

A Retrospective Study on English Teachers' Strategies to Improve Students' Reading Comprehension

¹Apri Nola Sitanggang, ²Dicky Pratama, ³Erikson Saragih and ⁴Madina
^{1,2,4} Universitas Prima Indonesia
³ Universitas Sumatera Utara

Corresponding e-mail: *nolasitanggang@gmail.com dickypratama@gmail.com
eriksonsaragih@usu.ac.id madina@unprimdn.ac.id

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ABSTRACT

Reading is a complex cognitive process from deciphering symbols to obtaining meaning. Although there is a lot of research on reading comprehension by teachers in Indonesia, there is still very little research on teacher strategies in reading comprehension to improve students' reading skills. This study aims to understand how teachers practice reading instruction, how they are assessed, and the strategies teachers use when teaching students to read. The research data were analyzed using qualitative data analysis techniques, namely: data collection, data reduction, analysis and data extraction. closing. This study uses qualitative methods and survey design. From the results of the research we have done, observations of teachers by giving questionnaires via a google form, so from these results we can conclude that the average of the 10 teachers we studied emphasized more strategies for giving practice and also reading practice, from both of these things the teacher mentioned that it is the most effective in improving the ability of students in reading skills, namely the teacher familiarizes his students with reading as a habit of problems that arise from the method used by the teacher when his students have difficulty in reading. The results of the second study with the formulation of the problem of what the students should do to improve their reading ability, which depends on the teacher, and what strategy the teacher will use to improve the student's abilities. practice to students as the main goal to facilitate better students' reading skills. The results of data collection from all the collected questionnaires can be concluded that about 85% of teachers prefer the type of practice or exam using the multiple choice method in reading because reading is more effective and efficient if the multiple choice technique is used. This test is a learning ability test that requires a good understanding because the test is a summary of the definitions of reading so this test is very good to use to improve student's reading comprehension.

Keyword : Retrospective, strategies, reading comprehension.

ABSTRAK

Membaca adalah proses kognitif yang kompleks dari menguraikan simbol untuk memperoleh arti. Meskipun ada banyak penelitian tentang pemahaman membaca oleh guru di Indonesia, masih sangat sedikit penelitian tentang strategi guru dalam pemahaman bacaan untuk meningkatkan kemampuan membaca siswa. Penelitian ini bertujuan untuk memahami bagaimana guru berlatih membacakan instruksi, bagaimana mereka dinilai, dan strategi yang digunakan guru ketika mengajar siswa untuk membaca. Data penelitian dianalisis dengan menggunakan teknik analisis data kualitatif, yaitu: data pengumpulan, reduksi data, analisis dan ekstraksi data. penutupan. Penelitian ini menggunakan metode kualitatif dan desain survei. Dari hasil penelitian yang telah kami lakukan observasi terhadap guru dengan memberikan kuesioner melalui google form, maka dari hasil tersebut dapat disimpulkan bahwa rata-rata dari 10 guru yang kami teliti lebih menekankan strategi pemberian latihan dan juga latihan membaca, baik dari hal tersebut guru menyebutkan bahwa yang paling efektif dalam meningkatkan kemampuan siswa dalam keterampilan membaca yaitu guru membiasakan siswanya dengan membaca sebagai kebiasaan masalah yang muncul dari metode yang digunakan guru ketika siswanya mengalami kesulitan dalam membaca. membaca. Hasil penelitian kedua dengan rumusan masalah apa yang harus dilakukan siswa untuk meningkatkan kemampuan membaca, tergantung guru, dan strategi apa yang akan digunakan guru untuk meningkatkan kemampuan siswa. latihan kepada siswa sebagai tujuan utama untuk memfasilitasi keterampilan membaca siswa yang lebih baik. Hasil pengumpulan data dari seluruh angket yang terkumpul dapat disimpulkan bahwa sekitar 85% guru lebih menyukai jenis latihan atau ujian yang menggunakan metode pilihan ganda dalam membaca karena membaca lebih efektif dan efisien jika menggunakan teknik pilihan ganda. Tes ini merupakan tes kemampuan belajar yang memerlukan pemahaman yang baik karena tes merupakan rangkuman dari pengertian membaca sehingga tes ini sangat baik digunakan untuk meningkatkan pemahaman membaca siswa.

Kata kunci: Retrospektif, strategi, pemahaman membaca.

