

An Analysis Of Teachers' Strategies In Teaching Reading Comprehension In Junior High School

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Abstract

The goal of this study is to identify the strategies and methods used by English teachers at junior high schools in Tanjungbalai to teach reading comprehension. This research is a combination of qualitative and quantitative research (mixed methods). Data collection techniques in this study include surveys (questionnaires), interviews, and observations. The sample for this study consisted of 10 survey and interview participants. In the implementation of the survey/questionnaire, the researcher gave questionnaires to 10 survey participants, consisting of English teachers who taught reading comprehension materials in grades 7-9. The result of this study shows that English teachers in junior high schools in Tanjungbalai apply several strategies to teaching reading comprehension in class, namely directed reading activity (DRA), reading aloud in class, and no strategy (collecting vocabulary or difficult vocabulary).

Keywords: *Analysis, Junior High School, Reading Comprehension, Tanjungbalai, Teacher Strategy.*

Introduction

A teaching strategy refers to a deliberate and organised approach or series of activities employed in the process of learning with the aim of attaining certain learning objectives (Karwono & Muzni, 2020; Majid, 2017; Sanjaya, 2006). Employing effective teaching techniques facilitates intentional learning (Centra, 1993; Sajjad, 2010) and empowers the teacher to establish conditions that promote suitable learning (Braskamp & Ory, 1994), eventually resulting in the intended outcome (Hodges et al., 2020). The strategy includes the activity's objectives, who is involved in it, the activity's content, the activity's process, and the means to support it (Majid, 2017). To achieve targets, teachers need to use strategies (Dwiningtiyas et al., 2020).

Ragin et al. (2020) and Santosa et al. (2020) define teacher strategy as a distinctive technique or approach employed by teachers to organise students, components, techniques, media, equipment, and time in order to promote efficient learning. To facilitate a seamless learning process, teachers must deliberately and systematically employ patterns or sequences referred to as learning strategies (Jovanović et al., 2017; Rosari, I, 2019). Implementing a learning strategy that can consistently facilitate the smooth functioning of the learning process (Cleveland et al., 2017; Hasan, M. S. R., & Chumaidah, N., 2020). You can acquire proficiency in the English language by employing the pedagogical approach of the teacher. Reading is an essential element of English instruction. Reading is the process of analysing a text in order to discern the intended message or meaning of the author. Learning another tongue or foreign language places particular importance on reading, which differs from reading lessons in the Indonesian

language. The process of understanding written text is commonly referred to as reading comprehension in the field of English education. Reading comprehension involves efficiently retrieving the necessary information from a written text. Reading comprehension and reasoning include several processes at various levels (McNamara & Magliano, 2009; Pearson & Raphael, 1990). To comprehend a written text, readers need to utilise their linguistic knowledge to decipher the words, examine the characteristics and organisation of the discourse, and merge the information from the text with their existing knowledge (Anderson & Pearson, 1984; Graesser, 2007; Lesgold & Perfetti, 1978; McVee, Dunsmore, & Gavelek, 2005; Ruddell & Unrau, 2013). Reading comprehension necessitates engaging in critical analysis, evaluation, and integration of information from a text (Fox & Alexander, 2009).

Armbruster et al. (2001) found that providing training on comprehension strategies helps students develop the ability to read with intention and actively engage in what they are reading. C.R. Adler (2001) proposed seven tactics that have a solid scientific foundation for enhancing text comprehension. The monitoring of understanding, metacognition, graphic and semantic organisers, question responding, question generation, story structure recognition, and summarization is being conducted. When teaching comprehension strategies, it's advisable to employ specific instructional methods. Explicit teaching involves teachers providing clear and direct guidance to readers on the reasons and circumstances for using strategies, the specific techniques to employ, and the methods for applying them. The components of explicit education often consist of clear and straightforward explanation, demonstration by the instructor by verbalising their thought process, supervised practice, and practical application (Armbruster et al., 2001).

The teacher employed many methodologies to facilitate the development of reading comprehension skills (Audina et al., 2020; Wibowo et al., 2020; Dwiningtiyas et al., 2020). The Directed Reading Activity (DRA) technique was chosen by senior high school English instructors as the best effective method for teaching reading comprehension (Audina et al., 2020). The Directed Reading Activity (DRA) is a pedagogical approach employed by educators to assist pupils with their reading comprehension during class. The Directed Reading Activity is a pedagogical approach that offers students instructional assistance prior to, during, and subsequent to reading (Betts, 2012). The primary premise of DRA is that understanding may be enhanced by the cultivation of prior knowledge and the adoption of a focused mindset for reading, discussing, and post-reading comprehension improvement (Mckenna and Robinson, 1990:46).

