

Teacher Strategies in Teaching Reading Skills: A Case Study at SMP Negeri 1 Blitar

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Keywords:

Collaborative learning,
Qualitative case study, SMP
Negeri 1 Blitar

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Abstract: Reading is a process of pronouncing written symbols, a complex receptive skill, and a profound interaction between the reader and the text. The reading ability of seventh-grade students at SMP Negeri 1 Blitar is still low, as evidenced by limited vocabulary, understanding of sentence structure, and suboptimal pronunciation. This condition results in weak comprehension of English reading content and low active participation in learning activities. This study aims to describe reading lesson planning, the strategies implemented, the forms of interaction developed, and the teacher's approach to improving students' reading skills. The study used a qualitative approach with a single case study design. Data were collected through in-depth interviews, classroom observations, and analysis of learning documents, then analyzed using the interactive model of Miles, Huberman, and Saldana. The results showed that teachers routinely design teaching materials in the form of ATP, modules, LKPD, and visual media. Strategies such as Think-Pair- Share, Jigsaw, Roundtable, and Read-Aloud have been proven effective in improving vocabulary mastery, pronunciation, text comprehension, and student confidence. This study concluded that interactive and structured strategies can improve reading skills and contribute positively to the quality of English language learning.

INTRODUCTION

English in Indonesia is considered a foreign language, an international language that has a long history. Nationally, English has been taught formally from childhood to university in Indonesia (Alfarisy, 2021). The policy first taught English in schools at the junior high school level. Currently, English teaching in junior high schools is carried out using the Independent Curriculum. In this curriculum, the aim of teaching English is to develop students' skills such as speaking, listening, reading, and writing. The scope of English teaching in Junior High Schools (SMP) is that reading skills play an important role in developing students' understanding of English Vocabulary, Sentence Meaning, Paragraph Messages, and Critical Thinking. However, reading skills are still an obstacle, for

example lack of interest in reading or difficulty understanding texts (Nuralimah et al., 2023). The research was conducted by selecting a location that is relevant to the problem being studied. In this case, SMP Negeri 1 Blitar as the main research location because of its good reputation, high academic achievement, implementation of the independent curriculum and adequate school facilities support. This selection is also supported by the results of an interview with Mr. Denavi. This selection is based on the characteristics of the school that are suitable for research and supporting initial data so that the researcher conducted a preliminary study, one of which was an interview with Mr. Denavi. Here is an excerpt:

“According to what is in the school itself, there are actually several students who participate in competitions such as quiz, storytelling for the speech contest is still in the process of the competition, more or less like that. At school there is an English club so, children are trained in storytelling and speech contests. In my teaching method, I use PBL (Problem Based Learning) which begins with a trigger question first, then later students are grouped to solve a problem. At the beginning of the learning, I use (Ice Breaking) and also games related to vocabulary such as Scattergories' more or less like that. For the media in reading that I use myself in learning for class VII, it is like formative texts such as questions or sometimes making questions from the text that is read”. (INT-01-SC-TC-Denavi, on Monday, October 21 2024 at 09.00

The researcher has conducted preliminary studies, one of which an interview with Mrs. Verit rossus, the excerpt is as follows:

“Yes, I myself still see that some students have difficulty in reading, namely in vocabulary development, because some students have difficulty remembering and using new words for everyday conversation. Yes, vocabulary is still limited. Sometimes children have difficulty spelling words that may be different from their pronunciation. In addition, the structure of the words in the formulas in tenses may be because students are not yet familiar with the rules. To overcome this, I will tell students to read paragraphs in turns, then students are invited to discuss in groups, students read texts such as (procedural texts) then translate the meaning, so I often tell students to read and the others listen. so, like that” (INT-02-SC-TC- Verit rossus, on Monday, October 21 2024 at 10.00

Based on data obtained from interviews (preliminary studies) with teachers, this is also related to significant comparisons in previous studies. The first previous research entitled "Teacher Strategies for Improving Students' Reading Ability" was written (Anisa & Endahati, 2022). This research focuses on the strategies teachers

use to improve reading skills. The findings in this research can be summarized as follows Teachers choose reading materials that are appropriate to each student's intelligence level, meaningful and relevant, teachers can apply interactive methods such as telling stories together, using flashcards, using picture media and playing reading games and teachers create a comfortable learning environment by creating reading corners, audio-visual equipment, etc.

