

THE TEACHER'S STRATEGY IN TEACHING READING COMPREHENSION AT SMP SWASTA MARDI WIYATA UTAMA GUNUNG BAYU

¹Marhaeni Kartika Dewi Matondang, ²Utami Mentari Sukma
matondang@gmail.com

Program Studi Pendidikan Bahasa Inggris,
Fakultas Keguruan Dan Ilmu Pendidikan Universitas Simalungun

ABSTRACT

The aim of this research was to find the teacher's strategy in teaching reading comprehension at SMP Mardi Wiyata Utama Gunung Bayu in the academic year 2022/2023. This research used qualitative approach and the research used obseravation, questionnaire, recording, and interview as the method of collecting data. The objective of this research is to know the the English teacher's strategies in teaching reading. the result of research is the english teacher impementing three strategies in teaching reading. They are scaffolding, and qars, (Question and Answer Relationship). Based on the observation, recording, interview, and the data of questionnaire show that the english teacher implement all the strategies in teaching reading. Moreover, the data from questionnaire revealed that most of the students agree that the english teacher has good ability in teaching reading by using those strategy.

Keywords: Teacher's Strategies, Teaching Reading, Reading Comprehension

I. INTRODUCTION

The Background of Research

The using Strategy is very needed to help the learning understanding of students. Teaching strategy is assumed as the way of achieving something in teaching process. It is appropriated with the strategy that teacher used, teacher are able to achieve the objective of the teaching plan.

One of strategies which should be managed and applied by teachers in the classroom is teaching reading strategies. Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have be plan. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material (Aswan et al, 2010).

According to (Wulandari & Ihsan, 2014) one of factors to be success in teaching is teaching strategies It means that the teacher should have understood well four language skills in order that their students could use the skills to communicate or express their thoughts, feeling, and opinion in English.

The teacher should use many strategies in teaching reading such as applying various teaching methods, media and games in order to stimulate their interests. The fundamental of teaching strategies is to make it easier to implement a variety of teaching methods and techniques (Kusumastuti, 2013).

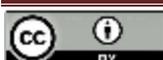
The teacher's strategy in teaching reading is very important. Nowadays, many students have the difficulty in finding the meaning of the text, understanding the content of the text, the structure of the text. They just read without knowing what they are reading. It all depends on how the teacher's strategy in present the reading material. So that the students can understand what are they read, what are they know from the text, what is the generic structure of the text.

Based on the researcher's problem, the researcher decided to take an observation in SMP Swasta Mardi Wiyata Utama Gunung Bayu to find out how the teacher's strategy are used in teaching reading, so that the students can understand what reading is. This research examined what are the Strategy are used by teacher entitled "The Teacher's Strategies in Teaching Reading at SMP SWASTA MARDI WIYATA UTAMA GUNUNG BAYU."

II. REVIEW OF LITERATURE

Reading

The Definition of Reading



According to (Tarigan, 2015) reading is a process that is carried out and used by readers to obtain messages, which are to be conveyed by the author through the medium of words/written language.

Reading is a source of learning and a source of enjoyment. When we are reading, we are enjoying the content and getting information's that we want to know from the text. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture.

The Importance of Reading

Reading is an activity of receiving. Not only understanding is required in reading. Critical and creative processing of reading materials must also be done while reading. Reading is not only a process of remembering, but also a mental work process that involves aspects of critical and creative thinking.

Purpose of Reading

According to (Risdianto, 2012) there are some purpose of reading, that is:

1. Reading to learn. According to Risdianto (2012:94) another purpose of reading calls for reading carefully and slowly. Once the student has a general idea about the material he wants to learn, he will read the section carefully, the students will go back and review the material to see if he can answer question about the text
2. Reading for pleasure or for personal reasons to find general information such as what a book mostly about.
3. To find a specific topic of a book or article.
4. To learn subject matter that is required for a class.

Independent of Reading

According to (Sanden, 2014), "Essential element of independent reading for these teachers are a concerted focus on student growth." The teacher needs to know how far the students know the contents of the material reading that they love to read. In his book as an additions, (Sanden, 2014) added that "These teachers do not view independent reading as a supplemental activity but rather as an integral part of their literacy programs." As a main focus for developing students' comprehension in reading, researcher will ask the students to read reading material as a motivation reading of them so they will read and easily to understand the reading material.

