reading comprehension, indeed the other classes were also learning reading but the researcher only chose one class because based on the researcher's experience when she became a preservice teacher at the SMAN 2 Delima, the twelve grade MIPA 1 students were the class most enthusiastic in learning English. Thus, choosing the class is very suitable for researchers as it fits the category of the research, it was easy to reach and those who would become a participant without any coercion and the number of participants reached 21 students.

### **3.3. *Research Instruments***

In this research the researcher used two instruments, namely interview guide and questionnaire. The researcher used several questions for interview. When the researcher done interview the two English teachers, the researcher found 3 strategies that dominantly used by the first teacher and 2 strategies that dominantly used by the second teacher then the researcher want to know about how is the students' perception toward the implementation of those strategies in teaching and learning process. The questionnaire is translated into the Indonesian language to make students easier to understand and to avoid misinterpretation. The researcher presented 36 item of questionnaire which is categorized into 3 aspect (the implementation of Reciprocal strategy, Think a lot, and QARS)

### **3.4 *Data Collection Procedure***

Data collecting is an important step in research, because the aim of the research is to get the data. In collecting the data for this research, the researcher did an interviews with the two English teachers and gave some questionnaires to the 21 students to obtain the data in order to answer the research problem.

#### **1. Interview**

Interview is one of data collection technique which is done by asking open- ended question to the participants of the research. It can help the researcher to understand, and explore subjects' behaviour, experiences, and opinions to gain depth information based on the phenomena researched. Bungin (2007) stated that depth interview is a process to gain information needed for the aim of research by face-to-face questioning between the interviewer and interview. In this research, the researcher focused on interviewing two English teachers. In conducting the interview, the researcher was



prepared the list of questions as a guidance to get information about the dominant teaching strategies used by the two English teachers. The questions from each interview consisted of 8 questions to answer the second research problem in this study.

The researcher interviewing the participants begins with asking the participant if he or she is ready to be interviewed, then the researcher and the respondent will make an agreement to meet for an interview. Interviews were conducted individually according to the agreement of the respondent by interviewing the respondent informally. The researcher prepares a list of interview questions to be answered by interviewee, the researcher visited the school where the research done and asking the interviewees' permission to confirm the place and time for the interview, the researcher recorded all the answer from the interview with smart phone, the researcher transcribing the result of interview by writing it, so the researcher can see clearly the result of interview.

## 2. Questionnaire

The Data collection tools used in this study were in the form of a questionnaire that provides alternative answers and respondents only choose the answer according to their opinion. The questionnaire used is a standard questionnaire that was used by Alfian (2018), the questionnaire is in the form of a checklist and closed ended questions. Checklist which is a list containing questions to be observed and the respondent gives answers by giving a check (√) according to desired result. The questionnaire consists of 36 questions to answer the research question from this study.

The researcher invite the respondents into the whatsApps group and sent questionnaire link in the google form via WhatsApp. The researcher explain how to answer the questionnaire and give the respondents two days to answer the questionnaire, the researcher collects the entire questionnaire in google form to annalyze.

### 3.5. Data Analysis

To count the percentage of undergraduate students' responses for every statement in the questionnaire, the researcher used Sudijono (2008) formula:

$$P = \frac{f \times 100}{n} \%$$

P = The class percentage

F = Total percentage score

N = Number of students

## 4. RESULTS

There were two findings of interview guide and questionnaires in this qualitative research. The finding of first research problem was from the interview guide for the two English teachers at SMAN 2 Delima and the finding of second research question was from the questionnaires for the 21 students of class XII MIPA 1 at SMAN 2 Delima.

### *4.1 Teachers Dominant Strategies Used in Teaching Reading Comprehension*

#### a) The First Teacher

In teaching reading comprehension, usually the first teacher search for the teaching materials on the internet that are adapted to material from the text books. The teacher said that learning in the 21st century requires schools to change the learning approach from teacher centered to student centered and requires students to apply literacy skills which is literacy means getting used to a reading habit in students, to realize students who have the ability to think critically, creatively, collaboration and got the good communication skills. So when the teacher gave the subject material, the teacher asked the students to read on their own first, to predict the content of the text, generate the questions, and summarize the contents of the reading, basically they are asked to convey their ideas on the reading texts they read. Sometimes the teacher also combine the think-a lot strategies and QARs in teaching reading that are adjusted to the material and topic that is being given, with think-alot strategy teacher want to transfer their students creativity in understanding reading texts and the teacher make their student thoughts explicit by expressing their thoughts when they read orally. And with the QARS strategy the teacher guides students to understand the questions to get information in the reading text, so that in applying this strategy in the classroom students only need to skim the reading text and to understand further the focus of students is the questions given by the teacher about the reading text. The teacher said that, the three strategies were very suitable to be applied in the classroom considering the results to be achieved from the government's demands for 21st century learning. The teacher also said that these strategies were very effective in being used in the classroom and made the classroom atmosphere more fun and students are excited, because the strategies the teacher use are not only focus on the speech method, but teachers and students i both play a role in the teaching and learning process. So it can be concluded that the first teacher used three strategies in teaching reading comprehension which are, Receprocal strategy, Think a lot and QARS.

