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**STRATEGIES EMPLOYED BY TEACHERS IN THE INSTRUCTION OF READING  
COMPREHENSION**

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**Abstract**

This study aimed to identify the reading instruction strategies employed by English teachers and how these strategies were implemented in the classroom. This study followed a descriptive qualitative methodology. Two first-grade English teachers from the school participated in the study. The researcher watched each English teacher have two meetings. A checklist of strategies and in-depth interviews served as the research tools. The goals of the study were to determine the methods employed by English teachers and the extent to which these strategies were applied in the instruction of reading comprehension. The data analysis process had three distinct phases: data reduction, data display, and interpretation or conclusion drawing. Teacher, one employed a variety of tactics to help her students understand what they read, according to the results. Methods included coming up with ideas, reading out loud, and requesting detailed information. Two instructors employed nine different approaches. The use of dictionaries, reading aloud, rereading to check understanding, assessing understanding in specific activities, and asking questions to get specific information were all things they were pushing for. The methods for teaching reading comprehension were divided into three stages, and both instructors used and blended them. Reading itself was divided into three phases: pre-reading, during-reading, and post-reading. Reading comprehension was a strong subject area for instruction at that institution because of the tactics used. The kids' enthusiasm, the students' focus, and the teachers' comfort level during the lesson were all indicators of this.

**Keywords:** Teachers' Strategies, Reading Comprehension, Instruction

## INTRODUCTION

An instructional strategy is a generalized plan for a lesson or a lesson that comprises a structure, desired learner behavior, terms of the goals of teaching, and an explanation of the techniques that are essential to accomplish the strategy. Antoni 2010 (year). The tactics that teachers use frequently assume that pupils will develop their reading skills through osmosis (absorption) and without any assistance. From the perspective of the osmosis method, it is claimed that if a teacher spends their entire day teaching reading comprehension to students in the target language, then those students will enhance their reading comprehension. As an additional point of interest, Brown (2004) asserts that the purpose of teaching reading is to help children become readers who are both effective and efficient. The instructor must use the strategy of reading comprehension to get the desired result.

There is a wide variety of approaches that teachers might take when they are instructing students in reading comprehension. According to Setiyadi (2006), some of the tactics are developed and implemented by employing real materials and methods, reading aloud in the classroom, asking comprehension questions, determining the level of difficulty of the text, and utilizing pre-reading activities to get students ready for reading. The development of children's vocabulary, the refusal to continue reading without comprehension, the acquisition of the core of the subject matter, the utilization of contextual clues, the teaching of reading strategies, the visualization of what is written, the provision of a variety of reading purposes, the identification of texts and tasks, and so on are all additional strategies that teachers may employ.

According to Adler C.R. (2001), teaching reading comprehension strategies are intentional plans that consist of sets of procedures that proficient readers

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utilize in order to make sense of information presented in written form. Students are able to develop into purposeful, engaged readers who are in control of their own reading comprehension capabilities through the instruction of comprehension strategies. Each of the seven tactics that Adler C.R. developed in this article appears to have a solid scientific basis for enhancing text comprehension. Monitoring comprehension, metacognition, graphic and semantic organizers, answering questions, inventing questions, detecting story structure, and summarizing are all activities that they are engaged in.

When it comes to teaching reading, a teacher may employ a wide variety of approach methods. It is necessary for everyone who teaches to have a solid understanding of the fundamental ideas and assumptions that underpin each individual instructional strategy in order to make effective use of any instructional technique. Without a doubt, there is an abundance of descriptions and labels available for actions that can be completed.

Classified as being related to the training of students. According to what Harmer (2007) has stated, a strategy is an activity that the teacher does in order to achieve one or more of her teaching-learning goals. In another sense, the strategy can be understood as a general direction that is established for the process of teaching. It is important for the instructor to employ a wide range of strategies when teaching reading, including the utilization of a variety of methods, media, and activities, in order to maintain the students' attention. According to Brown (2004), the single most important characteristic of teaching strategies is that they simplify the process of putting into practice a wide range of instructional approaches and procedures. The objective is to develop learning settings that are more interactive, to include technology into the learning experience wherever it is applicable, and to make use of acceptable methodologies for collaborative learning.

