

Reading Teaching Strategies Used by English Teachers at Senior High School 1 Ampek Angkek

Rini Safrianti

English Education of Graduate Program at State University Padang, Indonesia, ✉ (e-mail)
rinisafrianti013@gmail.com

Abstract

This research describes the implementation of strategies that are used by Senior High Schools English teachers in teaching reading comprehension. The background of this research is based on the results of the study stated that basically English teachers in Senior High School already implemented several strategies in teaching reading comprehension, however, the researcher is interested to know more about strategies that were used by the teachers in teaching reading skill. Besides, this research also presents the factors that influenced the teachers to choose certain strategies in teaching reading comprehension. The study was conducted with 4 English teachers who were teaching English subject at SMA Negeri 1 Ampek Angkek. The data were collected through observation and interview. The results of the analysis show that the English teachers use four strategies in teaching reading comprehension, they are: 1) Think-Pair-Share, 2) Reciprocal Teaching, 3) Question and Answer Relationship, and 4) Small Group Discussion. Two strategies are not used by the English teachers that are Know-What-Learned and SQ3R strategies. Two important conclusions can be drawn from this study. First, small group discussion and question and answer relationship were the most popular strategies that are used by the English teachers. Second, the methods that the English teachers used the strategies in teaching reading comprehension were congruent with the theories proposed by experts.

Keywords: reading, teaching reading, teaching strategies

Introduction

Reading is one of the important skills for learners to expand their knowledge of the language, cultures, and the world. Learners can get more information that they need through reading different materials, such as magazines, newspapers, novels, books, journals, and so on. In the educational aspect, the importance of reading has been claimed as one of the skills that can determine the students' success in learning.

Since reading is a complex process that involves not only the reader's ability to read the text but also his ability to comprehend it. Therefore, the teachers must facilitate students to learn the reading skill in order to help the students be engaged with the text they read in a meaningful way. In order to teach students these skills, teachers need to consider the strategies that they can use in helping the students during the teaching and learning of reading. The teachers should arm themselves with various teaching reading strategies and apply the strategies in the classroom in order to facilitate students in their learning. To understand the reading process and common characteristics of their students, teachers need to be familiar with various approaches to teaching reading so that they can make a wise choice about how to teach. The teacher has to be selective to choose the appropriate strategy in teaching reading. She/he will not be successful in her/his teaching if she/he does not apply a suitable strategy of teaching.

In teaching reading, the teachers use the strategies to guide the students to comprehend the content and meaning of the reading passage. Duffy, as quoted by, states that reading strategies can be defined as "plans for solving problems encountered in constructing meaning." It means that reading strategies are the arrangement for finding out the solution or the answer to some questions, which are written in the reading passage.

The teacher has to have a strategy to make the students ready to read. By applying the appropriate strategies in the teaching and learning process, the teachers are able to evoke the students' confidence to read correctly. In fact, the use of appropriate strategies help students to develop a better understanding of the strategies and improve their reading comprehension. Through the appropriate teaching strategies, the teacher may increase the students' interest, motivation, modified reading materials, and reading comprehension.

In addition, the teachers should vary the use of teaching reading strategies in order to cater to the difference between the levels of students' abilities and their needs as it will help them to read with an adequate understanding of the text. By having a variety of teaching reading strategies and knowing when to use them, the teachers can assist their students to gain the skills to achieve the reading comprehension. Variation in instructional strategies in reading, such as in grouping, also provides students with multiple learning experiences. Therefore, it is essential to find out how teachers teach reading in the classroom and the strategies they use to achieve the aim of English language education in school.

Based on the explanation above, it is concluded that English teachers need appropriate strategies for teaching reading comprehension to the students. Using appropriate strategies encourages students and motivates them in studying reading comprehension.

Understanding the concepts of reading is very essential to achieve success in English language learning. This is also because most of teaching-learning materials are in the written form either in the form of books or computer-based material.

Teaching reading at Senior High School has some purposes, they are; the comprehending of textual, ideational, and interpersonal meaning. Textual meaning means the students have to understand the sentence structure of the text. Ideational meaning means the students have to find the main idea, supporting ideas, details, and get information from the text. Interpersonal meaning means the student can respond to the text.

