

AN ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN IMPROVING STUDENTS' READING SKILLS

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Abstract

Reading skills are crucial for elementary school students, especially in English learning. Students can understand the text if they have good reading skills. Therefore, teachers should provide appropriate strategies to improve students' reading skills. The purpose of this study was to find out what strategies English teachers used in improving students' reading skills in a private elementary school in Ngabang. This research used a descriptive qualitative method. This research was conducted in a Private Elementary School of Ngabang. The subjects in this study were two English teachers who taught in class 5. The data collection instruments in this study used observation and interview. Data analysis used data reduction, data display, and conclusion drawing and verification. The results showed that there were five strategies used by English teachers: previewing text, guessing word meaning, skimming, scanning, and reading aloud. The reading aloud strategy is the most frequently used strategy by teachers in a Private Elementary School of Ngabang because teachers feel that this strategy can train students' pronunciation, make students active, and increase students' motivation and interest in reading. It is suggested that teachers can choose strategies for teaching reading skills based on the students' ability level and education level.

Keywords: English teacher strategies, Reading skills, Elementary school student

INTRODUCTION

Fundamentally, in learning English, a student needs to master four language skills that consist of listening, speaking, writing, and reading. These four skills are essential because, by mastering them, students can understand and build the right context when exchanging information with others, both verbally and non-verbally. Reading is one of the skills that elementary school students should acquire and master. This is because nowadays a lot of information is available in written form, so students should have good reading skills to better access and understand information more effectively. In addition, reading skills are a significant part of the learning process at school because, through reading, students can gain knowledge. According to Audina et al., (2020), reading is an activity to obtain information and knowledge from the text read. Thus, it can be said that elementary school students need to have good reading skills in order to acquire knowledge and understand information from texts effectively.

Reading skills in English language learning at the elementary school level in low grades, namely grades 1, 2, and 3, are different from high grades, namely grades 4, 5, and 6. This is because low-grade students are focused on mastering the basics of reading skills such as recognizing letters, learning to spell words, and being able to read fluently, while high grade students are focused on understanding the content of reading texts in English properly and correctly. According to Ismail et al., (2017), reading skills can help students deepen their understanding of the English language.

Meanwhile, Wibowo et al., (2020) stated that students who master reading skills will easily deduce the meaning of English texts because they have a lot of vocabulary. By mastering reading skills, students can better understand the content and meaning of texts in English. In addition, they will also have more vocabulary, making it easier to understand English reading.

Some researchers found that there are several problems regarding to reading skills. Khan et al., (2020) revealed that students have low reading skills, which are caused by several things, namely bad vocabulary, wrong pronunciation, incorrect spelling, slow reading speed, and incorrect grammar. To improve students' reading skills in English, teachers should have appropriate teaching strategies. Teaching strategies are the teacher's techniques and plans to achieve effective and efficient learning objectives. Appropriate teaching strategies can improve student understanding and learning outcomes. This statement is supported by Dumford et al., (2016) in Upa & Mbato, (2020) who argue that teaching strategies are an important component in achieving learning objectives in the classroom. Therefore, it is essential for a teacher to choose interesting teaching strategies so that they can increase efficiency in the learning process and help students understand the subject matter so that students can achieve better learning outcomes.

To improve reading skills, teachers should also have appropriate strategies in teaching reading and in accordance with the needs of students. The use of appropriate reading strategies can help students understand the text better. Saori et al., (2024) stated that the purpose of teaching reading is to develop effective and efficient readers. According to Kamelia et al., (2023), strategies for teaching reading consist of previewing text, guessing word meaning, skimming, and scanning. Therefore, English teachers can use these strategies to improve students' reading skills at the elementary school level.

