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READING STRATEGIES EMPLOYED BY ENGLISH TEACHER  
MAN 1 MEMPAWAH

Arya Panji Winata<sup>1</sup>, Nur Azizah<sup>2</sup>, Kholilurrahim<sup>2</sup>

Student<sup>1</sup> and Lecturer<sup>2</sup> Sekolah Tinggi Agama Islam (STAI) Mempawah  
Contributor Email: jrarya55n@gmail.com, noerazizah.al2124@gmail.com,  
kholilurrahim@gmail.com

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**Abstract**

*This study aimed to identify and analyze the reading skill learning strategies used by English teachers in Grade 11 at Madrasah Aliyah Negeri 1 Mempawah. The main focus was to examine the effectiveness of these strategies and students' perceptions of their use during the learning process. A descriptive qualitative approach was employed, with data collected through observation, interviews, and documentation.*

*The findings revealed that the primary strategy applied was pronunciation training, which significantly enhanced students' reading abilities, especially in text comprehension and accurate pronunciation. This strategy also fostered active participation and boosted students' confidence in using English. In terms of students' perceptions, most found interactive and contextual strategies helpful for understanding texts. However, some students still favored traditional methods such as note-taking and textbook reading, which they found less engaging and sometimes bored.*

*Overall, the study highlights the importance of selecting adaptive and student-centered learning strategies to improve reading skills. It also underscores the value of incorporating student feedback in the teaching process to create a more effective and engaging learning environment. The effectiveness of teacher-led training was evident in helping students improve their reading skills, making the learning process smoother and more accessible.*

**Keywords:** Reading Skill, Learning Strategies, Madrasah.

**A. Introduction**

Reading education in English plays a crucial role, especially in an increasingly interconnected world. English is widely used in various fields, one of which is education, making English a global language that connects various countries and cultures. The process of learning to read in English typically begins at a young age, with the introduction of letters, sounds, and basic words, gradually progressing to more complex text comprehension as students grow and gain more learning experience.

For non-native speakers, the main challenges in reading English lie in differences in sentence structure, vocabulary, and idiomatic expressions. Therefore, a proper teaching approach is essential, such as phonics to teach letter sounds and word recognition, as well as text comprehension techniques that focus on context and deeper meaning behind each word or sentence.

Effective reading instruction involves not just the technical ability to recognize words but also understanding the content and message that the writer is trying to convey in the text. Therefore, English language skills are very important needed in the world of work. However, in the Madrasah Aliyah environment, students' interest in learning to read English seems low.

Madrasah Aliyah as a traditional educational institution in Indonesia has an important role in improving students' English language skills, especially in the area of reading ability. However, there are still many in Madrasah Aliyah school students who have difficulty learning to read English. This usually caused by a lack of strategies for learning to read English in school environment. The strategies for learning to read English can usually be the cause by several factors, such as lack of adequate facilities, lack of motivation from teachers to students, and lack of the opportunity to practice reading English actively.

According to Moh. Toriqul Chaer (2016:186) "Madrasah play a crucial role in facing the challenges of globalization while maintaining Islamic values within the general education system". This demonstrates that madrasahs function not only as religious educational institutions but also as a means of equipping students with general knowledge relevant to current developments, without abandoning their Islamic identity.

Madrasah in this context is an educational institution that combines general curriculum with Islamic values. At the Madrasah Aliyah (MA) level, schools focus on preparing students to continue to college or vocational education. Here religious education is also strengthened to form a complete understanding of life as a Muslim individual. Therefore, there is a lack of emphasis on general subjects, English is one of them. so that not a few teachers have difficulty in teaching, therefore a strategy is needed in the teaching process so that teachers and students can easily interact.

Reading is considered the most essential skill for foreign language learners, especially within academic contexts. It plays a crucial role in enabling students to access knowledge, understand complex texts, and succeed in their studies. According to Masrojatud Diniya (2019:1) “Reading skills are fundamental for learners to effectively engage with academic materials and develop their overall language proficiency”.

It seems that good reading skills are needed by every student. However, not all students have good reading skills. Students’ reading skills are not only applied in school to complete school assignments, but can also be used to gain new knowledge from other sources such as the internet, journals, and newspapers when outside of school. Moreover, now the era is increasingly modern and students are encouraged to understand English to make it easier for students for the future because English is a language used at the international level. This research will be conducted at Madrasah Aliyah Negeri Mempawah, Sejegi, Mempawah Regency.

The reason the researcher chose the Reading Skills Learning Strategy Used by English Teachers as the topic to be studied is because of the lack of students’ ability to read English. The researcher also wants to analyze what strategies are used by teachers to improve students’ English reading skills, that’s where the researcher conducted his research in the hope of helping the school in improving students’ English reading skills.

