



## EFL Teachers' Strategies in Teaching Reading Skill in Lower Secondary School

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**Abstract:** Reading is a receptive skill that students require, and it takes work to teach reading. Thus, teaching strategies for reading skills attracting students' interests are the keys to better reading comprehension. This study aimed to investigate EFL teachers' strategies in teaching reading skills in lower secondary schools, how they implemented the strategies in teaching reading comprehension, and the student's responses. The method of this research was a qualitative design. The subjects of this research were six EFL teachers of SMPN 28 Tangerang, Banten. The instruments of this study were observation and interview. The study results showed four strategies the EFL teachers used in teaching reading skills: Scaffolding, Think-aloud, Question Answer Relationship (QAR), and Teacher as a Center. Thus, it is suggested that EFL teachers use various teaching strategies for reading skills to improve students' reading skills. The variety of EFL teachers' strategies would provide more pleasant and exciting learning atmospheres, encouraging the students to be interested in reading English texts.

**Abstrak:** Keterampilan membaca adalah salah satu keterampilan reseptif yang dibutuhkan oleh siswa, dan tidak mudah bagi guru untuk mengajar membaca. Dengan demikian, strategi pengajaran keterampilan membaca yang membuat siswa tertarik adalah kunci untuk memiliki pemahaman yang lebih baik dalam membaca. Tujuan penelitian ini adalah untuk mengetahui strategi guru dalam mengajarkan pemahaman membaca di sekolah menengah pertama, bagaimana mereka menerapkan strategi dalam mengajarkan pemahaman membaca, dan tanggapan siswa atas pembelajaran yang dilakukan oleh guru. Metode penelitian ini menggunakan desain kualitatif. Subjek penelitian ini adalah enam guru Bahasa Inggris di SMPN 28 Tangerang, Banten. Instrumen penelitian yang digunakan adalah observasi dan wawancara. Hasil penelitian menunjukkan bahwa ada empat strategi yang digunakan guru Bahasa Inggris dalam pembelajaran membaca: Scaffolding, Think-aloud, Question Answer Relationship (QAR), dan Teacher as a Centre. Oleh karena itu, disarankan agar guru-guru Bahasa Inggris senantiasa menggunakan beragam strategi pengajaran membaca sehingga keterampilan membaca siswa meningkat. Strategi pengajaran guru Bahasa Inggris yang beragam ini akan memberikan suasana pembelajaran yang menarik dan menyenangkan dan berdampak pada minat membaca teks Bahasa Inggris.

# Teaching Reading Skills In Secondary Schools

**Lou E. Burmeister**



## **Teaching Reading Skills In Secondary Schools:**

Teaching Reading in Secondary Schools Geoff Dean, 2003 First Published in 2006 Routledge is an imprint of Taylor Francis an informa company     *Teaching Reading Skills in Secondary Schools* Arthur V. Olson, Wilbur S. Ames, 1972

**Teaching Reading Skills in Secondary Schools** Arthur V. Olson, 1970     Secondary School Reading Instruction Betty D. Roe, Barbara D. Stoodt, Paul Clay Burns, 1987 This book has been written primarily for secondary school content teachers those who are preparing for teacher certification and the experienced who wish to learn how to help their students read content assignments with more understanding The book uses introductory level information on reading instruction There is also useful information for reading specialists who work with content teachers or helping secondary students with reading difficulties and administrators who need to know about the reading needs of secondary school students in order to set appropriate policies The aim of this book is to equip secondary school classroom teachers with the tools to teach more efficiently by helping their students understand material better Teachers who can add improvement of reading skills to their toolkit will enhance their success in the classroom     *Reading Strategies for Secondary School Teachers* Lou E. Burmeister, 1974     **All Teachers Can Teach Reading** New Jersey Secondary School Teachers' Association, 1951

**Transforming Reading Skills in the Secondary School** Pat Guy, 2015-05-14 Transforming Reading Skills in the Secondary School is a commonsense text designed to help practitioners working in a mainstream context The book suggests ways to develop the underlying skills necessary for good reading through multiple pathways such as mainstream subject lessons individual and small group support sessions whole school initiatives the use of reading mentors and home school liaison opportunities Brimming with ideas and activities Pat Guy explores a variety of different aspects of reading including how reading is taught and why it is such an important skill for the individual how to motivate the reluctant reader the role played by the mainstream specialist teacher underlying problems pupils may face how to increase parental involvement reasons why a pupil s comprehension might be limited the role of the School Librarian the relevance to reading of vocabulary and general knowledge Anyone wanting to develop the reading skills of secondary pupils who struggle will find this a resource they return to time and time again     **Teaching Reading Skills in Social Studies in Secondary Schools**