This research shows that students can improve their ability to comprehend reading content, read fluently, and identify letters and words in a text. Reading is one of the basic language skills, with components of linguistic communication that can be transformed into symbols in the form of writing and letters, which can then provide understanding or guidance for readers in interpreting a reading (Harianto, 2020). Reading comprehension is a skill that every student must possess to acquire knowledge (Dewi et al., 2019). A reading culture can be a means of learning from various sources such as newspapers, textbooks, magazines, and so on. Therefore, reading is very important, especially among students (Sari, 2018). Several differences can influence the characteristics of the reading process in students, namely internal factors originating from within the individual and influencing individual learning outcomes. These internal factors can include physiological and psychological factors (Sitinjak et al., 2016). According to (Nym et al., 2018). There are four genres commonly used in English reading skills:

- a. Procedure text is a text that explains the steps or how to do something. This text aims to provide guidance to readers to follow the process accurately and achieve the desired results.
- b. Recount text is a type of puzzle that recounts events or experiences that have occurred in the past sequentially. Usually, this text uses various personal experiences or tells important events.
- c. Descriptive text is something that describes or describes objects, places or people. The general structure can include identification (a brief introduction about the object) and description (a detailed explanation related to the object).
- d. Report text is a description of the purpose and factual information

about a particular event or object. The main structure can include a general classification to provide an overview of the whole as well as a detailed explanation of the objects of an event.

Teaching strategies are to understand the text of a reading that is more than just reading quickly. This means that readers need to interpret the meaning of the message in the text so that they can convey the core message that the author has conveyed. As explained by (Frasandy et al., 2024). A good understanding a text allows students to extract accurate information, analyse the content and make good conclusions. However, many students often experience difficulties in understanding complex reading, which can hinder the learning process. Reading part of an activity can make students gain new knowledge and provide broad insight. Someone who is diligent in reading will have much broader insight and knowledge when compared to someone who is lazy about reading. There are several things we can see if the student is less interested in reading, factors that can be influenced because the student is lazy, there is something more interesting than books or maybe the price of the book is too expensive (Fhadillah et al., 2020).

The second research was previously written by (Bireuen, 2016). The title of this research is "Teacher Strategies in Improving Reading Skills of Lower Grade Students in the Core Group of Peudada District, Bireuen Regency." Peudada District, Bireuen Regency. The findings of this research include; the colored letter card strategy will make students more quickly remember the letters in reading, graphic media such as posters, pictures and real objects in the school environment, are related to learning to read, reading skills, singing strategies to make it easier for students to remember sentences or words contained in the reading text. This strategy of learning process becomes more interactive in improving students' reading skills.

The third research was previously written by (Novita & Sirait, 2023). The title of the research taken was "Teacher Strategy in Teaching Reading Comprehension to Eighth Grade Students at North Sumatra Middle School, Tanjung Morawa". This research aims to observe the types of strategies used by teachers and their application in the process of teaching text procedures on reading comprehension. The findings, the results of this research include 1) the teacher's

teaching strategies to guide students to be able to understand the text and the questions that have been given to obtain information about reading itself. 2) the teacher is able to apply learning strategies for understanding text reading procedures. 3) the teacher applies teaching strategies by creating small groups or discussions. This strategy is said to be effective and can be applied in teaching reading comprehension, students become more active, more focused in understanding the content of the text and questions related to text.

This phenomenon was explored on Monday, October 21 2024 at 09.00 - 11.00, that occurs can be focused on the strategies used by teachers in teaching reading skills at SMP Negeri 1 Blitar, which is one of the junior high schools in Blitar City, East Java. There is something unique about this school, namely that the school won national level English competitions such as storytelling, speech competitions and quiz competitions in class VII. Quality educational institutions that are able to produce young people who are intelligent, have character and are ready to face future challenges. With an innovative curriculum and modern facilities, the school is committed to providing learning opportunities for its students to develop their potential to the maximum. The SI CERDAS jargon is an Inspirational, Scientific, Educative, Religious, Disciplined, Beautiful and Courteous School, SMPN 1 Blitar is ready to give birth to an intelligent and high-quality young generation towards the golden generation of 2045. SMP Negeri 1 Blitar has a vision and mission to produce innovative students, intelligent, religious, disciplined, nationalist, and proud of the nation's culture. An approach based on real learning and technology by prioritizing character education according to the Pancasila Student Profile.

