

**TEACHER STRATEGIES IN TEACHING READING TO THE 8TH GRADE
STUDENTS OF A PRIVATE JUNIOR HIGH SCHOOL IN BANDUNG**

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Abstract

Teaching reading is one of the skills that must be mastered in English which aims to get a meaning from a text. There are several kinds of methods and strategies that can be used to teach reading. This research focused on what strategies are used by teachers, the challenges that arise when using these strategies, and how teachers overcome these challenges. In this study, researcher used descriptive qualitative study with observation and interview data collection. This research was conducted at a private junior high school in Bandung and the participants are an English teacher and 28 students of grade 8. The results of this study are classified into 3 themes: strategies used by teachers in teaching reading, challenges faced when implementing strategies, and how the teacher to overcome these challenges. It was found that the teacher used 3 strategies in teaching reading, namely Question Answer Relationship, Scaffolding, and Reading Aloud. Teacher found several challenges, namely students' low communication skills, the lack of supported facility, and the lack of students' vocabularies, and student response to length of the text. The teacher overcomes some of these challenges, namely using a mix language of English and Bahasa, the teacher used a good approach when learning, and the teacher masters all the material so that when students ask questions the teacher can answer all the questions. For the further researcher will add more sources or references related to teaching reading, so the results of the research more complete.

Keywords: *Teacher strategies, teaching reading, qualitative research*

INTRODUCTION

By seeing the development of teaching English, it is believed that English is one of the most widely spoken languages in the world and it is used as a medium of

communication in many fields, including business, education, and entertainment. As a result, learning English is becoming increasingly important for Indonesian who want to compete in global developments.

If we are discussing about teaching English, one of the prominent aspects is teaching English skill. It is commonly divided into four key skills: speaking, listening, writing, and reading. Each of these skills requires specific abilities and strategies to effectively communicate in English. Among all those skills, reading is considered to be one of the important subjects.

Reading is the ability to understand written English in a variety of formats, including books, articles, and academic texts. Effective reading requires the ability to comprehend and analyze complex ideas and information, as well as the ability to identify and interpret literary devices such as tone, symbolism, and metaphor (Brown in Yuliana and Pasumbu, 2018). Furthermore, Brown (2006) cited in Yuliana and Pasumbu (2018) argues that there are exist three main types of reading, namely academic reading, job-related reading, and personal reading.

Academic reading encompasses genres such as textbooks, theses, essays, papers, and reference materials, while job-related reading involves reading memos, applications, schedules, letters/emails, and reports, among others. On the other hand, genres that fall under personal reading include newspapers, magazines, invitations, novels, and short stories, among others. The classification of texts into these categories is intended to assist readers in understanding the purpose of their reading, as the genre of a text can provide readers with background information and cultural experience that can help them to comprehend the meaning of the text.

Talking about reading, it cannot be separated from the way of teaching it. Antoni (2010) states that one of a very essential factor of teaching reading is to make sure that the students can get meaning from a text when they are reading. It means that it requires an appropriate strategy to

teach it. Teaching strategy is an essential component of the lesson plan and plays a crucial role in supporting the learning process (Antoni, 2010; Sakina et al., 2023). For example, by utilizing different instructional techniques, teachers can accommodate different learning styles and preferences.

Brown (2006) in Setiawati et al., (2021) mentions several strategies on teaching reading. First, teacher needs to identify the purpose of the reading. Selecting appropriate reading materials is crucial for teachers to facilitate effective teaching. In addition, having a well-defined purpose for reading can also assist students in identifying the most appropriate reading materials to meet their specific needs. This enables them to sift through irrelevant reading materials and focus on those that are relevant and useful to student. By reading purposefully, student can efficiently and effectively gather accurate information while ignoring information that does not align with their reading goals, thereby enhancing student ability to achieve student desired outcomes.

