

THESIS

TEACHER'S STRATEGIES IN TEACHING READING
COMPREHENSION FOR EYL STUDENTS



By:

FAIQOH RACHMI

19180016

ENGLISH EDUCATION DEPARTEMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG

2026

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COMPREHENSION FOR EYL STUDENTS

*To Prepare a Thesis in the Undergraduate Program, Department of
English Language Education, Faculty of Teacher Training and
Islamic Education, Maulana Malik Ibrahim University Malang*



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APPROVAL SHEET

**TEACHER'S STRATEGIES IN TEACHING READING
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THESIS

by:

Faiqoh Rachmi

NIM. 19180016

Has been approved by the advisor for further approval by the Board of Examiners

Advisor,



Septia Dwi Jayanti, M.Pd

NIP. 19890912 2023212 051

Acknowledge by

Head of English Education Department,



Maslihatul Bisriyah, M.TESOL

NIP. 19890928 20190320 16

LEGITIMATION SHEET

TEACHER'S STRATEGIES IN TEACHING READING COMPREHENSION FOR EYL STUDENTS

THESIS

By:

Faiqoh Rachmi (19180016)

Has been defended in front of the board of examiners at the date of 30 June 2026
and declared PASS.

Accepted as the requirement for the degree of English Language Teaching (S.Pd)
in the English Education Department, Faculty of Tarbiyah and Teacher Training.

The Board of Examiners,

Signatures,

1. Dr. Alam Aji Putera, M.Pd
NIP. 19890421201802011153

(Main Examiner)



2. Farid Munfaati, M.Pd
NIP. 198604202023212049

(Co Examiner)



3. Septia Dwi Jayanti, M.Pd.
NIP. 198909122023212051

(Secretary/Advisor)



Approved by,

Dean of Faculty of Tarbiyah and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang



Prof. Dr. H. Muhammad Walid, M.A.

NIP. 197308232000031002

Septia Dwi Jayanti, M.Pd
Lecturer of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISOR'S NOTE

Page : Thesis of Faiqoh Rachmi
Lamp : 4 (four) Copies

Malang, June 11^a, 2026

The Honorable,
Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim Malang State Islamic University
In
Malang

Assalamu'alaikum Wr. Wb

After conducting several times of guidance in terms of content, language, writing,
and after reading student's thesis as follow:

Name	: Faiqoh Rachmi
Student ID Number	: 19180016
Department	: English Education
Thesis	: Teacher's Strategies In Teaching Reading Comprehension For Eyl Students

Therefore, we believed the thesis of Faiqoh Rachmi has been approved for further
approved by the board examiners.

Wasslamu'alallaam Wr.Wb

Advisor,



Septia Dwi Jayanti, M.Pd
NIP. 19890912 20232120 51

DECLARATION OF RESEARCHERSHIP

Bismillahirrahmaanirrahim

Herewith, I:

Name : Faiqoh Rachmi
NIM : 19180016
Department : English Education
Thesis : Teacher's Strategies In Teaching Reading
Comprehension For EYL Students

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the researcher and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
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Malang, June 2026

The Researcher,



Faiqoh Rachmi

NIM. 19180016

DEDICATION

I dedicate this thesis to my beloved family: my beloved father, Moh. Idul Adha, my beloved mother, Santi Chandra, and my beloved Yusuf who always support me in everything, and give all their love and prayers. I also dedicate this to all members of my extended family, who always support and encourage me to complete this thesis. All my fellow friends who strive to complete this thesis at the end of the semester and who have encouraged each other.

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Malang, June 23, 2026

Faiqoh Rachmi
19180016

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/U/1987 which can be described as follows:

Letters

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

A. Long Vowel

Vowel (a) long = â

Vowel (i) long = î

Vowel (u) long = û

B. Diphthong

أَوْ = aw

أَيَّ = ay

أُو = û

أَيَّ = î

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ABSTRAK

Rachmi, Faiqoh. (2026). *Teacher's Strategies in Teaching Reading Comprehension for EYL Students*. Skripsi. Tadris Bahasa Inggris, UIN Maulana Malik Ibrahim Malang. Pembimbing: Septia Dwi Jayanti, M.Pd.

Kata Kunci: *Strategi Guru, Pemahaman Membaca, EYL, Contingent Scaffolding, QARs.*

Pemahaman membaca (*reading comprehension*) merupakan tantangan besar bagi siswa *English for Young Learners* (EYL). Penelitian kualitatif ini bertujuan untuk mengidentifikasi dan mendeskripsikan implementasi strategi guru dalam mengajar pemahaman membaca siswa EYL di SD H.A. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen. Temuan menunjukkan bahwa guru menerapkan dua strategi utama, yaitu *scaffolding* dan *Question-Answer Relationships* (QARs). Secara spesifik, guru menerapkan *contingent scaffolding* dengan memberikan bantuan dinamis spontan—seperti penerjemahan kosakata, perbaikan pelafalan, dan pemodelan membaca—saat siswa kesulitan, lalu mengurangnya secara bertahap seiring meningkatnya pemahaman siswa. Sementara itu, strategi QARs diintegrasikan melalui tanya jawab interaktif untuk menguji pemahaman literal dan inferensial. Kedua strategi ini terbukti efektif menjembatani *Zone of Proximal Development* (ZPD) siswa serta membangun kemandirian membaca. Penelitian ini menyimpulkan bahwa strategi yang adaptif dan interaktif sangat esensial bagi perkembangan literasi awal anak.

ABSTRACT

Rachmi, Faiqoh. (2026). *Teacher's Strategies in Teaching Reading Comprehension for EYL Students*. Thesis. English Education Department, UIN Maulana Malik Ibrahim Malang. Advisor: Septia Dwi Jayanti, M.Pd.

Keywords: *Teacher's Strategies, Reading Comprehension, EYL, Contingent Scaffolding, QARs.*

Reading comprehension poses a significant challenge for English for Young Learners (EYL) students. This qualitative study aimed to identify and describe the implementation of an English teacher's strategies in teaching reading comprehension to EYL students at SD H.A. Data were collected through observations, interviews, and document analysis. The findings revealed that the teacher implemented two primary strategies: *scaffolding* and *Question-Answer Relationships* (QARs). Specifically, the teacher applied *contingent scaffolding* by providing dynamic and immediate support—such as vocabulary translation, pronunciation corrections, and reading modeling—when students faced difficulties, then gradually faded this assistance as their understanding improved. Concurrently, the QARs strategy was integrated through interactive question-and-answer sessions to assess literal and inferential comprehension. These combined strategies successfully bridged the students' Zone of Proximal Development (ZPD) and fostered independent reading habits. This study concludes that adaptive and interactive teaching strategies are essential for early childhood literacy development.