There are several previous researchers (Audina et al., (2020); Ariyana & Nanda, (2017)) who have raised this topic. They only focused on strategies for teaching reading comprehension at the senior high school level, but in this study, the researcher focused on strategies for improving students' reading skills at the elementary school level. At the senior high school level, students already have the basics of reading skills and can predict and critically evaluate texts. Meanwhile, at the elementary school 3 level, reading skills are still being built, such as being able to read fluently, understand words, and recognize letters, namely in low grades 1, 2, and 3, while in grades 4, 5, and 6, teachers provide advanced reading teaching strategies where students should be able to understand the content of the text and find the purpose in the text they are reading.

This research was conducted at a private elementary school in Ngabang. The researcher chose this school because, based on pre observation and interview with the English teacher, the teacher said that many people assume that this school is a passably school, especially in language learning, but it turns out that language learning in this school is still experiencing problems, namely regarding reading skills in English learning. The English teacher said that there are still some students who have difficulty reading and understanding English texts. This is caused by students' low interest in reading due to lack of motivation from themselves to instil that reading skills in English learning are crucial and beneficial for themselves. Based on these problems, teachers should apply the appropriate strategies for teaching reading to improve students' reading skills.

This study aims to find out the strategies used by the English teachers in improving students' reading skills in a private elementary school in Ngabang. This study focused on strategies English teachers used in improving students' reading skills in a private elementary schools in Ngabang, only involved two English teachers who teach in grade 5, and the reading skill in grade 5 are advanced reading (reading to understand texts in English) the type of reading text is descriptive text. Based on

AN ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN IMPROVING STUDENTS' READING SKILLS

the explanation above, the researcher conducted a study entitled "An Analysis of English Teachers' Strategies in Improving Students' Reading Skills in a Private Elementary School of Ngabang."

METHOD

In this study, the researchers used a qualitative research. This approach produced non-numerical data, which meant that the data produced were not related to numbers but were textual or narrative in nature (Pathak et al., 2013). The phenomenon in this study was that some students experienced problems regarding reading skills in English learning. Therefore, the researchers used a descriptive qualitative method to examine the strategies used by English teachers in improving students' reading skills in Private Elementary School of Ngabang.

This research was conducted in Private Elementary School of Ngabang, Landak Regency, West Kalimantan. In determining the research subjects, the researcher used purposive sampling technique. In this study, the researchers only selected two teachers out of four teachers who teach English in Pruvate Elementary School of Ngabang based on certain criteria. The researcher selected the participants in this study based on several criteria, namely: 1) English teacher with the longest teaching experience at that school; 2) A teacher with an educational background in English language major.

In this study, the researchers used two instruments, namely observation and interview, as tools to collect data. The observation that conducted in this study was that the researcher observed the strategies the English teachers used in teaching reading skills in the classroom during the English learning process, the classroom situation, and students' reactions. Then, the researcher conducted interview face-to-face. In this study, the researcher used a semi-structured interview method. Semi-structured interview is a type of interview method that generally uses a guide or questions that have been prepared by the researcher and focuses on the main topic (Megaldi & Berler, 2020 in Ruslin et al., 2022). The questions in semi-structured interview are usually open-ended, giving interviewees the freedom to answer according to their understanding and experience. The researcher made a guideline of key questions that asked to the respondents, but in this interview the researcher has the freedom to adjust the questions or add additional questions during the interview.

The researchers used the Miles & Huberman data analysis model, (1994), namely data reduction, data display, and conclusion drawing and verification. After the data obtained from observations and interviews are collected, the data reduced.

FINDINGS AND DISCUSSION

In this chapter, the researcher presents two parts, namely the findings and discussion of the data obtained by the researcher based on the results of observations and interviews. Observations were made directly during the English learning process in classes 5B and 5C. Interviews were conducted with two informants, namely English teachers who teach in classes 5B and 5C. The type of text that students learn is descriptive text about taste in food and drinks. The text used based on the teaching module has short, simple sentences, and is accompanied by pictures so that students can find information in the text they read. The researcher presents the data in the form of a brief description. The findings and discussion in this study contain the strategies used by English teachers in improving students' reading skills a Private Elementary School of Ngabang.