Teachers guide students in the classroom to become excellent and successful readers as part of an effective teaching strategy for reading comprehension. Teachers that are creative do not rely on a single approach or technique, but rather employ a wide variety of tactics and abilities in order to cater to the requirements and learning styles of each individual student in the classroom. It has also been pointed out by Slavin (2000) that effective instruction is not simply a matter of one individual with more knowledge passing on that knowledge to another person. It is for this reason that successful teachers who teach reading are aware that reading may be taught through the utilization of a number of instructional methods. The teachers are required to make adjustments to the lessons in accordance with the requirements of the students. It has been seen by Allington (2002) that innovative teachers are able to get greater results regardless of the curriculum materials, pedagogical methodologies, and/or reading programs that they engage in classroom instruction.

That the instructor has a significant role in the education of kids is demonstrated by this. As a result of the explanation that was provided earlier, the researcher concluded that the role of teachers is extremely significant in overcoming the difficulties that students face when learning reading comprehension. To enhance the overall quality of the teaching and learning process, educators ought to investigate a variety of different ways. The methods that teachers use to instruct students in reading comprehension become problematic if they are not resolved as soon as possible. In light of this presumption, the researcher was interested in conducting descriptive research with the title "English Teachers' Strategies in Teaching Reading Comprehension (A Study at First Grade Students of Junior High School)" to investigate the strategies utilized by English teachers. This investigation was carried out on the ninth-grade

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students at the Junior High School. All of the attention of this study was directed at the English teachers.

Methods utilized by students in the eighth grade at that particular institution. In the process of teaching reading comprehension, the researcher was interested in whether or not English teachers utilized any particular methods, as well as how such tactics were executed by the English teachers.

In the first grade of junior high school, the purpose of this study is to investigate the ways that teachers teach reading comprehension and to determine how they implement those tactics in their classrooms. In this study, the research questions that were asked were as follows: what are the tactics that the English instructor uses to teach reading comprehension to the first-grade students at the fourth-grade junior high school? When it comes to teaching reading comprehension in the first grade of junior high school 4, how do English teachers integrate the various tactics that are available?

## LITERATURE REVIEW

The following is an example of research that has been carried out by a few scholars that focuses on the approach that teachers take while teaching reading comprehension: The research that was carried out by Janatun (2013) was titled "Teacher's Strategy in Teaching Listening Comprehension." The conclusion that she reached was that the teachers employed a variety of methods while instructing listening. It is possible to classify the tactics that teachers employ into three categories: bottom-up, top-down, and metacognitive. First, Ahmad (2013) carried out a study that was titled "A Study on Strategies for Teaching Speaking and Reading Comprehension Skills." This was the second research that had been done previously. He concluded that the teachers utilized three distinct stages in the

process of teaching reading, which he referred to as pre-reading, temporary reading, and post-reading strategies.

An additional piece of research was carried out by Susilowati (2013) and named "The Teacher Strategy in Managing Large Classes in Teaching English in Class XI of Muhammadiyah 1 Karanganyar High School in the Academic Year 2012/2013." He concluded that there were two primary points discovered. First, the approach that the instructor takes to effectively manage a large class when teaching English. Secondly, the challenges that were encountered by both the instructors and the students during the process of putting the instructional strategies and the solutions for the sizable class into action.

Setiawan (2014) did a study with the title "A Study On Teacher's Strategies In Teaching Reading Comprehension In First Grade Of Student's MTS Tarbiyatul Ulum." The findings of this study were presented in the following manner. He brought up the fact that the teachers at that institution employed a variety of instructional methods when it came to teaching reading comprehension. Because the instructor is unable to combine the methods effectively, the tactics did not provide the desired results.

