CHAPTER II

THEORETICAL FRAMEWORK

2.1 Reading Comprehension

The major of goal of reading for Junior High School students is reading. Reading comprehension is not a single step or easily acquired skill. Reading comprehension is generally known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic (Mohammadi and Abidin, 2011)in Veti Mardianti et al. In general, there are four levels of reading comprehension. The first level is literal comprehension. It asks the students to find out the answers in the text itself because they are explicitly stated in the text. It is the simplest level comprehension and makes the least demands on reasoning (Harris and Sipay, 1980).

The second level is inferential comprehension. It focuses on reaching conclusion or drawing inferences from what is read since the answers are not clearly stated in the text or implicitly. The third level is critical reading which involves evaluation, the making of a personal judgment on the accuracy, value and truthfulness of what is read. It concerns with how to analyze or gather the information of the text. The last level is creative reading. It is the highest level of reading comprehension which leads the students to think beyond the truth and look for alternate ways to solve problems. It uses divergent rather than convergent thinking skills.

Tony Buzan stated in his book, "reading is understanding what the writer intended, taking in the written word, and also the assimilation of printed information"(Buzan, 1991). Reading is a process of extracting a message from a textwhich has been constructed by a writer using orthographic symbols, a writer encodesthe message a reader decodes it (Murphy, 1997). Indeed, comprehension is theultimate goal of reading which is defined as "*the understanding of what is beingread*" (Baker, 2008) in (Khairil Razali). Reading comprehension is an interactive process as a transaction between the reader and the author through the text. Moreover, comprehension is notsomething that happens after reading. It is the thinking done before, during, and after reading. The reader's capabilities, abilities, knowledge, and experiences affect the act of reading (Supono, 2009) in (Khairil Razali).

Reading comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing, Natalia (2004: 253) in (Mislani), define that reading comprehension is an important academic skill. It is the process of simultaneously extracting and constructing meaning through involvement with written language. Linse (2005: 71) in (Mislani) state that reading comprehension is a process of negotiating understanding between the writer and reader. It means, the reader can feel what the writers think when reading. According to Syatriana (2010: 30) in (Mislani), reading process includes three processes: (1) letter and word recognition, (2) comprehension of concepts, and (3) reaction and

assimilation of the new knowledge with the reader's past experience. It means, the reader must be to know how to analyze in the reading process.

Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting. Antoni (2010: p 41) in (Mislani). According to Grellet (1981:3) in (Maulizan Z. A.), learning reading comprehension of a ritten text is done in order to learn how to extract requiredinformation from it asefficiently as possible. This means that what the readers do in reading is to find the key or basic information from the text. Hence, the student readers must be able to read a text to catch the author's ideas. In reading comprehension, as students read, they must hold important information and concepts in their mind. They must process words, sentences and paragraphs together in order to gain their full meaning. In addition, the student readers must be able to recall relevant information they already should know.

According to Pang, et al. (2003) in (Endang Komariah et al), reading is an activity to understand written texts. Moreover, Snow (2002, p. 11) describes reading comprehension as "…the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading." A reader who wants to be a high proficiency reader should be able to comprehend the main idea, guess word meanings, find details and information, and make inferences (Mikulecky & Jeffries, 1996). Besides, having an adequate knowledge of vocabulary is needed (Rubin & Thompson, 1994).

Comprehension is a process that involves thinking, teaching, past experiences, and knowledge. Comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement" (Prado and Plourde, 2005, p. 33) in (Michele Harvey). Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993) in (Moore). Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Broek & Espin, 2012) in (Moore). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation.

According to RAND Reading Study Group (2002) in (Gilakjani, 2016: 230), comprehension is the process of elicitingand making meaning through interaction and involvement with written language. Magliano (2009) emphasized that this process is a task of both reader and text factors thathappen within a larger social context. Duke (2003) stated that comprehension is a process inwhich readers make meaning by interacting with text through the combination of priorknowledge and previous experience, information in the text, and the views of readers related tothe text.

