An Analysis of English Teacher Strategies in Teaching Reading Comprehension at SMAN 12 Kota Kupang in the Academic Year 2023/2024

Cornelia Solukh [a,1,*],
John Bhae [b,2],
Soleman Dapa Taka [b,3]

[a] English Education Study Program, Faculty of Teacher Training and Education, Nusa Cendana University, Kupang, 85001, Indonesia
[b] Lecture of English Education Study Program, Faculty of Teacher Training and Education, Nusa Cendana University, Kupang, Indonesia

[1] corneliasoluk@gmail.com*;
[2] johnbhae581@gmail.com *;
[3] sdapataka@gmail.com;

KEYWORDS	ABSTRACT
Teacher's Strategy, Teaching Reading Comprehension	This study aims to know the strategies used by English teachers in teaching reading comprehension at SMAN 12 Kota Kupang and to know how the English teachers implement the strategies in teaching reading comprehension at SMAN 12 Kota Kupang. The method of this research was qualitative descriptive method. The subjects of this research were two English teachers in SMAN 12 Kota Kupang. The instruments of this research were observation and interview. The result of the research shows that were two strategies that teachers used such as QAR (Question Answer Relationship) and SQ3R (Survey, Question, Read, Recite, and Review). The QAR strategy and SQ3R strategy were effective in teaching reading comprehension since the use of these strategies enabled the students to answer the questions of the text.

INTRODUCTION

In an English lesson, four skills must be developed. They are speaking, writing, listening, and reading. These four skills are key to mastering the English language. One of which is reading. Reading is a standard skill that must be achieved at all levels. Dean (2013) states that reading is not about looking at words, pronouncing printed words correctly, and recognizing the meanings of individual words. Reading English is an important skill that students need to learn. When reading a text, the goal is to understand its content. Students reading a text at school often have difficulties understanding and comprehending its meaning. The teachers of reading must have good techniques to teach reading to students to help them get good results.

Most students only read without knowing the meaning of what they read. Students, therefore, have a low level of reading comprehension. To overcome these problems, the teacher must use strategies in teaching reading that can improve students' reading comprehension. If teachers know how to teach their students to read, the learning process will be more interesting for the students, and the lessons will be more successful. So, English teachers need to know how to teach reading if they want to be successful in the classroom. Based on the background above, the researcher decided to conduct a study entitled: '**An Analysis of English Teachers' Strategies in Teaching Reading Comprehension at SMAN 12 Kota Kupang in the Academic Year 2023/2024'.** The researcher is interested to find out 1) What are English teachers' strategies for teaching reading comprehension and 2) How did the English teachers implement the strategies in teaching reading comprehension at SMAN 12 Kota Kupang in the Academic Year 2023/2024?

METHOD

1. Research Design

     The research design used was descriptive qualitative method. It was used to know the strategies applied by English teachers in teaching reading comprehension at SMAN 12 Kota Kupang in the Academic Year 2023/2024 and to know how the English teachers implemented the strategies in teaching reading comprehension at SMAN 12 Kota Kupang in the Academic Year 2023/2024. Qualitative research is made to obtain information on a phenomenon which involves non-numeric data such as interviews, observations, documents, and other sources that can be used to obtain information (Ary, 2002).

2. Research Procedures

     The procedures of research were library research and field research, as follows:

    a. Library Research

         The writer went to the library to find several books, journals, or searches on the internet to find theories or concepts of experts that are relevant to the topic of this study

    b. Field Research

         The research was conducted on 24 October 2023 at SMA Negeri 12 Kota Kupang which is located in Jl. Jurusan Bolok, Alak sub-district, Kupang city district, East Nusa Tenggara. SMA Negeri 12 Kota Kupang has accreditation B and Curriculum 2013 is currently used.

3. Data Resource

     The data resources of this study were two English teachers at SMAN 12 Kota Kupang for the academic year 2023/2024 which is located in Jl. Jurusan Bolok, Alak sub-district, Kupang city district, East Nusa Tenggara.

4. Data Collection Techniques

     In this research, the writer used some techniques to collect the data are, as follows:

    a. Observation

         Observation is a way of collecting data by directly noticing an object. The type of observation was used in this research was a direct observation. The observation was done to see the improvements in students' attitudes during the treatments. In this case, the writer observed the activities conducted by English teachers related to teacher's strategies in teaching reading in class.

    b. Interview

         In this case, to get complete data about the teachers' strategies, the writer used semi-structured interviews. According to Sugiyono (2015), semi-structured interviews are questions that are written in advance, but the interviewer is allowed to add many unplanned questions during the interview.

