

Teaching Reading Comprehension Strategies

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Abstract

Reading comprehension refers to getting meaning from what we have read from written information. This research aims to figure out strategies for teaching reading comprehension. This research employs library research and the source of data is from relevant literature. The data focus on issues to strategies for teaching reading comprehension. This paper describes various strategies used in teaching reading comprehension. It also uses a library approach. Based on data analysis, the teachers have strategies alternative in teaching reading comprehension, they are Survey, Question, Read, Recite and Review (SQ3R) Strategy, Snowball Throwing Technique, The 3-2-1 Reading Comprehension Strategy, Click, Clunk Strategy, Predicting strategy, Role Play strategy, Fix Up strategy, Anticipation Guide Strategy, Think, predict, read, and connect (TPRC) strategy, Retelling strategy, Semantic Mapping Strategies or clustering, Predict, Locate, Add, and Note (PLAN) strategy, Read, Encode, Annotate, and Ponder (REAP) strategy.

Keywords: Strategy, Teaching, Reading Comprehension

1. Introduction

Reading refers to the activity of looking for information from books, e-books, journals, and other written sources. The readers will interact with the text to find the needed information from the text. Readers need more concentration while reading to get what they search from the sources. Reading is a process of interaction from reader to writer from the written text (Sumirat et al., 2019). It means that in reading activity, the reader not only pays attention to written words but also needs to pronounce the words correctly and then get the meaning. Therefore, as well as the interaction process is done by the reader, better information will be obtained.

Reading is more than seeing the text but interpreting whatever is in the text including words, sentences, symbols, and pictures. It is not a simple activity for the readers because they have to comprehend everything in the text (Sumirat et al., 2019). One of the reading aims is for the readers to understand the written text's meaning (Sumirat et al., 2019). It means that we are not only reading but also trying to get comprehension from the text. This is a big job for teachers in teaching and learning reading especially reading comprehension. The teachers should have appropriate approaches, strategies, and techniques in teaching reading comprehension to help the students in getting comprehension of the reading text.

Teaching and learning the process of reading comprehension is necessary and a suitable strategy to make the students more easily get sense after the reading process. The teacher has to consider whether technique or strategy is effective in supporting teaching and learning activities. Strategy is teachers' ways of receiving learning purposes. In other words, strategy refers to a plan of teaching and learning activity which designed to get learning aims effectively and efficiently (Harisnur, 2022). It can be concluded that strategy is the ways teachers use in the teaching process to help the students understand the material and receive learning aims.

In reality, the students still were not interested in learning reading, comprehending reading text is still difficult for the students. The students face problems in understanding English text like

low reading comprehension, confused how to analyze English text, do not being interested in reading activities (Septia et al., 2022). The students' problems often happen while reading activities such as lack of interest, motivation, and seriousness, the material is less attractive, and the learning model is less effective, and interesting (Fuzidri et al., 2024 C.E.). It means that the students were not interested in reading activity or they get bored with the activity.

To avoid students' boredom during teaching process, the educators have to use various strategies. Teaching English needs appropriate strategies for each skills to get expected outcomes (Nurdianingsih, 2021). A teacher should utilize various strategies because the students have difficulties in comprehending reading aspects like main idea, detailed information, making inferences, and noting references, and without applying an appropriate strategy, the learning aims cannot reached easily (Muslaini, 2017).

There has been many previous research done by other researchers that supports this research, such as Nurdianingsih (2021). The results show that the teachers can use understanding text strategy, individual and group strategies, and also question and answer relationship (QARs) strategies in teaching reading comprehension. Besides that the teachers have used various media like pictures, pictures series, and game. Qizi (2021). Her research result show that reading strategies have big great impacts on students' reading comprehension ability. Comprehension process are influenced by many strategies. Setiawati and Budiasih (2021). The result show is the teacher can use this five strategies in teaching reading comprehension. They are the strategy of identifying the purpose in reading, skimming textfor main idea, scanning the text for specific information, analyzing vocabulary, and L_R_D (Listen-Read-Discuss) strategy (Setiawati & Budiasih, 2021). Research from Mene et al show that in teaching reading comprehension the teacher can use Visualization strategy (the students create the text in their mind), and PQRST (preview, question, read, summarize test) strategy (Mene et al., 2021). Novita & Sirait (2023). They claim that in teaching reading comprehension the teachers used Question-Answer Relationship (QARS) and SQ3R strategies. QARS strategy used to guide the students in understanding text question to obtain the text information. SQ3R strategy used to create students' group study, making question, exchanging question to other groups, answering the questions, and presenting the answer results.