Kintsch (1998) and van Dijk and Kintsch (1983) in (Gilakjani, 2016: 230) defined reading comprehension as theprocess of creating meaning from text. The purpose is to get an understanding of the textrather than to acquire meaning from

individual words or sentences. The outcome of readingcomprehension is the mental representation of a text meaning that is combined with thereaders' previous knowledge. This is called a mental model (Laird, 1983) or asituation model (Kintsch, 1998). This model defines what has been learned (RAND Readingand Study Group, 2002). Keenan, Betjemann, and Olson (2008) expressed that readingcomprehension needs the successful expansion and arrangement of a lot of lower-andhigher-level processes and skills. Accordingly, there are many sources for possiblecomprehension break and these sources are different based on the skill levels and age of readers.

So, based on definition above, it is so important and it can be said that the basic element of comprehension is knowledge. It means that comprehension much deal with what one dose not know and what he/she has already know about the new information in a text.

2.2 Teaching Reading for Junior High School Students

So, there are some teachers get confused to different between approach, method, technique and strategy. In this research, the researcher will explain one by one about that all and the researcher uses the strategies.

2.2.1 Reading Strategies

As students progress through school, they are asked to read increasingly complex information and graphical texts in their courses. They ability to understand and use the information in these text is key to a student's success in

learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts.and also struggling students need explicit teaching of these strategies to become better readers.

Psychologically, reading is a viewed as an interactive process betweenlanguage and thought. There are there kinds of activities involved in relation tothe reading class activities: pre-reading activities, during reading activities, andpost reading activities.

a. Pre-reading activities

Pre-reading activities are interactional activities carried out before studentsconduct the real reading activities. In pre-reading activities, activation isconcerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try toactivate the students' schemata related to the topic or explaining briefly thecontents of the text.

Pre-reading is to tell students the purpose of reading and learning. Pre-readingis also to motivate the students. Motivation in reading attracts students; attentionthe text. The activities of pre-reading are activities aiming at facilitating thestudents' understanding about the reading text.

b. During reading activities

During reading activities are the activities that reader does while reading takeplace. Mukhoji (2001) mentions that while reading includes: (a) identify the mainidea, (b) finding detail the text, (c) following sequence, (d) inferring from the text,and (e) recognizing the discourse patterns.

During reading activities are instructional activities that are going on while reading activities are happening. According to Mukhroji (2011), five activities todo while reading. The first, readers identify main idea of the text and identifyingtopic sentence through skimming. Second, readers find the details in the text andfinding specific information. Third, readers follow a sequence by relating items inparticular order or proses. Fourth, readers infer from the text by trying tounderstand the text using their schemata and experience. Fifth, readers recognizethe discourse patterns to understand the text holistically.

c. Post-reading activities

Post-reading activities are the activities conducted by a reader after reading.In post-reading activities, student do post-question, feedback. The post-questionare more active in incidental comprehension and the objective, since informationof both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacherdo after reading take place. According to Mukhroji (2011) point out that post-question, feedback, and group and whole class discussion are activities that can bedone in the phase of post-reading activities. The activities function to checkstudent's comprehension about the text being read. The post-question after reading class activity are very important since information of both greater andlesser important is learned. Besides asking question, summarizing the contents ofthe text is also applicable to the students.

2.3 The Strategies of Teaching Reading of Junior High School

There are some strategies in teaching reading at junior high school. Some teachers get confused to use the term of strategies of teaching reading. The researcher will explain one by one about all and the used the term of strategy.

The first, Sanjaya (2006:127) in (Devi, 2012: 29) the approach can be interpreted as a point of departure or poin of view we have of the learning process. The term approach refers to the view of the occurence of a process that is still very common.

The second, Sanjaya (2006: 126) the method is an effort to implement the plans drawn up in real events that have been prepared for the purpose can be achieved optimally. Method is a universal plan related to the material presentation in order, in contrast and that based on an approach. If approach is axiomatic, then method is procedural. A number of factors can effect the material presentation. For instance, the students' languange background and foreign language learnt would either cause different with the methodology that wiil be used in teaching English for China students.

The third, According to anthony in Jack C. Richards and Theodore S. Rodgers (1991:15), there are three categories of language teaching activities, they are approach, method and technique that discribe ways of doing things in language teaching situation. A technique is implementation that actually takes place in a clasroom.

Basically, technique depend on teacher's imagination, creativity, and class composition. Certain problems could be overcome with several techniques. For example for the simulation method there are some techniques that can be used:

games, listen and repeated, question and answer, and short dialogua. According to Sanjaya (2006:127) Techniques is the way a person in order to implement a method.