English Teacher's Strategies in Improving Students Reading Skills

Based on the results of observations and interviews conducted with two English teachers regarding English teachers' strategies in improving students' reading skills, the researcher found five strategies used by English teachers in improving students' reading skills in English learning, namely previewing text, guessing word meaning, skimming, scanning, and reading aloud. The strategy most often used by English teachers was reading aloud.

Previewing Text Strategy

Table 1. The result of Observation and interview

S1 (TM)	S2(YP)
Observation: The observation showed that the English teacher in class 5B applied the previewing text strategy in teaching reading in class. The teacher explains the material about the taste in foods and drinks such as salty, sweet, bitter, sour, and spicy. The teacher applied the previewing text strategy, where the teacher shows a picture contained in the textbook to students before reading activities, after which the teacher asks students "what is the title of this picture?" Then the students answered "what delicious bakso." Then the teacher asked the students "what do you think about the taste of bakso?" and the students answered "delicious and salty." However, most students could not answer the questions correctly and only a few students could understand the text well.	Observation: From the observation, the researcher found that the English teacher in class 5C also applied the previewing text strategy in teaching reading in class. The teacher explained the same material as class 5B which was about taste in food and drinks such as salty, sweet, bitter, sour, and spicy. The teacher applies the previewing text strategy, where the teacher shows a picture contained in the worksheet that has been distributed to students, in the worksheet there are several pictures about taste, after which the teacher asks students "what is this picture?" Then the students answer "chili". Then the teacher asked the students "what do you think about the taste of chili?" and the students answered "spicy." As a result, all students can answer the questions correctly and most students can understand the text well.
Interview: In the interview results, the teacher used the previewing text strategy in teaching reading in English learning because the teacher felt that the strategy had benefits for students. This was explained by the teacher, she said: <i>"Previewing text is like explaining the purpose of the text. So, what I see is that it makes it easier for students to understand the content of the text. So, if we give previewing text, they will know the context of this text is like that."</i>	Interview: Based on the results of the interview, the teacher applied the previewing text strategy because the teacher felt that the strategy had benefits for students. This was explained by the teacher, he said that: <i>"So, in addition to them being able to read, they also have an interest, that's why I gave a number of pictures so that they are not just reading related to the text but there are other media, there is something else that I insert so that children do not look bored and there is a special attraction so that they are interested in learning."</i>

AN ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN IMPROVING STUDENTS' READING SKILLS

So it can be concluded that, English teacher in class 5B used the previewing text strategy before reading activities because teacher feel that the strategy can help students to get a general picture or context about the text they will read so that it can make it easier for students to understand the content of the text. Meanwhile, the English teacher in class 5C apply the previewing text strategy in teaching reading because teacher feel this strategy can help increase students' interest in learning, especially in reading. In this strategy, the teacher provides several pictures in the text so that students not only read but also can arouse students' interest in learning so that students do not feel bored following the learning process.