Strategies are generally more complex than skills. According to Richards, Jack C, and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, strategies are "procedures used in learning, thinking, etc. which serve as a way of reaching a goal. Brown defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information".

Reading strategies refers to the plans for readers to solve problems encountered in constructing meaning from texts. According to Zhenyu, teaching strategy is how the teacher conducts the classes applicable in most classroom situations and finds them very beneficial for helping students to learn to read at the textual level so as to "see the forest as well as the trees". In doing so, the teacher has to be able to plan a strategy and modify the strategies based on the present needs. Teachers can use a variety of strategies to ensure that students are actively engaged in reading.

There are many strategies that can be used by teachers in teaching reading. Some of them are 1) Think-Pair-Share Strategy. It is one of the strategies in cooperative learning. According to Kagan, Think-Pair-Share is one of the teaching strategies in cooperative learning used by the teacher in which a problem is posed, students think alone about the question for a specific amount of time, then pair up to discuss the questions with someone in the class, usually a teammate. This strategy works well with the students because it allows them to formulate their ideas on their own, and to test them out in a non-threatening way with their partners. Then, this activity is reinforced by their partners' feedback, and the pairs have to share their ideas with the class. 2) Know What Learned (KWL) Strategy. KWL is an introductory strategy that provides a structure for recalling what the students know about the topic, noting what students want to know, and finally listing what has been learned is yet to be learned. This reading strategy is used to activate students' background knowledge, prediction and conclusion or summary about one topic by asking them about what they already know, what they want to know and what they have learned about one topic. (3) Reciprocal Teaching Strategy (RTS). It is instructional procedures in which teachers and students take turns leading a discussion about a shared text through four comprehension strategies, prediction, question generate, summarization and clarification. (4) Question-Answer Relationship (QARs). It is the type of questions teachers used after students have read. The type of question asked to guide comprehension should be based on the information readers need to answer the question. 5) SQ3R. SQ3R is a systematic reading strategy to help students organize the reading process into manageable units. It is only one of many similar strategies that teachers can use to improve comprehension. This strategy consists of five steps: surveying, questioning, reading, reciting, and reviewing. 6) Small-Group Discussion. It is a group of three to five students in studying, practicing or discussion material or an object in order to get a goal.

The first research that is related to the present study is about the observation of strategies in teaching reading at Senior High Schools in Surabaya. In this study, Imawati observed several teachers' teaching strategies in reading and analyzed the result using Zhenyu's criteria in teaching strategies. The result of this observational study concluded that most teachers used several teaching strategies that are similar to Zhenyu's strategies. However, the teachers are encouraged to use strategies that adhere to the classroom condition, the topic of the reading passage discussed and the time allocation for each lesson. Besides, the use of other materials could be very important in helping the students comprehend the reading passages better and increase their knowledge.

Another study was done by Ahmad, K. Seken, L.P. Artini who studied the strategies for teaching speaking and reading comprehension skills. The result of this study revealed that the three teachers being observed applied the speaking and reading comprehension skills strategies in three stages: Pre-stage, Whilst-stage, and Post-Stage. Their findings concluded that English teachers need to increase their knowledge and experience in order to understand the concept and reasons in using the strategies for teaching speaking and reading comprehension. This study recommended the English teachers to have awareness of the significance of choosing the appropriate strategies for teaching speaking and reading comprehension skills so that the learning process can run effectively.

The last research was carried out by Antoni Nurman (2010) with the title “*Exploring EFL Teachers’ Strategies in Teaching Reading Comprehension: A Case Study at a Junior High School in Riau*”. This study is aimed at exploring EFL teachers’ strategies in teaching reading comprehension at a Junior High School in Riau. It was conducted to get detailed information about the strategies used by teachers in teaching reading comprehension and the students’ responses towards their teachers’ strategies in teaching reading comprehension. This study revealed that the teachers used teaching reading comprehension strategies in three reading stages: pre, while and post-reading stages. In the pre-reading stage, they used the brainstorming technique, encouraged students to use a dictionary, discussed text types and predicted the text prior to reading. Then, in the while-reading stage, they conducted reading aloud, reread for checking comprehension, direct reading activity, discussed unknown words and conducted retelling of the text. In the post-reading stage, they evaluated their comprehension, performed clarifying and justifying, scanning, reviewing, the students were given an assignment and a follow-up activity. The students’ responses to their teachers’ strategies were generally quite good, and the responses were classified into low-level association responses and partly-formed knowledge structure responses.