The teachers employed nine of the most prevalent ways for instructing reading comprehension. Some of the tasks included in the curriculum were question production, question responding, promoting the use of dictionaries, predicting, measuring comprehension, producing text, skimming, scanning, and summarising. Teachers rely on the syllabus and curriculum during the application of strategies (Wibowo et al., 2020). At the junior high school, the teachers employed many ways to teach reading comprehension. The tactics encompassed the techniques of brainstorming, engaging in oral reading, and seeking precise information. The instructor employed a total of nine tactics, with a focus on promoting the utilisation of dictionaries, engaging in oral reading, conducting rereading to verify understanding, assessing comprehension in specific activities, and posing inquiries to get specific information. The teachers implemented and integrated the tactics, categorising them into three phases of instructing reading comprehension. The stages identified in the study conducted by

Dwiningtiyas et al. (2020) include the pre-reading stage, the reading stage, and the post-reading stage.

The study conducted by Audina et al. (2020) titled "An Analysis of Teacher's Strategies in Teaching Reading Comprehension" revealed that English teachers at SMK Dharma Bakti 1 Medan employed the Directed Reading Activity (DRA) strategy to teach reading comprehension to students. The teacher's active involvement in the reading process enhances students' comprehension of the material by providing comprehensive advice. And enhance students' productivity.

Furthermore, Dwiningtiyas et al. (2020) did prior research titled "Teacher Strategies in Teaching Reading Comprehension." The researchers determined that English instructors at SMP 09 Bengkulu employed many tactics while instructing reading comprehension. Teacher 1 employs the tactics of brainstorming, reading aloud, and requesting particular information. In addition, teacher 2 implemented nine techniques. They promoted the use of dictionaries, reciting text out loud, reviewing text again to ensure understanding, assessing comprehension during specific activities, and posing inquiries to obtain specific information. Both teachers implemented and integrated the tactics, which were categorised into three phases of instructing reading comprehension. The stages included the pre-reading stage, the reading stage, and the post-reading stage. The tactics employed were highly efficacious in facilitating reading comprehension instruction at the educational institution. The proof lies in the motivation and attention of students, as well as the simplicity with which teachers are able to facilitate the teaching and learning process.

Nur Hs et al. (2023) did a study titled "Teachers' Strategies in Teaching Reading Comprehension to Second-Grade Students in Senior High School." The researcher discovered that English teacher at SMAN 2 Jeneponto employed two techniques for teaching reading comprehension: scaffolding and QAR (question-answer connections). Teachers employ these strategies to facilitate students' comprehension of the material and guide them towards a greater emphasis on the text. This research aligns with a study done by Ulfa et al. (2023) titled "An Analysis of Teachers' Strategies in Teaching Reading Comprehension." The English instructors at SMPN 9 Makassar employ many common techniques to teach reading comprehension, including scaffolding, reciprocal teaching, and QARs (question-answer relationships). Nevertheless, throughout the process of choosing these tactics, the researcher identified three aspects that have an impact on teachers' teaching strategies: characteristics of students, teaching materials, and the teacher's knowledge.

Wibowo et al. (2020) did a recent research titled "An Analysis of English Teachers' Strategies in Teaching Reading Comprehension." The study's findings revealed that English teachers at senior high schools in Bengkulu employed the nine most prevalent ways for instructing reading comprehension. The activities encompass question formulation, question response, promotion of dictionary utilisation, prediction, comprehension monitoring, text generation, rapid reading, information retrieval, and summarization. Teachers employ tactics that are derived from the materials, indicators, and learning objectives outlined in the syllabus and curriculum. They select the tactics that are most probable to facilitate students' comprehension of the content.

Previous research shows that teachers' strategies are very effective in teaching reading comprehension at junior high school, senior high school, and vocational school. Research from various cities in Indonesia, including Medan, Bengkulu, Makassar and Jeneponto, demonstrates this. And the strategies used are in accordance with the needs of students and the context in which the teacher teaches. However, the reason for this

study is that there has been no research on teacher strategies for teaching reading comprehension in Tanjungbalai at the junior high school. Therefore, this study examines reading comprehension learning strategies in junior high school.