خلاصة

رحمي، فائق. (2026). استراتيجيات المعلمين في تدريس فهم المقروء لطلاب اللغة الإنجليزية . في مرحلة الطفولة المبكرة. رسالة ماجستير. قسم تعليم اللغة الإنجليزية، جامعة مولانا مالك إبراهيم مالانج الإسلامية الحكومية. المشرفة: سيبتي دوي جاياتي، ماجستير في التربية

الكلمات المفتاحية: استراتيجيات المعلمين، فهم المقروء، اللغة الإنجليزية في مرحلة الطفولة المبكرة، الدعم التعليمي المشروط، علاقات السؤال والجواب

يُعدّ فهم المقروء تحديًا رئيسيًا لطلاب اللغة الإنجليزية في مرحلة الطفولة المبكرة. يهدف هذا البحث النوعي إلى تحديد ووصف تطبيق استراتيجيات المعلمين في تدريس فهم المقروء لطلاب جُمعت البيانات من خلال SD H.A. اللغة الإنجليزية في مرحلة الطفولة المبكرة في مدرسة الملاحظة والمقابلات وتحليل الوثائق. تشير النتائج إلى أن المعلمين يستخدمون استراتيجيتين رئيسيتين: الدعم التعليمي وعلاقات السؤال والجواب. على وجه التحديد، يُطبّق المعلمون أسلوب الدعم المشروط من خلال تقديم دعم تلقائي وديناميكي - كترجمة المفردات، وتصحيح النطق، ونمذجة القراءة - عندما يواجه الطلاب صعوبة، ثم يُقلّلون الدعم تدريجيًا مع تحسّن فهمهم. في الوقت نفسه، دُمجت استراتيجيات الأسئلة والأجوبة التفاعلية من خلال جلسات أسئلة وأجوبة تفاعلية لاختبار الفهم الحرفي والاستنتاجي. وقد أثبتت كلتا الاستراتيجيتين فعالتهما في سدّ الفجوة في منطقة النمو القريب للطلاب وتعزيز استقلاليتهم في القراءة. وخلصت هذه الدراسة إلى أن الاستراتيجيات التكميلية والتفاعلية ضرورية لتنمية مهارات القراءة والكتابة المبكرة لدى الأطفال.

CHAPTER I

INTRODUCTION

This chapter presents some topics related to the introduction of the study including background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

1.1Background of the Study

Language is the system of vocal symbols used by a social group for the purpose of communication (Bloomfield, 1933). This means that humans use language as a tool to interact with others and convey ideas and desires. Without language, it is nearly impossible to imagine how humans could collaborate and live harmoniously. Communication also plays a crucial role in human life. We must master how to share and convey ideas with others. Given the essential nature of communication techniques, everyone must learn effective communication. Communication would be effective if both the

sender and receiver of the message understand the content of the information being conveyed.

English is a global language that facilitates cross-cultural communication and dominates media and technology. It is also one of the most widely spoken languages. It is spoken in various parts of the world. Therefore, the Indonesian government has designated it as a foreign language. Furthermore, English is the first foreign language required as a subject in junior high, senior high, university, and even some elementary schools in Indonesia. English has become an international language, spoken by more than 2 billion people worldwide, both as a first and second language. English is used as a medium of instruction in international communication, technology, science, business, and diplomacy (David, 2003).

Reading is a crucial language skill for students to master. Up to this activity, students can develop their language skills and broaden their horizons. They would acquire a variety of information and ideas they need to know, even things they didn't know before. Reading allows one to gain a wide range of knowledge. Simply put, reading can be defined as the process

of receiving and understanding messages from written material. It is the process by which information in a text is processed into meaning, starting from the text's content to the reader's understanding. Anderson (1999) states that reading is a constructive activity in which readers combine previous knowledge with information contained in the text to understand the content of the reading. Reading can be simply defined as the process by which individuals receive and interpret messages contained in written material. It is the process of converting information from text into meaning, starting from understanding the content of the writing to producing understanding or knowledge for the reader.

Qur'an surah al-alaaq 1-5 :



The term *Iqra*, which means reading, appears in the first verse of the Qur'an which was revealed to the Prophet Muhammad. According to Al-Tabari, "Iqra" is a divine command to Prophet Muhammad SAW to read or recite the

first revealed revelation of the Quran, which emphasizes the obligation of mankind to learn and spread knowledge from Allah SWT as His creation (Al-Tabari, 1999).

Teaching is an activity carried out by teachers to support students' learning processes by imparting knowledge and sharing experiences. Teaching strategies refer to plans or steps designed by teachers, while teaching techniques are the ways or methods used to facilitate student learning. A teaching technique is a procedure or specific operational steps within a teaching strategy, which includes verbal (such as lectures) and non-verbal (such as the use of visual media), to maximize student interaction and understanding (Sanjaya, 2007). The goal of teaching reading is for students to understand the material presented. The teaching and learning process is very important as a dynamic interaction between teachers and students, where understanding-oriented teaching methods (such as discussions and simulations) have a positive impact on students' motivation and cognitive achievement (Sardiman, 2011).

In teaching reading, teachers are required to be creative and able to guide students using learning strategies that support the effectiveness of daily learning. To improve reading comprehension, teachers can apply a variety of appropriate techniques. These techniques include formulating questions, clarifying, the click-and-click method, predicting, using problem-solving scripts, and others. In addition, teachers can also use other approaches such as building understanding, stopping reading activities before students fully understand the text, identifying key issues, providing contextually relevant instructions, teaching reading strategies, encouraging students to visualize the reading content, setting various reading purposes, and understanding various types of texts and assignments. Overall, the way teachers and students organize learning activities to achieve specific goals is known as strategies in the teaching and learning process.

There are several researches have investigated the teacher strategies to improve reading comprehension. The first is, Ines (2022) with a thesis entitled *“Teachers’ Strategies in Teaching Reading Comprehension at The Second Grade of SMPN 5 Kota Bengkulu”*. The research revealed that teacher

strategies that allow students to understand the material more easily are successful. The second is Lilik (2021) with a journal entitled *"Improving the Reading Comprehension Skills of SMA Negeri 1 Kebomas Students Through Extensive Reading"*. The results of this study indicate that there is an increase in student reading comprehension learning outcomes as evidenced by an increase in test results during the study. The third is Siti (2018) with a journal entitled *"The Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak"*. The research found that teachers activate students' schemata to help them understand texts through reading and reading aloud. However, the problems teachers face in teaching include classroom noise, laziness, a lack of learning media, and a lack of motivation from parents to learn.

In addition, those researcher did the research in EFL for high school (English Foreign Language) students. Investigating reading strategies in EYL (English Young Learner) students considered to be significant to know whether this strategy applies to different grades. Furthermore, based on the preliminary study conducted in SD NU H.A, the researcher found that the students got difficulties in reading

comprehension. Students' difficulties in reading comprehension were due to a lack of habit in using English at school. Therefore, the researcher triggered to conduct case study in this school, focusing on analysing teaching reading strategies used by EYL teacher in this school.

1.2 Research Problem

The research problems of this study can be formulated as follow:

1. What are the strategies of English teacher used in teaching reading comprehension at SD H.A.?
2. How do English teacher implement these strategies in teaching reading comprehension at SD H.A.?

1.3 Objective of the Study

Based on the problem above, the aim of this study is:

1. To identify the strategies implemented by English teacher in teaching reading comprehension at SD H.A.
2. To explain how these strategies are implemented by English teacher in teaching reading comprehension at SD H.A.

1.4 Significance of the Study

The significance of the research can be divided into theoretical significance and practical significance:

1. Theoretical Significance

The purpose of this study is to provide useful information regarding the strategies used by English teachers in teaching reading comprehension. It is hoped that the results of this study can serve as a reference for other researchers who want to delve deeper into the English language teaching process. Furthermore, the findings are expected to benefit students, teachers, and readers in general, as well as support teachers in developing their own strategies to improve students' reading comprehension skills.

2. Practical Significance

For students, the results of this study can be used as a new source of information in learning English, particularly in reading skills. Students can recognize the various teaching strategies used by teachers and choose the one they feel is most helpful in

understanding reading texts. For English teachers, this study is expected to provide useful input and suggestions for teaching reading at the elementary school level. These findings are also expected to support increasing the effectiveness of teaching strategies in conveying knowledge to students and assist teachers in selecting appropriate methods for reading instruction. Meanwhile, for future researchers, this study is expected to provide a source of information and new insights regarding teachers' reading teaching strategies. These findings are also expected to contribute to future research in the field of English language learning.