The second strategy of teaching reading is aiding students in comprehending and deciphering the meaning of a reading material, it is essential to incorporate graphics and pictures. This visual aid can make reading more appealing to students and also help them better understand the content. Moreover, advanced readers who are familiar with the reading process can benefit from using effective silent reading techniques to enhance their speed and comprehension.

Therefore, it is believed that the use of creative strategies makes students more active and interested in learning reading comprehension. There are many strategies to assist teachers in teaching reading comprehension, which can be selected based on specific teaching needs. Strategies on teaching reading comprehension can be

used according to teaching needs. It is adapted to the student's background, the genre of text and the problems that appear in teaching reading comprehension (Setiawati et al., 2021).

Brown (2006) in Setiawati et al (2021) stated that employing innovative approaches can engage students and spark their interest in learning how to comprehend reading material. There are numerous strategies available to assist teachers in teaching reading comprehension, which can be selected based on specific teaching requirements. The strategies are tailored to suit the student's background, the type of text being read, and any difficulties encountered in teaching reading comprehension.

Based on preliminary study at a Junior High School in Bandung, it was found that eight grade students have difficulties to read English text. They are still fixated on how to read as written in the text. They also still find it difficult to understand the content of written texts because their vocabulary is limited so that students find it difficult to find the meaning of some words in the text. When reading, they sometimes find it difficult to get the meaning of the content in the paragraph to answer a question given by the teacher. Because in reading it is necessary to know the meaning in several sentences or paragraphs to get the meaning of the reading. Therefore, the researcher wants to know what is the appropriate strategies that can be used by the teacher and what are the challenges that teacher faced in teaching reading skills.

There are several previous studies related to strategies in teaching reading. This research was conducted by (Nurdianingsih, 2021) which aimed to analyze what strategies teachers use to teach reading. The results of this study according to the teacher concerned that the reading learning strategy applied to

students is the Question-Strategy Relationship (QARs) strategy. By using this strategy students are able to understand the text they read. Based on her research, this QARs strategy is effectively used to teach reading comprehension because this strategy really helps students to understand the content of the reading text.

Meanwhile, another study conducted by Gusti & Te (2019) which aimed to analyze teacher strategies in teaching reading comprehension, the object of this study focuses on 9th grade students. The results showed that teachers used two strategies, namely Scaffolding Strategy and Question-Answer Relationship (QARs). Teachers use these strategies because both strategies can make students understand the content of the reading text and students are also guided by the teacher in developing meaning so that students can understand the sentence.

From the previous related studies above, all of their research focused on analyzing the strategies used in teaching reading, especially in public schools. Meanwhile, this study was conducted at a boarding school which possesses distinctive characteristics in which the students have lower English competence because they started learning English since entering Junior High School than student from public schools. The aims of this research are to investigate the teacher's strategies in teaching reading at the eighth grade of a private junior high school in Bandung and to figure out challenges that teacher faced in teaching reading and how the teacher overcame those challenges. The findings of this research are expected to provide valuable insights into effective strategies for teaching reading to second-grade students, particularly in the context of this school.

METHOD

The qualitative descriptive design was chosen by the researcher for this study,

which centers on a specific phenomenon within the school setting. The phenomenon being investigated pertains to the teaching and learning activities of the English language. Additionally, the research does not require any treatment to be administered to the subject of the study. Instead, the researcher simply observes and records the phenomena in their natural state, without any manipulation. As a result, the most suitable design for this research is the descriptive approach.

This research was conducted at a private junior high school in Bandung. The participants involved in this study were an English teacher and the 8th grade students. To collect the data, the researcher used classroom observation and interview. The primary emphasis during the observation was on the teacher's activities specifically concerning the teaching reading to eighth-grade students, what strategies used by the teacher and what challenges the teacher faced using those strategies in teaching reading then how the teacher overcame those challenges. The interview was addressed to an English teacher at a private junior high school in Bandung. The interview conducted after all the observation meetings were completed. The functions of interview in this research to answer the second and third research question, then were to cross-check the data and to make sure that the data from the observation were really valid.