5. Data Analysis Technique.

     Data analysis is an activity after data from all respondents or other data sources have been collected (Sugiyono, 2017). This section discusses the steps of how the writer analyzed the data. All of the data were collected by the writer through classroom observation and an interview guide.

     There were two simultaneous flows of activity that the teacher used to analyze the data from observation by using Miles and Huberman (1994) as follows:

    a. Data Reduction

         Data reduction is the process of data simplification and transformation in selecting and focusing attention on the raw data that has been collected. Data reduction requires summarizing and selecting important information. Moreover, Moleong (2006) stated that reducing the data means summarizing, choosing the main thing, focusing on the important things, and finding the topic. So, the process of selecting and summarizing the data in this study will be conducted through the interview of the teacher and conduct the observation.

    b. Data Display

Data display is an organized way of summarizing information. The writer will understand all the data collected to manage to be able to take the results of the teacher's strategies to the conditions.

FINDINGS AND DISCUSSION

This chapter presents findings and discussion. This study was made on observation and interviews with the teachers in teaching reading comprehension. Observation and interviews were conducted at SMA N 12 Kota Kupang with two informants. In addition, to strengthen the interview and observation data, documents and archival materials were carried out. All data in this study were described according to the research focus. The researcher conducted observation and interview techniques to obtain data about the implementation of teacher strategies in teaching reading comprehension.

Findings

The data in this study were collected through observation and interviews with two English teachers at SMAN 12 Kota Kupang. The first observation was conducted on 24 October 2023 in class XI A. The researcher found that the teacher used the QAR strategy. The second observation was conducted on 08 November 2023 in class XI C. The writer's initial action was to ask for consent from the school to do the research. After receiving approval from the school, the researcher received approval from English teachers who taught English in class XI A and class XIC. The researcher and the instructor went right to the classroom to start the observation in teaching reading comprehension at SMAN 12 Kota Kupang.

The following is the data from English teachers in this study.

Table 1: The data on Teachers

No	Name	Class	Experience	Graduated	Description
1	Yunita Mburu Huluama, S.Pd	XI A	10 years	PGRI Kupang	She is a soft-spoken teacher. She is always available to help her students achieve their full potential.
2	Emerensiana Suhita Hujun, S.Pd	XI C	21 Years	Universitas Kristen Artha Wacana Kupang	She is a strict teacher. She is very friendly and supportive.

Teaching and learning process in the first observation

a. Teacher A

The first observation was conducted on Tuesday, 18 October 2023 at XI A of SMAN 12 Kota Kupang. The first English teacher was Ms. Yuni. She's an English teacher who taught in class XI-A. In the first meeting, when the teacher entered the class, the captain of the class instructed students to stand up and greet. Then, all of the students responded.

The teacher opened the classroom by asking the students about their feelings. Then, she asked them to pray together before studying and then checked the attendance. The teacher asked about the materials that had been studied previously to remind students what had been done. The previous materials were about the definition of "narrative text". Some of them answered the questions and the teacher explained the structure of the descriptive text. Then, the teacher explained the materials to be studied which were the material about the example of narrative text; fairy tale.

The writer found that the strategies that the teacher used were QARs (Question Answer Relationship). This strategy was used by the teacher to see if the students comprehended the text that they read. If the students could answer the questions, it means they had understood

the text. If they could not answer the question, it means they did not understand the text. This strategy could help students if they answered that question in their own words or with the answers from the text. This strategy could not help students if the students answered the teacher's question by asking for help from their friends or did not use their own words.

The following are the steps to follow when using QAR proposed by Spears (2011)

Table 2: Question Answer Relationship Method (Spears, 2011)

Right There	The answer can be found directly in the text. This question usually requires students to find specific information that is explicitly mentioned in the text. Example: "What is the name of the main character in this story?"
Think and Search	The answer is also in the text but requires the students to find and connect some information from different parts of the text. Example: "What caused the conflict between the two characters in this story?"
Author and You	The answers require the students to combine information from the text with their knowledge or understanding. This question encourages the students to reflect on how the information in the text relates to their experiences or knowledge. Example: "How would you feel if you were in the same situation as the main character?"
On My Own	The answers come from the students' knowledge or experience, without requiring information from the text. These questions allow students to think critically and relate their learning to the real world. Example: "What would you do if you were in a situation like the one in the story?"