Although many previous researchers have discussed the strategies for teaching reading comprehension, this research aims to conduct a further investigation related to the teachers’ strategies in teaching reading. The researcher believes that it is important to explore the teachers’ strategies for teaching reading comprehension. Moreover, the research question is how they use those strategies and the factors that influence their choice of teaching strategies which the previous researchers did not discuss it.

Method

This research is descriptive qualitative research. The data presented is more of an explanation in the form of words or in the form of images. It is appropriate to use descriptive and qualitative research since this research aimed at finding the strategies and the procedures used by the English teachers in teaching reading comprehension.

The setting of the research was in SMAN 1 Ampek Angkek in Agam regency. There were four English teachers involved in this research. The participants were chosen by using purposive sampling technique.

The researcher conducted direct observation. The observation did in the teaching and learning process in the classroom. Here, the researcher observed the teachers’ strategies in teaching reading and students’ responses and participation in the teaching-learning process. She observed events in the classroom and wrote them down on the fields noted. By direct observing, there were possibilities to take some notes, behavior, development, and so on, which happened at any time.

In this research, the researcher interviewed the teachers about the strategies used in teaching reading. The researcher did the interview after doing the observation to get more information. The audio recorder used to record the teachers’ answers which then transcribed verbatim to make it easier in analyzing the transcript of the interview.

After collecting the data, then the data were analyzed by the researcher. The data analysis occurred by following steps: after doing an observation, the researcher analyzed the strategies used by the teachers in teaching reading. The researcher classified the teachers’ strategy on teaching reading based on the strategy which will be used by the teachers. Then, the conclusions based on the data which have been analyzed will be drawn.

Results and Discussion

This part presents the discussion of the research findings. There are three research questions proposed in this research. The discussion focuses on the findings of the three research questions. The first discussion is about the strategies that are applied by the English teachers in teaching reading comprehension. The second discussion is about the teachers’ ways in employing the strategies in teaching reading comprehension, and the third discussion is about the factors that are influenced the English teachers in choosing certain strategy in teaching reading comprehension.

1. The Strategies in Teaching Reading Comprehension at SMAN 1 Ampek Angkek

Some indicators were used to observe and guide the researcher to find out the strategies used by the teachers in teaching reading comprehension at SMAN 1 Ampek Angkek. The indicators were gained from strategies of teaching reading comprehension as explained by several experts.

Based on the research finding above, it can be concluded that there were four strategies that were used by the English teachers in teaching reading comprehension. The first strategy was think-pair-share strategy. According to Kagan (1992), there are might be several reasons why the think-pair-share strategy becomes popular for the English teachers. First, thinking becomes more focused when it is discussed with a partner. Students' concentration will increase throughout pairing and sharing. Working together will maximize the students' learning potential. Second, students are actively taking part in thinking together. Third, many students find it easier or safer to enter into a discussion with other classmate, rather than a large group.

Based on the research, all of English teachers used this strategy in teaching reading comprehension. The teachers also said that think-pair-share strategy is one of strategy which is very appropriate to be used in teaching reading comprehension. Teaching reading by asking students to think, pair, and share reputed to be effective in order to improve students' understanding about the materials.

The second strategy used by the English teachers in teaching reading comprehension was reciprocal teaching strategy. This strategy was used by all of English teachers. According to Klenk (2001), reciprocal teaching is an instructional procedure in which teacher and students take turns leading a discussion about a shared text through four comprehension strategies, prediction, question generate, summarization and clarification. This strategy had been identified by some teachers as a good strategy in teaching reading comprehension. There are three advantages of reciprocal teaching strategy as stated by Palinscar and Brown, they are; 1) Students are provided a window into the thinking of proficient readers as they problem-solve their way toward meaning;; 2) Students are conditioned to approach reading as an active and strategic process; and 3) Students learn behaviors that will help them become more independent readers, capable of handling increasingly sophisticated materials.