Prior studies indicate that teacher' instructional methods are very efficacious in enhancing reading comprehension among students in junior high school, senior high school, and vocational school. This is evidenced by research conducted in several Indonesian cities, such as Medan, Bengkulu, Makassar, and Jenepono. The tactics employed are tailored to the specific requirements of the students and the teaching environment. Nevertheless, the motivation for this study stems from the lack of data on instructional techniques employed by teachers to enhance reading comprehension skills among junior high school students in Tanjungbalai. This study investigates the tactics used for developing reading comprehension in junior high school.

Analyzing the strategies used by English teachers in teaching reading comprehension at the junior high school in Tanjungbalai is very important because English learning currently starts in junior high school. Junior High School serves as the foundation for English language learning, with plans to phase it out at the elementary level. This research delves into the strategies that English teachers in junior high schools in Tanjungbalai will employ to teach reading comprehension. And how it is applied.

Method

This research is a combination of qualitative and quantitative research (mixed methods). In order to obtain more comprehensive, valid, reliable, and objective data, researchers use the combined research method (mixed methods), which combines quantitative and qualitative methods.

Qualitative research is a research approach that aims to understand and explain social phenomena in depth by interpreting the context, experiences, and perspectives of individuals involved in these phenomena (Creswell, 2014). In qualitative research, facts discovered during field research guide data collection instead of theory. Therefore, we carry out inductive data analysis. We can then construct a hypothesis or theory based on the found facts. Therefore, in qualitative research, the purpose of data analysis is to construct hypotheses, whereas in quantitative research, the purpose is to test hypotheses. Abdussamad (2021) employs qualitative methods to gather comprehensive and meaningful data.

Quantitative research, on the other hand, employs a scientific methodology to gather data from a case or phenomenon under investigation. We use the term "quantitative" because this approach prioritizes statistical data analysis, with the collected data taking the form of numbers or numerical data (Sugiyono, 2017). Quantitative research, according to Sugiyono (2017), is a research approach based on positivism philosophy. Researchers use this approach to collect data from specific populations or samples. In this study, the data analysis is quantitative or statistical.

Data collection techniques in this study include surveys (questionnaires), interviews and observations.

1. Survey (Questionnaires)

Researchers use a questionnaire, also known as a survey, to gather data from respondents using a series of pre-designed questions. It is a popular method of collecting information from respondents in written form (Sugiyono, 2017). Questionnaires can contain open-ended, closed-ended, or a combination of both

questions and are used in a variety of disciplines to collect data on respondents' attitudes, behaviors, preferences, or views on a particular topic.

2. Observation

Observation provides opportunities for researchers to observe social interactions, behaviors, and contexts relevant to the phenomenon under study (Bogdan & Biklen, 2017). The researcher conducted direct observation by observing reading comprehension learning activities involving the research participants. To collect data for this study, the researcher used stationery and mobile phones to record the results of interviews and observations. The processed data was presented in text form, and descriptive analysis was conducted.

3. Interviews

Interviews are a data collection technique that involves direct interaction between researchers and research participants. Qualitative interviews are conducted to obtain a comprehensive knowledge of the experiences, opinions, and viewpoints of persons regarding the phenomena being studied. Interviews can be categorised as organised, semi-organized, or unstructured, based on the extent of the preset framework (Creswell, 2014).

During the participant interviews, the researcher inquired about important aspects of the problem that required further exploration. The researcher investigated the important aspects of the problem that required further exploration. After that, the participants provided responses based on their opinions and experiences in the classroom when teaching reading comprehension. The researcher and the participants recorded their voices using a mobile phone to collect interview data. The researcher then analyzed the interview results and presented them descriptively in paragraph form.

The population in this study were English teachers in junior high schools in Tanjungbalai. The researcher used the purposive sampling method to select the sample and research participants by setting inclusion and exclusion criteria. The sample for this study consisted of 10 survey and interview participants. In conducting the survey, the researcher administered questionnaires to 10 survey participants, consisting of English teachers who teach reading comprehension in grades 7-9. Meanwhile, in implementing the interview and observation methods used in this study, the researcher only took three of the ten English teachers who taught reading comprehension in grades 7-9. Teachers who had been teaching at the school for a long time were chosen. To maintain ethics in this study, the researcher will only use scientific designations for the participants. For example, teacher 1, teacher 2, and teacher 3.