Techniques of Reading

There are some techniques of reading that can be use by the reader to read a text. According to Mikulecky and Jeffries in (Rahmad, 2011), state that reading can help much more if we can read well. It allows the reader to convert a written text into a meaningful language with independence, comprehension, and fluency, and to interact with the message. According to (Abidin, 2010), state that reading efficacy will be better if the information needed has been determined in advance. Concentration of attention and thought can be directed to that information. The required information is called focus information. Here is some of the reading techniques:

Skimming

According to (Risdianto, 2012) skimming is reading rapidly in order to get a general overview of the material.

Scanning

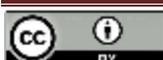
According to (Risdianto, 2012) scanning is a mode of fast reading which the reader uses if the reader starts with a predefined set of keyword and want to find out if a given text provides information on them.

Types of Reading

Extensive Reading

According Palmer in (Risdianto, 2012), states that extensive is considered being reading rapidly. The readers read book after books. attention paid to the meaning of text itself not the language. The purpose extensive reading for pleasure and information.

Intensive Reading



According (Risdiyanto, 2012) intensive reading is mode of reading in readers focus on fairly comprehensive understanding giventext. addition, Palmer in (Risdiyanto, 2012), notes that intensive reading means readers take text, study line by line, and refer at verymoment about the grammar the text itself.

Aloud Reading

Reading is basic form of classroom organization disciplines. aloud, the students are confronted with written sentences which haven't before.

Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.

Teacher and Teaching

The Definition of Teacher

According to (Djamarah, 2015) a teacher is someone who provides knowledge to students or professionals who can make their students plan, analyze and conclude the problems they face. The function and role of the English teacher as an innovator in learning's.

The Definition of Teaching

According to Djamarah and Zain (2010:39) "teaching is essentially a process, namely the process of regulating, organizing the environment around students, so that they can grow and encourage students to carry out the learning process". According to Sudjana (Djamarah & Zain, 2010) 'at the next stage teaching is the process of providing guidance / assistance to students in the learning process'.

Definition Teaching Reading

Described as organizing learning so that by organizing it, learning becomes meaningful or meaningful for students (Daryanto, 2010). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence the way she/or he manages the class.

Strategy

The Definition of Strategy

Yusufhadi Miarso (Agustian, 2015) said that the learning strategy is a comprehensive approach to learning, in the form of general guidelines and frameworks from a philosophical or theoretical view of learning under certain conditions, and which are set to achieve general goals.

The Definition of Teacher's Strategy

Strategy can be given as a general pattern of teacher-student activities in the realization of teaching and learning activities to achieve the desired goals outlined (Djamarah, 2010). In this case, there is an understanding that the teacher's strategy is teacher's efforts to vary the way of teaching and create pleasant teaching atmosphere in the classroom so that students can be involved and active in actively participating in learning not passive. So, it can be concluded that the learning strategy is a teacher's ability to create ways of teaching in the classroom to be better and liven up the classroom atmosphere which is fun for students. class by getting better and liven up the class atmosphere.

Strategy in Teaching Reading

There are many strategies that teachers can use when they are teaching reading according to Setidayi in (Jall, 2020), some of the strategies are created and used by using authentic material. In addition, teachers also may use the other strategies such as developing vocabulary of children, not to continue reading without understanding, grasping the heart of matter, using contextual clues, teach reading strategies, visualizing what is written, provide a variety of reading purpose, identify text and so on.

Psychologically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre reading activities, during reading activities, and post reading activities (Mukhroji, 2011).

III. RESEARCH METHOD



Research Design

In conducting the research, the researcher uses a qualitative because it is observational and interviewing. In qualitative research, researchers as a human instrument and with data collection techniques for participant observation and in-depth interviews, the researchers must interact with the data source. According to (Tohirin, 2013) qualitative research is “research that seeks to build the views of people who are studied in detail and are formed with words, and holistic (thorough and deep) and complex pictures.