The third strategy in teaching reading comprehension was question and answer strategy. All of English teachers used this strategy. Based on the observation data, it can be shown that the English teachers were used question and answer strategy after students read the text. The type of question asked to guide comprehension should be based on the information readers need to answer the question.

The fourth strategy was small group discussion. As stated by Engleberg and Wynn (2000), small group discussion is a group of three to five students in studying, practicing or discussion a material or an object in order to get a goal. According to the teachers who had been interviewed, small group discussion is a familiar strategy in teaching reading comprehension. It was proven that all of the English teachers used small group discussion strategy in teaching reading comprehension. In addition, Pica et al(in Mikulecky,1990) state that peer interaction in a small group discussion can add interest and fun to the exercise as well as increase learning. Small group discussion is a way for the students to share their ideas or exchange their information in the learning process. Through small group discussion, the students can talk much and may play their part actively and learn with each other.

There were two strategies of teaching reading comprehension that were not used by the English teachers. They were; first, Know want learned (KWL). KWL is an introductory strategy that provides a structure for recalling what the students know about the topic, noting what students want to know, and finally listing what has been learned is yet to be learned. Actually, KWL strategy can be used by the English teachers in teaching reading comprehension. KWL strategy can be used to activate students' background knowledge, prediction, and conclusion or summary about one topic by asking them about what they already known, what they want to know and what they have learned about one topic.

However, none of the English teachers use KWL strategy in teaching reading comprehension. Based on the interview data, the English teachers stated that they were not really sure about what KWL is and how to use it, In addition, the English teachers stated that they think it is enough to used four strategies in teaching reading comprehension.

Second, SQ3R, according to Robinson, SQ3R is a systematic reading strategy to help students organize the reading process into manageable units. It is only of many similar strategies that teachers can use to improve comprehension. This strategy consists of five steps: surveying, questioning, reading, reciting, and reviewing. It is assumed to be an effective strategy to improve students' reading comprehension; however none of the English teachers used SQ3R in teaching reading comprehension. Based on the interview data, it is found that the teachers were not really sure about what SQ3R is, how to apply it, they also had limited time to apply five steps of SQ3R strategy.

Based on the explanation above, it can be seen that there were four strategies of teaching reading comprehension were used by all of the English teachers in SMAN 1 Ampek Angkek. The various strategies

of teaching reading comprehension were explained by some experts included think-pair-share, reciprocal teaching, question and answer, and small group discussion.

Table 1. Strategies Used by the English Teachers in Teaching Reading

Meeting	Participants			
	Teacher A	Teacher B	Teacher C	Teacher D
1 st	QAR	TPS	QAR	QAR
2 nd	SGD	SGD	TPS	TPS
3 rd	RTS	RTS	RTS	SGD
4 th	QAR	TPS	TPS	RTS

2. The Application of Strategies in Teaching Reading Comprehension at SMAN 1 Ampek Angkek

Based on the observation data at SMAN 1 Ampek Angkek, the researcher found that the English teachers used the materials in teaching English that is came from several sources, they are English books, LKS (students’ work sheet), and internet sources. In addition, the English teachers also used the materials that are suitable with the lesson plan.

Furthermore, based on the research findings, it was found that there were four strategies used by English teachers in teaching reading comprehension. The researcher was also discovered how the English teachers applied and used those strategies. There were some of them used the same strategy in the same way with the other teachers.

The first strategy was think-pair-share strategy. This strategy was used by all of English teachers. Based on the observation and interview data, all of English teachers used think-pair-share strategy in teaching reading comprehension. As stated by Douglas in Martina (2011) argues that the think-pair-share strategy in teaching reading can help English language learners and struggling readers to better comprehend what they read. In addition, Amato (2003:317) states that think-pair-share strategy requires students to think about a question or an issue, share their thought in pairs and then share them with the class or larger group.

There are three steps of think-pair-share strategy according to Arends (1998:325), they are; 1) Thinking, the teacher poses a question or an issue associated with the lesson and asks the students to spend a minute thinking alone about the answer or the issue; 2). Pairing. The teacher asks the students to pair up and discuss what they have been thinking about; And 3) sharing. The teacher asks the pair to share with the whole class what they have been talking about.