Data analysis in this research can be divided into four distinct stages: coding, data reduction, data display, and conclusion or interpretation. In coding stage, after the data were gathered, the researcher proceeds to sort all units with the same coding together. This makes it easier to read the data. In essence, by coding all of the data gathered, we can highlight the important data that are relevant to our research topic, making it easier to read and understand the data. After that, the researcher continued to data reduction by selecting the important

information that is relevant to the research question and exclude the unnecessary data. By doing this, the researcher can focus on the key findings of the study and draw meaningful conclusions. The findings of this research were then presented in tables, diagrams, graphs, or written summaries. The purpose of this step is to help the researcher and readers to easily understand the data and make further analysis. In the final stage, the researcher summarized the findings, identified patterns or themes, and made interpretations based on the data.

RESULTS AND DISCUSSION

In this section, the writer presents the findings and discussion in this study by conducting observations and interviews. The aims of this research are, (1) to investigate the strategies used by the teacher in teaching reading at a private junior high school in Bandung, then (2) to find out challenges the teacher faced using those strategies in teaching reading (3) to figure out how the teacher overcame the challenges in teaching reading. The writer classifies the results of this study into 3 themes:

Strategies used by the teacher in teaching reading

The first theme relates to research question on strategies have been used by the teacher in teaching reading at a private Junior High School. This research question was answered using data collection interview and observation techniques. Interview was addressed to English teacher and observation when learning English in class.

Based on the results of observations, there are 3 strategies used by teacher in teaching English reading comprehension including Question Answer Relationship, Scaffolding, and Reading Aloud.

The first strategy used by the teacher in teaching reading is the Question Answer Relationship. Based on Vacca et al. (Vacca et al., 2021) Question Answer Relationship can be defined as a strategy that aims to facilitate the development of students' reading comprehension skills through the analysis of questions. Specifically, this strategy encourages students to examine the relationship between the questions asked and the information presented in a text.

The Question Answer Relationship strategy was used in the first, second, and third meetings. Researchers observed learning in class when the teacher explains reading material using the Question Answer Relationship method. The application of the Question Answer Relationship strategies in reading comprehension is elaborated below.

1) Meeting 1

The teacher prepared Handout text for teaching reading. The handout text contains several paragraphs of descriptive text. The teacher used the Question Answer Relationship strategy because the Handout text contains several paragraphs to answer questions. Before the students read, the teacher explains the paragraphs along with their questions and the teacher also asks students to write unknown vocabulary, the teacher tells the keywords of the paragraphs to answer the questions. It can be seen in the use of the Question Answer Relationship strategy that students are able to work on the questions given by the teacher.

2) Meeting 2

For the second meeting, the teacher continued discussing reading material that had not been completed at the first meeting. For this meeting the teacher conducted learning outside the classroom. The teacher discussed the Handout text again with students to answer the questions. The teacher re-explains the procedure for

answering questions by telling students the keywords in the paragraph, the teacher also orders students to write down vocabulary that students don't know. The teacher used the Question Answer Relationship strategy because it is seen that the teacher always helps students to understand paragraphs and questions to get answers.

3) Meeting 3

For the third meeting the teacher prepared new material. The handout paper contains material on "Culture in Every Country". It can be seen that the contents of the handout paper contain several paragraphs and questions such as handout papers for meetings 1 and 2. Like the previous meeting the teacher explained the procedure for answering questions and telling students the keywords in the paragraph. For the handout paper this time the teacher writes vocabulary that students may not know right next to each paragraph. The teacher used the Question Answer Relationship strategy because the teacher always explains how to answer these questions, the answers come from paragraph text.

The use of this teaching strategy helps students in comprehending the text. Based on the observations of researchers, it can be seen that students can answer the questions that have been given in accordance with the explanations that have been conveyed by the teacher. According to Vacca et al. (2021) QARs requires students to read the text actively, and to constantly refer back to the questions posed by the teacher in order to extract meaning from the text.