Charlotte Anne Powers Copenhaver, 1977     **Teaching Reading Comprehension to English Learners in Secondary Schools: A Research-Based Approach** Cekiso, Madoda, Olifant, Florence, Mokhtari, Kouider, 2025-04-23 Teaching reading comprehension to English learners ELs in secondary schools presents unique challenges as these students must navigate the complexities of academic texts and the intricacies of language acquisition Effective instruction requires a research based approach that considers the diverse linguistic cultural and cognitive backgrounds of these learners Recent studies highlight the importance of integrating strategies that build both language proficiency and content knowledge essential for helping ELs develop the skills needed to comprehend complex materials Fostering metacognitive awareness through strategies like

summarizing questioning and making connections can empower students to become active and strategic readers This approach recognizes the need for a supportive inclusive classroom environment that encourages language development while promoting academic achievement in content areas Further research may help educators provide English learners with the tools to thrive as capable readers in secondary school Teaching Reading Comprehension to English Learners in Secondary School A Research Based Approach explores various aspects of teaching reading comprehension to English Second Language ESL learners in secondary schools It examines current challenges and evidence based strategies in reading comprehension This book covers topics such as language learning reading strategies and teacher training and is a useful resource for academicians researchers and scientists Teaching Reading in the Secondary Schools Geoff Dean,2013-02-01 Being able to read well is one of the most important literacy requirements in our society It is fundamental to almost all secondary school subjects and the English programme in particular The new Key Stage 3 focus on teaching reading compels us to find exciting ways to engage young people with texts that they will continue with and develop themselves This book outlines several approaches to reading which challenge former classroom practices It is through these approaches that all students from reluctant boys to the most able of either gender can continue to grow as readers and develop their readiness to seek meaning in texts This second edition adds to the original ideas in Geoff Dean s first book and includes new methods of teaching reading including guided reading and using increased grammatical student knowledge **Reading in the Secondary Schools** Thomas G. Devine,1971 This compilation is designed to assist teachers in secondary schools whether directly as part of a curriculum in reading emphasizing reading skills while teaching other subjects or to directly assist individual pupils with reading difficulties Includes lists of skills exercises for teachers to use in helping readers as well as guidelines for teachers in various content areas in how to assess and augment necessary reading skills *Teaching Reading in Social Studies* Jane K. Doty,2003 **Teaching Basic Reading Skills in Secondary Schools** Linda Carnine,1980 **Secondary School Reading** Allen Berger,H. Alan Robinson,1982 A collection of current research related to reading instruction for the classroom teacher in the secondary school *Teaching Reading in the Secondary School* Lucy Fuchs,1987 Intended for use by secondary school teachers in all subject areas this booklet provides practical information classroom activities and strategies for the instructor who wants to incorporate reading instruction into a particular content area Following an introductory chapter that emphasizes the need for reading skills in contemporary society and the secondary school teacher s strategic position for preparing students for the world of work the booklet offers specific chapters on 1 vocabulary development 2 reading in the content areas 3 incorporating reading into lesson planning 4 using questions to develop critical reading 5 reading and study skills such as outlining note taking and study methods 6 guiding teenage reading choices and 7 other reading activities including reading newspapers especially the sports pages junk mail and television related material The booklet also contains some concluding remarks and a bibliography NKA **Creating Literacy-Rich Schools for**

**Adolescents** Gay Ivey, Douglas Fisher, 2006-03-15 We know that literacy is the key to learning in school yet millions of middle and high school students lack the literacy skills they need to succeed What can educators do In *Creating Literacy Rich Schools for Adolescents* authors Gay Ivey and Douglas Fisher make a compelling case that all teachers across the content areas have a role to play in students development of literacy which they define as reading writing speaking listening and viewing Rather than focusing solely on reading instruction and the cliché that says all teachers are teachers of reading they urge teachers to incorporate rich literacy based learning experiences into their classrooms with the goal of helping students to learn and think across the curriculum With research based findings engaging examples and extensive lists of resources Ivey and Fisher encourage readers to Reexamine the materials experiences and expectations of the English language arts classroom Use strategies to improve literacy in all the content areas and seek alternatives to the traditional textbook Make independent reading an important part of students ongoing literacy development Design and use interventions that really work for struggling students and Consider the schoolwide elements professional development peer coaching leadership and assessment that should be in place to support teachers and students Essential questions provide the focus for each chapter and Quality Indicators for Secondary Literacy help readers gauge where they are on the continuum of providing a meaningful literacy experience for students *Creating Literacy Rich Schools for Adolescents* will inspire educators to take up this challenge in their own school with new confidence that the work is worthwhile and achievable Note This product listing is for the Adobe Acrobat PDF version of the book      Research in Education ,1974      **Resources in Education** ,1998

Register of Educational Research in the United Kingdom, 1992-1995 National Foundation For Educational Research,1995 This latest volume of the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992 the whole of 1993 and 1994 and the early months of 1995 Each entry provides names and addresses of the researchers a detailed abstract the source and amount of the grant where applicable the length of the project and details of published material about the research      **Teaching Reading and Study Skills in the Secondary Schools** Melvin Frederick Rose,1984

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