In addition, Pressley (2002:279-280) also describes that there are some steps in teaching reading by using think-pair-share, they are; 1) Teacher poses a question. First of all teacher poses a question or an issue associated with the lesson. 2) Students think individually. At a signal from the teacher, students are given a limited amount of time to think their own answer to the problematic question. The time should be decided by the teacher on the basis of knowledge of the students; the nature of the question; and the demands of the schedule. Students should understand that while there may be no one right answer, it is important that everyone come up with some reasonable answer to the question. 3) Each student discusses his or her answer a fellow to student. The end of the think step signals to the students is the time to begin working with another student to reach consensus on an answer to the question. Each student now has a chance to try out possibilities. Together, each pair of students can reformulate a common answer based on their collective insights to possible solution to the problem. At the times, the process can go any step farther by asking pairs of students to regroup into foursomes to further refine their thoughts before sharing with the group at large. These small group settings are less threatening to individual students than venturing forward before the whole group with an untried answer. The pair step in the model also promotes much more conversation among the students about the issues entailed by the question. Students share their answer with the whole class. In this final step, individuals can presents solutions individually or cooperatively to the class as a whole group. Where pairs of students have constructed displays of their answers, as in chart or diagram, each member of the pair can take credit for the product of their thinking.

Based on the explanation above, it can be concluded that all of English teachers followed the three steps that had been proposed by Arends and Pressley. Firstly, the English teachers posed a question and asked the students to spend a minute thinking alone about the answer or the issue. Then they asked the students to pair up and discuss what they have been thinking about. Finally, they asked the pair to share with the whole class what they have been talking about.

The second strategy was reciprocal teaching strategy. This strategy helps students in thinking and getting the meaning of the text. Students have a chance to share their idea with their friends and the teacher. As stated by Palinscar and Brown in Nation (2009:37), there are four steps in reciprocal teaching strategy, they are; 1) prediction of the content of the paragraph before reading it; 2) making questions focusing on the

main idea of the paragraph; 3) seeking clarification on difficult points in the paragraph; and 4) summarizing what has just been read. All of English teachers used reciprocal teaching strategy in teaching reading comprehension. The ways that the teachers used reciprocal teaching strategy were same with the procedures of the teachers used as described in sub indicators. First, the teachers distributed a text to the students, and then asked the students to predict what the text about by seeing the picture, title or illustration in the text. Next, they asked the students to work in pair to discuss generate questions, and finally asked the students to make the summary by using their own words.

The third strategy was question and answer strategy. The English teachers did conversation while discussing about a text or passage. The ways that the teachers used oral questions were same with the procedures of the teachers used question and answer as described in sub indicators. First, the teachers asked the students to read a text or passage then they guided the students to share their idea by asking several questions related to the text. The questions were about the topic of the text, main idea and supporting details of the text. The students answered the teachers' questions orally.

The used of question and answer relationship strategy in teaching reading comprehension might have several advantages. It is supported by the study which was done by Murdi (2017), he found that there are four advantages of using questions and answer relationship strategy in teaching reading comprehension; they are, 1) to ease the teacher in recognizing the students' reading comprehension about the text, 2) to help students develop an awareness of the multiple source of information in their reading, 3) makes students learn not only from the teacher but also from the fellow students, and 4) creates the active classroom atmosphere.

In addition, Defrioka (2013) also stated that question and answer relationship (QAR) is a reading comprehension strategy developed to clarify how students approach the task of reading and answering questions. It also helps students understand the different types of questions. Students recognize that they must first consider the question before developing an answer. By following the framework of QAR in reading comprehension, students will have critical thinking and high order thinking skills.

The fourth strategy in teaching reading comprehension that was used by the English teachers was small group discussion. Small group discussion is assumed to be an attractive activity for the students. It is supported by Pica, et, al in Mikulecky, 1990 that peer interaction in a small group discussion can add interest and fun to the exercise as well as increase learning. Through small group discussion, the students can talk much and may play their part actively and learn with each other.

In addition, an experimental study which is done by Ningsih (2017) also found that small group discussion method in teaching reading comprehension is better on students' reading comprehension because they can read more comprehensive with their friends in a small group then discuss the information that they have read. Based on the research finding it was also found that the ways that the teachers used small group discussion were same to the procedures as described in the sub indicators as proposed by the experts..