Guessing Word Meaning Strategy

Table 2. The result of Observation and interview

S1 (TM)	S2 (YP)
Observation: The second strategy used by the teacher in teaching reading in class is guessing word meaning. The teacher applied the guessing word meaning strategy where the teacher asks students to look for words that they do not know the meaning of in the text then asks students to underline the word, after that the teacher invites students to translate the sentence together and look for the meaning together because students cannot guess the meaning of the word directly. There are words in the text that they do not know the meaning of such as pickles, sugar cane and etc. After that, the teacher asked the students to match the pictures in the package book, for example a picture of cheese, then the students determined whether this cheese was a type of bitter, sour, sweet or salty food. After that, the teacher invites students to check their answers whether they are right or wrong. As a result, most students can match the pictures correctly because the text is accompanied by pictures.	Observation: The second strategy used by the teacher in teaching reading in class is guessing word meaning. The teacher applied the guessing word meaning strategy where the teacher asks students to look for words that they do not know the meaning of in the text then asks students to underline the word, after that the teacher invites students to translate the sentence together and look for the meaning together because students cannot guess the meaning of the word directly. The words in the text that they do not know the meaning of are pickles, sugar cane, dried fish, sweets, contains. After that, the teacher gave a worksheet to the students which asked the students to classify words based on their taste, for example the word ice cream belongs to what type of taste group, for example salty, sweet, or spicy. Before giving the question, the teacher translated the meaning of the foods and drinks into Indonesian then after that the students were asked to do the question. As a result, there are still some students whose answers are not correct.
Interview: Based on the interview results, the application of this strategy that the teacher does is to invite students to translate sentences together then ask students to underline words that they don't know the meaning of after that look for the meaning together, because not all students can guess the meaning of the word directly. This was explained by the teacher, she said: <i>"The strategy I use so that they can guess the word is by translating together, telling them to underline the word they get in the</i>	Interview: Based on the results of the interview, the teacher applied the guessing word meaning strategy because there are still some students who have difficulty guessing the meaning of the word directly. In the learning process when the teacher gives new or unfamiliar vocabulary heard by students, the teacher will tell the meaning first. The teacher applied this strategy because the teacher feels that this strategy can provide benefits for students in reading text. This was explained by the teacher, he said that:

text that they don't know later we find out the meaning together because they don't bring a dictionary."

"Yes, sometimes, not all, but because the learning is limited so I give new things new words like there is a name like vinegar according to the taste then there are pickles because there is no book so I look for objects that match the taste itself so that they can get new vocabulary, well so if I give new vocabulary of course they will have difficulty if I don't tell them in advance like that."

Then the teacher explained the benefits of the guessing word meaning strategy, saying that:

"Helping students recognize new vocabulary and also of course they will have brainstorming and they also when I ask what objects of course they will think oh what is this English and they get new vocabulary at least four or five words in one lesson."

So, it can be concluded that, English teacher in class 5B used the guessing word meaning strategy during reading activities because the teacher feel that this strategy helps students identify the meaning of words or vocabulary that they do not know and guess them directly during reading activities. The implementation of this strategy is where the teacher asks students to underline the word, they do not know the meaning of after that the teacher invites students to translate the sentence in the text together so that students can find out the meaning of the word. Meanwhile, the English teacher in class 5C apply the guessing word meaning strategy in teaching reading because the teacher feels this strategy can help students to recognize new vocabulary and increase vocabulary so that students can understand the text better.

Skimming Strategy

Table 3. The result of Observation and Interview

S1 (TM)	S2 (YP)
Observation: The third strategy that the teacher used in teaching reading in class is skimming. The teacher applied the skimming strategy where the teacher explains and looks for the main idea or purpose in the text through pictures. The teacher asks the students "what is this picture?" then the students answer "sugar". Then the teacher asks the students to look for the main idea or purpose in the reading text. After that, the teacher gives directions to students that the main idea or purpose in the text is found at the beginning of the sentence or the end of the sentence. Then the teacher asks "what is the main idea or purpose in the text?", students answer "this is sugar". Most	Observation: The third strategy that the teacher use in teaching reading in class is skimming. The teacher applied the skimming strategy where the teacher explains and looks for the main idea or purpose in the text through pictures. The teacher asks the students "what is this picture?" then the students answer "tomato". Then the teacher asks the students to look for the main idea or purpose in the reading text. After that, the teacher gives directions to students that the main idea or purpose in the text is found at the beginning of the sentence or the end of the sentence. Then the teacher asks "what is the main idea or purpose in the text?", students answer "this is a tomato". Most students can find the main idea or purpose in the text correctly.

students can find the main idea or purpose in the text correctly.