In teaching reading comprehension, the educators may use a variety of techniques or strategies to reach learning objectives that related to strategy and technique used in teaching and learning activity (Novita & Sirait, 2023). Anderson in Sumirat claim that making active students and getting involve in reading activities, the teacher needs reading strategy because reading with various strategies create creative and critical readers (Sumirat et al., 2019). The teachers are necessary to find suitable or appropriate strategies to help their students become competent in reading (Kasim & Wahyuni, 2016). Based on explanation above, the researcher is interested to describe various strategies used in teaching reading comprehension so it can help teachers and students in teaching and learning reading comprehension.

2. Method

The writers use library approach. Theory of library research taken from some sources such as text books, encyclopedias, journals, papers, disertation, and internet (Raco, 2010). Writers collected the data from relevant literatures sources and data on the same issue to strategies for teaching reading comprehension. This study used descriptive qualitative method. Descriptive research means describing population or phenomenon characteristics which is being studied and focus on "what" of research subject rather than "why" the research subject (N, 2019). In other words, it describes demographic segment nature, not to "why" a certain circumstance happens (N, 2019). The research procedure involves choosing a topic, gathering information by finding resources available in library or online journal articles, evaluating data before using it, writing and citing it.

3. Results and Discussion

Reading refers to activities in seeing or pronoun written letters, words, sentences, and symbols in getting what we want. So, writers transfer her/his knowledge in the form of writing and the readers have to read it well in understanding writers' massage. Reading can see from different

views based on purpose and function (Nafa, 2022). Reading is a crucial thing in the process of learning. A student will get important information, will be active participant by reading (Mene et al., 2021). Readers can understand the reading text by taught reading comprehension and without proper reading teaching, the learners will faced some difficulties in comprehending text meaning (Zainurrahman & Djabir, 2020). Comprehension means the reader is not only read but also should get the meaning from what they have already read. Besides that, Comprehension is the ability in catching message from words, sentences, and correlated them (Setiawati & Budiasih, 2021). In conclusion, comprehending need readers' ability in making sense of written information.

Reading comprehension means readers is not only read the written information but also understand the written message from writer. In other words reading comprehension is students ability in understanding the whole text involve meaning, text types, text information, reading aims, and reading strategies (Setiawati & Budiasih, 2021). Zainurrahman & Djabir claim that reading comprehension is a requirement in a reading activity to achieve its purposes (Zainurrahman & Djabir, 2020). Therefore, getting comprehension necessary good interaction between reader and writer through writing.

Acquiring reading skill the students have to read various reading texts such as intensive reading, extensive reading, reading Reading comprehension has five essential aspects: they are: Main idea or topic sentence refers to big illustration of a paragraph content and sometimes it not stated explicitly and the reader should conclude on their own words (Muslita & Gani, 2022). Specific information explain about subject sentence by giving definition, illustration, realities, comparison, relationship, cause and impact insight (Muslita & Gani, 2022). Reference refers to words or phrases use either before or after the reference in the teaching and learning material (Muslita & Gani, 2022). Inference is required to create a sense of the ideas of the content (Muslita & Gani, 2022). Reading ability and vocabulary has a strong relationship that can never be isolated (Muslita & Gani, 2022).

Using intensive reading will help teachers and students to understand the passage and everything while reading or improving comprehension skill. Intensive reading procedure is grammar translation approach where the teacher works with the students, applying mother tongue in explaining text meaning sentence by sentence (Mene et al., 2021). Extensive reading refers to learners read a lot of easy, enjoyable books. It means that the students only read the text without thinking about the content but build language competence, increase reading ability, develop confidence and motivation in learning (Mene et al., 2021). Reading aloud uses to check students' pronunciation. One of the aims is recognizing sounds, words, and also the teacher can use various activities to develop students reading comprehension (Mene et al., 2021). Silent reading is acquiring information. It helps educator and learner to manage reading speed, easy, and fluency. The aims is getting comprehension and expands vocabulary (Mene et al., 2021).