INTRODUCTION

Reading is an quintessential part of acquiring English language skills. This statistics to improving your studying capabilities will assist you improve your examining capabilities the use of the capabilities you study to your language. In special words, one of the nice hints for improving your studying knowledge is to count on about how you examine in your native language. Think about how you read unique documents. How to find out about a newspaper How to read a novel How to study educate schedules etc. Even if you do not understand each word, you can find out about how to look at English by way of capability of taking the time to suppose about it. Reading is an integral section of language skills, which are protected in receptive written language.

The goal of this project is to employ collaborative learning strategies to increase middle school students' inspection understanding. In addition, the study sought to understand participants' perspectives on collaborative learning. Understanding the writer's ideas as it is expressed in the text's structure is the sole goal of the analytical process. Podlesek, Pirc, and (2011). Barkley Sea, Cross, and Major (2005) cited by Panjaitan (2020) found that cooperative information-gathering strategies can improve students' reading comprehension.

The issue with this sort of person is that they lack enthusiasm when getting to know one another. They struggle to understand what they read and hear. The kids, however, misunderstood what the terms in the statement meant. To improve students' ability to analyze English, English teachers must look at a variety of media. As a result, educators must encourage students to utilize video games to increase their interest in learning English analyzing comprehension and inspection skills. According to Kartono (1995), hobbies are a predisposition of the soul to be oriented intensively to an item that is viewed most fine (feeling, emotional) in which there is a robust superb component (emotion). There is also interest concerning personality As a result, there is interest in cognitive, emotional, and conative components to acquire something relating to one's own unique interests (Amir, 2019).

After doing this study, it will be possible to draw attention to kids' interests in reading, serve as a guide for other researchers to expand their research efforts in order to find the best research tool, and assist instructors in finding effective ways to teach reading comprehension. This study was conducted because it is crucial for college students to assess understanding, and the challenge they have is that they have difficulty reading. In addition, many English words are colloquial, which adds to their difficulty in reading. Students struggle to read words, and many English expressions are idiomatic. As far as we are aware, no researcher has ever employed a a means of testing pupils' analytical skills retrospectively.

After conducting two studies, this work was done to encourage students' interest in reading, serve as a guide for other researchers to strengthen their own research efforts in order to acquire an accurate research methodology, and to help teachers identify the best practices for examining comprehension instruction. Sugiyono (2011) cited by Sarjan (2017). The goal of the search result benefits resource is to provide an answer to the research questions raised in the search results so that users may build an information system for comprehending, resolving, and foreseeing problems that have been formed in the search subject.

METHODOLOGY

Researchers will combine descriptive techniques with qualitative research procedures for this study. When doing a qualitative search, researchers methodically collect statistics and create descriptive archives to use in researching understanding. Researchers will use questionnaires and documents to undertake qualitative search tactics.

This study calls for ten English instructors who instruct in schools and English courses and who especially teach the topic of reading, with an English teacher's average age. The research instrument is a method for gathering data that makes it simpler, better, more accurate, comprehensive, and systematized to process the results of an archival series search. In this study, researchers will gather data using a 10-question questionnaire that will be distributed to participants, 10 English language instructors, using a research tool in the form of a Google form. Respondent identification, trainer training (3 questions), trainer exercise (4 questions), and coach contrast are the four sections of the questionnaire (3 questions). Question types include a few different essay, a linear scale, and a decision. The research team selected the g-form to ease data collection with the aid of the researcher after consulting with their consultants.

A highly recommended service that makes it simple for clients to develop and gather the data they need is Google Forms. In addition to being simple and handy, utilizing this provider's records storage is real-time and accessible through each character online.

methods for data series. The following provide an explanation for each method the researcher employed in this study, which uses a questionnaire and documentation: 1. Questionnaires are a data gathering method that uses written questions that must be answered in writing to gather information from respondents. This study employs a questionnaire in the form of an open question, designed by the researcher to gather information specifically based on the hold close of each of the respondents.

FINDINGS AND DISCUSSION

Findings

Results from Questionnaires

The following tables indicate that some instructors learn more about reading comprehension through text books, courses, and journals, while others gain this knowledge through universities and the Internet.

Table1. Result from First Question

No.	The Question Where do your reading comprehension learning markers come from?	Answer
1.	Subject 1	University
2.	Subject 2	Journals
3.	Subject 3	university
4.	Subject 4	School and.university.
5.	Subject 5	From my collage
6.	Subject 6	Im learning.from school and.youtube
7.	Subject 7	university,internet,book
8.	Subject 8	Text books.and syllabus.