The role of the teacher in using strategies in learning is very crucial, because it can have a good impact on learning English. The selection of strategies to use for teaching reading must be in accordance with the needs and characteristics of the students, the teacher must also be able to control the classroom

atmosphere because when students read the text it remains conducive, so that students can understand the content of the text and can answer questions. This can be found in the results of interviews with the teacher below.

Excerpt 1:

“Actually, I have used the Question Answer Relationship method since the beginning when I taught students, until now I think this method is still very effective because you can see that this method is very suitable for learning reading, ...”

Based on the teacher's statement above that for teaching reading in learning English, this strategy is used because this strategy is suitable for students. This can be seen from the students' responses regarding the implementation of the Question Answer Relationship strategy. The students can understand the paragraph text well so that students can fill in the questions that have been given by the teacher in accordance with the explanation that has been conveyed. Based on Harmer's (2005), teaching strategies are a range of approaches, methods, structures, and procedures that teachers use to support student learning. By using a suitable teaching strategy, the learning objectives of reading will be easy for students to achieve.

The use of the QAR strategy in teaching reading was also found in the previous study conducted by Nurdianingsih (2021). It was found that this strategy was used by the teacher so that students could better understand the reading text and receive guidance to be more focused on the content of the text. Teachers use this strategy to assess whether students really understand the text they read. The teacher uses this strategy in order to assist students in developing the meaning contained in the reading text so that students more easily understand the contents of the reading.

The second strategy used by the teacher in teaching reading is Scaffolding. Based on Vacca et al. (2021), Scaffolding can be defined as a widely recognized instructional approach that is widely used in teaching and learning. It is a process that involves providing support to students in the early stages of their learning, with the goal of gradually reducing this assistance as the student's knowledge and skill level increases.

The Scaffolding strategy was used in the first and third meetings. Researcher observed learning in class when the teacher explained reading material using the scaffolding method. The application of the Scaffolding strategy in reading comprehension is elaborated in more detailed below.

1) Meeting 1

The teacher used teaching materials in the form of handout about descriptive text for reading learning. It can be seen in this reading lesson the teacher used the Scaffolding strategy. The teacher applied this strategy because the teacher comes directly to help students who have difficulty answer the questions. The teacher provided assistance according to the abilities of each student. For example, if the teacher gives assistance to students with low abilities, then the assistance given by the teacher will be very detailed, but when the teacher gives assistance to students who have high abilities, they will only be given a clue.

2) Meeting 3

The teacher used teaching materials in the form of Handout texts for teaching reading. In this lesson, the teacher instructs students to work in groups to answer the questions that have been given. The teacher monitored each group to provide assistance when there are those who do not understand or have difficulty answer the questions. During the process of helping students, the teacher only gives clues to each group,

because when there are students who don't know, their group mates who have high abilities will help them understand the text or other difficulties.

Based on the observations of researchers, it can be seen that the use of this strategy is very helpful for students to answer the questions. By using this strategy, the teacher goes directly to students who have difficulty in answering the questions or understanding the text. According to Gasong (2007) scaffolding is a method that involves providing support for students during the initial stages of learning, with the ultimate goal of increasing their independence and confidence as they gain mastery of a subject.

The use of scaffolding strategy in teaching reading was also found in the previous study conducted by Rangi (2019). It was found that this strategy was used by the teacher to help directly attend to the desks of students who had difficulty understanding the text. When students ask about the correct pronunciation of the text to the teacher, the teacher immediately reads the text again. The teacher uses this scaffolding strategy so that students can be assisted directly by the teacher.

The third strategy used by the teacher in teaching reading is Reading Aloud. Based on Tarigan (1986), Reading aloud is a method of reading by speaking the text verbally, which requires attention to pronunciation of both vowels and consonants, rhythm or song of speech, mastery of punctuation, grouping words or phrases into units of ideas, reading speed, and expression.

The Reading Aloud strategy was used in the first, second, and third meetings. Researchers observed learning in class when the teacher explained reading material using the Reading Aloud method. The application of the Scaffolding

strategies in reading comprehension is elaborated below.

