

INVESTIGATING EFFECTIVE TEACHING READING STRATEGIES USED BY THE PROFESSIONAL ENGLISH TEACHER: A CASE STUDY

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Abstract

This research explores the participant prepared for the implementation of teaching reading for students, the challenges faced, strategies to overcome these challenges, and ways that the methods applied by the participant can be useful for all English teachers. The method used a qualitative approach with a case study design. Only one participant in this study was selected using a purposive sampling technique. Data was obtained through in-depth interviews and observation to obtain information related to the methods used by the participant. The findings of the study show that there are four findings on how a professional English teacher implements the preparation of teaching reading, including the CLIL learning approach, the second is using PBL, PJBL, collaborative, and student-centered references, the third is student involvement, and the last is time management. Furthermore, the challenges faced by the participant are the student's vocabulary level and their interest in reading of each student, which is different. To overcome these challenges, participants actively participated in several trainings both online and offline. This training is important so that the teachers always have the latest knowledge and skills in the teaching field.

Keywords: Teaching reading strategies, the professional English teacher.

INTRODUCTION

Reading is an elaborate intellectual activity that calls for specific skills and strategies. Several reading-related concerns in the background of English as a Foreign Language (EFL) have been investigated by Indonesian researchers (Masduqi et al., 2021). According to Harmer (2007), reading is important for two primary reasons. In the first place, it helps the student's personal life. Reading English books may be beneficial for student's future academic and professional endeavors, or it can be a fun way to read. Secondly, reading helps students learn the language by improving their writing skills, vocabulary, and spelling. A person who lacks motivation will be reluctant to read, but an extremely driven person will have a strong desire to read. Reading from the final paragraph and underlined paragraphs to summarize the text are examples of some of the tactics proficient readers use to understand texts in the approach category (Hamiddin & Saukah, 2020). Teaching reading strategies aids students in comprehending the reading's content, including its primary concept, significant details, and connections between other ideas. Reading involves word recognition, analysis, evaluation, and inference. Reading practices foster critical and in-depth thinking in students to ascertain if students can already filter the relevant facts, information, and opinions inside the text (Widowati, 2021). The previous research, conducted by Apoko and Marcellinda (2023), found that EFL teachers use four strategies in the instruction of reading skills: the Teacher as a Center, Think-Aloud, Scaffolding, and Question Answer

Relationship (QAR). Another research (Saputri et al., 2021) discovered that the teacher employed Scaffolding and QARs (Question-Answer Relationships) as two strategies. The previous researcher hopes to use additional methods to assess learning objectives during the process of teaching-learning and is expected to motivate students to engage more actively in the process of learning. Then, from the students' side, they should often work on their reading comprehension skills to improve their understanding of the text. However, other strategies are needed to determine learning objectives during the process of teaching-learning and are expected to motivate students to be more responsive to the learning process, especially in reading. Based on previous research, researchers were interested in the strategies used by EFL instructors to teach reading in lower secondary schools until it was discovered that there were four strategies and six EFL teacher participants. Thus, in this study, the researcher is interested in analyzing how professional English teacher strategies for teaching reading in senior high school are effective. This research aims to find out the teaching reading strategies used by professional English teachers effectively, and it is hoped that this research can be applied by all English teachers.

METHOD

Research Design

The researcher used a qualitative approach in this study, and the research design used a case study, specifically a single case. According to Simon (2014), a thorough investigation of a current occurrence in its actual setting is known as case study research. The researcher used a case study design to find out what strategies professional English teachers use in teaching reading at the senior high school level effectively, and that can be applied by other teachers.

Data Sources

The data sources are in-depth interviews with only one participant who has practical and appropriate learning application expertise, graduated from teacher training colleges with a 4.00 GPA (Cumlaude), and holds an international certificate from Microsoft in Literacy Technology specialization. Conducted using Indonesian to avoid misunderstandings and observation during reading instruction in the classroom. The interview question instrument data was obtained from the findings by Apoko and Marcellinda (2023), and Nurdianingsih (2021). With in-depth interviews, there will be questions that arise during the interview process.