#### b) The Second Teacher

Similar to the first teacher, in teaching reading comprehension usually the second teacher search for the latest text teaching materials on the internet. The teacher said that students are usually enthusiastic about learning to read if the teacher provides reading material in the form of narrative text or stories, they are happy and excited in learning to read and want to find out the contents of the text. The strategy that the second teacher dominantly uses is reciprocal teaching. Reciprocal teaching is a strategy that asks the students and the teachers to share roles by letting both lead the discussion about the reading material that given. Sometimes the teacher also applies a QAR strategy where if

the text given is too long the students are only asked to skim the reading text and to understand further the focus of the students is the questions given by the teacher about the reading text. The second teacher also said that she always evaluates the strategies she uses in class to see the effectiveness of these strategies on students' understanding. Every reading lesson, the second teacher also always asks the students to practice a conversational dialogue in front of the class to train students to communicate in English. Sometimes the teacher gives the reading text, otherwise sometimes the teacher asks the students to make their own dialogue according to the theme of the material being learn and they come in front of the class to practice it with friends. They are required to participate due to a skills assessment. So it can be concluded that the second teacher used two strategies in teaching reading comprehension which are Reciprocal strategy and QARS.

These results provide insights into how students perceive various aspects of feedback in the writing class, including its purpose, sources, frequency, and effectiveness. The majorities of students seem to value and acknowledge the importance of feedback provided by their lecturers. The presentation of results suggests areas where the feedback process is perceived positively as well as potential areas for improvement or clarification in the feedback mechanisms employed by instructors.

#### ***4.2 Students' Perception on Teachers' Strategies in Teaching Reading Comprehension***

In analyzing the data on students' perceptions of the reciprocal teaching strategy in learning English, several key findings emerged. Firstly, the majority of respondents strongly agreed (47.6%) or agreed (57.1%) that the reciprocal teaching strategy is useful for learning English, particularly in the context of reading comprehension. Additionally, a significant proportion of students (71.4%) indicated that learning English using the reciprocal teaching strategy helped them understand the material better. Conversely, the overwhelming majority of respondents (95.2%) disagreed that the use of reciprocal teaching was boring, suggesting a generally positive attitude towards this teaching approach.

Furthermore, while some students expressed concerns about the difficulty of solving problems in English learning with the reciprocal teaching strategy (61.9% disagreed or strongly disagreed), the majority felt encouraged to find new ideas (66.7% agreed) and more active in their learning (81% agreed). Additionally, a small percentage of students (14.3%) reported feeling depressed when learning English with this strategy, and a similar proportion (19%) felt sleepy. However, the majority (71.4%) felt more motivated and excited when using the reciprocal teaching strategy.

Moreover, most respondents disagreed (81%) that they did not understand the material when learning English with the reciprocal teaching strategy, indicating a level of comprehension despite challenges. Similarly, while a significant proportion (61.9%) felt unable to express their opinions during learning sessions, the majority (80%) felt that the reciprocal teaching strategy helped them understand the content of the reading text better and facilitated easier communication in English.

In summary, the data suggests a generally positive perception of the reciprocal teaching strategy among students, with many recognizing its utility in improving comprehension and fostering active

engagement in learning English. While some challenges and concerns were noted, the overall impact of the reciprocal teaching strategy on students' learning experiences appears to be largely positive and beneficial.

The analysis of students' perceptions regarding the Think-aloud strategy in learning English, particularly in reading comprehension, reveals a mixed picture of its effectiveness and challenges. On one hand, a significant majority of respondents acknowledge the utility of the Think-aloud strategy, with over 85% either strongly agreeing or agreeing that it is beneficial for learning English. Similarly, three-quarters of students reported that employing the Think-aloud strategy improved their understanding of the material, indicating a positive impact on comprehension. However, despite these positive perceptions, students also encountered notable challenges with this strategy. The overwhelming majority expressed boredom with its use, highlighting a potential issue with engagement and motivation. Additionally, a considerable percentage of students reported feeling depressed when employing the Think-aloud strategy, suggesting potential emotional barriers to effective learning. Moreover, a significant proportion found it difficult to understand the material and felt unable to express their opinions while using this approach, underscoring the need for further exploration of instructional methods to ensure comprehension and student engagement.