1) Meeting 1

It can be seen that in this meeting the teacher used the Reading Aloud strategy. The teacher uses this strategy when explaining descriptive text material. The teacher guides students when students ask about vocabulary. Then the teacher uses Reading aloud so that students can pronounce vocabulary in English correctly. The teacher also reads the entire paragraph with intonation, reading speed so that students can read the text correctly.

2) Meeting 2

Continuing the material from the first meeting the teacher uses this strategy for students to be able to say some English sentences and vocabulary that they have never said before. The teacher also instructs students to follow how to read the text by listening and repeating, the teacher reads the text then the students read according to the text was read by the teacher.

3) Meeting 3

In the third meeting it was also seen that the teacher used the Reading aloud strategy. Because in the handout paper there are several paragraphs and for this handout paper it contains vocabulary that students may not know yet. First, the teacher asks students to follow the correct way of reading the text by the teacher. Then the teacher also guides the students on how to pronounce the vocabulary correctly.

Based on the above observations, the researcher can conclude that the use of the reading aloud strategy is effective, because the teacher guides students how to read the entire text correctly and also the teacher guides how to say the correct vocabulary. According to Hermawan (2011), reading aloud is a reading activity by pronouncing written symbols such as

words or sentences contained in the text. This is reinforced by the theory of Katherine cited in Dwiningtiyas et al. (1995), To achieve this goal, students need strategies and exercises to achieve ownership of their learning.

The use of Reading Aloud strategy in teaching reading was also found in the previous study conducted by Dwiningtiyas et al. (2020). It was found that this strategy was used by the teacher to teach students to pronounce English texts. This strategy helps students correctly pronounce some texts or sentences in English.

It can be concluded that there are three strategies used by the teacher in teaching reading. Those strategies are Question Answer Relationship, Scaffolding, and Reading Aloud. The first strategy, namely Question Answer Relationship helps students understand the contents of paragraphs to be able to answer questions, because this strategy connects paragraphs with questions. Second strategy is Scaffolding, the teacher helps directly, coming to every student who has difficulty understanding the text or have difficulty in answering the questions. The third strategy is Reading Aloud, the teacher helps students how to pronounce English vocabulary correctly. Based on the theory proposed by Antoni (2010), teaching strategy is an important component of the lesson plan and can play a crucial role in supporting the learning process.

Challenges the teacher faced using those strategies in teaching reading

The second theme relates to research questions about challenges the teacher faces using those strategies in teaching reading at a private Junior High School. This research question has been answered using data collection techniques using interviews and observation.

Based on the data from interview and observation, the teacher found some challenges when using such strategies in teaching reading to the 8th grade students of this school. The challenges include students' low communication skill, the length of the text, the lack of students' vocabularies, and the lack of supported facility.

The first challenge is low communication skills. This challenge mostly influences the process of learning English in the classroom. This challenge is something that the teacher must be able to overcome because communication is the main key in the learning process. Therefore, the teacher must be able to adjust learning according to the basic abilities of students in grade 8.

The English language skills of grade 8 students at this school are quite below standard. It can be seen from this area that education is still lacking in attention. These students are just learning basic English so this low communication problem is the most challenging thing. This can be found from the results of the interview below.

Excerpt 1:

“Of course, there is, especially in communication problems. Because not all children aged 12 years have learned English. Maybe most of the 8th grade students this year are in their second year of learning English because at their elementary school they don't learn English, so their ability to understand questions or understand what learning in class is very minimal, very bad, let's say very little”.

Based on the results of the interview above, that the main problem faced by teachers is communication. Because the

students are located in an area far from the city, the students are learning English for the first time since entering junior high school. The students also lack support from their parents, because of the limitations of their parents' education and indeed there is still lack education in that area. Therefore, the teacher must provide a good approach and explanation so that it can make students enthusiastic about learning English.