Based on the explanation above, the main focus on this research is The Teacher Strategies in Teaching Reading Skills for Grade VII of Junior High School. This focus is formulated into the following sub focuses 1). How do English teacher plan teaching strategies for English reading skills to grade VII of SMP Negeri 1 Blitar? 2). How do English teacher implement the strategies in the process of teaching English reading skills at SMP Negeri 1 Blitar? 3). How do students interact and improve their English reading skills in process learning through the teachers'

instructional strategies VII of SMP Negeri 1 Blitar? 4). How are the effects of the English teachers' strategies towards the for students' English reading skill at SMP Negeri 1 Blitar?

The objectives of this study above, the objectives are formulated as the followings 1). To describe English teacher plan teaching strategies for English reading skills to grade VII of SMP Negeri 1 Blitar? 2). To describe English teacher implement the strategies in the process of teaching English reading skills at SMP Negeri 1 Blitar? 3). To describe do students interact and improve their English reading skills in process learning through the teachers' instructional strategies VII of SMP Negeri 1 Blitar? 4). To describe effects of the English teachers' strategies towards the for students' English reading skill at SMP Negeri 1 Blitar?

RESEARCH METHODS

This study uses a qualitative approach with a single case study design referring to Yin (2018) to describe teacher strategies in teaching English reading skills in seventh grade students of SMP Negeri 1 Blitar. The research subjects consisted of English teachers, the principal, and seventh grade students in the 2024/2025 academic year selected through purposive sampling and snowball sampling techniques. The main research instrument was the researcher herself equipped with an unstructured interview guide, a voice recorder, observation field notes, and supporting documents such as teaching modules, ATP, LKPD, teaching journals, and textbooks. Data were collected through in-depth interviews, non-participatory observation, and documentation studies. Data analysis used the interactive model of Miles, Huberman, and Saldana (2014) which includes the stages of data collection, reduction, presentation, and drawing conclusions, accompanied by open coding, axial coding, selective coding, and thematic coding techniques with the help of Manual Data Analysis Procedure (MDAP) and Microsoft Copilot (Supriyono, 2017). The validity of the data was checked through triangulation of sources and methods, member checking, supervisor audit, and detailed description of the context to ensure credibility, dependability, transferability and confirmability.

The researcher design describes as follow:

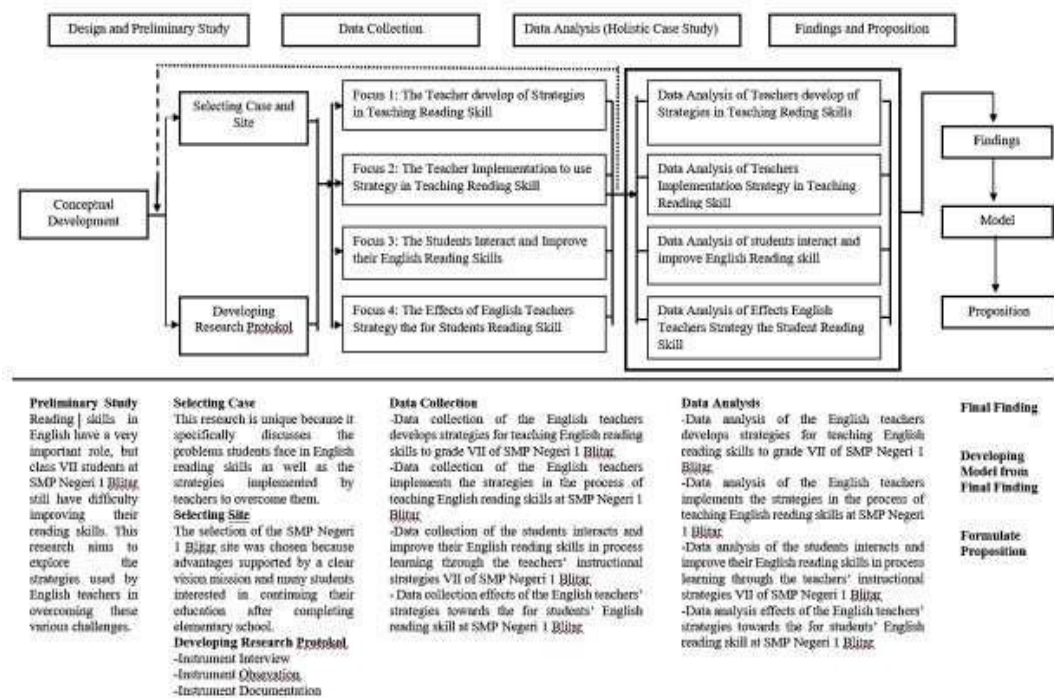


Figure 3. 1 Research Design Adapted from Yin (2018)