Conversely, despite the challenges identified, students also noted some positive outcomes associated with the Think-aloud strategy. A majority felt encouraged to explore new ideas and reported increased activity in their learning process when using this strategy. Furthermore, an overwhelming percentage expressed heightened motivation and excitement for learning English, suggesting that the Think-aloud strategy may have the potential to foster enthusiasm and engagement among students. Additionally, despite difficulties in expression, the majority agreed that the Think-aloud strategy facilitated better understanding of reading texts and improved communication skills in English. These findings highlight the nuanced nature of students' perceptions toward the Think-aloud strategy, indicating both its potential benefits and areas for improvement in facilitating effective language learning experiences.

## **5. DISCUSSION**

The result of the interview showed that the two English teachers of SMAN 2 Delima used similar strategies in teaching reading comprehension, the first teacher used three strategies in teaching reading comprehension which were; Reciprocal Teaching, Think a lot, and Question Answer Relationship (QAR). While the second teacher used two strategies; Reciprocal Teaching and Question Answer Relationship (QAR), the teachers said that all the strategies applied were combined by the teacher. The combination of these strategies was more effective than using only one strategy. It was in line with Brown (2004:60) stated that selecting the appropriate teaching strategy makes the teaching process easier to apply to various teaching methods and techniques. It was also supported by the learning atmosphere in the classroom, students were enthusiastic and interested in learning reading comprehension because they can share roles with the teacher, so that students get good feedback in learning. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in

the classroom. Therefore, successful teachers who teach reading realize that reading can be taught by using a variety of strategies. The teaching must be modified by the teachers depending on the students' needs. According to Allington (2002), he notes that creative teachers manage to get better results regardless of curriculum materials, pedagogical approaches and/or reading programs.

The result of the questionnaire shown that most of students have positive perceptions about the teaching strategies that applied by their English teachers in teaching reading comprehension. Most of the students agreed that the implementation of the strategies were useful in teaching reading comprehension, those strategies made them understand the learning material better, it encourages them to find new ideas, makes them more motivated, it also assist students in repair their pronunciation and students can express their opinions freely to their friend or the material that they do not understand and also makes it easier for them to learn how to communicate in English. In line with Bergeron and Bradbury (2002) said that implementing reading strategy make the readers independent. Also it's very few of the students have a negative perception toward their english teachers about the implemented of those strategies. so it can be concluded that the students' answers were related to the teacher's answers that those strategies were effectively used in teaching reading comprehension.

## **6. CONCLUSION**

In this study, two research problems were identified: first, to investigate the dominant strategies employed by teachers in teaching reading comprehension, and second, to explore students' perceptions of their English teachers' strategies in this context. Through the analysis of the research findings and subsequent discussion, several conclusions can be drawn.

Firstly, it was observed that both English teachers at SMAN 2 Delima utilized similar strategies in teaching reading comprehension. The first teacher employed three strategies: Reciprocal Teaching, Think-a-lot, and Question Answer Relationship (QAR), while the second teacher utilized two strategies: Reciprocal Teaching and QAR. Reciprocal Teaching was implemented to facilitate independent learning processes among students, enabling them to achieve learning objectives efficiently and present their findings confidently. Think-a-lot encouraged students to express their creative thoughts explicitly while reading aloud, thereby enhancing their understanding of the reading text. QARs, similar to Reciprocal Teaching, aimed to deepen students' comprehension by prompting them to generate questions and locate answers independently. These strategies were chosen by the teachers to align with the evolving educational landscape, which increasingly emphasizes student-centered approaches and the cultivation of critical thinking, creativity, collaboration, and communication skills.

Secondly, the majority of students expressed positive perceptions towards their English teachers' strategies in teaching reading comprehension. They found the use of Reciprocal Teaching, Think-a-lot, and QARs to be beneficial, particularly in enhancing their understanding of the material. While a small minority of students found the teaching strategies to be boring, the vast majority acknowledged their effectiveness in improving their English learning experience. These strategies not

only encouraged active engagement and motivation among students but also facilitated easier communication in English, thereby contributing to their overall language proficiency and comprehension skills.

In conclusion, the findings of this study highlight the importance of employing varied and effective teaching strategies in teaching reading comprehension. By aligning teaching practices with the evolving demands of the educational landscape and students' learning needs, educators can enhance the quality of instruction and promote positive learning outcomes in this critical language skill.

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