9.	Subject 9	Textbook.
10.	Subject 10	YouTube and.course

Table 2 Result from Second Question

No.	The Question : How frequently do you create learning indicators?	Scala
		0-5
1.	Subject 1	3,
2.	Subject 2	4
3.	Subject 3	3
4.	Subject 4	5
5.	Subject,5	3
6.	Subject 6	4
7.	Subject,7	4
8.	Subject 8	4
9.	Subject 9	3
10.	Subject 10	3

Tabel 3 Result from Third Question

No.	The Question : List three sources of your educational resources to help pupils' understanding of reading.	Answer
1.	Subject 1	book, Song, internet
2.	Subject 2	Narrative text, books,dictionary
3.	Subject 3	book, internet, journal
4.	Subject 4	Books, dictionary and YouTube
5.	Subject 5	Youtube, books,google
6.	Subject 6	Journal,thesis,book
7.	Subject 7	Newspaper,book,internet
8.	Subject 8	Text book,bank soal,internet
9.	Subject 9	English classic book, textbook,dictionary
10.	Subject 10	YouTube, Movie, writing

The table 3 above shows that the majority of instructors rely on English-language textbooks as their primary source of teaching resources. Textbooks and books about the language are also included in this list of English books. The next set of sources includes question dictionaries, news articles, YouTube, movies, and other websites and online resources. It also includes narrative texts, news items, and websites.

In table 4 below, the teacher advises students to read several books, watch movies, take practice exams, read and seek up new vocabulary, communicate in English, and reply to questions about recognizing tales as effective exercises to improve their vocabulary proficiency. music, organization, and comic book reading.

Table 4 Result from Fourth Question

No.	The Question : List three beneficial activities that students might engage in to increase their reading comprehension.	Answer
1.	Subject 1	Improve their vocabulary, read aloud, reread
2.	Subject 2	I enjoy watching English-subtitled movies, reading books, and listening to music while reading the lyrics.
3.	Subject 3	Story telling, debate, summarizing.
4.	Subject 4	Reading books, telling stories, and watching movies while using English vocabulary
5.	Subject 5	Reading text, answer, question, reading comic
6.	Subject 6	Tale re-creation, question resolution, and understanding of story structure
7.	Subject 7	Read fiction, reading whatever they like, reading book with their favorite genre
8.	Subject 8	Reading newspaper, chat use english, change the language of hp.
9.	Subject 9	Read many stories, practice the test ,and memorize vocabularies
10.	Subject 10	Read the news in English every day, attempt to interpret it, and make inquiries on the articles read.

Table 5 Result from Fifth Question

No.	The Question : Mention 3 beneficial exercises that teachers might carry out to help their pupils' language skills	Answer
1.	Subject 1	I just have them to read aloud and reread to get the meaning of the text
2.	Subject 2	I enjoy reading a lot of books, watching English-subtitled movies, and listening to music while reading the lyrics.
3.	Subject 3	Story telling, debate, summarizing.
4.	Subject 4	reading a book, sharing stories. viewing a movie with subtitles in English.
5.	Subject 5	Read many stories, practice to answer the question ,and do some test.
6.	Subject 6	Reading text. answer question, rading comic
7.	Subject 7	Try using games to learn. Read aloud to the class and talk about what they read.
8.	Subject 8	Ask them to do what i've written in the previous question.
9.	Subject 9	Offer book suggestions to students, read aloud to them together, and share stories..
10.	Subject 10	Have them read each meeting for at least 15 minutes.

In accordance with the above chart, teachers should read texts to their students and frequently repeat them until they understand the content. They should also encourage students to watch English-language movies, practice answering questions, tell stories, and read comic books to them in order to help them learn more vocabulary.

Table 6 Result from Sixth Question

No	The Question : What do you do to assist the pupils who are having trouble understanding what they are reading?	Answer
1.	Subject 1	foremost, work on their vocabulary
2.	Subject 2	Give them suggestions on how to resolve their reading-related issues.
3.	Subject 3	Find the solution
4.	Subject 4	Find solution
5.	Subject 5	I will create some tests to help my students with their challenging work and encourage them to enhance their reading comprehension.
6.	Subject 6	Do a game
7.	Subject 7	putting what they are reading into their own words, making connections to other texts or their own experiences, and coming back to the book to find keywords
8.	Subject 8	I try to translate what they don't understand
9.	Subject 9	After reading one tale with them and asking them a question about it, try to learn what sort of literature they enjoy.
10.	Subject 10	I will not yell at them, but I will gradually work on memorizing the vocabulary and its definition so that they may progress to reading for 15 minutes every day.