1.5 Scope and Limitation of the Study

Referring to the problems that have been raised, this study specifically focuses on the strategies used by English teachers in teaching reading comprehension skills. The subject of this research is one of English teacher in SD H.A. She is Mrs. ABC, 35 years old. This research would be carried out in 2 meetings the first is interviews with

English teacher and the second is observation into the classroom. To carry out this research, the researcher would focus on the types of teaching strategies applied by language teachers.

1.6 Definitions of Key Terms

To clarify the reader's understanding, the researcher provides the definition of key terms used in this research:

1. Teaching Strategies

A teaching strategy is a plan implemented by a teacher to support students' learning processes and achieve desired learning objectives.

2. Reading Comprehension

Reading comprehension is the process of consciously understanding the content, intent and message of the author, where the reader captures the opinions or information conveyed to achieve communicative goals (Sudjana, 2009). In other words, reading comprehension is a process that makes readers understand interesting elements in English Reading Comprehension.

3. English Young Learner (EYL)

EYL or English for Young Learners (English for Young Learners) generally refers to the field of teaching English as a foreign language (EFL) or a second language (ESL) specifically for children. According to Phillips (2003), young learners are children who are starting their first year of formal education (around the age of 5 or 6) until they reach the age of 11 or 12.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the theoretical backgrounds of the research include the definition of reading and its importance, the kinds of reading ,the teaching reading, the strategies of teaching reading, the strategies of teaching reading comprehension and also the previous studies that support this research.

Reading

This part would elaborate the definition of reading and its importance, teaching reading, and the kinds of reading.

2.1.1 Reading and Its Importance

Reading is a basic activity that is important for every individual because besides being a source of information, it also helps develop ideas and improve language skills.

Reading is a means of transferring information between writers and readers, which is a key skill for EFL students, including young learners, to overcome the challenges of foreign language literacy (Tarigan, 2008). Reading still has a significant and important role as a means of conveying meaning and information through writing.

For young language learners, reading is not an easy task because English is quite complex, which causes difficulty in grasping the meaning of the text. According to Lev Vygotsky, the foundations of thinking, language, and attitudes in young learners develop through social and cultural interactions with the surrounding environment (Vygotsky, 1978). In this case, foreign language learning needs to consider the needs and characteristics of young learners so that the learning process can take place effectively. The structure of English differs from that of students' native languages. Understanding texts can be achieved through various strategies, such as selection or assessment techniques tailored to each student's preferences. Students can also relate the text's content to their own experiences or knowledge.

Comprehension is the process of constructing meaning from various sources through direct observation of phenomena, such as reading, observing signs or cartoons, listening to teacher explanations or discussions, and watching films. Comprehension is an interactive process between the reader and the text, resulting in a dynamic

construction of meaning influenced by prior knowledge and strategies (Pearson & Johnson, 1978).

2.1.2 Reading Strategies

Many researchers classified reading into some types. Reading divided by Brown (2003) identified four different categories of reading. These are scanning, skimming, intensive reading, and extensive reading.

1. Scanning

Scanning is a type of reading in which the reader quickly scans a text to find specific information such as names, dates, or facts, without needing to understand the entire context. This is useful for practical tasks such as searching for data in documents or websites. This type is efficient for beginning EFL learners.

2. Skimming

Skimming as reading quickly to get an overview or main idea of the text, focusing on elements such as headings, subheadings, and opening paragraphs, which helps readers determine the relevance of the text before reading in depth.

3. Intensive reading

Intensive reading involves the in-depth and careful analysis of short texts, including detailed understanding of vocabulary, grammar, and inferences. Intensive reading is often used in English classes as a comprehension and discussion exercise. In English as a Foreign Language (EFL), intensive reading helps students build foundational English language skills. In addition to aiding students in foreign language comprehension, intensive reading also develops critical thinking. Students learn to analyze texts in depth, not just read them. This type of reading emphasizes accuracy and bottom-up processing.

4. Extensive reading

Extensive reading as reading large volumes of easy and engaging text for the purposes of enjoyment, fluency, and natural language exposure, where readers select their own material without rigorous evaluation, which has been shown to increase motivation and long-term reading ability in students.

Besides the explanation above, there are 2 more types of reading there are reading aloud and silent reading. Reading aloud is a powerful instructional tool that models fluent reading, expands vocabulary, and fosters emotional connections with text, having a remarkable effect on children's comprehension and motivation, especially in early literacy stages (Trelease 2013). When a student reads aloud, the teacher asks the other students to observe the text, not just listen to their friend's reading, this would help students understand the meaning of the text. When a student reads aloud, the teacher directs the other students to listen to the text directly, rather than simply listening to their partner read. This approach helps students understand the meaning of the text being read.

Harmer (2007) distinguishes silent reading as an internal process that allows for deeper inference and personal interpretation, contrasting with reading aloud by increasing independence and speed, which are important for advanced EFL students in dealing with authentic materials. The researcher assumes that silent

reading is a method in which the reader silently reads the text. This method is used by students in class, where they are expected to read the text silently. The primary goal of silent reading is for students to efficiently, quickly, and fully comprehend information from the printed page.

2.1.3 Teaching Reading

Teaching is a complex process and involves more than just conveying information from teacher to student.. There are various activities that can be carried out, particularly in classroom learning. English teaching is a challenging job due to cultural factors and limited resources, but it is very rewarding and enjoyable when teachers contribute to students' progress, despite difficult students and pressure (Cahyono, 2011).

Based on various explanations of teaching, the researcher concludes that teaching is the activity and management of a supportive environment to provide students with opportunities to learn and achieve learning objectives. To ensure an effective teaching and learning

process, teachers need to create a conducive atmosphere for students. In creating these conditions, teachers must consider the methods or techniques used in the classroom, as these influence how they manage learning. In teaching reading, there are three main stages: pre-reading activities, during-reading activities, and post-reading activities.

1) Pre reading activity

This is the initial activity for students before entering reading lessons. The teacher attempts to build students' prior knowledge regarding the topic to be discussed. Students are guided to identify the topic and some information in the text through speed reading and scanning activities. In addition, students are given guidance in understanding certain vocabulary words found in the reading. All of these activities aim to arouse students' interest, motivation, and enthusiasm so they remain engaged until the reading process is complete.

2) Whilst reading activity

This stage is often considered a fundamental element in the reading process. Students begin reading the text and strive to comprehend all the information contained within. They are also taught to identify the main idea in each paragraph, comprehend the overall content of the text, and detect clues to the underlying meaning. At this stage, teachers motivate students to stay focused while reading, making it easier to comprehend and comprehend the text

3) Post reading activity

This stage is the final part of the reading activity, where the teacher tries to determine the students' understanding of the text they have read. The assessment includes aspects of comprehension, grammatical structure, the meaning of the text, and a summary of the author's purpose. To help students understand these aspects, the teacher provides

various exercises or assignments as a form of evaluation.