While, (Syamsudin & Damaianti, 2011) qualitative research is an approach that assumes reality as something that can be seen from different points of view. The interaction of individuals and various events is understood based on subjective understanding. It means that qualitative research is everything that is real.

Through explanations according to experts, it can be concluded that, qualitative research methods are research approaches oriented to natural phenomena to understand human and social problems where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis in inductive, and the result of the study emphasize meaning rather than generalization.

The Location of Research

This research was conducted at SMP Mardi Wiyata Utama Gunung Bayu with an academic 2021/2022, which located at Nusa Indah Street, Kecamatan Bosar Maligas, Kabupaten Simalungun, Provinsi Sumatra Utara. This research will be conducted on the second semester in the academic year of 2021/2022.

Population and Sample

Population of research

According to (Sugiyono, 2019) Population is a generalization area consisting of: subjects, objects, which have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions. The population can be a organism, a person or a group of people, a society, an organization, an object, an event object, or a report, all of which have characteristics and must be defined specifically and not ambiguously Robert in (Djam'an A'an, 2017). Population is all data that concerns us within the scope and time we specify. Population is the whole of the data. There is 1 English teacher at SMP Swasta Mardi Wiyata Utama. The population of this research is the English teacher's SMP Swasta Mardi Wiyata Utama Gunung Bayu.

Sample

According to (Sugiyono, 2019) sample is part of the number and characteristics possessed by the population. If the population under study is large - scale, the researcher may not be able to research it because of the limitations of time, funds, energy. This is where the sample is needed in research. In the sense that the sample is taken based on a truly representative population and in sampling it must be really able to avoid errors or errors in data collection.

In qualitative research, the sampling technique used was purposive sampling. Purposive sampling is a technique of sampling data sources with certain considerations. For example, the person is considered to know the most and according to what we expect, making it easier for researchers to examine the object to be studied.

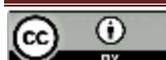
Sample defines sample as a part of population that is the source of the research data. In conducting the research, the researcher uses purposive sampling technique.. This research use census techniques. Census techniques is sampling method in which all population are sampled (Sugiyono, 2019) There is 1 English teacher who teach at SMP Mardi Wiyata Utama Gunung Bayu. So, the 1 teacher will be sample.

Data and Sources of Data

In this research the researcher takes the data from the teacher's strategies through observations, interviews and documents when the teacher as the subject applies the strategies in teaching reading and the students as the object in practicing learning process. The sources of data in this study is teacher as a person who applies the strategies in teaching reading, student's interactions and situations process when teacher uses the strategies in teaching reading.

Data Collection

Collecting data is a way used to collect, accumulate, get, or find the data of research (Suartono,



2014). Additionally, there are two influential points in the result of research as quality of instrument research and quality data collection (Sugiyono, 2019).

In qualitative research, collecting the data mostly is done in participant observation, depth interview and documentation. In this research, the researcher uses 3 techniques in doing systematic step of research. These techniques were purposed to investigate different aspect as follows:

Observation

Observation, according to (Mustachim, 2014), is a data collection technique used to collect research data through observation and sensing. In this case, the type of observation that will be applied by the researcher is the type of non - participant observation and the type of systematic observation. The researcher using non-participant observation because the researcher is not take part in all kinds of activities that observe. The use of systematic observation aims to make observation that are carried out by structured researchers, not out of the research flow. Observation is used to observed the teacher's strategy in teaching reading comprehension.

Interview

According to Bungin in (Mustachim, 2014), interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin, in - depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide. Before conducting the interview, the writer observed the class in order to find teacher's strategy in teaching reading as the participants.

Recording

(Syamsuddin & Damaianti, 2011) say that recording is a process to record activity which use electronic tools. In this research, recording is used to record the teacher's speech or utterance during the teaching learning process in the classroom start from beginning until the end of the class.

Questionnaire

The last technique is questionnaire. According to (Sugiyono, 2018) a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. The questionnaire was made after the researcher observed the teacher of the sample. Then, the researcher shared the questionnaire was given for the students in the classroom with required the teaching time of the teacher.