RESULTS AND DISCUSSION

In this section we will specifically present the findings from the results of the data analysis unit described above:

Sub-focus 1: How do English teacher plan teaching strategies for English reading skills to grade VII of SMP Negeri 1 Blitar

The findings of this sub-focus reveal that English teachers at SMP Negeri 1 Blitar begin their teaching preparation by compiling various teaching tools and materials. These include the Learning Objective Flow (ATP), teaching modules, annual programs (Prota), semester programs (Promes), and learning methods. Teachers also plan staged reading activities, where students first read independently

and then collaboratively

The analysis of the first sub-focus also shows a purposeful transformation in instructional planning aimed at improving reading comprehension. A key element in this development is the systematic use of ATP, Prota, Promes, modules, and LKPD, which align lessons with national curriculum standards and school goals. These tools help teachers create more targeted and efficient planning with clearly defined objectives. Furthermore, student-centered cooperative learning strategies such as Think-Pair-Share, Jigsaw, and Roundtable have proven effective. They encourage active participation, collaboration, and confidence, fostering an inclusive reading environment. In addition, teachers apply stepwise reading techniques, beginning with independent reading and continuing with shared reading, to gradually support students' literacy growth.

Sub-focus 2: How do English teacher implement the strategies in the process of teaching English reading skills at SMP Negeri 1 Blitar.

The findings of this sub-focus reveal that English teachers at SMP Negeri 1 Blitar applied a variety of innovative strategies. These included reading together, group discussions, and the use of visual media. Such methods proved effective in helping students build confidence in reading and emphasized the importance of creating a supportive learning environment. The strategies were also designed to encourage students' active participation in their own learning process. The analysis of the second sub-focus further shows that student-centered reading strategies, such as reading aloud, pair and group work, and collaborative techniques like Think-Pair-Share, Jigsaw, and Roundtable, significantly transformed classroom reading dynamics. By tailoring strategies to students' needs, abilities, and emotional readiness, teachers were able to foster active participation, reduce boredom, and increase self-confidence.

The findings highlight that when reading strategies are varied, scaffolded, and supported by technology, students demonstrate greater confidence in oral reading, a deeper understanding of texts, and stronger interpersonal skills. This approach shows that structured flexibility, combined with consistent reflection, can empower learners and redefine reading as a meaningful, interactive, and engaging

classroom experience.

Sub-focus 3: How do students interact and improve their English reading skills in process learning through the teachers' instructional strategies VII of SMP Negeri 1 Blitar

The findings of this sub-focus reveal that teacher–student interaction during the reading skills learning process increased significantly. The interactive learning environment created by teachers encouraged active student participation, reflecting the importance of interaction in developing reading skills. This positive engagement supports the theory that active student involvement is essential for successful comprehension of reading materials. The analysis of the third sub-focus also highlights the transformative role of collaborative and interactive strategies in strengthening students' reading comprehension and classroom engagement.

The teachers implemented various cooperative methods, including Jigsaw, Think-Pair-Share, and Roundtable, which promoted meaningful group discussions and shared reading activities. These approaches enabled students to work together in understanding vocabulary, sentence structures, and text interpretation. In turn, these peer-supported practices deepened students' comprehension while also fostering social interaction. Overall, the findings point to a classroom environment where students were increasingly empowered to speak, collaborate, and engage with reading materials confidently and enthusiastically. The combination of group dynamics, teacher guidance, and structured yet flexible instruction cultivated participation, empathy, and critical thinking. As a result, reading was reshaped from a passive task into an active, student-driven learning experience.

Sub-focus 4: How are the effects of the English teachers' strategies towards the for students' English reading skill at SMP Negeri 1 Blitar

The fourth finding shows that the learning strategy used by the teacher has a positive impact on improving student learning outcomes. This improvement in students can be seen from several aspects, including better vocabulary mastery, student success rates in participating in literacy competitions, and student self-confidence in reading. These findings may indicate effective learning not only to improve reading skills, but also to develop learning habits in students themselves.

Teacher-student interactions became more dynamic and personalized, with teachers offering consistent feedback and guidance through both oral and written channels. These efforts nurtured a classroom culture where students felt supported, comfortable asking questions, and motivated to learn. Overall, the findings affirm that thoughtfully designed teaching strategies anchored in collaboration, critical thinking, and emotional support can revitalize reading instruction, foster lifelong learning habits, and generate both academic and extracurricular success.