2.1.4 The Strategies of Teaching Reading Comprehension

Teaching strategies are techniques or methods used by teachers to organize and deliver learning materials so that students can understand and master the material (Brown, 2001). According to Adler (2001), reading comprehension strategies are a conscious plan in the form of a series of steps used by skilled readers to understand a text actively and independently. This strategy includes seven main aspects, namely: the ability to monitor one's own understanding (monitoring comprehension), thinking about the thought process (metacognition), using diagrams or concept maps (graphic and semantic organizers), answering and asking questions to explore text information (answering and generating questions), recognizing the structure of the story line (recognizing story structure), and summarizing the main ideas from the reading (summarizing). It can be concluded that teachers can be defined as a source of knowledge that plays a role in supporting the student's learning process. Thus, students

can gain an understanding of the learning material, especially in English. In teaching reading comprehension, Vacca and Vacca (1999) proposed several strategies as follows:

2.1.4.1 Scaffolding

Scaffolding is a teaching strategy in which teachers provide intensive process support to students in the early stages of learning, then gradually reduce it as students' independence increases (Gasong, 2007; National Center for Education Statistics, 2022). This strategy is adapted from the Sociocultural Theory developed by Lev Vygotsky (1978), specifically the concept of the Zone of Proximal Development (ZPD), which is the space between a child's actual developmental level when working independently and their potential developmental level when guided by an adult. In teaching reading, teachers facilitate this supportive framework to help students with diverse characteristics negotiate meaning, map insights, and overcome complex linguistic difficulties in texts (Vacca & Vacca, 1999).

In practical classroom implementation, teachers begin learning by providing direct examples (modeling), such as demonstrating correct pronunciation and reading aloud (Archer & Hughes, 2011; Trelease, 2013). Van de Pol, Volman, and Beishuizen (2010) explain that the main properties of effective scaffolding rest on three characteristics: contingency (matching support to needs), fading (gradually reducing support), and transfer of responsibility (transferring responsibility for learning to students). The contingency scene is key because teachers must continuously change their level of support to adapt to the child's current cognitive potential. Based on the Model of Contingent Teaching (MCT) developed by van de Pol et al. (2012, 2014), there are four main steps teachers take when implementing contingent scaffolding:

- a. Diagnostic Strategies: Teachers actively monitor, observe, or ask open-ended questions to diagnose the level of understanding or the extent of the student's difficulty at that moment.

- b. **Checking Diagnosis:** Teachers confirm or revalidate their perceptions of the student's difficulty (for example, to determine whether the student truly does not understand the concept or simply misunderstood the instructions) to ensure that interventions are appropriately targeted.
- c. **Intervention Strategies:** Once the diagnosis is confirmed to be accurate, the teacher provides the most appropriate form of instructional support—this can include modeling, providing clues, brief explanations, or feedback.
- d. **Checking Student Learning:** Teachers re-evaluate the student's response or understanding after the intervention. If the student begins to understand, the teacher will fade (reduce support) to encourage independent learning.

2.1.4.2 Think Aloud

The Think Aloud strategy is designed to help students monitor their own cognitive processes while reading by verbalizing their thoughts (Vacca & Vacca, 1999). Theoretically, this strategy is based on the concept of metacognition, which is the ability to control, monitor, and evaluate one's own thinking processes (Flavell, 1979). Through this strategy, teachers explicitly verbalize each step of their thinking while reading the text directly to the class, including how to make predictions, connect the text to personal experiences, and overcome confusion when encountering difficult words (Oster, 2001; Vacca & Vacca, 1999).

When implementing this strategy, the primary focus is on transferring the teacher's creativity to the students so they can retain more significant information from the text. After observing the teacher's modeling, students are guided to adopt similar habits by discussing their thoughts while reading a paragraph. The use of Think Aloud not only improves deep reading comprehension, but also trains

students' critical thinking skills because they are taught to be aware of what problem-solving strategies they are using to understand a reading (Wilhelm, 2001).

2.1.4.3 Reciprocal Teaching

Reciprocal Teaching is a group discussion-based strategy in which teachers and students alternate roles in leading a dialogue about the content of a reading text (Vacca & Vacca, 1999). This instructional approach is based on the theory of reciprocal teaching pioneered by Palincsar and Brown (1984), which focuses on developing reading independence through structured social interaction. This strategy simultaneously integrates four basic metacognitive skills to guide the discussion: predicting, question generating, summarizing, and clarifying confusing vocabulary or concepts.

In classroom implementation, the teacher first models how to implement these four skills before dividing the class into small groups (Palincsar & Brown, 1984). Each group member takes a turn as the "discussion leader," tasked with asking questions to their peers, clarifying

difficult sections of the text, and summarizing the main ideas of the paragraphs. This strategy is very effective when used in non-fiction texts or textbooks because it encourages students to be actively involved, exchange opinions, and collaboratively construct the meaning of the reading without having to always rely on direct instructions from the teacher.

2.1.4.4 Question-Answer Relationship (QARs)

The Question-Answer Relationship (QARs) strategy was developed to help students understand where to find appropriate information to answer various types of reading questions (Tompkins, 2016; Vacca & Vacca, 1999). Based on Pearson and Johnson's (1978) theory of interactive comprehension, this strategy divides answer sources into two broad categories: information expressed in the text (In the Book) and information residing in the reader's mind (In My Head). Through this categorization, students are guided beyond simply skimming the text, but also toward analyzing the logical relationship between the question posed and the reading text.

In classroom practice, teachers guide students through systematic steps, from reading the question, identifying the difficulty level of the question based on the QARs categories, analyzing the text, and formulating an answer (Tompkins, 2016). Teachers use it as a contextual assessment tool to measure students' ability to construct meaning using their own words (Lilik, 2021; Pearson & Johnson, 1978). The QARs strategy has been proven to be effective in training students' focus on text, improving learning outcomes, and stopping students' habit of simply copying answers without independently understanding the contents of the reading.

2.1.5 Teaching Reading For Young Learners

Learning to read in context English for Young Learners(EYL) requires a special approach because children have unique psychological characteristics, such as attention span (attention span) who are short but have a great curiosity (Cameron, 2001). Therefore, teaching reading at the elementary school level must be packaged as an active process of constructing meaning through interactive strategies that are relevant to the child's world,

not just a mechanical activity of translating text (Guthrie et al., 2004). Cognitively, teachers need to balance the approach bottom-up which focuses on ability decoding such as phonemic awareness and phonics instruction (Ehri et al., 2001; Toshtanova, 2026), with an approach top-down which emphasizes the use of background knowledge (prior knowledge) to understand the global message of the text (Guthrie et al., 2004). The integration of these two models helps EYL students develop into fluent readers who are also able to understand the text's content as a whole (comprehending readers).

To bridge these early literacy skills, a combination of Reading Aloud Strategy (RAS) and scaffolding techniques proven to be very effective. Reading aloud activities (reading aloud) by teachers provides strong linguistic modeling of intonation and fluency, while expanding vocabulary and stimulating children's imagination (Trelease, 2013). In line with Sociocultural Theory from Lev Vygotsky (1978), the cognitive and language development of children will run optimally through interactive guidance in Zone of Proximal

Development(ZPD). In this case, the teacher applies scaffolding in the form of providing temporary instructional assistance—such as the use of visual media or word cards—before gradually reducing this assistance as students' reading independence increases (Archer & Hughes, 2011; Gasong, 2007).

In conclusion, the success of teaching reading to young children depends heavily on the teacher's ability to create a learning environment that is rich in stimuli and adaptive to the diversity of students' learning styles (Cameron, 2001). The synergy between systematic phonics instruction, enjoyable reading aloud modeling, and context-based guidance is crucial.scaffolding, and contextual evaluation have been shown to optimize students' reading comprehension outcomes (Beck et al., 2013; Tompkins, 2016). When these adaptive strategies are implemented appropriately, reading activity is no longer seen as a tedious academic burden, but rather transforms into a fun process of knowledge exploration for young learners.