Technique of Data Analysis

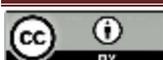
Data analysis is the process of finding and systematically arranging data obtained from interviews, recording and observation (Sugiyono, 2019). The step of researcher analysing the data are:

a. Data Reduction

Obtaining data from the field, there will be a lot. Therefore, detailed and accurate recording is needed. The deeper the researcher enter the field, the more data they get, the more complex and complicated they are. Therefore, researchers need to reduce the data obtained. Reducing is essentially summarizing, choosing the main thing, focus on the important things and choose the flow and theme and then remove the unnecessary. In line with this statement, (Cresswell, 2010) states that "during this analysis, the data were arranged categorically and chronologically, checked again and again." In the end, after data reduction has been carried out a clear picture and pattern can be found, making it easier for researchers to carry out further data collection.

b. Data Display

At the display stage, the researcher presents data that has previously gone through a reduction process first. The data presentation stage in qualitative research can be presented through brief descriptions, charts, and relationship between categories flowcharts. At the presentation stage of this research data, the data is presented in the form of narrative / qualitative reports. Conclusions drawing The third step of data analysis techniques according to Miles and Huberman is to draw conclusions or verify data. Conclusions in qualitative research may or may not be able to answer the problem formulation at the outset. The conclusion is expected to provide a clear picture of the previous problem formulations (Sugiyono , 2019).



c. Conclusion drawing

The third step of data analysis techniques according to Miles and Huberman is to draw conclusion or verify data. Conclusion in qualitative research may or may not be able to answer the problem formulation at the outset. The conclusion is expected to provide a clear picture of the previous problem formulations (Sugiyono, 2019).

The data analysis stage taken by researchers based on the flow of data analysis is as follows:

1. Transcribing the data from the documentation with the narrator, so that the important points related to the research can be identified.
2. Summarize the important points of the transcript of the interview data according to the guidelines.
3. Presenting interview data, interviews and documentation in the form of narrative descriptions.
4. Calculate the questionnaires to determine student responses to teacher strategies and the effectiveness of the teacher's strategy
5. Draw conclusions from all the data found in the field.

A five-point Likert scale was used to measure. Such scale used in the questionnaire to specify the level based on the following criteria:

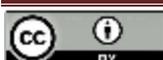
No	Responses	Score	Noted
1	Strongly Understand	5	The students were strongly understand with the strategy that teacher used
2	Understand	4	The students were understand with the strategy that teacher used
3	Netral	3	The students were netral with the strategy that teacher used
4	Do Not Understand	2	The students were do not understand with the strategy that teacher used
5	Strongly Do Not Understand	1	The students were strongly do not understand with the strategy that teacher used

IV. FINDING AND DISCUSSION

This chapter presents the research findings and discussion. The findings of this study refer to the results obtained by data sources in the form of teacher questions during the learning process. These findings are the results to answer the one research question. The research question is: what is the teacher's strategy in teaching reading comprehension at SMP Mardi Wiyata Utama Gunung Bayu. The findings will be explained in the discussion section. The discussion has described the result of the research with the theory used in this study.

In this strategy, the teacher uses 2 ways, first the teacher reads the text first and then the student must follow. If a student's error is found in the pronunciation, the teacher immediately corrects the student's mistake and the student is obliged to re-read the text with the correct pronunciation. Second, the teacher gives an example of the text, then the students are instructed to read first. If a student's error is found in reading, the teacher immediately corrects the student's pronunciation.

It can be known that, the teacher made good strategies for teaching reading comprehension in the classroom, because he knows that in terms of their interest in learning and their study allowance is limited. The average students do not take additional lesson so they have limited "hour lesson" that made the students do not have the ability or knowledge in reading.



So, the teacher must develop and concept the lesson to guide the students in understanding new material, and implementation of the concept, the teacher provide assistance to students at every step of the learning process. The teacher must focus on improving the students' knowledge and pronunciation in reading. By using the method of asking students to read one by one with the correct pronunciation. As long as the students read the text, the teacher will listen and pay attention and if they find some mistakes, the teacher will immediately correct the pronunciation and students are required to read the sentence correctly.