Research data were obtained through survey results (questionnaires), observations, and interviews. The data from the survey (questionnaire) was used to describe the data obtained as descriptive statistics of the research results and a discussion of the analysis to be explained. Concurrently, the data obtained through direct observations of the research participants was necessary to determine the classroom strategies employed and to assess the implementation of these strategies in the English learning process at junior high schools in Tanjungbalai for grades 7, 8, and 9. In order to ensure accurate analysis and prevent any misinterpretation, the author further conducted interviews with the teachers to gather comprehensive data. The data were gathered through the use of field notes and were then presented in a descriptive manner in the form of paragraphs. Consequently, the researcher possesses precise knowledge of the events that occurred throughout that period.

Results

Table 1.1 Respondent Data Based on Reading Comprehension Strategy

No	Reading Comprehension Strategy	Total	Percentage
1	Directed Reading Activity (DRA)	5	50%
2	Reading Aloud in Class	2	20%
3	No Strategies	3	30%
4	Scaffolding Technique	0	0%
5	Use of Graphic Organization	0	0%

Researchers divided the results of their survey/questionnaire method research into 5 types of reading comprehension strategies used in the classroom. As many as 50% of respondents applied the Directed Reading Activity (DRA) strategy. As many as 20% of respondents used the Reading Aloud in Class strategy, and as many as 30% of respondents applied no strategy. And no respondents chose scaffolding or the use of graphic organization strategies.

Table 1.2 Respondent Data Based on Gender

No	Gender	Total	Percentage
1	Male	0	0%
2	Female	10	100%

Research using the survey or questionnaire method revealed that no respondents fell into the "male" category, while 10 respondents (100%) fell into the "female" category.

Table 1.3 Respondent data based on period of service

No	Period of Service	Total	Percentage
1	Less than 1 year	0	0%
2	1-5 Years	0	0%
3	6-10 Years	0	100%
4	More than 10 Years	0	0%

The data above shows the results of the study based on the respondents' length of service, with the division into four categories: less than 1 year, 1–5 years, 6–10 years, and more than 10 years. In this sample, all respondents (100%) had 6–10 years of service.

Table 1.4 Respondent Data Based on Frequency of Teaching Reading comprehension

No	Frequency	Total	Percentage
1	Daily	2	20%
2	Weekly	7	70%
3	Monthly	0	0%
4	Rarely	1	10%

5 Never 0 0%

The research divides the frequency of teaching reading comprehension in class into five categories: daily, weekly, monthly, rarely, and never. This sample reveals that 20% of the respondents teach reading comprehension daily, 70% teach it weekly, and 10% teach it rarely. And none of the respondents reported teaching reading comprehension monthly or never.

Table 1.5 Respondent Data Based on Professional Development

No	Professional development	Total	Percentage
1	Already	9	90%
2	Not yet	1	10%

The data above illustrates the results of research on professional development carried out by respondents in recent years. There are two categories: those who have undergone professional development and those who have not. This data concludes that 90% of respondents have engaged in professional development in recent years. On the other hand, 10% of respondents have not conducted professional development in recent years.

Table 1.6 Frequency Distribution of Learning Strategy Effectiveness

No	Answer	Total	Percentage
1	Very effective	3	30%
2	Somewhat effective	3	30%
3	Neutral	4	40%
4	Somewhat ineffective	0	0%
5	Very ineffective	0	0%

The study conducted a survey/quizzzer method with research respondents to assess the effectiveness of teaching strategies in improving students' reading comprehension skills. A total of 30% of the respondents felt that the learning strategy was very effective. 30% of the respondents felt that the learning strategy was somewhat effective. 40% of the respondents have a neutral perception of the effectiveness of learning strategies. And there is no respondent who considers the learning strategy as somewhat ineffective or very ineffective.

Table 1.7 Frequency Distribution of Collaboration with Other Teachers

No	Answer	Total	Perscentage
1	Frequently	4	40%
2	Occasionally	5	50%
3	Rarely	1	10%
4	Never	0	0%

The data above illustrates how often respondents collaborate with other teachers. There are four categories: often, sometimes, rarely, and never. Based on the data, we can conclude that 40% of the respondents frequently collaborate with other teachers, 50% occasionally do so, and 10% rarely do so. On the other hand, there were no respondents who had never collaborated with other teachers.