2.1.5 Previous Studies

The first study was conducted by Ines (2022) through a thesis entitled "Teacher Strategies in Teaching Reading Comprehension in Second Graders at SMPN 5 Kota Bengkulu". The purpose of this study was (1) to identify the strategies used by teachers in teaching, and (2) to describe how these strategies were implemented. Data were collected from April to May 2022 from two teachers teaching different eighth-grade classes at SMP Negeri 5 Kota Bengkulu. This study used a descriptive qualitative approach. In data collection, the researcher utilized several methods, namely observation, interviews, and documentation. The results showed that the teaching strategies implemented by the teachers were effective in helping students understand the material.

The second study was conducted by Lilik (2021) through a journal entitled "Improving the Reading Comprehension Skills of SMA Negeri 1 Kebomas Students Through Extensive Reading ". The study aimed students would be able to understand and evaluate reading material well without any disturbances due to students' inability to master structure and vocabulary. This study used a

classroom action research method. The sample was grade XI IPA 2 students at SMA Negeri 1 Kebomas. To obtain data, the following instruments were used: a test, used to measure students' reading comprehension skills. Second, observations were conducted to collect data using activity instruments and implementation activities during the teaching and learning process. Finally, a questionnaire was used to obtain information about students' responses to the teaching and learning process. The findings from this study indicate that extensive reading has successfully improved student learning outcomes, particularly reading comprehension. Furthermore, students' motivation and willingness to read have improved. Students have become more enthusiastic in participating in the learning process. Extensive reading has been able to increase students' interest in reading.

The third study was conducted by Siti (2018) through a journal entitled " The Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak." The purpose of this study is to find the teachers' strategies in teaching reading comprehension at

SMA N 2 Padang Bolak, and to find the teachers' problems in teaching reading comprehension at SMA N 2 Padang Bolak. This research used qualitative approach that research by doing observed to the object of the research and analysis them logically. Based on observations and interviews conducted by researcher at SMA N 2 Padang Bolak, teachers only use two strategies in teaching reading: activating students' prior knowledge or brainstorming, and reading aloud together in class. Because teachers only use two strategies in teaching reading comprehension, learning outcomes are naturally suboptimal

CHAPTER III

RESEARCH METHOD

This chapter discusses about the research design, subject of the research, instrument of research , data collection technique, and the data analysis technique.

3.1 Research Design

This study aims to describe and elaborate on the strategies used by teachers in teaching reading at SD NU H.A, Malang City. The researcher would explore data on the strategies implemented by teachers throughout the teaching process. Therefore, this study applies a qualitative method with a case study design. According to Merriam (1998), a case study is a qualitative research design that emphasizes an in-depth understanding of social phenomena through the examination of specific, context-based cases. The goal is to investigate in depth the strategies used by teachers in teaching reading comprehension to EYL students in specific situations. The case to be studied at SD NU H.A is the lack of student reading motivation and English language habits in the school environment. Therefore, the school needs to conduct research to investigate

English teaching specifically in terms of reading comprehension. With this design, the researcher is able to obtain more comprehensive data from teachers and understand how these strategies are formulated, implemented, and their impact on students' reading comprehension abilities. In this study, data were obtained from various sources, namely teacher observations and interviews with teachers.

3.2 Subject of the Research

The subject of this study was an English teacher, Ms. ABC. This research was conducted at SD NU H.A. located in Malang City. This school currently implements the Merdeka Curriculum. SD NU H.A.'s vision and mission focus on strengthening students' character education values. The subjects in this study were third-grade English teachers in the 2025/2026 academic year. The purpose of this study was to observe and describe the strategies implemented by teacher in teaching reading comprehension.

3.3 Instruments of the Research

Researcher employ a number of instruments during the data collection phase. Utilizing these instruments is crucial for simplifying, increasing effectiveness, organizing, and enriching the

overall research process. Key data collection methods in qualitative research include interviews, observations, and document analysis (Creswell & Poth, 2018). In this study, researcher utilized a variety of approaches and tools to collect data, including observation, interviews, and documentation. The following is a description of each instrument:

1. Observation

According to Sugiyono (2018) that observation is a research process by observing a situation directly, suitable for studying learning processes, attitudes and behavior. The researcher conducted observations to record all classroom activities during two meetings, with the aim of providing a realistic and valid picture. The findings from these observations were used to describe authentic data occurring in the classroom environment.

2. Interview

Interviews are the next method used to collect data in research. Researcher use in-depth interviews to obtain more detailed information. Patton (2002) states that in-depth interviews are interviews aimed at obtaining very detailed and in-depth information from

respondents, usually conducted face-to-face and in a private setting. This type of interview includes a summary of topics and questions previously developed by the researcher. The researcher will interview a class 1 English teacher at H.A. Elementary School. The questions will include what strategies the teacher uses to teach English comprehension, how the teacher teaches it, and the impact of these strategies on students. This allows the researcher to identify more problems and explore potential solutions.

3.4 Data Collection Technique

In collecting data for this study, observation and interviews were considered important methods. These two techniques were used to examine the strategies employed by teachers in teaching reading comprehension. The procedures for observations and interview as follows.

This study began with initial information gathering from English teachers, followed by classroom observations after obtaining permission from the principal and teachers. The researcher observed two sessions to observe the learning process.

During the observations, the researcher entered the classroom to observe the strategies used in teaching reading comprehension. During the observations, the researcher observed the teacher using the strategies during pre-reading and post-reading activities. The researcher then completed an observation sheet and analyzed the learning strategies implemented by the teacher. The collected data was then compiled into a paper to examine the teacher's strategies in teaching reading comprehension. Furthermore, the learning process in the classroom was documented through photography. After the learning session, the researcher conducted an interview with the teacher using a prepared questionnaire, and the interview was audio-recorded.

3.5 Data Analysis Technique

After the data collection stage is complete, the next step is data analysis. The purpose of this analysis is to describe the content or meaning contained within the collected data. According to Miles & Huberman (1994) The analysis process consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing. The following are the stages in data processing.

First, after the interviews and observations are completed, the next step is data reduction. At this stage, researcher compile summaries, select the most relevant information, focus on key points, and identify emerging themes and patterns. This data reduction helps provide a more structured picture and makes it easier for researcher to manage the data, especially since most of the data is collected directly from the field. Furthermore, this stage also serves to filter out irrelevant or less relevant data related to the research topic

Second, the data presentation stage is the process of displaying the collected data, whether in narrative form, charts, or relationships between categories. Researcher organize the data by comparing observations with interviews. The goal is to facilitate the identification of patterns, relationships, and themes, thus allowing for clearer conclusions. Data presentation is not simply a static "display," but rather an active process of processing the data for further analysis.

Third is verification or conclusion-drawing stage. The presented data is then analyzed to draw conclusions. The researcher draws conclusions descriptively because this study aims

to describe the strategies used and challenges faced by teachers in teaching reading comprehension.

CHAPTER IV

FINDING AND DISCUSSION

This chapter is a discussion of the analysis of research results. This study presents two things, namely findings and discussion. This study contains the teacher's strategies in teaching reading comprehension and the results of interviews about the strategies used by teachers in teaching reading comprehension. Interviews were conducted at SD H.A with one informant.

The interviews with one informant were conducted in SD H.A. The researcher interviewed the teacher from SD H.A. The interviews the teacher was held on Sunday, April 13 2026. Data that was not revealed through interviews, completed with the data from the direct observation which was conducted from April in a participatory manner. To strengthen the substance data from the interviews and the observations, the researcher conducted a study of documents and archival materials. All the data from this study were described according to the focus of the research questions.