In the next step, the teacher divided the students into four groups., the teacher gave a reading text to each group and introduced the topic to the students. the topic was about fairy tales. Then she gave several times for students to discuss with their group, the teacher asked the students to identify the main ideas, goals, and messages contained in the text and the conclusion of the text. the teacher walked around all of the groups to explain if the students did not understand, the teacher asked the students to present in the front of class. Finally, the teacher concluded and gave additional information about the reading text.

The teaching and learning process in the second observation

The second meeting was conducted on Wednesday 18 October 2023 from 09 a.m until 10.50 a.m. The meeting was conducted at the Science class of SMAN 12 Kota Kupang. The teachers and writers entered Science Class B. The teacher entered the class and was greeted by the students. The teacher asked a student to set up an empty chair for the researcher. Before starting learning, the teacher asked the students to sing a song entitled "Good Morning". After that, the teacher explained the material to be studied. The teacher informed the students that they would be learning the next narrative text.

Below is the list of steps in the SQ3R strategy as proposed by Vacca & Vacca (1999)

Table 3: SQ3R strategy (Vacca & Vacca (1999)

Survey	Before reading in-depth, quickly survey the text. Students look at the title, subheadings, images, graphs, and summary to get an overall idea of the content.

Question	Formulate questions about the text based on the student's initial survey. These questions could be about what you expect to learn or what students think the main points will be.
Reading	Reading the text with a focus on finding answers to the questions you created. Reading with this purpose helps increase concentration and understanding.
Recite	Students try to answer the questions that teachers ask without looking at the text. Recite the important information in students' own words. This helps reinforce memory and ensures students truly understand the material.
Review	Go back and review the text and students' answers. Check if any parts are still unclear or need further clarification. Reviewing information over time helps retain knowledge in long-term memory.

The first step was the teacher delivered the text to each student. Then, she asked students to observe the text to see the entire text. After that, the teacher asked students to survey the text such as reading the text silently for five minutes. Then, She and the students translated the questions after the teacher wrote the questions on the whiteboard.

In the second step, the teacher gave a reading text with some questions to answer by the students. Every student who had read was appreciated with applause. After the students read, the teacher corrected them by rereading to improve students' pronunciation. Next, the teacher asked a student to read the entire text and other students listened while comprehending the text. While the students read, the teacher corrected the words with similar pronunciations and practiced together, so there were no mistakes. After that, the students were asked to retell the story. The students were able to retell the story. It means that the students could understand the text.

In step three, the students translated the text to answer the questions in the text. When the students answered the questions, they were allowed to use dictionaries. To improve their pronunciation, the teacher asked them to read the text one by one to be corrected. After the students read to find out whether they comprehended the text, the teacher asked each student to retell the text. Then, the teacher gave appreciation to the students with applause.

In step four, the teacher concluded the text as a whole from the result of the retelling that the students did. At the closing stage, the teacher reminded students what descriptive text was again. She asked if there was any question or not and whether or not everyone understood. After that, the teacher left the class.

Interview

The interview was conducted on 18 October and 24 October, 2023 after observation.

a. **Teacher A**

Based on the first question about the preparation before entering the class. Ms. Yuni said that she had to prepare the materials that she would teach and prepare the method that was suitable for the learning in the class. In addition, in teaching using strategies, of course, she needed preparations before teaching in class so that learning objectives could be achieved optimally.

The second question was about what strategy was employed in teaching reading comprehension, and how to implement it. According to the teacher, she used QAR. This strategy was used to give material to the students so that the students found it easy to accept materials that were given by the teacher. This strategy was used by the teacher to see if the students understood the text they read. If the students could answer the questions, it meant that they had understood the text. If they could not answer the question, it meant that students did not understand the text. It means that this strategy could help the students because they could answer the questions in their own words or with the answers from the text. This strategy

could not help students if the students answered the teacher's question by copying the answers from their friends or not using his or her own words. The teacher used this strategy to help students understand the reading comprehension skills of the students. So that they found it easier to understand the content of reading.