Interview:

Based on the interview results, this strategy is used to help students to determine the main idea or purpose in the text quickly. In the reading learning process, the teacher invites students to look for the main idea in the text through pictures because to determine the main idea in a long text it has not been applied. This was explained by the teacher, she said:

"So far, we haven't, this is yes to determine the main idea in the reading, I don't think so, because like this, it's more about the picture first, oh it means the main idea of this reading is for example salt, oh this is salt. Because the picture is already applied, so the main idea is found through the picture. Because for in the text we haven't applied that yet."

Interview:

Based on the interview results, the teacher used the skimming strategy because the teacher felt that the strategy could help students to find information quickly. This was explained by the teacher, he said that:

"Looking for information quickly is because we are racing with time especially since I have a text that is simple, easy to understand and also the words used are not too difficult right so we have to learn to make them understand the text well not just reading looking for information quickly is also needed."

So, it can be concluded that, the English teacher in class 5B used skimming strategies in teaching reading. This strategy can help students to determine the main idea or purpose in the text quickly. But in determining the main idea or purpose in a long text has not been applied by the teacher, therefore to determine the main idea in the text is found through pictures. Meanwhile, the English teacher in class 5C applied skimming strategies because the teacher feels that strategies can help students in find information quickly to determine the main idea in the text. In addition, students not only have to learn to understand the text well, but finding information quickly in the text also needs to be learned.

Scanning Strategy

Table 4. The result of Observation and interview

S1 (TM)	S2 (YP)
Observation: The fourth strategy used by the teacher is scanning. The teacher applied the scanning strategy where the teacher asked the students "what is this picture?" then the students answered "salt". Then the teacher asks the students "how does salt taste?" and the students answer "Salty Mrs". After that the teacher asked the students "what is salt used for?" the students answered "for cooking Mrs." After that the teacher asked the students again "from the text what foods are made using salt?". The teacher gives directions to the students to answer the	Observation: The fourth strategy used by the teacher is scanning. The teacher applied the scanning strategy where the teacher asked the students "what is this picture?" then the students answered "tomato". Then the teacher asks the students "what color is it?" and the students answer "red Mr." After that the teacher asked the students "how does the tomato taste?" the students answered "sour Mr." After that the teacher asked the students again "from the text what do people like to make from tomatoes?". The teacher gives directions to the students to answer the question in a way that they can find the answer by

question in a way that they can find the answer by looking at the keywords of the question such as “salt is used for cooking and making....”. Thus, students can find the answer by following the directions given by the teacher. As a result, most of the students were able to find the specific information in the text correctly by answering “making pickles, dried fish, and salted egg.”

Interview:

Based on the interview results, this strategy is a strategy used to help students discover specific information in the text quickly. Similar to skimming in the reading learning process, the teacher invites students to discover specific information in the text that is accompanied by pictures because with pictures students find it faster. This was explained by the teacher, she said:

“If I see text that contains pictures, they usually find it quickly, but if the text is just text without pictures, they will usually find it difficult. So elementary school children prefer pictorial things, so the text has to be interesting like that.”

looking at the keywords of the question such as “people like to make...”. Thus, students can find the answer by following the directions given by the teacher. As a result, most of the students were able to find specific information in the text correctly by answering “people like to make tomato juice”.

Interview:

Based on the interview results, the teacher used the scanning strategy because the teacher felt that the strategy could help students to find information quickly. This was explained by the teacher, he said that:

“Looking for information quickly is because we are racing with time especially since I have a text that is simple, easy to understand and also the words used are not too difficult right so we have to learn to make them understand the text well not just reading looking for information quickly is also needed.”

So it can be concluded that, the English teacher in class 5B used scanning strategies in teaching reading because this strategy is to help students to discover specific information in the text quickly and teacher feel that if the text is accompanied by pictures students are easier to find it. Meanwhile, the English teacher in class 5C applied scanning strategies because the teacher feels that strategies can help students in find information quickly both to determine specific information in the text. In addition, students not only have to learn to understand the text well, but finding information quickly in the text also needs to be learned.