## **B. Research Method**

In this research, the researcher will use qualitative methods and a case study approach. This study aims to determine how the teacher’s strategy in teaching English reading skills to 11th grade students of Madrasah Aliyah Negeri 1 Mempawah. According to Creswell (2003:4) “Qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem”. In other words, one ways to define qualitative research is by investigating and understanding human or social problems through individuals or groups. Qualitative research is an approach within the realm of social science research that focuses on gathering and analyzing non-numerical data, aiming to interpret the significance of such data in order to enhance our comprehension of

social existence through the examination of specific population or designated location.

According to Shella Elisha (2019:53) “Qualitative research provides a deeper understanding of real-life contexts and helps researchers gain meaningful insights that are essential for improving educational practices”. In other words, qualitative research method are subjective from the participant perspective in a descriptive manner. This method aims to collect information about current conditions, identify problems, carry out comparisons or evaluations, and learn from others people experiences in order to make the right decision.

According to Geoffrey (2005:16) “Descriptive research helps capture essential aspects of behavior, attitudes, and common traits within the group being studied”. In line with the explanation above, the aim of this research is to identify factors that can hinder students’ low interest in learning English in the Islamic boarding school environment.

According to Astha (2023:1) “Observation method is a collection method in which a person (*usually trained*) observes subjects of phenomena and records information about characteristics of the phenomena”. Observation is a data collection instrument that can be used the obtain a comprehensive picture of a situation. Through observation the researcher obtains the expected data, the researcher will observe the teacher and students.

According to Creswell (2012:217) “Interview occurs when the researcher ask one or more participants general, open-ended questions and record their answers”. Interviews are one of the communication methods used to gather information and gain a deeper understanding of a topic, situation, or individual. According to Creswell (2003:432) “Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study”. Documentation is the process of recording research data obtained through various methods, such as interviews, observations, or document plays an important role in ensuring the validity, clarity, and transparency of research.

### C. Discussion

Based on the research results, it can be concluded that students are more interested in using the strategy given by the teacher in the form of pronunciation exercises because according to students, this strategy is easier to master so that students are not too stressed because they feel comfortable using this strategy.

Data collected through observation, interviews, and documentation reveal several important facts about the use of learning strategies in English reading learning by English teachers in class XI C MAN 1 Mempawah. Based on the results of this study, the researcher concluded that the strategy provided by the teacher was quite effective for the process of learning to read English for class XI C students at MAN 1 Mempawah.

The results of the research conducted by the researcher have presented a study of the strategies used by teachers in teaching reading skills to class XI C students at MAN 1 Mempawah. This study aims to explore and analyze the reading skills learning strategies applied by English teachers at MAN 1 Mempawah.

Reading skills are an important component in language learning, because they not only function to understand texts, but also contribute to better mastery of vocabulary and grammar. In the context of education, the application of effective strategies in teaching reading skills can improve students' motivation and their learning outcomes.

Therefore, this study focuses on the methods used by teachers to develop students' reading skills, as well as the challenges they face in the teaching process. By understanding the strategies applied, it is hoped that new ways can be found to improve the effectiveness of teaching reading skills in schools.

The research method used in this study is qualitative with a descriptive approach. Data were collected through in-depth interviews with English teachers and students of class XI C at MAN 1 Mempawah, as well as classroom observations to see firsthand the implementation of strategies used in the learning context.

The results of the interviews showed that teachers used pronunciation training strategies in learning. In addition, teachers also encouraged students to discuss and share their understanding of the texts read, which helped increase students

engagement in the learning process. In this way, students are not only passive listeners, but also actively participate in discussions, which in turn can deepen their understanding of the material being taught.

Based on the results of this study, it was found that the strategy used by teachers to improve students' reading skills through pronunciation exercises in class XI C MAN 1 Mempawah was quite effective in improving students' reading skills. This study provides valuable insights into the reading skills learning strategies used by English teachers at MAN 1 Mempawah. These findings are expected to be a reference for curriculum development and teacher training in the future. By implementing appropriate and innovative strategies, it is hoped that students' reading skills can improve, which in turn will contribute to their success in learning English as a whole.

In addition, the results of this study can also be the basis for further research on the development of more effective teaching methods, as well as contribute to improving the quality of education at the secondary school level. and with the hope, this research will not only be useful for teachers and students at MAN 1 Mempawah, but also for the world of education in general.

The effectiveness of students in learning to read in class XI C MAN 1 Mempawah, This study shows that the use of pronunciation training as a teaching material in class XI C MAN 1 Mempawah is effective in improving students' reading skills, especially in English. Through pronunciation training, students learn to read easily and in a structured way, which helps them master the use of formal language and convey information clearly and concisely.