There were two strategies of teaching reading comprehension that were not used by the English teachers. They were; first, Know want learned (KWL). KWL is an introductory strategy that provides a structure for recalling what the students know about the topic, noting what students want to know, and finally listing what has been learned is yet to be learned . Actually, KWL strategy can be used by the English teachers in teaching reading comprehension. KWL strategy can be used to activate students' background knowledge, prediction, and conclusion or summary about one topic by asking them about what they already known, what they want to know and what they have learned about one topic.

However, none of the English teachers use KWL strategy in teaching reading comprehension. Based on the interview data, the English teachers stated that they were not really sure about what KWL is and how to use it, In addition, the English teachers stated that they think it is enough to used four strategies in teaching reading comprehension.

Second, SQ3R, according to Robinson, SQ3R is a systematic reading strategy to help students organize the reading process into manageable units. It is only of many similar strategies that teachers can use to improve comprehension. This strategy consists of five steps: surveying, questioning, reading, reciting, and reviewing. It is assumed to be an effective strategy to improve students' reading comprehension; however none of the English teachers used SQ3R in teaching reading comprehension. Based on the interview data, it is found that the teachers were not really sure about what SQ3R is, how to apply it, they also had limited time to apply five steps of SQ3R strategy.

Based on the explanation above, it can be found that the application of various strategies in teaching reading comprehension appropriate to the topic taught and the selection of the instrument accordance with the aspect being taught.

3. The Factors that Influence the Teachers' Choice of Strategies in Teaching Reading Comprehension at SMAN 1 Ampek Angkek

From interview data with four Senior High Schools English teachers at SMAN 1 Ampek Angkek, it was found that there were several factors that influenced the teachers' choice of strategies in teaching reading comprehension. They are; first, It came from the teacher's understanding of the strategies used. Then, the teachers also explained that they tended to use a strategy that is easy to use and has clear steps. The second factor was class size. The large amount of students (around 36-40 students) enable to create group discussion, each group consists of five members. A result study which is done by Omiko (2017), also found that there are 25 social economic factors that affect the teachers choice, which include lack of knowledge of ICT, class size, the number of time allowed for the lesson, etc. The fourth factor was the level of material difficulty. The strategy in teaching reading should adjust to the level of material difficulty and the aim of the teaching and learning process. The English teachers explained that they chose certain strategies which enable them to pursue the students' progress and performance in comprehending a passage or text. For example, the students maybe learn an unfamiliar text by doing small group discussion or think-pair-share strategy.

Another study by Djajalaksana et al. (2013) also revealed that gender, age, rank, course level, delivery format, class size, years of prior teaching experience, and availability of teaching assistant are among a few factors that relate to the selection of instructional strategies implemented within the Information Systems discipline.

The third factor was material difficulty. According to Hamzah B. Uno (2011:9) in choosing teaching strategy the teachers should consider several criteria as follows: the strategy orientation toward teaching and learning task, the relevancy of teaching and learning content or material, the method and technique which are used on teaching and learning goals, and the media that are used to stimulate the students. Based on this statement, it can be found that material difficulty may become a factor that has to be considered by the English teachers in choosing a strategy to teach reading comprehension.

Conclusion

There are four strategies that were used by English teachers that were explained by some experts including think-pair-share, reciprocal teaching, question and answer, and small group discussion strategy. There are two strategies that were not used by the English teachers in teaching reading comprehension those are Know Want Learned and SQ3R strategy. In the application of the strategies in teaching reading comprehension, there were some of the teachers who adapted the strategies as described by some experts, while the others designed their own. Besides, in applying various strategies in teaching reading comprehension some teachers applied same strategies in same as other teachers' ways or in different ways from other teachers. In choosing strategies to teach reading comprehension, the English teachers also considered several factors. They are; first, the factor which is came from the teachers. It came from the teacher's understanding of the strategies used. Then, the teachers also explained that they tended to use a strategy that is easy to use and has clear steps. The second factor was class size. The large amount of students (around 36-40 students) enable to create group discussion, each group consists of five members. The third factor was the level of material difficulty.