Reading aloud Strategy

Table 5. The result of Observation and interview

S1 (TM)	S2 (YP)
From the results of observation and interview, the researcher also found another strategy used by the teacher, namely “reading aloud”. The teacher applied this strategy because the teacher feels this strategy is effective in improving students' reading skills. This was explained by the teacher, she said: <i>“I use repeat the sentence, so I read and then the children follow and read the text together. I think it's effective because it</i>	From the results of observation and interview, the researcher also found another strategy used by the teacher, namely “reading aloud”. The teacher applies this strategy because the teacher feels this strategy is effective in improving students' reading skills. This was explained by the teacher, he said that: <i>“If the strategy is actually a lot like working together, reading together then asking one of the students to come forward to read then followed by other students, of course, that is</i>

trains their pronunciation. Reading is important because we have to show them how to pronounce a word, so they follow, hopefully they will get used to it."

one of the strategies for me so that there is no such thing as a boring thing, so I always ask different children then how do I generate their brainstorming and also that they are active and have the desire for motivation for them to learn like that."

So, it can be concluded that, reading aloud is a strategy where the teacher invites students to read the text together with a loud voice and proper intonation. This strategy is most often used by teachers. The English teacher in class 5B applied this strategy because the teacher feels this strategy is effective in improving students' reading skills, with this strategy the teacher can help and train students' pronunciation. Because not all students have good pronunciation. Thus, this strategy can help students' pronunciation to be better. Meanwhile, the English teacher in class 5C applied this strategy because the teacher feels that this strategy is effective for improving students' reading skills such as students can become active in class and arouse students' motivation to read the reading text.

DISCUSSION

In this section, the researcher discussed the research findings regarding the strategies used by English teachers in improving students' reading skills a Private Elementary School of Ngabang. Data were collected from two samples of English teachers a Private Elementary School of Ngabang.

English Teacher's Strategies in Improving Students Reading Skills

In this study, the researcher would identify the strategies used by English teachers in improving students' reading skills in class 5 a Private Elementary School of Ngabang, the researcher used Kamelia et al., theory (2023). Their research found that there are four strategies that can be used by English teachers in teaching reading to students at the elementary school level, namely previewing text, guessing word meaning, skimming, and scanning. Meanwhile, a Private Elementary School of Ngabang, the researchers found that there are five strategies used by English teachers in improving students' reading skills in English learning, namely previewing text, guessing word meaning, skimming, scanning and reading aloud.

The first strategy is previewing text, this strategy is used by English teachers before doing reading activities. In previewing text, the teacher showed an image contained in the text and then gives some questions to students related to the text they will learn. As a result, some students in class 5B could not answer the questions correctly and could not understand the text well while in class 5C most students could answer the questions correctly and understand the text well. The teachers feel this strategy can help students more easily understand the content of the text and can increase students' interest in learning, especially in reading. Iklima et al., (2020), stated that previewing text can be used as a pre-reading activity to improve students' initial reading knowledge because it can help students in understanding English texts that are difficult to understand. Thus, it can be said that the previewing text strategy can improve students' reading skills and provide benefits for students, which can help students to understand the content of the text well.

The second strategy is guessing word meaning. Guessing word meaning is a reading technique used when students identify unfamiliar words in an English text. The teacher applied the guessing word meaning strategy where the teacher asked the students to find a word that they did not know the meaning of in the text then asked the students to underline the word, after that the teacher invited

the students to translate the sentence together and find the meaning together because the students could not guess the meaning of the word directly so that the students could know the meaning of the word. This strategy is used by the English teachers during reading activities because the teachers feels that this strategy can help students to recognize new vocabulary and increase vocabulary so that students can understand the text better. According to Rahmalia et al., (2019), stated that by knowing the meaning of the words in the text, students can improve their understanding of the text. Thus, it can be said that the guessing word meaning strategy can improve students' reading skills in English language learning, namely students can improve their understanding of the text better so that they get a lot of new vocabulary.