The table 6 explains how teachers can assist students who have trouble understanding what they are reading in a variety of ways, including by expanding their vocabulary, administering various reading comprehension tests, creating games that make reading more interesting, translating languages that the students do not understand, not being overly demanding, and by memorizing vocabulary. and with the intention that they will begin reading for 15 minutes every day.

Table 7 Result from Seventh Question

No.	The Question : Do you constantly follow the advice of the professional to enhance your reading comprehension?	Answer
1.	Subject 1	Yes, but.sometimes
2.	Subject 2	yes
3.	Subject 3	3 is a given, of course, as existing study by specialists supports.

4.	Subject 4	Yes i do
5.	Subject 5	Not always
6.	Subject 6	Yes, i do
7.	Subject 7	I am not particularly familiar with the tactics.
8.	Subject 8	Not ,always
9.	Subject 9	Sometimes
10.	Subject 10	Yes i do

The table 7 explains that most teachers use reading comprehension techniques recommended by specialists to aid pupils in improving their reading comprehension. According to the Figure 1, teachers mostly employ multiple choice exams to gauge their pupils' reading comprehension, although they also occasionally administer matching tests and true/false examinations.

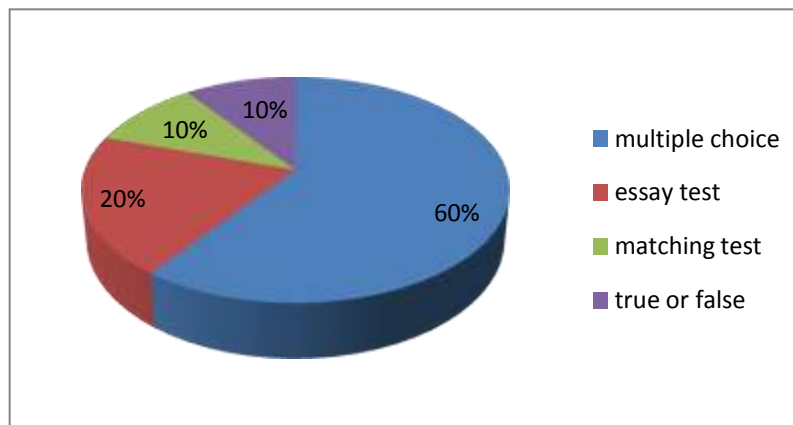


Figure 1. The Percentage among of Test Types Chosen by the Teachers

Table 8 Result from Eighth Question

No.	The Question : Are you happy with the teaching techniques you have used in the past?	Scala
		0-5
1.	Subject 1	3
2.	Subject 2	5
3.	Subject 3	4
4.	Subject 4	4
5.	Subject 5	5
6.	Subject 6	3
7.	Subject 7	3
8.	Subject 8	4
9.	Subject 9	4
10.	Subject 10	5

In the following figure 2, it is revealed that while 50% of instructors are pleased when adopting previously used teaching tactics, 20% of teachers are not.