Strategy is teachers' ways in reach learning goals. Supporting students' reading comprehension, one of considering aspects for a teacher is utilizing various teaching reading strategies as popularized by experts (Zainurrahman & Djabir, 2020). Teaching and learning activities in reading comprehension can use many strategies and techniques. Teachers do not use a single strategy in teaching students because a specific strategy may be beneficial for a student but not for other unique comprehension problems that each student has (Bakhtiyarovna, 2022). There are some strategies and techniques which used to teach reading comprehension, they are: a. Survey, Question, Read, Recite and Review (SQ3R) Strategy. This strategy applies textbooks and formal reading assignment, and the readers is required to consume main point from it, and it can used in small group, large group or individually. It will help the students to construct meaning while reading activities and can be used in academic or outside academic purposes (Dharma & Abdullah, n.d.). Walker in Widiani said that the way to use SQ3R strategy is *first*, the teachers choose content-area text that appropriate reading level. *Second*, the teachers introduce five steps in short mini lesson (survey, question, read, recite, review). *Third*, survey (the teachers explain how to skim the message of the text to get information). *Forth*, question (the students ask question, and the answer will found in the

text). *Fifth*, read (the students read the complete reading text to get meaning, information, and idea to answer the question before). *Sixth*, recite (the students answer their question without read the complete reading text). *Seventh*, the three steps (repeated *question, read, recite* for each section). *The last* step is review (the students review their question and answer based on the reading text) (Widiani, 2021). b. Snowball Throwing Technique. Snowball is question in a paper made by students and then thrown to his own to answer (Muslita & Gani, 2022). Snowball technique give positive effect on students achievement (Safnina, 2021). Using snowball technique can solve students' reading comprehension trouble (Muslita & Gani, 2022). Snowball throwing is an effective technique in teaching reading comprehension (Sari & Ahmadi, 2022).

Suprijono in Muslita & Gani claim that the steps of applying snowball throwing techniques are as follow: first, the teacher will convey and enlarge the material. Second, the teachers make students work in group and ask the group leader to explain the material. Third, teachers ask the group leader to back to their group and explain the material to their own group. Forth, each student will get worksheet to write a question based on leader's explanation. Fifth, every group will get three questions using roll paper into a ball and throw from a student in a group to other students in other groups for approximately about 2 minutes. Sixth, after getting one ball (one question) the student will answer the question on the paper. Seventh, the group that giving wrong answers and get lowest score will get penalty. Eight, the teachers conclude the material. Ninth, the teacher evaluates the students (Muslita & Gani, 2022).

The 3-2-1 Reading Comprehension Strategy. This strategy uses to make students active in summarizing ideas from reading text to encourage students to think independently and personally engaged to the text or to reading practice to engage the students in discovering meaning, interesting points, and questions while reading activity (Zainurrahman & Djabir, 2020). The stages in applying this strategy as follows: first, the students have to discover three items from reading text. It will make the learners be active in reading activities and write down three different major points or details. It is an alternative ways to solve passive students in the reading activity. Second, the students should share two interesting items that they have identified to limit the items. Third, the students should write a question after reading a text can be in the form of factual questions, clarify their understanding of an event, or verify general reading comprehension (Zainurrahman & Djabir, 2020).

Click, clunk refers to a teaching or learning strategy used to teach learners to get attention to the text when reading the text or when the text is difficult to understand. Besides that this strategy helps the teacher to know the students' ability to read a text (Resmi, 2021). The purpose of the click-clunk strategy is to teach the learners how to keep track of their reading understanding and sport understanding breakdown (Rahmasari & Virdaus, 2022).

Predicting strategy is also called Reciprocal teaching or collaborative teaching. Sumirat said that predicting is a strategy uses to increase learner's reading achievement (Sumirat et al., 2019). The way in applying this strategy is the teacher choose reading topic, the teacher divides the students into small groups, the teacher asks the students about what will they get from this lesson, the teacher asks the students to write their estimation in small group, the teacher conveys subject matter interactively, during learning activity, the teachers ask students to compare their guessing with conveying material (that is true or false), at the closing, the teacher ask the students about number of their correct guessing (Sumirat et al., 2019).

Role Play strategy refers to building communication skills as well as problem-solving skills to give opportunity to students to work with others to act out a situation and explore how others may think, feel, respond a situation. This strategy develop the pupils' ability in learning reading and increase students' motivation during learning and can be used for other English language skills (Mayhoub et al., 2022). Fix up strategy can make students comprehend the text when they get stuck in reading, students are creative in thinking, the students can analyze unfamiliar words (Munawaroh et al., 2020). Morellion in Suhermanto claim that the procedure in implementing fix up strategy as follows: *first*, previewing. The students see the text and then preview and think what the text is about.

Second, predicting. The students read the text title and then make a prediction what will happen next in the text *Third*, reading. The students read the whole text and check their prediction is correct or not. *Forth*, making connection. The students try to correlate their experience with the text. *Fiveth*, visualizing. The students draw the characters in the reading text based on their imagination. *Sixth*, making inference. The students make a conclusion of the reading text to get the main point of the text. *The last steps* is asking new question and retelling the story. The students ask question relate to the text and retell the text content to make sure they understand about the text (Suhermanto, 2019).