Researcher conducted the interviews techniques, and observation to acquire data on the implementation of the English teacher strategies in teaching reading comprehension.

4.1 Finding

The findings are explained about the teacher strategies in teaching reading in SD H.A.

4.1.1 The English teacher strategies in teaching reading comprehension

Based on the research results, two main strategies were found to be implemented by teachers in teaching reading comprehension: scaffolding and Question-Answer Relationships (QARs). Teachers implemented these two strategies with the primary goal of enabling students to identify the meaning of the text and understand the reading material comprehensively.

The first strategy employed by teachers was scaffolding. This strategy was used responsively when students experienced learning difficulties, providing instructional support tailored to the students' needs in the class. In practice, teachers provided initial guidance on how to read the text with correct pronunciation. At this stage, teachers faced several teaching challenges, one of which was students' difficulty pronouncing words correctly. In this case, teachers repeated words that were mispronounced several times so that students could repeat and pronounce them correctly. Teachers

also actively asked students about any vocabulary they did not know or understand. Through the implementation of this strategy, students were expected to read well, adjust their pronunciation according to English rules, and be able to repeat the text independently.

The second strategy adopted by teachers was Question-Answer Relationships (QARs). Teachers utilize the QARs strategy in reading comprehension lessons to test students' understanding of the texts they read. Technically, teachers pose one or two questions to students at the end of each learning session. According to the teacher's explanation, this strategy aims to present material in a way that makes it easier for students to absorb the information provided. The QARs strategy serves as an indicator to measure students' actual level of understanding. If students are able to answer the questions correctly, it indicates they have understood the text. Conversely, if students are unable to answer, it means they have not yet understood the reading. This strategy is considered effective if students answer the questions independently, using their own words or based on information directly from the text. However, this strategy will not be optimal if students simply copy answers from their classmates or do not use their own thinking.

4.1.2 The implementation of the strategies in teaching reading

comprehension

After the researcher interviewed the teacher, she conducted a classroom observation. During the observation, she observed how the teacher implemented the strategies used to teach reading comprehension in the classroom. The teacher began by entering the classroom with a greeting, "Assalamu'alaikum" (peace be upon you) and asking how everyone was doing that day, "Good morning, students, how are you today?" The teacher then appointed a student to lead the prayer, "Let's start our study by reciting Basmalah and Alfatihah." After the prayer, the teacher asked the students about the previous lesson and introduced the topic to be discussed that day.

4.1.2.1 Scaffolding

The initial activity in the learning session begins when the teacher instructs students to open their textbooks. The teacher then models the text by reading aloud and demonstrating correct articulation and pronunciation. In this situation, students' attention is fully focused on the intonation and pronunciation of the text being read. By

guiding students to read accurately, the teacher is effectively implementing a scaffolding strategy.

After the modeling phase is complete, the teacher asks students to read the text themselves. As the students pronounce the words in the text, the teacher actively assists and immediately corrects any inaccurate pronunciation. Furthermore, the teacher also asks students about any vocabulary in the text they don't know or don't understand.

Based on direct classroom observations, researcher observed a series of teaching activities that demonstrate that the teacher is indeed utilizing this strategy. Researcher analyzed the effectiveness of this teacher's method by beginning with involving all students in identifying difficult words in the reading. The first step students took was to mark and underline any unfamiliar vocabulary they encountered. Afterward, students confirm the words with the teacher and immediately record their meanings in their notebooks.

4.1.2.2 QARs (question-answer relationship)

Midway through the teaching and learning process, after students were deemed to be able to read the text well, the teacher began asking individual questions about the meaning of certain words. These questions were directly related to the subject matter they were currently studying. This step was taken by the teacher to evaluate the extent of students' understanding of the material being taught. This evaluation activity was also continued at the final stage of the lesson, where the teacher directly pointed to students at random to answer the questions given. For example, the teacher asked the meaning of the words "blue," "white," "gray," "tree," "in front," "bridge," and "small." Students then responded sequentially by answering "blue," "white," "grey," and "tree." However, when the teacher again asked a confirmatory question about the meaning of the word "tree," only 5 students were able to answer the meaning of the word correctly.

Based on this situation, the researcher analyzed that the teaching interactions that occurred in the classroom had

implemented the Question-Answer Relationship (QARs) strategy. The teacher adopted this strategy because students were required to master the reading text, while also aiming to guide them to be more focused on the content of the text. The implementation of this strategy serves as an instrument for the teacher to validate students' real understanding of the reading they are studying. If students are able to answer questions correctly, it can be indicated that they have understood the text; conversely, students' inability to answer indicates that the content of the reading has not been well understood. In addition, the teacher also instructed students to complete questions relevant to the reading text, then write the answers in their respective notebooks.

The teacher's use of this strategy is considered to help students construct and develop the meaning contained in the reading text, making the content of the reading easier to understand. The teacher makes his thought process explicit by voicing his thoughts verbally while reading the text with students. The teacher also wants to ensure that students are truly able to identify the meaning of words and understand the overall context of the text. From this

description, the researcher concluded an analysis of the dynamics that occurred in the classroom during the teaching and learning process. The teacher facilitated a smooth learning process by translating difficult words one by one before the reading activity began, with the aim of making it easier for students to recognize the context of the reading being studied.

4.2 Discussion

Based on the findings that the researcher explained before, the teacher used two strategies in teaching reading comprehension. The strategies are scaffolding and QARs (question answer relationship).

4.2.1 The English Teacher Strategies in Teaching Reading

Comprehension

Based on the research findings, the English teacher at SD NU H.A (Mrs. ABC) applies two main strategies in teaching reading comprehension (reading comprehension) to students English for Young Learners (EYL), namely strategy scaffolding And Question-Answer Relationship(QARs). The implementation of these two strategies is motivated by the characteristics of EYL students who experience difficulties in

reading comprehension due to a lack of English language familiarity in the school environment.

4.2.1.1 Scaffolding

Based on the data analysis outlined in the findings section, the core findings of this study indicate that English teachers at NU H.A Elementary School implement two primary strategies in teaching reading comprehension to English for Young Learners (EYL) students: scaffolding and Question-Answer Relationships (QARs). Through the scaffolding strategy, teachers provide intensive guidance in the form of modeling, correcting pronunciation of difficult words, and directly translating new vocabulary when students encounter difficulties. Meanwhile, through the QARs strategy, teachers evaluate students' understanding interactively through questions and answers about the meaning of the text and providing structured practice questions.

These findings do not contradict the researchers' expectations. From the outset, the researchers expected that teaching reading for young learners (EYL) requires teacher intervention that is adaptive, flexible, and responsive to

students' emotional and cognitive difficulties in understanding foreign language texts. The reality in the field demonstrates that the implementation of these two strategies aligns with the researchers' expectations; teachers do not simply provide rigid support, but rather support that dynamically changes according to the students' responses and actual needs in the classroom.

The alignment between these findings and the researcher's expectations is theoretically reinforced by the concept of contingent scaffolding discussed in Chapter 2. According to this concept, the essence of effective scaffolding lies in the principle of contingency, where the intensity of teacher support must be adjusted in real time to match the student's abilities. When the teacher encounters a student struggling to identify a word's meaning, the teacher immediately steps in to provide full assistance in the form of translation and modeling. However, as the student's understanding improves through the QARs strategy, the teacher gradually withdraws this support (fading) so that the student can complete the exercises independently. This demonstrates that teacher-student interaction successfully bridges the Zone

of Proximal Development (ZPD) of EYL students without creating excessive dependency.