The last question was about difficulties or problems in applying the strategies, and how the teacher solved the problems. According to the teacher, the problem was the lack of vocabulary so they could not understand the text well. It took time to learn more vocabulary. However, the teacher provided the solution by using dictionaries. To increase student's vocabulary, the teacher provided a solution by asking students to increase their vocabulary at home by reading books and watching English films.

So, even though there were weaknesses in this strategy and it was difficult to perfect, it turned out that based on observation, these weaknesses could be overcome. Based on the result of using the QAR strategy, could help students to comprehend the reading text. It was known that the strategy could make students comprehend the strategy of reading text.

b. Teacher B

Based on the first question about preparation before the class, the teacher said that she had to prepare a lesson plan, teaching materials, reading texts, lesson plan strategy, and also manage emotions. It means that to apply a good strategy in teaching reading the teacher should make a good preparation for the lesson itself and manage her emotions because these factors determine the success of the whole process. Managing emotions for a teacher is very necessary because it shows how smart teachers overcome all problems in the classroom that will influence the learning atmosphere. For example, an angry teacher will make students annoyed. On the other hand, a teacher who is calm and patient will make students feel comfortable in learning.

The second question was about strategies in teaching reading comprehension, and how to implement the strategy. Based on the results of the interview, the teacher said that she used the SQ3R strategy. The teacher used this strategy because it helped students comprehend texts and understand their significance. The teacher used this strategy because when the researcher observed in the classroom, she found how the teacher asked students to survey the text which was glancing over the title, and illustration to understand the content. After they comprehended the questions, they read the text with a focus on finding answers to the questions. Next, they had to recite the important information in their own words to reinforce their memories and ensure their understanding of the text. Finally, the teacher reviewed the content of the student's answers to check if there was any part that was not understood.

The last question was about difficulties or problems in applying the strategies and how the teacher solved the problems. The teacher said that the students had difficulties pronouncing the words and they lacked vocabulary, especially pronunciation. Even though there were some difficulties in applying this strategy, based on observation, the researcher found that these difficulties could be overcome by helping the students to pronounce the words reading texts.

1. Finding
    a. Observation
        The results of the observation of two teachers are presented below:
        Teacher A   : Ms Yuni
        Strategy   :QARs

Table 4: Observation on Teacher A (Ms. Yuni)

No	Steps by Spears (2011)	Steps by Teacher
1	Right there: The answer is found in the text, usually as a phrase contained within one sentence.	Right there: The teacher asked the students to identify the main ideas, goals, and messages contained in the text and the conclusion of the text.

2	Think and search: While the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.	Think and search: The groups are required to understand and discuss the content of the reading text. Finishing this step, each group must present the result of their discussion and have a question-answer session.
3	Author and you: The answer is not directly stated in the text. The students draw on prior knowledge as well as what the author has written to answer the question.	Author and You: The teacher and students discussed as the teacher allowed other members of the group to give the question and the other groups also responded or helped the group that was given the question. The teacher clarified the students' answers. Then, the students summarized the content of the text.
4	On Your Own: This strategy requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.	On my own: Students had to think about what they had already read before. So, they could make a connection with questions that they should answer.

Based on the observation, the writer found that the use of the QAR strategy in teaching reading comprehension was consistent with the theory of Spears (2011). Each step was followed by the teacher because she had used the strategy for some semester.

Teacher B: Ms Ensi

Strategy : SQ3R

Table 5: Observation on teacher B (Ms Ensy)

No	Steps by Vacca & Vacca	Steps by Teacher B
1	Survey: Before reading in-depth, quickly survey the text. Students look at the title, subheadings, images, graphs, and summary to get an overall idea of the content.	Survey: The teacher delivered the text to each student. Then, she asked students to observe the text to see the entire text. After that, the teacher asked students to survey the text such as reading the text silently for five minutes. Then, She and the students translated the questions after the teacher wrote the questions on the whiteboard.
2	Questions: Questions Formulate questions about the text based on the student's initial survey. These questions could be about what you expect to learn or what students think the main points will be.	Questions: The teacher gave a reading text with some questions to answer by the students. Every student who had read was appreciated with applause. After the students read, the teacher corrected them by rereading to improve students' pronunciation.
3	Reading: Reading the text with a focus on finding answers to the questions you created. Reading with this purpose helps increase concentration and understanding.	Reading: The teacher asked a student to read the entire text and other students listened while comprehending the text. While the students read, the teacher corrected the words with similar pronunciations and practiced together, so there were no mistakes. After that, the students were asked to retell the story.
4	Recite: Students try to answer the questions teachers made without looking at the text. Recite the important information in students' own words.	Recite: The students translated the text to answer the questions in the text. When the students answered the questions, they were allowed to use dictionaries.