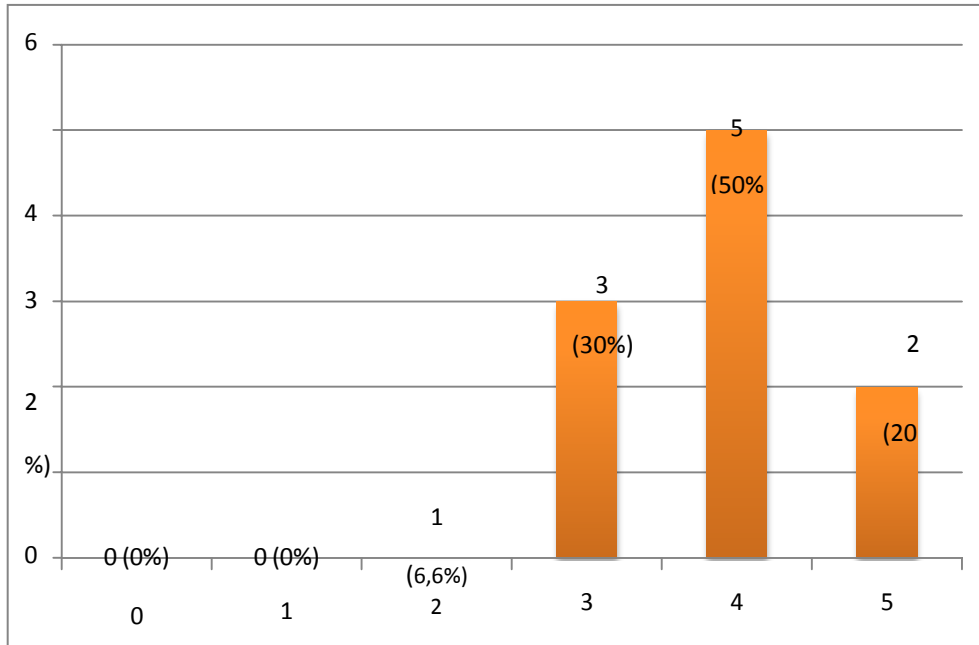


Table 9 Result from Ninth Questions

No.	The Question : What tips would you provide to instructors and students to help them read more effectively? Please list three for each.	Answer
1.	Subject 1	A. For teachers 1. story telling 2. Debate 3. summarizing B. For students Story.telling debate Summarizing
2.	Subject 2	Students: 1. Request them to read aloud. 2. Offer literature at the appropriate level 3. Rereading and expanding your vocabulary are crucial for improving your reading comprehension. Teachers: 1. Never stop trying to understand reading comprehension, 2. Do a lot of testing 3. Use quick-response techniques for the questions
3.	Subject 3	to the teacher 1. Become as well-read as you can 2. Expand vocabulary 3. Persuade students that reading is simple if they understand what they are reading For pupils, remember to: 1. Be proactive; 2. Read everything connected to English; 3. Read books with appealing illustrations.
4.	Subject 4	Choose unconventional materials, Find out what the student like in terms of books or genres. acquiring books.

5.	Subject 5	You must prioritize reading books. Just try your best and be confident; if you do not understand, ask an expert.
6.	Subject 6	1. Often reading book 2. Have them read aloud 3. Doing the exercise of vocabulary
7.	Subject 7	The key to enhancing your reading comprehension is to reread books at the appropriate level and work on your vocabulary.
8.	Subject 8	Matching pictures, rearrange words, guessing word
9.	Subject 9	Always speak English Always reading And they have to love english
10.	Subject 10	1. For teacher 2. Have the students practice 3. Teach vocabulary 4. Teach thinking strategies For student : 5. Set reading goals 6. Read in portions 7. Let students guide their reading

Discussion

Singer (1985) described reading comprehension as the act of thinking while decoding symbols. It also included understanding meaning, assimilating concepts conveyed in writing, and interpreting written symbols. As well as reading comprehension. Parera states the following in Kahayanto (2005:9) to further reinforce this notion. This journal differs in that it employs a qualitative technique with a survey design, the participants were English instructors, and a google form questionnaire was used to gather the data. There were several in-depth questions that we created for the questionnaire, totaling 10 questions that addressed the goals of our research. The study's findings accurately capture the instructional approach used by the instructor to teach reading comprehension.

The research has increased educational understanding, particularly in reading comprehension, and it has practical applications. Information on evaluating instructional techniques for teaching reading comprehension is provided in this chapter. The researcher went to SMP N 21 MEDAN, Jln Bunga Rampai Raya Simalingkar B, and watched the English instructor. This information came from a survey. Teachers can learn more about reading comprehension through colleges and the Internet, however some also take courses, study textbooks, and consult journals.

Teaching is an activities is implemented by teacher, giving knowledge and skill to students. The activity of teaching must be accurate in the process. That is a process of students' learning and a process of teacher in demonstrating a lesson material (Herlina and Melati, 2018). Before introducing reading comprehension lessons to their students, 50% of teachers always generate learning indicators, as illustrated in the diagram. Teachers utilize English books as a source of learning resources, including textbooks and books about the language. Students must be serious to acquire this skill. In this article, the writers would like to introduce a suitable approach for teaching reading using mind mapping techniques (Supriadi and Melati, 2020). Other sources will subsequently be employed, such as the internet/websites, YouTube, movies, and sources, as well as query dictionaries, news publications, and narrative texts. The teacher

cites reading several books, watching movies, taking practice exams, reading and looking up new vocabulary, communicating in English, and responding to questions about identifying tales as activities that students must complete to increase their vocabulary proficiency. structure, comic book reading, and musical performance. Teachers should read texts to their pupils and frequently repeat them until they get the content, watch English-language movies, practice answering questions, tell stories, and read comic books to their students to help them learn vocabulary.