Data Collection

Data were collected by interviewing a professional English teacher from preparation to implementation. After the interviews were conducted and transcribed, member checking was conducted by the participant to check the accuracy of the data. Then, the researcher also conducted classroom observations in tenth grade. On the observation, the researcher observed how a professional English teacher taught students about reading comprehension and what strategies teachers used during the learning process from opening to closing.

Data Analysis

In this research, the researcher used thematic analysis to process the data. According to Braun and Clarke (2019), there are six phases to processing data using thematic analysis, there are

familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

FINDINGS

Preparation in Implementing Teaching Reading for Students

In the first theme of the findings, there are four findings on how a professional English teacher implements the preparation of teaching reading, including the CLIL learning approach, the second is using PBL, PJBL, collaborative, and student-centered references, the third is student involvement. The last is time management, according to the lesson plan.

CLIL can be said to be a learning approach that combines teaching subject content with language learning that aims to strengthen knowledge of subject matter and language at the same time, improve literacy and language skills, and encourage independent learning and critical thinking in students. The CLIL Learning approach used in the participant class is using 4Cs (Content, Communication, Cognition, and Culture). Content contains developments in knowledge, skills, and understanding related to specific elements of the prescribed curriculum. Then communication contains exposure to alternative perspectives and shared understanding that deepens awareness of differences and self. Then, Cognition involves developing thinking skills that connect concept formation (abstract & concrete), understanding, and language. The last on Culture, which is by using language to learn while learning to use language.

In carrying out the learning process in the classroom, it is not uncommon for a teacher to use several references for the success of students' understanding of the material explained by the teacher. Learning references for a teacher is very important, as learning references help teacher to always develop their knowledge and skills related to the latest teaching methods and relevant teaching materials.

"The sources or references that I use in designing this teaching strategy, I compare with my teaching needs in what class the level of understanding of English is like, then the references that I use are references that are already standard in learning, such as PBL, PJBL, Collaborative, then Student Center".

The participant approach to designing teaching strategies is to compare the references used and the needs of the class. Participant emphasized the importance of paying attention to the level of English comprehension of students in certain classes and using approaches that have been proven effective, such as PBL, PJBL, Collaborative, and Student-Centered Learning. In general, what the participant said shows that they try to design methods according to the characteristics of the students and the learning objectives to be achieved. PBL and PJBL, for example, are very effective for developing problem-solving and collaboration skills, while the Student-Centered approach focuses more on students' needs and active participation.

The participant shows that although students are not directly involved in planning teaching strategies, they are still an important part of creating these strategies. The participant actively observes and pays attention to students' attention and progress during the learning process. This is used as information or consideration by the teacher to design more effective teaching strategies in the future. In other words, the participant uses observations of students to understand what works and what needs to be improved, and based on that, the next teaching will be adjusted to better

respond to students' needs. This approach prioritizes student responses as a reference for developing more effective learning methods.

Time management according to the lesson plan is one of the preparations made by the participant because it is very important to ensure that learning activities can be effective and efficient. Each part of the lesson plan, such as introduction, point, and closing, must be timed appropriately to achieve the learning objectives. The introduction provides an opportunity to introduce the material, the point is the time for the main learning activity, and the closing serves to summarize and provide an opportunity for reflection. In addition, time management should be flexible, considering interactive activities that engage students and allow for transitions between activities. With good time management, learning becomes more structured and helps students understand the material more effectively.

Challenges of Implementing Teaching Reading

"The main challenge is their basic vocabulary and each child's interest in reading is different because some children are used to reading, some are ordinary, some don't like reading".

The statements by the participant explain the main challenges faced in learning reading, which are the differences in the mastery of basic vocabulary and the interest in reading of each student. Each student has a different level of ability to understand vocabulary, which affects their ability to read. Some students are used to reading and have a more extensive vocabulary, while others only read occasionally and have a limited understanding of the text. There are even students who have no interest in reading at all, making it difficult for them to improve their reading skills. These differences create challenges for teachers to find effective ways to address these differences and create an inclusive learning environment for all students.