This section discusses some findings from research related to teacher strategies for teaching reading skills to grade VII students at SMP Negeri 1 Blitar. This discussion has a relationship between relevant theories from previous studies and explains whether the results of this study provide development and support previous theories or actually contradict existing theories. The research findings show that English teachers at SMP Negeri 1 Blitar plan reading teaching strategies, namely compiling teaching modules, learning objectives, materials, methods and reading activities, namely independent and group reading. Teachers utilize various teaching materials such as reading articles, textbooks and vocabulary puzzles so that the cooperative strategies Think-Pair-Share, Jigsaw, and Roundtable are also integrated into the planning. The planning process is carried out collaboratively through MGMP discussions and digital platforms, namely GTK/PMM room. These findings support and develop previous studies (Anisah et al., 2023) which state that it is important for teachers to choose meaningful, appropriate and relevant reading materials. This study provides a detailed picture of the types of materials used and the collaborative approach in effective planning.

In the implementation, teachers apply various reading strategies in the form of vocabulary puzzle games, group work, translating sentences, group discussions, reading in pairs and also taking turns. The jigsaw method is used starting from the delivery of learning objectives, expert group discussions and presentations of the results of the discussion. This strategy has been proven to increase the effectiveness of learning and student learning outcomes so that this implementation clearly supports the findings (Meliza & Safiah, 2016) showing the use of visual media images and posters in a more interesting and interactive learning process. At SMP

Negeri 1 Blitar, teachers use interactive media in the form of powerpoint presentations, projectors and vocabulary puzzles to create a fun learning atmosphere. In addition, the application of the Jigsaw method, Think-Pair-Share, and Roundtable develop cooperative and interactive learning theories. This method is applied in various ways so that students can be involved, confident and enjoy the atmosphere of the process during the learning process.

The research also shows that teachers are able to create dynamic interactions between students or teachers during the learning process. Activities begin with the introduction of concepts, vocabulary selection and reading exercises with feedback. Activities such as sharing opinions, playing vocabulary, reading together, helping each other and also class discussions encourage active student participation in understanding the content of the reading. This finding supports (Frey, 2002) who said that the interactive approach, in Read-Alouds and Think-Alouds, can develop reading skills and critical thinking. Collaborative learning is applied in the form of Think-Pair-Share, Jigsaw, and Roundtable which are proven to specifically increase interaction between students. In addition, close interaction between teachers and students can overcome student obstacles in developing theories in the form of positive interactions between teachers and students playing an important role in supporting the process of understanding reading better for students.

The results of this study also discuss that the learning strategies used by teachers have a positive influence on improving student learning. This can be seen from the increase in their vocabulary and the level of student success in participating in various competitions. Formative and summative evaluations can also provide evidence that there is significant development in reading. This finding supports the results of the study (Novita, 2023) which states that teacher strategies can help students understand the use of group-based learning so that students are more focused and more active. The study developed the findings by measuring vocabulary and participation in literacy competitions. No results were found that contradicted previous theories or research, but the results of this study deepened the understanding of how effective teaching strategies influence the improvement of students' reading skills in junior high schools.

This study contributes novelty to the study of English reading teaching strategies in seventh grade through a single case study approach at SMP Negeri 1 Blitar. The first novelty lies in the integration of cooperative strategies such as Jigsaw, Think-Pair-Share, and Roundtable in the lesson plan designed from the beginning through ATP documents, Protas, Promes, and teaching modules, thus demonstrating that cooperative methods can be designed in an instructional and structured manner. The second novelty is the use of the GTK/PMM digital platform as a means of teacher professional development in designing reading strategies. The third novelty arises from the intensive and personalized teacher-student interaction model, which not only deepens students' understanding of reading texts but also strengthens their self-confidence and motivation to learn. The fourth novelty is demonstrated through the impact of learning strategies on students' literacy achievement in extracurricular activities, motivating students to actively participate in national and international literacy events. Finally, this study combines multi-source and multi-method triangulation with open coding analysis, axial coding, selective coding, and thematic coding supported by Microsoft Copilot, resulting in a comprehensive, reflective validation of reading learning strategies that have the potential to be replicated in another educational research.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research related to teacher strategies in teaching English reading skills in class VII of SMP Negeri 1 Blitar, the conclusions of this research are as follows:

1. Focus 1: The English teacher plan teaching strategies for English reading skills to grade VII of SMP Negeri 1 Blitar

English teachers at SMP Negeri 1 Blitar designed reading lessons with a structured and comprehensive approach. The planning included learning tools such as the Learning Objectives Flow (ATP), open modules, the Annual Program (PROTA), and the Semester Program (PROMES). Learning materials were selected based on students' abilities and interests, and complemented by a variety of media, such as basic puzzles, articles, and printed textbooks. In addition,

teachers prepared learning stages such as independent reading, shared reading, and discussion activities. This planning process was not only carried out individually but also involved the subject teacher consultation (MGMP) forum, support from the principal, and training through the GTK/PMM platform to enrich teachers' insights and improve their professionalism. Thus, this systematic strategic planning provided a strong foundation for supporting successful reading lessons.