Discussion

According to the survey results, up to 50% of respondents used the Directed Reading Activity (DRA) strategy. 50% of the respondents were identified as teachers. So, 5 out of 10 teacher respondents used the reading activity (DRA) strategy in teaching reading comprehension. Teachers 1, 2, 3, 4, and 5 provide instructional support to students before, during, and after reading a text when together with students. This can be seen from the learning activities used in the classroom, such as the teacher reading the text to be studied first, or rather, the teacher gives an example first, then the students imitate how the teacher reads. Then the student's reading is corrected by the teacher. Furthermore, when the teacher finds an error in the student's reading, the teacher will correct the reading by modeling the correct reading again, and then the student reads again; if there is still an error in the student's reading, it will be corrected again, and so on. Reading comprehension learning itself is done when there is only material about the text, or the material given must be in accordance with the lesson plan, which causes reading comprehension learning to take only a few hours. This happens because English learning in junior high school does not only specialize in reading as teaching material but also adds other teaching materials such as speaking, listening, and writing. Thus, the results of this study are in line with Betts' theory (2012), which explains that directed reading activity is a strategy that provides instructional support to students before, during, and after reading.

Teachers 1, 2, 3, 4, and 5 found the Directed Reading Activity (DRA) strategy to be an effective approach for teaching reading comprehension to junior high school students in Tanjungbalai. Moreover, the elimination or discontinuation of English subjects in elementary school forces junior high school students in Tanjungbalai to start learning English from scratch, starting from A, B, C, and D. As a result, they chose the Directed Reading Activity (DRA) strategy as a suitable one for them. So that my research is also in line with previous research conducted by Audina et al. (2020) with the title "An Analysis of Teachers's Strategies in Teaching Reading Comprehension," The previous research, along with my own, revealed that English teachers employ the Directed Reading Activity (DRA) strategy when instructing students in reading comprehension.

Furthermore, teachers 1, 2, 3, 4, and 5 clarified that while only about 30–40% of students are proficient in reading comprehension, many other students struggle with reading in English, often lacking both vocabulary and its meaning. Junior high school students are now finding it very difficult to read English because English subjects at the elementary level no longer exist. Additionally, Teachers 1, 2, 3, 4, and 5 encountered challenges in implementing the strategy as several students struggled to recall the vocabulary they had taught, prompting them to continue providing examples to help them understand how to read. However, if the Directed Reading Activity (DRA) strategy fails to grasp the reading comprehension material, the teacher encourages students to seek clarification from their teacher outside of school hours or participate in the school's afternoon English extracurricular program. Students are more free to ask questions outside of class hours or during extracurricular activities because they feel more familiar and close to the teacher than in the classroom when teaching and learning activities take place.

Furthermore, 20% of respondents applied the Reading Aloud in Class strategy. Two respondents, or two teachers, made up 20% of the total. So, two out of 10 teachers used the Reading Aloud in Class strategy to teach reading comprehension. Reading aloud itself is a strategy for reading books to students. Initially, the teacher demonstrates how

to read the text in class, and then instructs each student individually to read the text in accordance with the model. Students continue to practice reading comprehension until they understand and can pronounce the text's contents. Teachers 6 and 7 should apply the effective strategy of reading aloud in class to junior high school students, particularly those in Tanjungbalai. Junior high school students in Tanjungbalai begin their English learning journey at the beginning of junior high school, beginning with the alphabet and subsequently learning how to read. One solution for beginner students learning reading comprehension is to read aloud in class.

In applying the reading aloud in class strategy to junior high school students, teachers 6 and 7 also found some difficulties, such as students who did not recognize letters in English at all, students who did not know how to spell, students who did not know how to read words, and so on. So, the teacher must often repeat and practice with students. Despite the challenges teachers face, some students are still able to follow the reading comprehension learning process using the reading aloud in class method. According to teachers 6 and 7, the strategy is effective for beginner students, although there are not many. In a study by Dwiningtiyas et al. (2020), one English teacher taught a strategy that aligns with my research. Teachers 1 in this study used the reading aloud strategy in teaching reading comprehension. However, this study also has some differences with my research, such as two English teachers who use different strategies, namely brainstorming, asking for specific information, using dictionaries, rereading to check comprehension, evaluating comprehension in particular tasks, and asking questions for specific information.

Furthermore, 30% of respondents applied no strategy. 30% of the respondents are stated as 3 respondents or 3 teachers. So, 3 out of 10 teachers use no strategy in teaching reading comprehension. While teaching reading comprehension to junior high school students, teachers 8, 9, and 10 do not employ specific strategies, instead tailoring their instruction to the students' abilities and needs, which may involve incorporating difficult vocabulary from a text. The teacher initiated the reading comprehension lesson by demonstrating how to read a text in front of the students, followed by a request for the students to replicate the teacher's reading technique in turn. The teacher then corrected the students' reading, focusing on their pronunciation and other aspects.