| 5 | Review:

Go back and review the text and students' answers. Check if any parts are still unclear or need further clarification. Reviewing information over time helps retain knowledge in long-term memory. | Review: The teacher asked students to read the text one by one to be corrected. After the students read to find out whether the students comprehended the text, the teacher asked each student to retell the text to improve their pronunciation. Then, she concluded the text as a whole from the result of the retelling that the students did. At the closing stage, the teacher reminded students what descriptive text was again. She asked if there was any question or not and whether or not everyone understood. After that, the teacher left the class. |

Based on the observation with teacher B, was found that the use of the SQ3R strategy in teaching reading comprehension is consistent with the following theory of Vacca and Vacca (1999). Each step was followed by the teacher because she had used the strategy for the semester.

b. Interview
The results of the interview with two teachers are presented below:
Teacher A: Ms Yuni
Strategy   : QAR

Table 6: Result of the interview with teacher A (Ms. Yuni)

No	Question	Answer
1	What do you prepare before entering the class?	Before entering the class, I prepared a lesson plan, and laptop, and planned activities such as playing games and singing songs to energize and motivate my students.
2	What are the strategies for teaching reading comprehension?	A strategy that I used was QAR
3	How to apply the strategy?	In applying this strategy, I divided the students into four groups, gave them a reading text to each group, and introduced the topic to the students. Then I gave several times for students to discuss in their groups. After that, I asked them to identify the main ideas, goals, and messages contained in the text and the conclusion of the text. Also, I walked around all of the groups to explain if the students did not understand. Then, the students are presented in the front of the class.
4	Do you find any difficulties or problems in applying the strategies, and how do you solve the problems?	I think that this strategy is not easy to be applied. Besides it takes time to develop with the students. The students need a fair amount of instruction and guided practice using QAR. So, I should give examples to use this strategy. The first step is explaining QAR to students. The second is demonstrating it. Third, I guide students to apply the strategy and I have to control the class in applying this strategy. When students find some new vocabulary that students don't understand it takes time to find out. So, I provide a solution by using the dictionary. The solution to students' vocabulary in the QAR strategy, the teacher asked students to increase their vocabulary at home by reading books and watching English films.

Teacher B: Ms. Ensi

Strategy   : SQ3R

Table 7: Result of the interview with teacher A (Ms. Yuni)

No	Question	Answer
1	What do you prepare before entering the class?	Before I entered the class I had prepared a lesson plan, teaching materials, reading texts, and lesson plan strategy also manage my emotions.
2	What are the strategies for teaching reading comprehension	I used the SQ3R strategy. Why I used this strategy because it helps students comprehend.
3	How to apply the strategy	In the first steps, I asked students to survey the text such as read the text silently for five minutes. Then, the I gave reading text with some questions to answer by the students. Next, they have to read the entire text and translate the text to answer the questions in the text. When the students answered the questions, they were allowed to use dictionaries. After that, I asked each student to retell the text. Then, I concluded the text as a whole from the result of the retelling that the students did.
4	Do you find any difficulties or problems in applying the strategies, and how do you solve the problems?	I found some problems in using the SQ3R strategy even though most students did not understand English well so, they had difficulty pronouncing words correctly and there were several vocabularies that they did not understand. To solved this problem, I provided regular practice opportunities for students. Such as repetition of words to improve their pronunciation

Discussion

Based on the data presented before, the researcher found that the first teacher, Mrs. Yuni used the QAR strategy. It is a reading strategy through understanding and analysis of questions. In other words, this strategy guides students to understand the questions to get information in reading. It means that students only glanced read the texts and to understand further. In this case, the teacher wanted the student to be able to understand the text and answer the questions correctly. This indicated that they could understand the text well. The teacher used the QAR strategy because this strategy was very easy for students to understand the text.

The second teacher, Miss Ensi, used the SQ3R strategy. This is a methodical reading technique that might assist the teacher in segmenting the reading process into digestible chunks. Teacher B always used this strategy because in the class most of the students did not understand English. She had to explain the material slowly so that the students could understand the material presented.