Compared to previous studies reviewed in Chapter 2, the findings of this study strengthen and provide a unique contribution to the literature on EYL literacy teaching strategies. On the one hand, the results of this study align with previous research showing that scaffolding and question-and-answer interactions are consistently effective in improving elementary school students' reading comprehension. Contextual support (such as live translation and pronunciation correction) has proven to be a crucial tool for beginning learners to overcome language barriers.

However, there are differences and unique features compared to previous studies. While previous research often focuses on the implementation of rigidly structured macro-scaffolding within lesson plans (RPP), the findings at SD NU H.A. highlight the importance of spontaneous micro-contingent scaffolding in the classroom—where teachers nimbly diagnose students' reading difficulties on the spot and immediately adjust their question types using the QARs technique.

Furthermore, the characteristics of the EYL students at this school, who come from a heterogeneous secondary language ecosystem, make the combination of the emotional comfort of scaffolding and the intellectual acumen of QARs a far superior collaborative strategy compared to if these strategies were applied separately, as in previous studies.

Thus, the harmony between the researcher's initial expectations, the theoretical framework of contingent scaffolding, confirmatory support from previous studies, and empirical reality in the field confirms that the reading instructional strategies implemented by the teachers are highly targeted and capable of gradually encouraging students' literacy independence.

4.2.1.2 QARs (Question-Answer Relationship)

The second strategy found was Question-Answer Relationship(QARs). Teachers implement this strategy by asking one or two questions at the end of a learning session, asking students to answer specific vocabulary (for example, the meaning of colors and objects), and writing the answers in their respective workbooks. In accordance with Tompkins' (2016)

theory cited in Chapter IV, the QARs strategy guides students to focus more on the text because they must be aware of the information sources to respond to the questions.

This question and answer process triggers a dynamic interaction between the reader and the text. As stated by Pearson and Johnson (1978), understanding (comprehension) is an interactive process that produces the construction of meaning that is influenced by prior knowledge (prior knowledge) and the strategies used. Through trigger questions from the teacher regarding contextual vocabulary, students are invited to actively construct the meaning of the text

The implementation of QARs at SD NU H.A. has proven effective as an instant evaluation tool to measure students' comprehension of reading material. This finding supports the effectiveness of classroom interactions as revealed by Lilik (2021) at SMA Negeri 1 Kebomas, where students' active involvement in responding to texts (despite Lilik's use of the method) extensive reading) can improve reading comprehension learning outcomes and motivate students to be more enthusiastic. Through QARs, Ms. ABC can immediately

identify students who truly understand the text independently and those who are still simply copying their friends' answers.

4.2.2 The Implement of The Strategies In Teaching Reading

Comprehension

This section discusses how Mrs. ABC implemented the strategy scaffolding And Question-Answer Relationship(QARs) in the reading learning process in class III of SD NU H.A. Based on research findings, the implementation of learning is divided into three main stages: initial activities (pre-reading), core activities (whilst-reading), and final activities (post-reading).

4.2.2.1 Pre-reading Activities

Based on the data findings, Mrs. ABC began the lesson by greeting the students with the greeting "Assalamu'alaikum," asking about their condition, and appointing one student to lead a group prayer and recite the Quran. This activity demonstrated the instilling of religious character values and politeness from the beginning of the lesson. Afterward, the teacher conducted an apperception by asking about the previous material in Indonesian,

although only a few students remembered it, before finally moving on to the new material.

This opening step is very relevant to the concept of the activity pre-reading which is explained in Chapter II. According to the theory outlined in the thesis, the activities pre-reading aims to build initial knowledge (prior knowledge) students related to the topic to be discussed, as well as arousing their interest, motivation, and enthusiasm so that they remain focused until the reading process is complete.

4.2.2.2 Implementation of Scaffolding Strategy (Whilst-reading Activities)

Entering the core activity, the teacher asks students to open their books, then gives a direct example (modelling) on how to read the text clearly and pronounce each word correctly. As students imitate and read the text, the teacher actively assists them with any pronunciation or mispronunciation. Students are also asked to highlight unfamiliar vocabulary and then ask the teacher directly.

This real implementation is very much in line with the theory scaffolding from Gasong (2007) adopted in Chapter II, where students are given assistance (assistance) intensively in the early stages to help them negotiate meaning and overcome text difficulties, before gradually reducing the support. For early childhood (EYL), assistance with pronunciation and word recognition (word recognition) is an important foundation. This is in line with Trelease's (2013) view that reading aloud activities with teachers serve to model fluent reading (fluent reading) and meet the breadth of children's vocabulary at the early literacy stage.

When compared to previous research, the implementation of this direct tutoring reinforces the findings of Ines' (2022) study, which stated that the effectiveness of a teacher's strategy is highly dependent on their ability to provide assistance that facilitates student understanding of the material. At SD NU H.A scaffolding which is provided has proven to be a practical solution to the linguistic barriers of EYL students who rarely use English at school.

4.2.2.3 Implementation of QARs (Post-reading Activities)

Strategy

At the end of the core learning and evaluation, the teacher applies the strategy Question-Answer Relationship(QARs). The teacher tests students' understanding orally by calling on students one by one from their seats to translate the vocabulary they have learned, such as blue, white, gray, And tree. The findings show that from this question, only 5 students were able to answer the meaning of the word tree correctly. After the oral question and answer session is over, the teacher asks students to work on written exercises (Exercise 1 and Exercise 2) in the textbook to monitor their independent understanding.

The implementation of QARs goes hand in hand with the steps outlined by Tompkins (2016), where students are guided to focus on the text through the process of reading the questions, understanding the level of the question, and responding using information from the text. Teachers use QARs as an indicator of success: if students

are able to answer the questions (either in their own words or using excerpts from the text), they are considered to have understood the content of the reading; conversely, if they cannot answer or simply copy from their friends, then understanding has not been achieved.

This contextual evaluation step supports the research results of Lilik (2021) which emphasizes the importance of feedback through practice questions and observations to measure learning outcomes reading comprehension. Ms. ABC's implementation of QARs has successfully made students more active in responding to texts and daring to exchange opinions with their friends, so that learning materials are more easily absorbed.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explores the conclusion and suggestion of this research.

5.1 Conclusion

The conclusion of this thesis shows that English teachers at H.A. Elementary School implement two primary strategies in teaching reading comprehension to English for Young Learners (EYL) students: contingent scaffolding and Question-Answer Relationships (QARs). The contingent scaffolding strategy is implemented dynamically and spontaneously by teachers, providing direct assistance in the form of vocabulary translation, pronunciation correction, and reading modeling when students experience difficulties. This is then gradually reduced as students' independent comprehension improves. Furthermore, the QARs strategy is integrated through interactive question-and-answer sessions to test students' reading comprehension skills, both literally and inferentially.

The combined implementation of these two strategies has proven effective in bridging students' Zone of Proximal Development (ZPD) and successfully fostering independence and good reading habits in children

from an early age. Overall, this study concludes that the use of adaptive and interactive teaching strategies is essential and crucial in optimizing the development of literacy and early reading comprehension in elementary school students.