For the next meeting onwards, Teachers 8, 9, and 10 ask students to find five difficult vocabulary words for each student before they start reading a text. Teacher 8, 9, and 10 will demonstrate the vocabulary, explaining its meaning and how to read it. Next, Teacher 8, 9, and 10 will move on to the text section, instructing students to read and interpret the assigned text. After receiving the task of reading and interpreting, the teacher will usually accompany the students' activities. At the end of the reading comprehension lesson, the teacher asks students to answer questions related to the text they have read and interpreted before. We do this to help students understand the meaning of the text they read and improve their reading skills. The students not only read the text but also grasped its implied message.

Behind it all, teachers 8, 9, and 10 explained that the ability of junior high school students to learn reading comprehension is fairly diverse due to each student's unique characteristics. Therefore, they urge teachers to be wise and capable of understanding the abilities of all their students. Among the numerous students, there must be some who excel, some who are average, and some who are neither exceptionally good nor exceptionally bad. Therefore, this ability depends on the student, and a teacher must be able to guide as much as possible.

The next study's results indicate that my research differs from previous studies conducted by Dwiningtiyas et al. (2020), Nur Hs et al. (2023), and Wibowo et al. (2020). Previous studies used scaffolding and QAR (question-answer relationships) strategies for the pre-reading stage, the during-reading stage, and the post-reading stage. Question Generation, Question Answering, Encouraging Dictionary Use, Predicting, Monitoring Comprehension, Generating Text, Skimming, Scanning, and Summarizing All the strategies applied are different from the strategies used by the teachers above.

Then, in the survey of the respondents, the researcher found that the majority of the respondents (70%) teach reading comprehension on a weekly basis, with a small proportion (20%) doing so daily and another small proportion (10%) stating that they rarely teach reading comprehension. This shows that there is consistency in teaching practice, with most respondents doing it regularly over a period of time.

In relation to professional development, researchers found that most respondents (90%) had undertaken professional development in the last 2 years. This reflects their commitment to self-improvement and career development. Professional development here can include a variety of activities, such as training, workshops, or other self-development programs.

In addition, in the context of the effectiveness of learning strategies, the researcher found that, based on respondents' perceptions, the learning strategies used were considered to vary in their level of effectiveness. Some respondents considered it very effective (30%), while others considered it somewhat effective (30%). However, there are also some who are neutral (40%) about the effectiveness of the learning strategy. This suggests that there is room for improvement and renewal in the use of learning strategies.

On the other hand, in relation to collaboration with other teachers, we found that the majority of respondents (90%) reported collaborating with other teachers either frequently (40%) or sometimes (50%). This indicates an active practice of collaboration among educators, which can contribute to various aspects of learning such as idea exchange, curriculum development, and joint problem solving.

Conclusion

Based on the results of the research conducted by the researcher, it can be concluded that this study found that junior high school teachers in Tanjungbalai used various kinds of strategies in teaching reading comprehension in class, such as Directed Reading Activity (DRA), Reading Aloud in Class, and collecting vocabulary or difficult vocabulary. The strategies used by teacher 1 until teacher 10 are considered effective for junior high school students in Tanjungbalai, where junior high school students in Tanjungbalai must be given English language learning from the basics, such as starting with the alphabet, because during elementary school, they did not learn English and were forced to get to know English at the junior high school.

The discussion on the variation of students' abilities in understanding reading comprehension at the junior high school level refers to the importance of the differentiation approach in teaching. The results show that students have diverse levels of ability, ranging from those with good comprehension to those without basic knowledge of English. This is consistent with previous research highlighting the differences in students' abilities. Previous research has shown that a diverse approach to teaching reading comprehension is essential to meeting the individual needs of

students. Strategies such as Directed Reading Activity (DRA), Reading Aloud in Class, and difficult vocabulary collection can be adapted to different ability levels.

The implementation of strategies that match the needs and ability levels of students allows teachers to provide appropriate support to each student in their learning process. It also helps to create an inclusive learning environment where every student feels supported and has the opportunity to develop according to their potential. Thus, the relationship between the results of this study and previous research highlights the importance of the differentiation approach in teaching reading comprehension at the junior secondary school level, as well as the importance of considering variations in students' abilities when designing and implementing learning strategies.

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