Acknowledgments

First of all, I would like to thank to Allah SWT, who has given His Blessing to me for finishing this Article entitled "Teachers' Strategies in Teaching Reading at SMA Negeri 1 Ampek Angkek". Furthermore, great thanks to Muhammad SAW, peace be upon him, who has taken us from the darkness period into the brilliant period like now.

In writing this thesis, I found various difficulties. This thesis would not be as it is now without any helps and supports from many person. I would like to express my sincere gratitude to Prof. Dra. Yenni Rozimela, M.Ed, Ph. D. as my first advisor and also to Dr. Refnaldi, M.Litt. as my second advisor who had given their lots of invaluable encouragements, guidance, corrections and also suggestions during the preparation and the writing process of this thesis. Then, my special acknowledgements are addressed to Prof. Dr. Mukhaiyar, M.Pd and Dr. Havid Ardi, S.Pd, M.Hum. as contributors who gave comments, inputs, and beneficial feedback for the improvement of this Article.

References

Ahmad, K.Seken, L.P. Artini. (2013). *A Study on Strategies for Teaching Speaking and Reading Comprehension Skills*. E-journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris , Volume 1

- Amato, Richard and Patricia A. (2003). *Making it Happen: From Interactive to Participatory Language Teaching*. New York: Pearson Education Inc.
- Arends, Richard I.(1998). *Learning to Teach*. New York: Mc Graw Hill.
- Defrioka, Andri. 2013. *Anticipation Guide: A Strategy of Teaching Reading Comprehension*. Padang.
- Djajalaksana, Y. M., Dedrick, R. F., &Eison, J. A. (2013). *Factors that Associate with the Selection of Instructional Strategies in Information Systems Discipline. Information Systems International Conference (ISICO)*. December 2013, pp 196-201. Retrieved on October 29, 2018 from [https://www.academia.edu/5917066/Factors that Associate with the Selection of Instructional Strategies in Information Systems Discipline](https://www.academia.edu/5917066/Factors_that_Associate_with_the_Selection_of_Instructional_Strategies_in_Information_Systems_Discipline)
- Hamzah, B. Uno. (2011). *Perencanaan Pembelajaran*. Jakarta: Bumi Aksara
- Imawati. (2004). *The Observation of Strategies in Teaching Reading at Senior High Schools in Surabaya*. Universitas Katolik Widya Mandala Surabaya.
- Kagan, Spencer.(1992). *Cooperative Learning. Resources for teachers*, Inc. <http://mlab.Uiah.fi/polut/Yhteisollinen/tykalu/jigsaw.html>. Retrieved on September 12, 2007
- Klenk, L. (2001). *Reciprocal teaching*. Retrieved from <http://curry.Edschool.Virginia.edu/go/readjust/strategy/rlhtml>.
- Martina. (2011). *The Effectiveness of Think-Pair-Share Strategy toward Students' Reading Comprehension at the Second Year of SMPN 1 Air Tiris*. (Pekanbaru: Unpublished).
- Mikulecky, Beatrice S.(1990). *A Short Course in Teaching Reading Skills*. New York: Addison Wesley Publishing Company, Inc.
- Murdi. (2017). *Teachers' Strategies in Teaching Reading Comprehension at Grade Ten of SMAN 7 Mataram Academic Year 2017/2018*. Universitas Mataram
- Nurman, Antoni. (2010). *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension: A Case Study at a Junior High School in Riau*, S2 thesis, Universitas Pendidikan Indonesia.
- Omiko, Akani. (2017). *Factors that Influence Teachers Choice of Strategies in Teaching Chemistry in Secondary School*. International Education and Research Jurnal (IERJ). March 2017. 3 (3) , 47-50. Retrieved on October, 29, 2018 from <http://ierj.in/journal/index.php/ierj/article/download/744/720>
- Palincsar, A. S., & Brown, A, L. 1984. *Reciprocal Teaching of Comprehension Fostering and Comprehension-Monitoring Activities. Cognition and Instruction*, 1(2), 117-175. University of Illinois: Lawrence Erlbaum Associates, Inc.
- Richards, Jack C, and Richard Schmidt. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*, 3 rd. Ed., Pearson Education Limited, London.
- Zhenyu, Zhang. (1997) *Intensive Reading: Getting Your Students to See the Forest as Well as the Tree*. in English Teaching Forum vol.35 no.I.