The fourth, This word comes from the ancient Greek term " strategia" meaning generalship or the art of war. More specifically, strategy involves the optimal management of troops, ships, and aircraft in a planned campaign. A different, but related, word is "tactics" which are tools to achieve the success of strategy. Sanjaya (2006:127) said strategies different with method. The strategy refers to a plan to achieve something.

Strategies are especially important for language learning because they are tools for active self-direct involvement were essentialfor developping communicative competence. Strategy means a well planned series of actions for achieving the aim, especially succes again an opponent (Longman, 2001:1426).

From the explanation above, it can be determined that a learning strategy of applied the teachers will depend on the approach used, while how to run a strategy that can be assigned various learning methods. In a attempt to run a teacher of learning method to determine the techniques that it deems relevant to yhe method.

2.3.1 Word Analysis Strategies

Word analysis, or phonics, involves learning that the graphic letter symbols in our alphabet correspond to speech sound, and than these symbols and sounds can be blended together to form real words. Word analysis technique

enable students to "sound out" words they are unable to recognizeby sight. Explicit, direct instruction in phonics has been proven to support beginning reading and spelling growth better than oppurtinistic attention to phonics while reading, especially for students with suspected reading disabelities(Blackman et al, 1984: Chall, 1967, 1983). Beginning readers should be encourage to decode unfamiliar words as opposed to reading them by sight, because it requires attention to every latter in squence from left to right. This help to fix the letter pattern in the word in a reader's memory. Eventually, these patterns are recognized instantaneously and word appear to be recognized holistically (Ehri,1992;Adams, 1990).

To teach phonics because the six syllable types are introduced early. This enable even beginning-level adults to read words that are part of their oral vocabulary and overall cognitive abilities. After learning the closed syllable rule, students are able to read three syllable words. Reading multisyllabic words provides my students, who have acquired a history of reading failure, with an unexpected sense of accomplishment and opens posibilities for them.

The Wilson reading system sound tapping tecnique is a particularly effective way to teach decoding. In this techniques, each sound in a word is represented by one tap. Students tap the first sound with their index finger and thumb, the second sound with their middle finger and thumb, the third sound with their ring finger and thumb, etc. If the students runs out of fingers, he or she returns to the index finger.Diagraphs (sh/,/ch/, /th/, /ck/, /ph/) are represented with one tap. This technique helps students to hear all the sounds in word.

1. The concept of word analysis

1. "Sight Word" Recognition

Since many of the words that appear most frequently in print are phonetically regular, even beginning readers must learn to recognize some words by sight. Students with reading disabilities have typically relied almost entirely on their ability to memorize words. In most cases, however, their strategies for remembering the way words look in print have proved ineffective. I have experienced some success in teaching sight words using the Visual-Auditory-Kinesthetic-Tactile (V-A-K-T) method that is part of the Orton-Gillingham program.The VAKT method, which emphasize memorization through visualization, involves asking the student to say the name of each letter in word and to trace each letter with his or her finger in the air before covering the word and attempting to spell it on paper. The VAKT method may be used to help students with both the reading and spelling of phonetically irregurar words. To avoid unnecessary frustration, it is best to tell beginning readers which words they should decode and which words they must recognize by sight.

2. Spelling

Spelling is an effective way to reinforce both word analysis skills and automatic word recognition. Research consistenly indicates that fluent, skilled reads (both children and adults) make use of spelling patterns when they read and conversely, reading it self reinforces knowledge of spellingpatterns(Adam: 1995). Spelling for practicing word analysis skills and spelling for promoting word recognition (usually of phonetically irregular words), however, involve different

tasks and call for different teaching techniques. The VAKT method, describe earlier, is a process for teaching learners how to spell phonetically irreegular words when dictating phonetically regular words, include only those wordsthat include letter sounds spelling rules that have been taught directly. An especially effective technique for the spelling of phonetically regular words is the LIPS technique. This involves asking students to put down a poker chip for each sound they hear. After identifying the correct number of sounds in the word, students locate the vowel sound. Only after they have identified the sounds and isolated the vowel sound are students asked to select the letter symbols that represent the sound in the word . this places a lighter burden on short-term and working memory.