The subsequent study that came before it was titled "Teaching Strategy on English Second Language Students" and it was conducted by Pulungan on the year 2015. The findings indicated that the tactics employed by teachers were of utmost significance when it came to instructing students who were learning English as a second language. In addition, Harida (2016), in her article titled "English Second Language Teaching," observed that students who are learning English as a second language require an appropriate technique when it comes to teaching reading comprehension. Additionally, Rully (2017) claimed that teachers can employ more than two different tactics while instructing reading comprehension to students

who are learning English as a second language. His research, which was published under the title "Strategies in Teaching Reading," inspired this approach.

An additional study that was carried out in the past was carried out by Muslaini (2017) and was titled "Strategies in Teaching Reading Comprehension." Based on the findings of the research, the tactics that should be utilized by educators in the process of teaching reading comprehension were determined. The more tactics that are utilized in the process of teaching reading comprehension, according to her, the better the outcome will be. "A Descriptive Study on Teaching Reading Comprehension Strategies at Junior High School Students SMPN 3 Sabang" is the title of the research that was carried out by Aidil (2014). He stated that if the instructor utilized suitable tactics, the pupils would be less likely to struggle with reading comprehension when they were studying reading. In the other study that was done in the past, which was titled "The Analysis of Teaching Strategies in Teaching Reading Comprehension," Nurhamidah (2018) participated in the research. According to the findings of the research, the tactics that teachers employed were of great significance. To teach reading comprehension, the instructor can mix a greater variety of instructional tactics.

It was demonstrated in earlier research that the tactics employed by the educators were highly effective in the instruction of reading comprehension. On the other hand, the utilization of an excessive number of techniques would have an impact on the performance of pupils when it comes to mastering reading comprehension. According to the findings of the research that the researcher carried out at Junior High School, this reason was not supported by the findings. Based on the findings of this research, it was discovered that teachers only use two or three tactics while using strategies. In comparison to the many tactics that were utilized by the instructors, the combination of a few strategies proved to be more



appropriate. It would be easier for the students to concentrate if the instructor used fewer strategies but well applied in teaching reading comprehension.

## RESEARCH METHOD

As a result of the fact that this study was centered on particular occurrences that occurred within the context of the school setting, the researchers utilized a descriptive qualitative design. The phenomenon in question was the process of acquiring the knowledge necessary to instruct English. There was also no requirement for this research to give any kind of care to the subject of the study. Subsequently, the researchers made observations and provided explanations for the phenomenon in a manner that was as accurate and unaltered as this was possible. The descriptive research design was therefore the most suitable approach that could be utilized in the process of carrying out this investigation. This research was conducted using a descriptive qualitative approach, and it included direct observation. According to Sugiyono (2008), the descriptive approach is a technique that is utilized to determine the current state of groups of people, an object, a condition, thinking, and events that are going to take place.

On top of that, two educators were participating. They were selected with a defined purpose. The teachers in question were qualified as professional educators and had a high level of expertise in the teaching methodologies that were utilized in the instruction of reading comprehension. By employing purposive sampling, the researcher was able to restrict the number of participants. According to Musfiquon (2012), this meant that the selection of participants was based on the researchers' specific objectives for the study. Therefore, to ensure that this research was carried out, several instructors of high caliber from Junior High School participated. For this particular instance, the researcher only selected two teachers who possessed a

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high level of expertise in the field of teaching reading comprehension, particularly English instructors, among the pupils of class VIII at junior high school. This was done with the expectation that it would assist the researcher in answering the study question. To conduct an observation, the teachers were willing to give their time.