English reading skills are very important for students, especially in high school, because reading is one aspect of language acquisition that is often considered difficult. By learning pronunciation and vocabulary usage, students not only improve their reading skills, but also prepare themselves to face the demands of the real world of work. The results of this study confirm that pronunciation training is not only useful in an academic context, but also as a practical preparation for professional life.

Pronunciation training provides an in-depth understanding of pronouncing words correctly that is relevant to everyday life and the world of work, as well as

developing critical thinking skills in expressing oneself and conveying qualifications effectively. This becomes important when students enter the professional world, where good reading and communication skills are essential.

The researcher measured the effectiveness of the strategies used by teachers to improve students' reading skills and pronunciation training in class XI C MAN 1 Mempawah through several indicators according to the researcher's point of view as follows:

1. Strategies given by teachers to students: Students who are accustomed to reading in English show increased reading skills. They are better able to pronounce readings correctly, clearly, concisely, and in accordance with the context, and follow the standard format.
2. Pronunciation training: Students learn to use pronunciation exercises needed in the reading process that make it easy for readers to read, such as the use of appropriate words, correct pronunciation, and correct grammar. This understanding can be measured through students reading assessments before and after being given pronunciation exercises.
3. Ability to pronounce words: In reading, students must pronounce words well and correctly, starting from the words to be used, their pronunciation, and the sentences to be chosen. This effectiveness is reflected in the students' ability to pronounce words correctly.

In recent years, understanding students' perceptions of reading skill learning strategies has become increasingly important in education. This study aims to explore how students of grade XI C MAN 1 Mempawah perceive various strategies implemented by their English teachers to improve their reading skills. Students' perceptions can significantly affect their motivation and engagement in the learning process, making it essential for educators to consider these views when designing their teaching methods. By gaining insight into what students find effective or challenging, teachers can adjust their strategies to better meet their students' needs.

The results of this study revealed a variety of perceptions among students regarding the reading strategies used in their English classes. Many students expressed appreciation for interactive strategies, such as group discussions and peer

pronunciation coaching, because they felt these methods promoted a deeper understanding of the text.

They enjoyed sharing thoughts and hearing different perspectives, which improved their comprehension and critical thinking skills. In contrast, some students reported that traditional methods, such as memorizing and extensive note-taking, could be boring and uninteresting, resulting in a lack of interest in the reading material.

Another significant aspect highlighted in the study was the role of technology in teaching reading. Students generally responded positively to the integration of digital tools, such as online reading platforms and multimedia resources, as these elements make learning more dynamic and accessible.

However, some students also expressed concerns about the potential distractions that technology can cause, suggesting that a balance between traditional and modern approaches is essential. This feedback suggests that while technology can enhance the learning experience, its use must be done judiciously to ensure that it supports, rather than distracts from, the reading process. Overall, this study emphasizes the importance of considering student perceptions when evaluating the effectiveness of reading instructional strategies. Teachers who actively seek and integrate student feedback into their teaching practices tend to create more engaging and supportive learning environments.

By recognizing students' varying preferences and needs, educators can refine their teaching methods to foster a love of reading and improve overall literacy skills. This study serves as a reminder that effective teaching is not just about delivering content, but also about understanding and responding to students' unique experiences and perspectives.

#### **D. Conclusion**

Based on the result and discussion, the researcher will explain several conclusions and suggestions that can be drawn based on the research findings, They are:

MAN 1 Mempawah implements pronunciation exercises and text discussions as the primary approach in teaching reading. This strategy effectively improves text comprehension, correct pronunciation, and student confidence. Using a qualitative

descriptive approach, it has been proven that active student engagement promotes in-depth understanding, improves motivation, and enhances learning outcomes.

These findings serve as an important reference for curriculum development, teacher training, and further research related to reading teaching methods. The pronunciation training strategy implemented by a grade XI C English teacher at MAN 1 Mempawah has been proven effective in improving students' reading skills, ability to convey information clearly and structuredly, and understanding of formal language.

The perceptions of eleventh-grade students at MAN 1 Mempawah regarding reading learning strategies varied and significantly influenced their engagement and motivation. Most students preferred interactive strategies such as group discussions and pronunciation exercises because they were considered to improve text comprehension and critical thinking skills.

Conversely, some students find traditional methods like memorizing and taking excessive notes boring and discouraging reading, emphasizing the importance of variety in teaching methods. The use of technology such as online reading platforms and multimedia has received positive responses for making learning more dynamic, although it can be distracting if not used wisely. This study confirms that understanding student perceptions is crucial to creating effective reading instructional strategies. Teachers who are open to student input can create a more enjoyable learning environment, encourage reading interest, and improve literacy.

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