Teachers can help students who struggle with reading comprehension in a variety of ways, including by increasing students' vocabulary, administering various reading comprehension tests, creating games that make reading more interesting, translating languages that students do not understand, and not being too strict with them and with the intention that they will begin reading for 15 minutes every day. In order to assist pupils increase reading comprehension, teachers implement tactics for reading comprehension that have been recommended by experts. When evaluating their pupils' reading comprehension, instructors mostly provide multiple choice tests, and they also occasionally administer matching and true or false assessments. Using previously used teaching techniques leaves 20% of instructors unsatisfied and 50% of teachers pleased.

Audina (2020) Some tips for instructors and students to enhance reading comprehension are as follows a) For Teacher's : never give up understanding reading comprehension, Test often, Utilize shortcuts to swiftly respond to the questions, allow pupils to practice, lexical instruction Teach students to summarize, engage in argument, and use thinking methods; b) For Student's : their reading aloud, The key to improving your reading comprehension is to reread books at the appropriate level and work on your vocabulary. Do not be sluggish, reading everything about English all the time reading books with appealing illustrations, choose unconventional materials, Find out what the student like in terms of books or genres. book reading When their students do not grasp the reading content being taught, some teachers use other tactics.

The improvement in educational knowledge, particularly in reading comprehension, and its practical application in the classroom constitute the research contribution. In "*An Analysis on The English Teacher's Strategies In Teaching Reading Comprehension In The Second Grade Students Of Junior High*," a study that uses a quantitative approach and students as participants, researchers discovered differences in terms of results, methods, and participants that are not present in other research journals with reading topics understanding.

This study has the benefit of doing a retrospective study to gather data by first gathering data and its factors, thus Future researchers, as well as instructors, frequently encourage students to read about a topic to gauge their comprehension of the content. Reading also helps students recall knowledge, link ideas, and synthesize information in novel ways.

We may give people who require it helpful knowledge by having good reading comprehension. No matter how easily the words are understood, those who need them may undoubtedly benefit from them. The following recommendations for instructors and students to enhance reading comprehension are given in the table: For educators: Never stop trying to understand how to read, Keep testing, Use techniques to provide short answers to the queries, Students should practice, Teach language, thinking skills, debating, and telling stories. summarizing Have students read aloud to you. The key to improving your reading

comprehension is to reread books at the appropriate level and work on your vocabulary. Do not be sluggish, reading everything about English all the time reading books with appealing illustrations, choose unconventional materials, Find out what students enjoy reading (the genre or book type). Using the aforementioned passage, students may quickly understand reading comprehension..

CONCLUSION

According to the findings of our research, which included teacher observations and questionnaires distributed via a google form, the average of the 10 teachers we studied placed more emphasis on practice strategies and reading practice. The teacher mentioned that these two strategies are the most successful in enhancing students' ability to read, specifically when the teacher helps them develop reading as a habit. The results of the second research are discussed along with the formulation of the question of what the students should do to enhance their reading abilities, which depends on the instructor and the approach the latter would take to accomplish so. The main goal is to provide kids practice in order to enhance their reading skills.. The teacher will be able to tell who can read well or not by giving them reading exercise. When the majority of pupils are more or less proficient, the teacher should switch to alternative, more successful teaching tactics.

According to the data gathered from all the collected surveys, almost 85% of teachers prefer the kind of practice or test that employs the multiple choice technique for reading since it makes reading more effective and efficient. The exam is a summary of reading definitions, therefore it is a test of learning capacity that necessitates comprehension. Thus, implementing this exam to improve pupils' reading comprehension is highly recommended.

The researcher closes with recommendations for individuals involved in teaching tactics for enhancing students' understanding in light of the findings from this study. understanding of the text. **For teachers**, creating quality teaching materials is essential to facilitating student learning, particularly in reading comprehension. When learning reading comprehension, students should be more motivated and not be slothful. They should also practice reading aloud frequently and broaden their vocabulary to aid in the learning process. For the following scientist In order to increase students' learning capacity, it is hoped that future study will analyze and improve instructor practices for teaching reading comprehension.

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