Anticipation Guide Strategy refers to a strategy in teaching reading which help learners to get understanding at the end of reading process. This strategy is used before the students read a text in the process of teaching and learning because its activate students' background knowledge about the topic being read. This strategy is applying in pre-teaching activity because it will guide the learners in identifying informations from the text (Yuliathi et al., 2021). This strategy is helping the students to improve their reading comprehension ability (Yuliathi et al., 2021).

Think, predict, read, and connect (TPRC) strategy refers an alternative strategy in reading which require students works in a group use paper, pencils, and text (textbooks, primary sources, literature, or whatever) (Muthmainnah & Heriansyah, 2018). The way use this strategy is *first*, the teacher direct the group to think about general topic of the lesson. *Second*, the teacher give the student 6-8 minutes to think. *Third*, the teacher announce the specific of reading is and ask the student to make predicting about what they will find in the reading. *Forth*, the teacher ask the student to read the assignment individually and discuss or comment with their partner or group about the information found in the text. *fifth*, after completed reading activity, the teacher will lead class discussion with the students to connect what students knew prior reading with they have learned during reading process (Muthmainnah & Heriansyah, 2018).

Retelling strategy make students feel enthusiasm when learning because they feel enjoy, and fun. Besides that retelling strategy helps the leaners understand the reading text easily without feeling bored in learning activities and also it make them comfortable when learning and interact with teachers and peers in the class (Khusmiati et al., 2023). Retelling strategy can use for kinderganten, elementary, secondary students, and post-secondary students (Rudiawan & Jupri, 2020).

Semantic Mapping Strategies or clustering refers to a map of knowledge of vocabulary which exposes what students have known about the reading topic (brainstorming) and what they find from the text to be easy to comprehend the text or using to develop vocabulary mastery which is visualize through diagrams graphics (Hapsari et al., 2020). This strategy will help learners in organizing and minimizing reading trouble independently or group work to push the students in making a map into reading section and getting easier in reading comprehension (Setiawati & Budiasih, 2021). The procedures in implementing semantic mapping strategy as follows: *first*, introducing the topic. The teachers draw big circle on white board and write the reading toping inside. *Second*, brainstorming. The teachers ask the students to relate their experience with the reading topic (prior knowledge). *Third*, *categorization*. The teacher encourage the students to realize the relationship among the words suggested by record the words in a circle. *Forth*, personalizing the map. The students read the passage relate to the topic. The students do brainstorming during the pre-reading activities. *Fifth*, post-assignment synthesis. The students integrate their semantic map after discussing the reading material.

Predict, Locate, Add, and Note (PLAN) strategy means graphic organizer which help the readers to understand reading text and after getting comprehension, they will discuss it their classmate or partner in the class. It is also give the students a chance to illustrate the relationship between ideas and episodes in the text, create visual organizer to take notes while reading so the students more understand about the text (Setiawati & Budiasih, 2021). The steps in applying this strategy as follows: first, learners predict the text content. Second, the learner is locate (the students make question marks to unknown content of the topic on the map and then read the text to check the prediction. The last step is the students share their understanding by revising map concept, make summary, and completing unclear things (note step) (Setiawati & Budiasih, 2021).

Read, Encode, Annotate, and Ponder (REAP) strategy refers to reading comprehension strategy to encourage students to be the best readers because they use their own words to construct and find the information in the text (Esti, 2021). The ways to implement it is as follows: *first* is read. The students read the selection reading text from the teacher. *The second* is encoding. The students encode by putting the gist from the text using their own words. *Third* is annotate. Students take a notes about the main ideas of the reading text in a paper (notes, important words, and quotes). *Forth* is pondering. The students ponder what they have read by thinking and talking with their classmates to make personal connections, develop questions and connect their reading with others reading (Esti, 2021).