3. Oral Reading

Oral reading builds accuracy and fluency, both of wich contribute to improved comprehension. It is also the most practical way for me to monitor student's progress. It gives student an opportunity to practice applying word attack and word recognition skills in context. Because reading for fluency and reading for accuracy involve different objectives and require different materials, i find it useful to teach and evaluate them as two separate activities. Oral reading for accuracy gives student and opportunity to use the word analysis skills they have been taught directly, so i choose reading selection from controlled texts. During accuracy reading, the emphasis is on using word analysis knowledge to decode familiar words. The goal of fluency reading, on other hand, is to encourage students to read smoothly and with expression. Because it is difficult to

find material that are easy enough for a beginning reader to read fluently, i often address fluency in the context of rereadingmaterials students have first read for accuracy. The Wilson Reading System describes a technique for promoting fluency called penciling that i have found particularly useful. I encourage the student to read more than one word in a breath by scooping a series of words together with a pencil. First, i model how a sentence should be read. For example: "the man with the hat is big." Eventually, students are able to pencil the sentences for themselves but, at the beginning, i scoop words into phrases for them. When working on oral reading for either accuracy orfluency, i divide the class up according to ability. Sometimes, i pair stronger readers to act as student teachers with their less skilled classmates. Before being paired with a less skilled readers, however, student teachers receive explicit instruction in providing decoding clues and handing errors. By the teaching someone else, the more skilled student teachers consolidate their own knowledge become cognizant of their own relative progress. Also, the more-skilled readers become a source of inspiration and support for the less-skilled readers.

2.3.2 SQ3R Strategies

If you're looking to be a more efficient reader, try the SQ3R Method. It's designed to help you read faster and retain more. SQ3R atands for the steps in reading: survey, question, read, recite, review. It might seem like it takes more time to use the SQ3R method, but you'll find that you retain more and have to reread less often.

1. **The Procedures of SQ3R**

a) **Survey**

Before reading, survey the material. Glance through the topic headings and try to get an overview of the reading. Skim the sections and read the final summary paragraph to get an idea of where the chapter is going. Only spend a few minutes surveying the reading to get a background knowledge, an initial orientation that will help you to organize the material as you read it. It eases you into the reading assignment.

b) **Question**

Look at the first heading in the chapter. Turn it into question. Ask questions to be answered in your reading. This step requires conscious effort, but is worth it as it leads to active reading, the best way to retain written material. Asking questions focuses your concentration on what you need to learn or get out of your reading.

c) **Read**

Read the forst section of your reading assignment to answer your question. Actively search for the answer to your question. If you finish the section and haven't answered the question, reread it. Read reflectively. Consider what the author is trying to say, and thinking about how you can use that information.

d) **Recite**

Once you've read an initial section, look away and try to recite the answer to your question, using your own words and examples. If you can do this, it means that you understand the material. If you can't glance over the section again. Once you have the answer to your questions, write them down.

e) **Review**

After reading the entire assignment, test your memory by asking yourself the questions that you've identified. Review your notes for an overview the chapter. Consider how it fits with what you know, from the course, experience, and other classes. What is the material's significance? What are the implications or applications of this material? What questions are you left with?

2.3.3 Collaborative Strategy Reading

Teachersstudents to use comprehension technique while working cooperatively. Student technique include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. Find out how to help students of mixed achievement levels apply comprehension strategies while reding content area text in small groups.

Initially, the teacher present the technique (preview, click and clunk, get the gist, and wrap up) o th whole class using modeling, role playing, and teacher

think-alouds. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies achievement levels apply comprehension strategies while reading content area text in small groups.

Although CSR was designed to be use with expository text, it can also be used with narrative text. It is highly compatible with a range of reading programs, including literature-based instruction, basal reading programs, and ecletic or balanced approaches.

The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reading comprehensions skills for students with learning disabilities and students at risk for reading difficulties, CSR has also added positive outcomes for average and high average achieving students (Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, in press).

1. Create and use the strategies

1. grouped according to varying reading levels

2. provided a set of guidelines for writing their logs (planned activities for logs might include impromptu writing; note taking; or diagram drawing)

3. asked to write what they already know about the topic. As students read, they should record information learned or questions about the text. Recordings may be written in a notebook, handout, or class-made journals.