Coping Strategies of Implementing Teaching Reading

"To overcome the challenges, I have to participate in more training, because with training there are often many new ideas, often I attend a lot of training both online and offline in which I learn a lot about how to solve a problem during the learning process, then I found many solutions to the problem with the many trainings I have attended".

The participant explained that to overcome the challenges in learning, they try to attend more training. These trainings, whether held online or offline, often provide useful new ideas. By attending training, the participant can learn new ways to solve problems that arise during the learning process. Pieces of training also help the participant find solutions to their problems because by participating in more training, participant gain insights and techniques that can be applied in teaching. Thus, training is an effective way to improve teachers' ability to overcome learning challenges.

The Strategies Implemented by The Professional English Teacher Applicable to all Teachers.

"Teachers have to attend the training, open up a lot of insights, want to try, want to apply, if it's a matter of results, that's later, after the process is done. The only thing is to open your heart, open your eyes, and open your ears to every process".

The participant explained that a teacher should continuously learn and develop themselves through training. This implies that a teacher should always try to improve their competence by attending

training or additional education programs. Training is important to keep teachers up to date with the latest knowledge and skills in the teaching profession. By attending training, teachers can learn more effective teaching methods that are relevant to the era. Teachers must also be open to gaining new insights to expand their knowledge, not only about the subject matter they teach, but also about various current topics and issues that can help their personal and professional development. By opening up their knowledge, teachers can see various perspectives and new ideas that can be applied in learning. It is not enough for a teacher to only learn theories or concepts, but they must also be ready to try and apply what they have learned. This means that teachers must dare to experiment with new approaches to teaching and not be afraid to fail. Success in teaching cannot be achieved in a short time. Teachers must focus on the process first - that is, attending training, increasing their knowledge, trying new things, and applying what they have learned. Good results will come after consistent endeavors.

DISCUSSION

Preparation in Implementing Teaching Reading for Students

The CLIL Learning approach used in the result involves 4Cs (Content, Communication, Cognition, and Culture), which shows that the CLIL approach can help increase student engagement and improve critical thinking in students' reading comprehension. Coyle (2008), states that CLIL is a very appropriate approach to understanding the subject matter taught and to deepen the language used in learning. This is also supported in the findings by Hamidavi et al. (2016) found that students who engaged in the CLIL approach achieved better results in terms of reading comprehension because students were exposed to reading texts that were mostly based on reading sources. It can be concluded that using CLIL can improve literacy and language skills in students.

As in the findings by Saputri et al. (2021), the strategy used to teach reading strategies uses Scaffolding. It is known that scaffolding is a temporary support in learning, or can be said to be a technique in which teachers provide assistance to students while they are learning new things, then gradually reduce that assistance as students begin to understand and be independent. Similarly, Apoko and Marcellinda (2023), findings show that scaffolding strategies are used by teachers when students experience difficulties and are given assistance by the teacher to work correctly until students can learn independently. Meanwhile, in the findings of this study, the participant used PBL and PJBL references to provide a more effective approach to teaching reading. The impact of the PBL approach is that the teacher becomes a facilitator, and students have more group discussions and can explore independently. Then, with the PJBL approach, students can develop collaboration skills, time management, and creativity. In addition, the relation of scaffolding with the PBL or PJBL learning model is based on Student-Centered Learning, where students are active and directly involved in the learning process. The teacher acts as a facilitator, and of course, both encourage students to think critically and collaboratively.