5.2 Suggestion

The researcher propose several recommendations based on the conclusions presented. For educational practitioners and teachers, implementing teaching strategies is highly recommended to improve the quality of learning and determine the direction of class objectives. Meanwhile, for students, implementing these strategies is intended to help them master reading competencies in a more enjoyable and understandable way. Finally, research with a broader scope is recommended for future researchers. Further research can also focus on other essential English teacher strategies, so that their positive impact can be applied on a macro scale

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APPENDICES

Appendix I Interview guideline

1. When were you hired to teach at H.A Elementary School?
2. Is teaching at H.A Elementary School enjoyable?
3. What curriculum are you currently using at H.A Elementary School?
4. Do you adapt the material in your lesson plans?
5. How many classes do you currently teach?
6. Do you encounter any difficulties in teaching?
7. Do you think there are different techniques and strategies?
8. What strategies do you use most often when teaching reading?
9. Do you have a specific strategy for easing student bored during reading lessons?
10. Are these strategies effective in the classroom?
11. Do you frequently practice reading comprehension with your students?
12. How do you practice this comprehension?
13. How do you respond when your students have difficulty understanding a text?

Appendix II Observation form

OBSERVATION FORM

	TEACHER ACTIVITY	STUDENT ACTIVITY
Pre - activity	• The teachers' check absents and attendance list, greeting to the students and did brainstorming before start the class. • The teachers' ask questions to find out the student prior language	• the students greeting for the teacher and the students listening what the teacher said
Whilst - activity	• The teacher reviewing for the material last week • The teacher give some example and explain about the next material • The teacher used the strategy in the classroom.	• the students answer the question and pay attention to the teacher explain
Post - activity	• The teacher asks the students to make conclusion about the text and write the	• The students focus to read the text from the book and complete their

	important information. • The teacher asks the student to present their task in front of the class.	task. • The student present their task in front of the class.
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Transcript of Interview

TRANSCRIPT OF INTERVIEW

1. When were you hired to teach at H.A Elementary School?

= 2010 to present

2. Is teaching at H.A Elementary School enjoyable?

= It's enjoyable because of the supportive teaching and learning environment and adequate technology.

3. What curriculum are you currently using at H.A Elementary School?

= Merdeka Curriculum

4. Do you adapt the material in the lesson plans you create?

= Adapt because lesson plans are based on planning, but as teachers, we still need to explore the students' abilities, as do the teachers themselves.

5. How many classes do you teach?

= 6 classes, from grades 1-6, because there's only one English teacher at H.A Elementary School.

6. Do you experience any difficulties in teaching?

= There are definitely difficulties. Teachers are required to stay up-to-date and always find ways to overcome any difficulties they encounter.

7. In your opinion, are techniques and strategies different?

= Different. Techniques are broader, while strategies are used directly with students.

8. What strategies do you use most often when teaching reading?

= I use two strategies: first, scaffolding, where students are expected to read and match words to the text. Second, the QARs (Question-Answer Relationship) strategy, where students work on problems in the text and also directly answer the questions I pose.

9. Do you have a specific strategy for eliminating student boredom when learning reading?

= Reading involves taking time. Initially, students research the information in the text and discover difficult vocabulary. After that, as teachers, we help students with anything they don't understand. To alleviate boredom, we can use games in the learning process to make it enjoyable for students.

10. Is this strategy effective in the classroom?

= Reading is a time-consuming process. = Effective, because we involve learning, not just a lecture technique where the teacher always plays a role and the students listen without participating. There's a quote that goes, "I learn, I know by myself. When you say something, they will forget; when they do it themselves, they will remember."

11. Do you often practice your students' reading comprehension?

= Reading is a skill, not just comprehension. They must pronounce the words in the text. When students mispronounce them, as teachers, we must correct them.

12. How do you practice comprehension?

= There are several techniques I use, such as scanning and skimming. When I teach material or a fairly long text, I try to provide them with strategies so they can see how they can read and find key words in the text in a limited time.

13. How do you respond when your students have difficulty understanding a text?

= When students have difficulty understanding a text, they collect some of the words they find difficult and then we directly help them understand and comprehend the text.

Transcript of Observation

OBSERVATION CHECKLIST

No	Activity	Indicator	Option		Description
			Yes	No	
1	Opening	Teacher open the lesson by greeting the student	✓		
		Pray before study	✓		
		Teacher check the student attendant list	✓		
		Teacher asks students randomly about their activities in the past	✓		
2	Main Activity	Teacher explain the material	✓		
		Teacher uses dialogue for	✓		

		teaching			
		Teacher use text for teaching		✓	
		Make some examples of descriptive text		✓	
		Make student thinking the meaning of the text	✓		
		Practice with the student	✓		
		Help the student	✓		
3	Closing	Teacher gives an opportunity to students to ask their difficulties	✓		
		Tell the students to do exercise in their books	✓		

		Closing the activity	✓		
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Appendix III Permission Letter of Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Gajayana 50 Malang Telepon (0341) 552398 Faksimile (0341) 552398
Website : <https://fkip.uin-malang.ac.id> Email : fkip@uin-malang.ac.id

Nomor : 0151/Un.03.1/TL.00.1/06/2026

22 Juni 2026

Perihal : **Izin Penelitian**

Yth. **Kepala Sekolah SD NU Hasyim Asy'ari**

Jl. Laks. Martadinata II/36 RT.07 RW.03 Malang, Jawa Timur

di

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka memenuhi tugas akhir bagi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang untuk melakukan penelitian lapangan pada lembaga atau perusahaan.

Oleh karena itu, kami mohon kepada Bapak/Ibu kiranya berkenan untuk memberikan izin penelitian di instansi atau perusahaan Bapak/Ibu pimpin kepada mahasiswa kami :

Nama : FAIQOH RACHMI
NIM : 19180016
Program Studi : TADRIS BAHASA INGGRIS
Semester : XIV (Empat Belas)
Contact Person : 087877015725
Judul Penelitian : Teacher's Strategies in Teaching Reading Comprehension for EYL students

Dosen Pembimbing : -

Perlu kami sampaikan bahwa data-data yang diperlukan sebatas kajian keilmuan dan tidak dipublikasikan.

Demikian permohonan kami, atas perhatian dan kerjasama yang baik, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Ketua Program Studi,



Maslihatul Bisriyah

Tembusan disampaikan kepada Yth :

1. Dekan Sebagai Laporan,
2. Kabag Tata Usaha,
3. Arsip.

Appendix IV Evidence of consultation

LEMBAR KONSULTASI

Tanggal	Bab/Materi	Saran/Rekomendasi/Catatan	Paraf
2 / 1 ²⁶	Revise 1 Instrument	Revise Instrument	
13 / 2 ²⁶	Revise Bab II	Revise grand theory	
4 / 3 ²⁶	Revise Bab II & III	Revise method	
12 / 4 ²⁶	Revise Bab IV	Revise Discussion	
17 / 6 ²⁶	Revise Bab V	Revise suggestion	

Malang, 23 Juni 2026

Dosen Pembimbing,



Septia Dwi Jayanti, M.Pd

NIP. 19890912 2023212 051

Appendix V Curriculum Vitae

CURRICULUM VITAE

1. Data Pribadi

Nama : Faiqoh Rachmi
NIM :19180016
TTL : Malang, 11 Juni 2000
Fakultas :
Ilmu Tarbiyah dan
Keguruan
Program Studi :
Tadris Bahasa Inggris
Alamat Rumah : Jl. Kol. Sugiono RT 6/ RW 2 ,
Mergosono, Malang.
E-mail : faiqohrachmi2@gmail.com



2. Riwayat Pendidikan

1. SDN Mergosono 1 (2006-2013)
2. SMPN 19 Malang (2013-2015)
3. MA Nurul Ulum (2015-2018)