The strength of QAR was it helped students understand the relationships between questions and answers to improve their understanding of the text. The weakness of QAR was its dependence on the right questions because this strategy requires appropriate questions to help students understand the relationships between questions and answers. The strength of SQ3R was it helped students understand the structure and content of the text. They could work together in groups to exchange opinions. The weakness of using SQ3R was it took a long time because they had to do an initial survey to get an overview, formulate questions, read carefully, and repeat information. Each of these steps required attention and focus.

The problem in using QAR faced by the writer was the students found some new vocabulary that they did not know the meanings of, so it took time to clarify the meanings of those words. However, the teacher provided solutions by using dictionaries. To solve this problem, the teacher asked them to increase their vocabulary at home by reading books and watching English films. The problem found during the class was not all students knew English words and even though some of them knew the words, they could not pronounce them correctly. To solve the problem of pronunciation, the teacher spelled the words, spoke slowly and clearly, then asked students to repeat. The teacher encourages them to practice using online resources at home.

Based on research findings, the use of reading strategies for reading comprehension was successful because they allowed students to understand the material. These strategies benefited

teachers well. It was easier for students with reading difficulties to develop their reading comprehension. It was also easier for teachers to provide material to students during the learning process. Teachers could benefit from this strategy because the students were more involved. In addition, students could discuss ideas with their friends

CONCLUSION

The writer made conclusions based on the results of observations and interviews of the learning process and resource findings about the strategies used by teachers in teaching reading `comprehension at SMAN 12 Kota Kupang, as follows:

1. The strategies used by English teachers in SMAN 12 Kota Kupang in the academic years 2023/2024 are QAR (Questions Answer Relationship) and SQ3R (Survey, Questions, Reading, Recite, and Review). The teachers used these strategies to make the students understand the reading texts and guided them to focus more on the text also teacher could help them develop the meanings of reading texts so that the students understood the texts more easily.

2. The implement of these strategies used by English teacher to teach reading comprehension, such as, first, QAR strategy, in which teacher asked students to identify the main ideas, goals, and messages contained in the text. Then, students must present the result of their discussion and have a question answer session. This strategy was effective in teaching reading comprehension since the use of this strategy enabled the students to answer the questions from the text. It was based on the data from observation in the class. Second is about SQ3R strategy students can gain better knowledge and understanding the material. This strategy helps students to be more active and structured in the reading process. This strategy was effective in teaching comprehension since the use of this learning method was successful. It allowed students to understand the reading texts

3. Both QAR and SQ3R are highly recommended for use in class to teach reading for comprehension because they were found effective.

REFERENCES

Alfian. 2018. *An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone*. English Education Departmen University of Muhamadiyah Makassar press.

Allington, Richard. 2002. *What I've Learned about Effective Reading Instruction*. Phi Delta: Guilford Press.

Anis, Chotimah. 2021. *An Analysis of Teachers' Strategies in Teaching Reading Comprehension at Tenth Grade Students of Vocational High School 2 Malang.* English Education Department University of Islam Malang.

Anjelita, Ines. 2022. *Teachers' Strategies in Teaching Reading Comprehension at The Second Grade of Smpn 5 Kota Bengkulu.* English Education Faculty of Tarbiyah and Tadris University of Islamic State Fatmawati Sukarno Bengkulu.

Anjuni, Ayu & Cahyadi, Ani. 2019. *Improving Students' Reading Comprehension Through Sq3r (Survey, Question, Read, Recite and Review) Technique.* Professional Journal Of English Education, 2(1). Lampung.

Ariani, Dwi, & Hikmat, M. 2018. *Scaffolding Strategy Used By English Teacher In Teaching Reading Comprehension To The Eleventh Grades Students At SMK Muhammadiyah 2 Surakarta*: Univercity of Muhammadiyah Surakarta.

Ary, Jacobs, et al. 2002. *Introduction To Research In Education*. Belmont: Wadsworth.

Brown, Douglas. 2004. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Longman

Dean, Geof. 2013. *Teaching reading in secondary schools.* London: David Fulton.

Grabe, William and Stoller, Fredericka. 2002. *Teaching and Researching Reading.* Great Britain: Pearson Education.

Graham, Lorraine, & Wong, Bernice. 1993. *Comparing two modes of teaching a question-answering strategy for enhancing reading comprehension: Didactic and self-instructional training.* Journal of Learning Disabilities, 26(4), 270-279.