Another strategy is student involvement. Based on the findings of this study, student involvement in the learning process is very important to improve learning effectiveness. As discussed earlier, the teacher as a facilitator means that the teacher not only delivers the material, but also invites students to think, interact, and develop together. This agrees with the statement by Yunus and Ubaidillah (2021), that the foundation of teaching reading should be active learning and constructivism. Active learning here means that learning to read is not only passive, such as students sitting quietly and listening to the teacher. It means that students must be actively involved - for example, by discussing, asking questions, reading together, making summaries, or

relating the reading to their own experiences. Moreover, constructivism is an approach that emphasizes that students build their knowledge based on their experience and understanding. Thus, the teacher is not the only source of information, but more of a facilitator who guides students so that they can understand the text based on their way of thinking. In addition, this can be related to the findings of this study that student involvement with active learning, in which the activity of students either directly or indirectly, can make the teaching and learning process more effective

The last strategy is time management, according to the lesson plan. From the results of the findings in this study, the participants' way is to plan time in every activity, starting from opening to closing. Time management is very important to make teaching and learning activities more structured and optimal. This has similarities with the statement by Olivo (2021), that one of the most important aspects of the teaching process is time management. This means that time management is one of the most important aspects of the teaching process. A teacher must be able to manage time efficiently so that every learning activity can take place effectively and according to the objectives. With good time management, teachers can deliver material in a structured way, provide opportunities for students to discuss, and set aside time for evaluation. Time management also helps to create an orderly, focused, and enjoyable learning atmosphere. In addition, it can be concluded that time management skills are an important part that every educator must have to achieve optimal learning outcomes.

Challenges of Implementing Teaching Reading

The findings of this study show the challenges faced by the participant. In this study, the challenges faced by the participant are the level of vocabulary owned by students, and each student has a different interest in reading. The participant also argued that these differences create challenges for teachers to find effective ways to overcome them and create an inclusive learning environment for all students. The statement by Dale (2014), explains that vocabulary is needed to prepare reading materials for all levels of ability, so information is needed about the experiences, needs, and information that readers already have. This sentence means that the vocabulary needed in the preparation of reading materials must be adapted to the various levels of ability of readers. Therefore, information is needed about the experiences, needs, and knowledge that readers already have. This aims to make the reading material more effective, relevant, and easily understood by all groups of readers with diverse backgrounds. In addition, it can be seen that with the challenges faced by teachers, teachers will continue to learn to overcome and make teaching and learning activities more optimal.

Coping Strategies of Implementing Teaching Reading

The research is in line with that conducted by (Padillo et al., 2021), which argue that to be a competent teacher, training and seminars should be attended by teachers to improve the quality of their education. In addition, these activities are essential in enhancing teachers' knowledge, skills, and professional insight, which has a direct impact on improving the quality of learning in the classroom. It means that training and seminars provide opportunities for teachers to continuously update their understanding of curriculum developments, learning methods, educational technology, and pedagogical approaches that are relevant to the needs of learners. Another study conducted by Haryani et al. (2021), said that teachers have been given training to improve and develop the teaching process. In other words, training also aims to strengthen

teachers' competence and professionalism, so that they can design and implement teaching and learning activities more creatively, innovatively, and in a way that is relevant to the characteristics of the students.

The Strategies Implemented by The Professional English Teacher Applicable to All Teachers

The last finding in this study shows that the strategies implemented by the professional English teacher apply to all teachers. Active participation in various training and professional development programs will open teachers' horizons to various perspectives and innovative ideas that can be applied in the learning process. Another researcher Vadivel et al., (2021) also had the opinion that every teacher should have responsibility for professional development by attending training to become a better teacher to help students achieve their goals. In addition, every teacher should have responsibility for their professional development, one of which is by actively participating in training. Through such training, teachers can improve their competence and teaching quality, so that they can become better educators. Improving the quality of teachers is very important to support students in achieving their learning goals to the most optimal extent. In other words, teachers' professional development is not only for their benefit but also has a direct impact on the success of students.

CONCLUSION

The researcher identified how teaching reading is implemented by professional English teacher, which includes preparation, challenges, and strategies to overcome them. The results showed that there are four aspects to prepare for the implementation of teaching reading, which are using the CLIL learning approach, PBL, and PJBL as well as student-centered references, student involvement, and time management, then the learning process becomes more effective and makes students participate actively.

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