For data collection, the researcher utilized a research instrument, which could be a tool or a facility. The findings of the investigation may be described as being superior, more precise, comprehensive, and methodical. The instrument can take the shape of a questionnaire, an observation, an interview designed to direct the interview, or a test. A plan checklist was utilized by the researcher throughout this investigation. One of the primary objectives of educators is to cultivate in their students a lifelong love of reading, writing, and learning. For students to reach this objective, they require tactics and practice that will allow them to take responsibility for their learning. (1995) Katherine's book. Through the implementation of high-stakes tactics that are faced by both teachers and students, the process of teaching and learning would be managed more efficiently.

With the help of the strategy checklist, the researcher conducted an observation of the instructor. Specifically, the researcher examined all of the activities that took place in the classroom during the teaching and learning process, with a particular focus on the strategies that teachers employ when instructing students in reading comprehension. At this point, the researcher observed the tactics that the teachers employed to teach their students about reading comprehension. Additionally, the researcher identified the strategies that the teachers utilized in the classroom throughout the entirety of the lesson, from the beginning to the end. Concerning this particular instance, the researcher watched everything that the English teacher did concerning the tactics that teachers use

while instructing reading comprehension in the classroom. An investigation into the process of teaching and learning English in the classroom was carried out with its help. A checklist of the English teaching procedure that was carried out by the English instructor was carried out. It was Sarjan (2017) who provided the strategy checklist that was accepted.

## RESULTS AND DISCUSSION

### Teacher One

The first teacher was responsible for preparing the instructional materials for reading comprehension for the very first meeting as well. When it came to teaching reading comprehension, she used a textbook called LKS, which was assigned to the pupils. This was her primary source of content. Up until this point, the students have been able to carry out all of the exercises by following the instructions given by the instructor. The majority of them are still having a conducive environment in the classroom while the activities are just getting started. When it came to the teachers' command and order, the kids showed a great deal of enthusiasm. Some of the students were also taking an active role in the learning process by asking the instructor about the materials that they would use in the process of teaching and learning. Even though there were a few students who were completely uninterested in the things that they were supposed to complete. According to the findings of the researcher, the activities that the instructor carried out had a significant impact on the conductivity of the class and on capturing the attention of the students before they began to study. Following the completion of those exercises, the primary activity of teaching reading comprehension was then followed by the application of various teaching methodologies.

Generally speaking, teacher 1 was utilizing two primary tactics in the process

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of teaching reading comprehension to eighth-grade students at Junior High School. Reading aloud was the first tactic that was utilized. To improve the pupils' pronunciation of English text, this method was implemented. The second tactic was to engage in brainstorming. The technique is intended to assist students in gaining a deeper comprehension of language, particularly descriptive text. These two tactics were shown to be of substantial assistance to students in the process of learning reading comprehension, according to the strategies that were evaluated by the researchers studying Instructor 1.

### ***Teacher Two***

Initially, the instructor was also responsible for preparing the instructional materials for reading comprehension. LKS was the name of the textbook that was being used by the teachers at Junior High School to teach the students their lessons. When it came to teaching reading comprehension, the text served as the primary source of material. She always made sure to invite the pupils to pray before she began the meeting to instill in them the importance of religious practice. At the same time, the second teacher was checking the kids' attendance on the list that was being used. To ensure that all of the pupils were present in the classroom and prepared to participate in the teaching and learning process, needed to make something sure.

In the eighth grade at Junior High School, Teacher 2 was utilizing three primary tactics to teach reading comprehension to her students. Encouragement to use dictionaries was the first tactic that was implemented. The purpose of this tactic was to serve as a reminder to the pupils to make use of the dictionary whenever they read the material. Using this method, students were able to dramatically improve their ability to determine the meaning of the words. Reading aloud was the next tactic that was utilized. To improve the pupils' pronunciation of

English text, this method was implemented. Additionally, the primary objective of the technique was to assist students in gaining a deeper comprehension of language, particularly descriptive text. The final tactic consisted of assessing the level of comprehension related to a specific activity. These three tactics were shown to be of substantial assistance to pupils in the process of learning reading comprehension, according to the strategies that were considered by the researchers in the first teacher.