Student then enter their reaction after reading a text. Teachers should monitor entries, respond to questions, and clarify confusions.

2.3.4 Repeated Reading Strategies

A mentally refarded elementary school students asks for a stopwatch for his birthday so that he can keep track of his gains in reading speed with each rereading of short paragraph he has selected. An adult with a history of reading failure continues to reread a passage after her tutor has left because for the first time she is reading with fluency. In a junior high school, remedial reading classroom, a group of students wearing earphones is rereading a story while simultaneously listening to it on a tape recorder.

These situations share a little known and easily used technique called the method of repeated readings. Some teachers famili with this technique and have used it, but it is also useful for building reading fluency that is deserves to be more widely known and used.

It is important to point out that repeated reading is not a method for teaching all beginning reading skills. Rather, it is intended as supplement in a develop mental reading program. While the method is particularly suitable for students with special learning problems, it is useful for normal children as well.

Procedures

The repeated reading intervention, as indicated, was taught to both school students as well as the parent and older sibling tutors by the first researcher through

demonstration using actual materials supplied by the classroom teacher. Books used instructionally were provided by the tutees' teachers based on their knowledge of student interest and reading level, and were literature-based so that students felt they were reading consistently with other students. Titles includes,"If You Give a Mouse a Cookie, Toad and Frog are Friends, and Amelia Bedelia. The individual lessons began with the student tutors writing down the book title and page numbers. The student tutoe modeled appropriate fluency for the tutee by reading three-five pages. The tutee than read the exact same passage with prompting from the tutor. Prompting included encouraging the use of strategies to identify words, and giving the student word read correctly if the tutee read the word for appearance incorrectly. The tutor wrote down the missed words on the paper for review after the first reading. If more than 10 words were missed, the passage was deemed too difficult and another book was identified in consultation with the teacher. After the first reading by the tutee, the missed words were gone over in various random orders until the tutor felt the tutee had memorized the words. The tutee then read the passage a second time, with the process being repeated and the tutor noting missed words for a second time. After going over the missed list the second time, the tutor asked five comprehension questions that he/she had written during the three repeated readings. If the student answered less than three correctly, the passage was again deemed too difficult and a new book was found.after the session, the tutor made acopy of the worksheet to send home with the student, as well as the book, for the same process to occur at home,

including the same questions. The tutors at home constructed their own missed words lists.

2.3.5 K-W-L Strategies

A technique that helps students predicts and connects new information with prior knowledge. Students brainstorm w teachers records the ideas. Students list questions that come to mind. Students read the chapter to discover the answer to the answer to the questions posed.

K= what we know

W= what we want to find out

L= what we learned

KWL is intented to be an exercise for a study group or class that can guide you in reading and understanding a text. It can adapt it to working alone, but discussions definitely help. It is composed of only three stages that reflect a worksheet of three columns with the three letters:

What we know	What we want to know	What we learned

K stands for Know

This first stage may surprise you : think first about, what you know about the topic before reading. This advanced organizer providesyou with a backgroundto support it. Think of it as a pre-reading inventory.

1. Brainstorm

   Before looking at the next, think of keywords, terms, or, phrases about the topic, either in your class or a study group.

2. Record these in the *K* column of you chart until you cannot think of more.

3. Engage your group in a discussion about what you wrote in the *K* column.

4. Organize the entries into general categories.

W stands for Will or Want

The second stage is to list a series of questions of what you want toknow more of th subject, based upon what you listed in K.

1. Preview the texts table of contents, headings, pictures, charts etc. Discuss what you want to learn.

2. List some thoughts on what you want, or expect to learn, generally or specifically. Think in terms of what you will learn, or what you want to learn about this.

3. Turn all sentences into questions before writing them down. They will help you focus your attention during reading.

4. List the questions by important.

2.3.6 TELLS Strategies

Acronyms are often used in reading comprehension strategies. An acronym that has been found to be successful with secondary students is the TELLS strategy (Ridge & Skinner, 2010) in (Harvey, 2012: 11). TELLS stands for Title, Examine, Look, Look, and Setting. Each word is a sequential step that is used in the strategy process. The first step is *title*. Students are taught to look at the title of the selection and generate clues or guess what the material is going to be about. The second step is *examine*. During this step, students skim the passage and look for clues about the content.