Table 1. Advantages of Reading Comprehension Strategies

NO	Research paper title	writer	Advantages				
			Main idea	Specific information	reference	inference	vocabulary
1	The Use of 3-2-1 Reading Strategy to Increase Students' Reading Comprehension Skill of Second Grade Students at SMK Al-Munawaroh Tempurejo	Ernawati (2021)	√	√			
2	The Effect of Click Clunk Strategy on Students' Reading Comprehension Ability	Resmi (2021)		√			√
3	The Effect of Fix-Up Strategy to Students' Reading Comprehension	Yen Aryni, Humairoh Sitorus (2022)			√	√	√
4	Implementation of Predict, Locate, Add, Note (PLAN) Strategy in Students' Reading Ability	Muhammad Bujaya, Dadang S. Anshori, Yunus Abidin (2021)	√			√	
5	Implementation of Anticipation Guide Strategy to improve Students' Reading Ability of First Grade Students at SMAN 3 Amlapura Karangasem Regency, Bali	Ni Ayu Yuliathi, Chairil, Elly (2021)	√	√	√	√	√
6	Exploring Students' Experience in Using Story Retelling Strategy in Reading Comprehension on Narrative Text	Lina Khusmiati, Sidik Indra Nugraha, Dedeh Kartini (2023)			√	√	√
7	The Effect of Role Playing Method toward Aloud Reading Ability of Indonesia Language at First Grade Students at SDN Condong Tasikmalaya	Indah Sari Rohaeti, Sunanah, Yopa Taufik Saleh (2021)			√		√
8	Effectiveness of Teaching and Learning Strategy "Semantic Mapping" in Improving Students' English Vocabulary Mastery	Fitri Senny Hapsari, Natalia Tri Astuti, Nurul Frijuniarsi (2020)			√		√
9	Implementation of Cooperative Teaching Model type Snowball Throwing in Improving History Achievement at Second Grade Students in Event Semester at SMAN 1		√	√	√	√	√

Pinggir at 2018/2019 Academic Year							
10	Implementation of Sq3r Strategy (Survey, Question, Read, Recite and Review) in Learning Science on Topic Energy in Living System	Barmawi, Murni, Djumadil Rahman, Yuliana Nelisma (2022)	√	√	√	√	√
11	The Use of The Think Predict Read Connect (TPRC) Strategy and Know Want Learn (KWL) Strategy in Teaching Reading Comprehension of Descriptive Text for Sevend Grade Students	Sarah Ulmadani, Rina Listia, Fatchul Mu`in (2021)	√	√	√	√	√

Therefore, teacher can apply SQ3R strategy, and The 3-2-1 Reading Comprehension Strategy when teaching and learning aim is finding main idea and supporting detail because this strategy focus on major point and supporting point through five steps involves survey, question, read, recite, and review. Snowball Throwing Technique, and Click, Clunk Strategy are suitable with teaching purposes which is focus on finding specific information and increasing vocabulary mastering. Predicting strategy is focus on making inference. In Role Play strategy, the students read the dialog text and then play it in front of class together. So, the learners can increase their vocabularies. Fix Up strategy gives benefit to improve vocabularies and comprehension in making inference and finding reference because one of learning activities cover in this strategy is looking unfamiliar words in the text and finding the meaning. Anticipation Guide Strategy help the learners to predict the meaning of word or sentences, and also predict the text talk about before read the whole text. Think, predict, read, and connect (TPRC) strategy, Semantic Mapping Strategies help students in mastering vocabulary. Retelling strategy has contributed in making inference. Predict, Locate, Add, and Note (PLAN) strategy utilize to comprehend text. It means that this strategy suitable with teaching purpose to find main idea, and reference. Read, Encode, Annotate, and Ponder (REAP) strategy is also contributed in finding specific information and making inference because the learners have to summarize it using their own words.

4. Conclusion

Reading comprehension is a skill to get meaning or message from written sources. Mastering reading comprehension need good and appropriate strategies. Every material or topic necessary suitable strategy to reach the learning purposes. It means that one strategy cannot be used for all material or topic. If a teacher apply the same strategy for all materials, it will make the students get bored and also difficult to reach learning aims. Therefore, the teachers have to mastery many strategies especially strategy for teaching reading comprehension. Using appropriate strategy in teaching process will help the teacher in reaching learning purposes easily. This is some reading comprehension strategies choice for teacher used in teaching process are Survey, Question, Read, Recite and Review (SQ3R) Strategy (finding main idea and supporting detail), Snowball Throwing Technique (finding specific information and increasing vocabulary mastering), The 3-2-1 Reading Comprehension Strategy (finding main idea and supporting detail), Click, Clunk Strategy (finding specific information and increasing vocabulary mastering), Predicting strategy (making inference), Role Play strategy (vocabularies mastery), Fix Up strategy (finding reference, inference, and vocabulary), Anticipation Guide Strategy (vocabulary and reference), Think, predict, read, and connect (TPRC) strategy (vocabulary mastery), Retelling strategy (making inference), Semantic Mapping Strategies or clustering (vocabulary mastery), Predict, Locate, Add, and Note (PLAN) strategy (finding main idea, and reference), Read, Encode, Annotate, and Ponder (REAP) strategy (finding specific information and making inference). This paper describes alternatives strategies for teachers in teaching and learning reading comprehension based on its purposes. This research focus on choosing reading comprehension strategies based on teaching aims so for the next researchers can see another side like choosing the teaching strategy based on students characteristics.

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