The second strategy was question answer relationship. Teacher utilizes question answer relationship's strategy on student for reading comprehension's learning at the class. In this strategy which utilized by teacher, the teacher gave some questions to students as much 1 until 2 at each learning final so the students answer the questions. According to the teacher, this strategy used to give material to the student in order the students was easy to accept material that given by teacher.

It means that, Question-Answer Relationship (QARS) material as bait to stimulate students' curiosity and enthusiasm in reading comprehension. The students' interest in learning must be provoked first so that they have the willing to learn. Learning language is different from learning mathematics, social science, and science. So the teacher have to prepare the mental language of the students first. Then, it is Question-Answer Relationship (QARS) because there are the question and answer between the students and the teacher. The teacher asked first, do they know the definition of the text and then the students respond which means the students have started to be provoked. Then, after getting answer from the students, the teacher will provide an explanation or a true definition of the text; the text is a collection of words, sentences and paragraphs. After that, the teacher will explain the definition of the related text that being studied and then continue by providing a definition, generic structure, and language feature of the text. The teacher will explain in detail and in depth.

Discussion

This part presents the discussion of the research findings. There was one research question proposed in this study. This research focused on the teacher's strategies in teaching reading comprehension at SMP Mardi Wiyata Utama Gunung Bayu. In attempt to make the teaching and learning process successful, especially in teaching student's reading comprehension, the teacher should consider some factors, there were two factors, which are: (1) Students' learning mental factor such as build interest and mental language in students so that there is interest and enthusiasm for learning English and reading, because English is a foreign language for students so mental language development must be raise (2) Students' study time factor such as the lack of student learning hours in English which causes their lack of knowledge in terms of vocabulary, and pronunciation. So the teacher must be able to find the right strategy so that the students can know the basics of Reading Comprehension. In this case, the teacher of SMP Mardi Wiyata Utama Gunung Bayu considered that factors, both of them was by considering the strategies he employed to teach the reading comprehension.

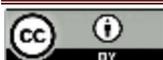
From the research finding, the teaching strategies employed by teacher in teaching reading to students' at SMP Mardi Wiyata Utama Gunung Bayu were so various:

Teacher Used Scaffolding Strategy

The first strategy was scaffolding where the teacher offer a particular kind of support to students as they learn and develop a new concept or skill. The teacher concept the material and fix or improve the pronunciation of the student and the student could get the right pronunciation of the text. It is also supported by Lange in (Suryani, 2019) that two main steps are involved in scaffolding: (1) development of lesson plans to guide students in understanding the new material, and (2) implementation of the plan. The teacher always give motivation and insert funny stories for students, and some methods like inhale three times and claps the hand (ice breaking) so that the students can relax. It is also supported by Dryden and Vos (Darmansyah, 2011) that learning fun is learning where the interactions between teachers and participants students, the physical environment, and the atmosphere provide opportunities for the creation of conducive to learning.

Teacher Used Question-Answer Relationship (QARS) Strategy

The second strategy was QARS where the teacher give the question to the students to determine do the students receive the material well. QARS as a tool to explain how students can approach the



task of reading texts and distinguishing new knowledge from previous experiences. The teacher will ask the question about what is the generic structure that can find in the text, what is the purpose of the text, and answer the question based on the text. It is also supported by (Mecha, 2013) that QARS is an effective strategy for reading comprehension. It can be concluded that QARS as strategy in learning reading comprehension is concerned in improving students' understanding the text based relationship among the question, the text, and the reader's prior knowledge.

This strategy is designed so that teaching and learning activities are more effective and can achieve competencies that are expected, especially in understanding reading learning. As stated by (Wiesendanger, 2011) that the goal of the QARS strategy is to train students to focus on meaning in context and encourage students to explain information obtained from reading.