This is supported by theory Conforming to Skinner (2010), communication difficulties pose a significant challenge for teachers. According to Fagnano & Werber (2019), noted that not all parents are equipped to engage effectively in school-related activities. This may be attributed to a lack of awareness and knowledge on their part with regard to their children's education.

The second is the lack of supported facility. All of these challenges become challenges that are quite influential in the learning process. It can be seen that when students do not know vocabulary, they find it difficult to find answers because they do not have facilities such as a dictionary. With this challenge the teacher must really be able to answer all students' questions about vocabulary.

From the results of observation, it was found that when learning in class students have not been supported by adequate facilities such as limited dictionary facilities in the library so that only a few students can use the dictionary in class. This school also has a rule that it is not permissible to bring phone to school. This makes students unable to use dictionaries from phone. When students want to know some unfamiliar English words, they only depend on the teacher. From the results of these observation, it was found that students had not received facilities that could assist students in overcoming difficulties in finding vocabulary.

The results of these observations are supported by the theory Moswane (Moswane, 2019). The absence of a coherent policy regarding funding for school libraries has resulted in ill-equipped libraries within our communities. These libraries often lack sufficient seating arrangements, have unqualified staff members, or insufficient resources such as relevant books and educational materials. Insufficient budgets may result in inadequate support for teachers in teaching reading, thereby impacting their effectiveness in the classroom.

The third challenge is the lack of students' vocabularies. It is clear that this has arisen for the 8th grade students. Because almost all students learn English for the first time when they enter junior high school.

Based on the results of observations from meeting one, meeting two, and meeting three, it can be seen that the students still lack students' vocabularies. Because when they are carrying out the learning process many students still often ask their teacher for vocabulary. It can be concluded that this challenge affects the learning process because students do not know much about some vocabulary. Based on the theory Tarigan, (1989) Vocabulary mastery is very important in language, the richer the vocabulary is possessed by someone the greater one's skills in language.

The last challenge is students' respon to length of the text. This challenge must also be faced by teachers when students complain about the amount of text which is too long. When the teacher gave the students a Handout text for the first time, the students' responses were a little complaining. This must also be considered for teachers to be able to overcome complaints from students.

Based on the results of observations from meeting one, meeting two, and

meeting three, it can be seen that when the teacher distributed the Handout text, the students' responses were a little unhappy because of the length of the text. This is so because the teacher has just distributed the text and has not explained the material. But behind that all students can properly follow the learning process. According to Tarigan in Kustanti, (2016), In applying the English Reading Text teaching method, students often face various obstacles in understanding the text they read. These difficulties affect their level of understanding, making it difficult for them to reach the true meaning of the text.

It can be concluded from the results of the observations and interviews above that in teaching reading there are several challenges faced by the teacher. These challenges are students' low communication skills, lack of supported facility, the lack of students' vocabularies, and students' response to length of the text.

How the teacher overcame those challenges in teaching reading

In the third theme, the researcher explained the findings of how the teacher overcomes the challenges in teaching reading at a private junior high school in Bandung.

Based on the results of observations and interviews, the researchers found several ways used by teachers to overcome challenges when applying reading strategies to 8th grade students. The challenges include students' low communication skills, the length of the text, the lack of students' vocabularies, less conducive classroom, and the lack of supported facilities.

The first challenge is students' low communication skills. The results of the observations found how teachers deal with this problem in class. The teacher combined English and Bahasa in delivering material, especially when learning English. In

addition, when the students ask the teacher in Bahasa, the teacher tends to answer it Bahasa too in order to make students understand it more easily.

The use of this mix language plays an important role in overcoming the challenges related to students' low communication skill. The researcher conducted interviews with English teachers on how to overcome the challenges of students with low communication skills below.

Excerpt 2:

"I usually solve this problem for communication using mixed languages, but if the children are still capable, I will definitely continue to use English, both in the form of a question and it will not be translated, but when the children really seem so difficult, of course they will not be translated, but given a kind of clue, but still using English. When everything is stuck, then it's translated, that's the most challenging".