### ***Discussion***

The purpose of this study was to investigate the methods that instructors use to teach reading comprehension to children in the first grade at Junior High School. The research design utilized in this study was descriptive qualitative research. It is anticipated that the findings of the research conducted for this study will be discussed in this section. Every piece of information was gathered from two different samples of English teachers working at the school.

When it came to teaching reading comprehension, the first teacher exclusively utilized Reading Aloud and Asking for Specific Information as the primary methods, as demonstrated by the data results of the techniques checklist. The second teacher, on the other hand, utilized strategies such as encouraging students to use dictionaries, reading aloud, and evaluating students' comprehension of certain tasks.

All of the tactics that were utilized were very successful in assisting the kids in acquiring reading comprehension skills. This was demonstrated by the state of the activities in the classroom as well as the attentiveness of the students as they followed the instructor while she explained the course material. The tactics that were utilized were also beneficial to the instructor. The teacher was able to teach and manage the kids more effectively as they had access to a combination of tactics.

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Furthermore, both of the teachers were in agreement that she utilized reading aloud as the most suited and appropriate method to teach the children in the process of developing reading comprehension. She made the observation that the most significant challenges that pupils had when it came to reading comprehension were reading and pronouncing the text. It was for this reason that they decided to make reading aloud their primary method of instruction when it came to teaching reading comprehension to their students.

Reading comprehension was taught using a combination of all of these different tactics that were utilized by the teachers. The utilization of all of these methods together proved to be more successful than the utilization of just one strategy. The students' attentiveness in following the teaching process was another factor that contributed to its success. The environment of the teaching and learning process was also a factor. The kids' enthusiasm was likewise high, and the teachers employed a greater variety of instructional methods while teaching reading to the students.

From the perspective of the educators, the combination of tactics proved to be highly beneficial to achieve a high level of quality in the curriculum for teaching reading comprehension. Through the utilization of a variety of tactics, they experienced a greater sense of ease in learning and comprehending the materials. The findings were also tied to prior research that was conducted on the methods that teachers use when instructing subjects. The first piece of study was published in 2013 by Janatum and was titled "Teachers' Strategy in Teaching Reading Comprehension." Based on the findings, it was determined that the teachers encountered challenges in obtaining a good response from the students regarding the teaching and learning process. Nevertheless, the combination of several different tactics proved to be of great assistance to the educators in achieving a

favorable response from the students and achieving a high level of teaching quality.

A second piece of study that was conducted in the past was titled "Study on Teachers' Strategies for Teaching Reading Comprehension Skills" and was conducted by Ahmad (2013). The findings of these two researchers demonstrated that the function of the instructor was quite significant and that the method employed by teachers was also extremely significant in the process of teaching and learning. In a variety of ways, it was of great assistance to the students in acquiring knowledge of the subjects. It is vital to note that the strategy had a significant role in designing the objectives of the educational activity. Both the method and the goals that were intended to be accomplished should be compatible with one another.

This investigation was consistent with the findings of earlier studies that Janatum and Ahmad had carried out independently. Reading comprehension was a challenge for the pupils when they were reading. Because reading a foreign language became a challenge for them, the role of the teacher was extremely significant in assisting students in overcoming this challenge. As a result, this research was carried out to provide support for earlier findings. The teachers could come up with acceptable and efficient solutions to the problems that the kids were having. Additionally, the instructor could mix the tactics to develop a more effective method of teaching reading comprehension strategies.

## CONCLUSION

Teachers implemented reading comprehension tactics in the pre-reading, reading, and post-reading stages. Teachers employed tactics to produce readable ideas. Teachers mixed the technique with games and humor. It was supposed to help teachers help kids learn. In addition to word meanings, texts have amusing but

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serious content. The combination of tactics was crucial for helping students understand.

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