The third strategy used by English teachers found by the researchers is skimming. In doing skimming strategy activities, the teachers showed a picture contained in the text then gives some questions to students and asks students to determine the main idea or purpose contained in the reading text. After that, the teachers gave directions to students that the main idea or purpose in the text is found at the beginning of the sentence or the end of the sentence. The result is that most students in class 5B and 5C can answer the questions correctly. However, one of the English teachers said that to determine the main idea or purpose in a long text has not been applied because to determine the main idea it passes through the picture so that students are easier to find it. This is because the reading text given is not too in-depth so teachers give reading texts that have simple sentences and are easily understood by students. The teachers used this strategy because teachers feel that it can help students to determine the main idea or purpose in the text quickly. This is also supported by Kamelia et al., (2023) who stated that skimming can help students determine the main idea without the need to read the entire text. Thus, it can be said that the skimming strategy can improve students' reading skills, namely students can determine the main idea in the text quickly.

The fourth strategy is scanning. In conducting the scanning activity, the teacher gives questions to students related to what specific information is contained in the text. Then the teachers give directions to answer the question in a way that students can find the answer by looking at the keywords of the question. The result is that most students in class 5B and 5C can answer the question correctly. The teachers used this strategy because the teachers felt that this strategy could help students to discover specific information in the text quickly. This is also supported by Ngoc, (2002) who stated that scanning can be used by students to discover specific information without reading the text thoroughly. Thus, it can be said that the scanning strategy can improve students' reading skills, namely students can discover specific information in the text quickly.

The fifth strategy is reading aloud. This strategy is a new finding in this study. Reading aloud is the strategy most often used by English teachers in teaching reading where the teachers invites students to read the text together with a loud voice and proper intonation. In addition, the teachers also ask students one by one to come forward to read the reading text. If students have difficulty in reading one of the words contained in the reading text, the teachers immediately correct the reading until the students pronounce the word correctly. The teachers applied this strategy because the teachers feels that this strategy is effective in improving students' reading skills, namely it can train students' pronunciation because not all students have good pronunciation, students become active and arouse students' motivation to read the text. This is supported by Senawati et al., (2021) which states that the reading aloud strategy requires the teachers to be able to choose reading texts that are suitable for the level of ability and understanding of students and students' interests, then the teachers must read the text aloud with a loud voice with the right intonation.

In addition, based on the results of his research, the reading aloud strategy has a positive impact on students such as vocabulary building, pronunciation, understanding of text, developing listening, reading, speaking skills and can motivate students to read. In addition, this is also

AN ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN IMPROVING STUDENTS' READING SKILLS

supported by Kamila & Ritonga (2021), that the reading aloud strategy can be trusted to be effective for increasing students' interest in reading at the elementary school level. Thus, it can be said that the reading aloud strategy is effective for improving students' reading skills, which can train students' pronunciation, make students active, and increase students' motivation and interest in reading.

CONCLUSION

Based on the results and discussion of the strategies used by English teachers in improving the reading skills of grade 5 students in Private Elementary School of Ngabang, both English teachers who teach in grade 5 used the same strategies in improving students' reading skills, namely: previewing text, guessing word meaning, skimming, scanning, and reading aloud. Reading aloud is the strategy most often used by English teachers in teaching reading where the teachers invites students to read the text together with a loud voice and proper intonation. The teachers applied this strategy because the teachers feels that this strategy is effective in improving students' reading skills, which can train students' pronunciation, make students active, and increase students' motivation and interest in reading. In addition, in teaching reading the teacher uses reading texts that are appropriate to the students' level of understanding and the texts are accompanied by pictures. As a result, most students can understand the reading text well and are enthusiastic during the learning process. It is suggested that teachers can choose strategies for teaching reading skills based on the students' ability level and education level. For future researchers, several areas can be explored to expand on this study. A **comparative analysis of reading strategies** can be conducted to examine the effectiveness of different reading approaches in improving students' reading skills, particularly in different school settings such as public and private schools.

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