From the results of the interview above, it is stated that the teacher mixes languages with Bahasa to overcome communication problems that arise when teaching reading. This communication problem is indeed the most dominant compared to other problems because the teacher can handle other problems well, so that the teacher can adapt his teaching method to the characteristics of students at this school.

The second challenge is the lack of supported facility. This challenge is the most influential challenge for the learning process in the classroom. At this school, there are still limited facilities to assist students in learning.

The results of the observations found a lack of supported facility challenge. When learning takes place, each student does not use a dictionary or phone to help students look for English vocabulary in learning reading. But the teacher can overcome this by mastering the material and by using methods that make students not bored.

The third challenge is the lack of students' vocabularies. This grade 8 students of this school still don't know much vocabulary in English, so this is a challenge that must be overcome by the teacher.

In the results of observations made during the learning process, researchers found how teachers overcome these challenges. First, the teacher asked each student to write notes about some vocabulary they did not know. Second, the teacher writes unfamiliar vocabulary in each paragraph in the handout text that has been given to students. The teacher also overcomes this challenge by mastering all the vocabulary in the Handout Text, so that when a student asks a question the teacher can answer it. According to Gan, (2012), insufficient English vocabulary hinders both teachers and learners from expressing themselves clearly, ultimately impacting the fluency of communication.

The last challenge is students' respon to length of the text. Based on the results of observations, when the teacher distributed handout papers, the responses from students looked unhappy. This challenge is not really concerned by the teacher when the students complain. Basically, the teacher really knows the characteristics of his students who always complain just because they see long texts. The way to overcome this challenge is that all teachers simply ignore it, then explain the material and encourage students, even though students complain about the length of the text, students are able to answer the

questions. According to Grabe & Stoller (2019), teacher with appropriate guidance and instruction, readers can acquire necessary to effectively comprehend and derive meaning from written texts.

It can be concluded from the results of the explanation above, the teacher found four challenges when learning English, especially in teaching reading. the first challenge is students' low communication skill, the teacher overcomes this challenge combined English and Bahasa when students ask. The second challenge is lack of supported facility, the teacher overcomes this challenge by mastering all the material so that the teacher can answer questions from students. The third challenge, lack of students' vocabularies, the teacher overcomes this challenge by writing vocabulary on the material and mastering all vocabulary. The fourth challenge is the students' response to the length of the text, the teacher overcomes this challenge by encouraging students and providing a good approach.

CONCLUSION

Based on the findings, the strategy used by the teacher in teaching reading are Question Answer Relationship, Scaffolding, and Reading Aloud strategies. The teacher used this strategy because it suits the 8th grade students. The teacher requires students to always read in order to understand the text. The teacher also provides procedures for answering questions related to the text. In addition, the teacher provides direct assistance to students when they have difficulties. The teacher also reads the text so that students follow the reading correctly. The strategy is very effective because the teacher can implement it well. When the teacher used this strategy, it can be seen that the students are able to answer the questions given by the teacher well.

There are also several challenges in teaching reading in class. The first

challenge is students' low communication skills, students have a little difficulty communicating because students are learning English for the first time when they enter junior high school. The second challenge is the lack of supported facility, students find it difficult to get facilities such as a dictionary to find vocabulary they don't know. The third challenge is the lack of students' vocabularies, there are still many students who don't know the vocabulary which makes it a little difficult for students to understand the text. The last challenge is students' response to the length of the text, students complain when they get a handout text that contains long text.

How the teacher overcomes the challenges that arise when teaching reading. The first is students' low communication skills, the teacher combined English and Bahasa in delivering material, especially when learning English. The second is the lack of supported facilities, the teacher can overcome this by mastering the material and using methods that make students not bored. The third is the lack of students' vocabularies, the teacher adds notes for vocabulary in each paragraph and the teacher masters all the vocabulary in the material. The fourth is students' response to the length of the text, the teacher overcomes this challenge by encouraging students and a good approach.

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