Students' Perception Towards The Strategies Used by The Teacher

The students' perception about the teacher's strategy is able to make the students more understand in learning English reading in the classroom. It because they have provoked and awakened his language mental to learn and arouses curiosity of English and desire to learn Reading. during the lesson, the teacher inserts humorous stories that related to the material so the students can understand more easily and ice breaking which causes students who already bored to get excited again and have willing to continue the reading lessons. So that the material provided can be absorbed easily by the students and can understand the basic material about text. They know the definition of the text, and know the purpose of the text. So that they can classified and determine the element-element that contained in the text. With the strategy that used by the teacher that are Scaffolding and QARS, they can answer the question based on the text, know the meaning of the text, the generic structure, language feature, and the definition because the teacher explains in detail but lightly, accompanied by examples so that students can understand the material well. The student also can dissect the text quickly if they have mastered the elements of the text. Then, the students feel that Scaffolding and QARS are useful in teaching and learning process in the classroom. Because the students can also make them easier to understand the materials.

V. CONCLUSION AND SUGGESTION

Conclusion

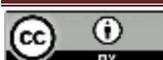
Based on the findings of the research, the researcher would to make a conclusion by showing the result of the observation checklist and questionnaire towards the students.

1. There are two strategies used by the teacher in teaching reading comprehension, those are Scaffolding and QARS Strategy. Scaffolding strategy where the teacher must develop and concept the lesson to guide the students in understanding new material, and implementation of the concept, the teacher provide assistance to students at every step of the learning process. The teacher must focus on improving the students' knowledge and pronunciation in reading. By using the method of asking students to read one by one with the correct pronunciation. As long as the students read the text, the teacher will listen and pay attention and if they find some mistakes, the teacher will immediately correct the pronunciation and students are required to read the sentence correctly. QARS Strategy; this strategy was used by the teacher to see if students really understand it with text that they read. If the students could answer the question about the element and the meaning of the text, it means they have understood of the material and the text, and if they could not answer the question then the students not understand with those text.
2. The student's perception about two methods are easier to understand to know the basic of the text, they can identified, know the meaning, and improve their skill on pronunciation especially in reading. The teacher also slip the funny story and ice breaking, so that the students didn't bored during the lesson.

Suggestion

From the finding presented earlier in the chapter four, there are some suggestions that can be taken as a consideration for English teacher towards the use of strategies in teaching English.

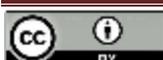
1. The teacher must use picture so that the students can be more easily understand the material without feel bored. Because if we use visual and audio the students can clarify and understanding automatically. The students also will pay more attention to lessons and more motivated in learning.
2. The teacher must be more assertive if there are students who are noisy and do not listen. Because



the teacher must ensure that the transfer of knowledge successful and evenly distributed to all students. So that the teacher is expected to be more assertive and do not let the students make a fuss, so the class atmosphere can more condusive.