2. Focus 2: How do English teacher implement the strategies in the process of teaching English reading skills at SMP Negeri 1 Blitar

In teaching practice, teachers use a variety of cooperative methods, including Think-Pair-Share, Jigsaw, Roundtable, and read-aloud. These strategies are implemented alternately to prevent students from getting bored and maintain their interest in learning. Observations show that the implementation of these methods can encourage student engagement, both in group discussions, taking turns reading, translating texts, and understanding sentence structure. Furthermore, teachers utilize technological media such as PowerPoint, projectors, and the Google Drive platform to assign group assignments and strengthen students' understanding of the reading material. The use of digital media adds variety to learning, there by increasing student motivation, concentration, and interaction in the classroom.

3. Focus 3: How do students interact and improve their English reading skills in process learning through the teachers' instructional strategies VII of SMP Negeri 1 Blitar

The learning strategies used by the teacher have been proven to increase student interaction in the learning process. Students actively participate in discussions, pronunciation exercises, recording new vocabulary, and collaborating in answering questions. Activities such as taking turns reading, discussing text content, and expressing opinions make students more confident in using English. The interactions are two-way, not only between students but also with the teacher, who acts as a facilitator and guide. This indicates that the teacher's strategies not only improve text comprehension but also build motivation, courage, and positive habits in reading English.

4. Focus 4: How are the effects of the English teachers' strategies towards the for students' English reading skill at SMP Negeri 1 Blitar

The strategies used by the teacher have been shown to have a positive impact on improving students' reading skills. Improvements were seen in vocabulary mastery, reading comprehension, and students' confidence in reading in front of the class. Formative and summative evaluations showed improved learning outcomes compared to before the strategy was implemented. Several students were even able to participate in literacy events and English language competitions, at the school, regional, and international levels. This reflects the success of the teacher's strategy in developing reading skills and building students' self-confidence. Overall, the teacher's strategy has proven effective in improving the quality of English reading instruction at SMP Negeri 1 Blitar.

Based on the findings of this research, the implications are divided into two main perspectives, namely theoretical and practical, which are explained as follows:

1. Theoretical Implications

The findings of this study reinforce cooperative learning theory, which emphasizes the importance of active student involvement, as in the Jigsaw, Think-Pair-Share, and Roundtable methods. The use of interactive media, both print and digital, supports constructivist theory, which prioritizes active, meaningful, and contextual learning. Furthermore, teacher involvement in the MGMP forum and GTK/PMM training also emphasizes the role of professional reflection in improving teaching quality. This study not only deepens existing theory but also provides a broader understanding of the integration of cooperative strategies with interactive media in English language learning.

2. Practical Implications

The results of this study have real implications for English language learning practices in schools. Teachers are encouraged to continue implementing and developing cooperative strategies, as they have been proven to increase student participation. The combination of cooperative methods with digital media provides a more engaging, interactive, and relevant learning

model to meet current student needs. Furthermore, the results of this study can serve as an example for implementation in other schools with similar conditions, thereby strengthening a culture of literacy and improving students' reading skills more broadly.

Based on this research findings and conclusion, we propose several recommendations for English teachers, students and school:

1. For the English Teachers

Teachers are advised to continuously enrich the variety of reading learning strategies by integrating cooperative methods, the use of digital media, and language games. Teachers also need to conduct regular formative evaluations and reflections to ensure the strategies used are tailored to students' needs.

2. For the Students

Students are expected to be more active in the learning process, whether by engaging in group discussions, noting new vocabulary, or making a habit of reading English texts daily. Using a personal journal to record new words and utilizing digital platforms can help improve comprehension and confidence.

3. For the School

Schools are expected to continue supporting teachers by providing innovative training, technology-based learning facilities, and literacy programs such as English clubs, reading competitions, and the provision of engaging reading materials. This support will strengthen the culture of literacy and improve the quality of reading instruction in the school environment.

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