During the third step, students are supposed to *look* for important words that may be repeated often. This step is important because it may activate a student's prior knowledge. When students *look* again, they are looking for words that they do not know the meaning of and are supposed to write these words down, and then find their meaning. This is because if a student does not know the meaning of the words, it will be extremely difficult for them to understand the content. Finally, during the final step, *setting*, students are to read the passage again and look for information related to setting. This can be places, dates, descriptions, or time periods. This step may also engage a student's prior knowledge. When using TELLS, students essentially read the passage at least three times, thus giving them a greater chance at comprehending the material (Ridge, Skinner, 2010). This method is particularly useful when reading textbooks.

2.3.7 ART Strategies

A second acronym that is used on the secondary level is the Art of Reading Program (McCallum, Krohn, Skinner, Hilton, Hopkins, Waller & Polite, 2010) in (Harvey, 2012: 11-12). ART stands for ask, read, tell. This is a simple strategy that is easy for students with disabilities to understand. It involves activities before, during, and after reading that help students enhance their comprehension. During the *Ask* step, students are taught to read the selection's title and ask themselves questions about the title. Some teachers require students to write these questions down. This allows teachers to see that the student is actually using the strategy properly and students can them come back and try to answer the questions later.

When focusing on the second step, *read*, students actually read the selection and stop at the end of each paragraph. At the end they are to ask themselves if what they are reading makes sense before continuing on. During this step they are to also underline any unknown words to look up or figure out their meanings from context clues. The third stage is *tell*. When students are finished reading, they are to tell themselves what they read. Some teachers have the students write down a summary, tell a partner, or tell the teacher themselves what they have read. At this time, students can also go back and answer the questions that they had asked themselves during the ask step. The Art of Reading Program has been found to be most effective at the secondary level when used in conjunction with a peer discussion strategy in which students examine the

questions they posed to each other and discuss what they have read (McCallum et al., 2010).

2.3.8 PLAN Strategies

PLAN is another strategy that is especially helpful for secondary students when trying to comprehend what they are reading in textbooks (Educational Research, 2008) in (Harvey, 2012: 13). When using PLAN, students use a concept map that the teacher has created specifically for the reading selection. It has some information about the selection already filled in and identifies other information that they student needs to get from the text. The first step is *predict*, students make predictions about the text based on the title, heading, subtitles, and graphics. The second step is *locate*. Students are required to locate the information requested on the concept map as well as identify the information already given to them on the map. The third step is *add*. During this step, students must add additional information to the map that is not already on it. The final step is *note*, in which students have to make additional notes on their map and identify whether or not their original predictions were correct (Educational Research,2008).

2.4 Relevant Studies

To streng then this research, there are relevant studies about reading strategies.

1. Nurman Antoni (2010)

This study is aimed to "explore EFL teachers' strategies in teaching reading comprehension at one junior high school in Riau".

This study employed a qualitative research design which is a case study using three data collection techniques; observation, interview and questionnaire. All of the data were analyzed by using three major phases of analyses: data reduction, data display, and conclusion drawing and verification (Miles and Huberman: 1994).

This study revealed that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while-reading and post-reading stage.

2. Ahmad at all (2013)

"Study on strategies for teaching speaking and reading comprehension skill in SMPN 1 Selong".

This study employed a qualitative research design. Necessary data were gathered using open-ended question, classroom observation, interview, and questionnaire.

The result of this study revealed that the three teachers applied teaching speaking and reading comprehension skills strategies in three stages; Pre-stages, Whilst-stages and Post-Stages. From the three teachers observed, they employed various strategies in each stage with different reasons.

Based on those finding, it can be concluded that the English teachers need to increase their knowledge and experience in order to understand the concept and reasons in using the strategies for teaching speaking and reading comprehension.

3. Nofica Devi (2012)

An analysis of teacher strategies in teaching reading of the first year students of smp plus ylpi pekanbaru.

It is a descriptive qualitative research because it has one variable that is teacher strategy in teaching reading.

Based on the result of analysis, the writer concludes that the first year teacher applied two teaching reading strategy, they are SQ3R and Repeated reading strategy.