Hafidhoh, Dinda. 2014. *Improving students' reading comprehension ability in eighth grade by using a questioning strategy.* English Eduction Program IAIN Tulungagung.

Harmer, Jeremy. 2007. *The Practice of English Language Teaching.* Fourth Edition. Cambridge: Ashford Colour Press.

Keenan, Janice, et al. 2008*. Reading Comprehension Tests Vary in the Skills They Assess Differential Dependence on Decoding and Oral Comprehension*. University of Denver.

Klingner, Janette. et. al. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York

Larsen, F & Anderson, M. 2011. *Techniques and principles in language teachin (3rd ed)*. Oxford University Press.

Lawrence, J & Glueck ,F. 2019. *Manajemen Strategis and Kebijakan Perusahaan*. Jakarta: Erlangga.

Lipscomb, et al. 2005. *Scaffolding.* Paradigma Baru Pembelajaran. Jakarta:

Anderson, Lorin. 2003*. Classroom Assessment: Enhancing The Quality of Teacher Decision Making.* London: Lawrence Erlbaum Associates Publishers.

Mangasi, Plores. 2019. *Implementation of SQ3R to increase reading interest, critical thinking skills, and ability to understand Indonesian language reading of 6th-grade Indonesian students. International journal of theory and application in elementary and secondary school education*. Universitas Pelita Harapan, Indonesia.vaugh

McKenzie, Jamie. 2000. *Beyond Technology: Questioning, Research, and the Information Literate School*. FNO Press, 500 15th St., Bellingham, WA 98225.

Miles, Matthew & Huberman, Michael. 1994. *Qualitative Data Analysis.* London: Sage Publishing

Moleong, Lexy. 2006. *Metodologi Penelitian Kualitatif.* Bandung: PT Remaja.

Muslaini. 2017. *Strategies For Teaching Reading Comprehension*. Universitas Syuah Kuala: Banda Aceh . English Educational Jurnal.

Neil, Anderson. 1999. *Exploring second language reading: Issues and strategies*. Canada: Heinle & Heinle publisher.

Palincsar, David, at al. 2011. *Effects of Reciprocal Teaching Strategies on Reading Comprehension.* Washington DC: American Educational Research Assocation.

Patel, Jain, M. Praveen. 2008. *English Language Teaching (Methods, Tools, & technique).* Jaipur: Sunrise Publisher

Ranggi, Rio. 2019. *Teacher Strategies in Teaching Reading Comprehension at The Third Grade of State Junior High School 23 Jambi*. State Islamic University Sulthan Thaha Saifuddin Jambi Press

Raphael, Taffy & AU, Kathryn. 2005. *QAR: Enhancing comprehension and test-taking across grades and content.* University of Illinois at Chicago.

Riadi, Muchlisin. 2017. *Pengertian, Strategi dan Langkah Pembelajaran Reciprocal Teaching.* Retrieved 05/03/2023from

Richards, Jack & Renandya, Willy. 2002. *Metode in Language Teaching An Anthology of Current Practice*. New York: Cambridge University Press

Richards, Jack & Roodgers, T. 2001. *Approaches and Methods in Language Teaching (2nd ed).* Cambridge University Press.

Sarjan, Nurmadia. 2017. *An Analysis On The EnflishTeachers Strategies In Teaching Reading Comprehension at The Second Grade Students of Junior High School 1 of Wonomulyo. Skripsi.* Alauddin State Islamic University of Makassar. Makassar press

Setiyadi, Bambang. 2006. *Teaching English as Foreign Language.* Yogyakarta: Graha Ilmu

Spears, Melissa. 2011. *Question-answer relationship (QAR).* Retrieved from http://www.readingrockets.org/2010/strategies/question answerrelationship/

Sugiyono. 2015. *Metode penelitian Kuantitatif dan Kualitatif R & D cetakan ke 5.* Bandung: Alfabeta.

Vacca, Richard & Vacca, Jo Anne. 1999. *Content Area Reading.* New York: Pearson Education.

Vaughn, S., & Bos, C. S. (2020). *Strategies for teaching students with learning and behavior problems.* New Jersey: Person Eduction.

Wooley, G. (2011). *Reading Comprehension: Assisting children with learning difficulties.* New York: Springer

Yasin, Fitya. 2016. *Teacher's Strategies In Teaching Reading Comprehension On The Tenth Grade Of Smk Negeri 3.* Universitas Brawijaya press.