BIBLIOGRAPHY

- Abidin, Yunus. (2012). *Pembelajaran Bahasa Berbasis Pendidikan Karakter*. Bandung: Refika Aditama.
- Abidin, Yunus. (2010). *Strategi Membaca Teori dan Pembelajarannya*. Bandung: RIQZI Press
- Allen Pamela, (2004) *Membaca, dan Membaca Lagi* Magelang: Indonesia Tera. Aswan et al. 2010. *Strategi Belajar Mengajar*. Jakarta: Reneka Cipta.
- Daniel, M., & David, R. (2008) *Effective Teaching Teori dan Aplikasi*. Yogyakarta: Pustaka Pelajar.
- Darmansyah. (2011). *Strategi Pembelajaran Menyenangkan Dengan Humor*. Jakarta: PT Bumi Aksara.
- Damanik, I. J., & Harianja, G. S. (2022). The Effect Of Comic Books To Improve Reading Comprehension Ability At Grade VIII At SMP N 12 Pematangsiantar. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 4(1), 49-53.
- Gurning, B., & Regar, A. (2017). The Effect of Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension, *English Language Teaching*; Vol. 10, No. 11.
- Girsang, S. E. E., & Lubis, K. (2020). The Improving Students' Reading Descriptive Text Comprehension Ability Through Context Clues Strategy Of VII Grade Students' At SMP Negeri 1 Sidamanik. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 2(1), 10-16.
- Girsang, S. E. E., & Silalahi, S. (2020). The Effect Of Scrol (Survey, Connection, Read, Outline, And Look Back) Strategy On The Students' Reading Narrative Text At Grade VIII SMP Swasta PTPN IV Bah Jambi. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 2(2), 60-69.
- Girsang, S. E. E., & Rini, M. (2021). Improving The Students' Reading Comprehension By Using Comic Strips At SMA MUHAMMADIYAH-7 Serbelawan Grade XI. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 3(1), 9-20.
- Halik, N. (2016). Contextual Teaching and Learning Method to in Teaching Reading At Third Year Students of Mtsn Balang-Balang Gowa Regency, *journal Contextual Teaching and Learning Method* Volume 02, Number 02.
- JALL. 2020. *Journal of Applied Linguistics and Literacy*. Volume 4, Number 02.
- James, W. & Eva, L. (2005) *Teknik Mengajar Secara Sistematis* Jakarta: PT RINEKA CITA.
- Johnson, Elaine B. (2007) *Contextual Teaching & Learning* Bandung: MLC.
- Jhonson Anne Lou. (2008) *Pengajar yang Kreatif dan Menarik*. PT MACANAN JAYA CEMERLANG
- Kusumastuti, D.K. (2013). Investigation of Reading Strategies in Language Teaching of SMA Negeri 3 Salatiga, English department, Faculty of Language and Literature Satya Wacana Christen University.
- Marno, M.Pd & M. Idris, S.Si. (2008) *Strategi dan Metode Pengajaran* Jogjakarta: Ar-Ruzz Media.
- Maryani, Siti. (2018). Implementasi Strategi Reading Aloud Dalam Upaya Peningkatan Kemampuan Membaca. School of Teacher Training and Education UIN Raden Intan Lampung.
- Mecca, Stephanie, 2013. *Reading Strategies for Science*, Second Edition. Huntington Beach Muijs Daniel & Reynolds David. (2008) *Efective Teaching* Yogyakarta: Pustaka Pelajar.
- Muslaini, 2017. Strategies For Teaching Reading Comprehension", *English Education Journal (EEJ)*, 8(1), 67 78, March.
- Mukhroji, M. 2011 *The Importance of Teaching Reading Strategies to Improve Students Reading Comprehension*. Malang: State university of Malang Press.
- Musthachim. 2014. *Students' Anxiety in Learning English*. Jakarta: The Department of English Education The Faculty of Tarbiyah And Teachers Training The State Islam University Syarif Hidayatullah
- Purba, A., & Simbolon, W. B. (2020). The Use Of PQRST (Preview – Question – Read – State - Test) Technique To Improve Students' Reading Comprehension Ability. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 2(2), 78-84.
- Purba, R., & Sitio, F. I. (2020). Improving The Students' Reading Comprehension On Narrative Text



-
- By Using Buzz Group Technique At Grade VII OF SMP Yayasan Perguruan Keluarga Pematangsiantar Academic Year 2019/2020. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 2(1), 31-37.
- Silalahi, M., & Sary, Y. W. (2020). The Using Of Two Stay Two Stray (TSTS) Strategy On Students' Reading Comprehension. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 2(2), 70-77.
- Sanjaya, Wina. 2010. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Prenada Media Group
- Sumarno, Alim. 2011. *Model Pembelajaran Konvensional*. Diakses dari. Diakses pada 2 Maret 2022. Jam 15.00 WIB.
- Sugiyono. 2019. *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suryosubroto, B. (2002) *Preoses Belajar Mengajar di Sekolah* Jakarta: PT RINEKA CIPTA.
- Syamsudin and Damaianti. 2011. *Metode Penelitian Pendidikan Bahasa*. Bandung: Remaja Rosdakarya.
- Tarigan, H. G. (2015). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Tohirin. (2013). *Metode Penelitian Kualitatif Dalam Bimbingan dan Konseling*. Jakarta: PT Raja Grafindo Persada.
- Wulandari, D.N., & Ihsan, D. (2014). Teaching Reading Comprehension To The Eight Graders of SMP Negeri 53 Palembang Through Reading, Encoding, Annotating, Pondering (Reap) Strategy, Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

