

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Assessment of Perceived Teaching Strategies Used by Teachers of English in Teaching Reading Comprehension

Evans Attah

Ph.D. Student, Department of Arts Education, University of Cape Coast, Ghana

Abstract:

The study assessed the perceived teaching strategies Teachers of English use in teaching reading comprehension at Cascade Technical Academy (pseudonym) in Ghana. The study was underpinned by the constructivist theory. A mixed-method approach, questionnaires and observation checklists were used for data collection. The study relied on simple random sampling to select 80 Form Three students, while 5 teachers of English were purposively selected. Descriptive statistics (frequencies and percentages) were used for the quantitative analysis, while the qualitative data were grouped into themes. The study found from teachers' experiences that students had an average reading level. Teaching strategies, duration, and the number of times teachers have reading activities to teach reading comprehension were average. Again, the study established that inadequate textbooks, time allocation, and absenteeism were some challenges teachers encountered in English comprehension. Finally, it was observed that difficulty in pronunciation and the use of idiomatic expressions were sources of worry for students. Most students believe that reading comprehension directly impacts a student's academic performance, which influences other subjects of study. The study recommends that teachers help develop students' reading skills and comprehension of text on a daily basis to help improve students' performance.

Keywords: Assessment, teaching strategies, reading, comprehension, reading skills

1. Introduction

Teaching refers to all processes and actions aimed at conveying knowledge, skills, and understanding at all levels of education. To put it simply, it motivates people to learn. So, if a pupil does not learn in a school setting, the teacher has failed to teach. The quality of formal teacher-student contact in which learning is the major product is known as teaching (Schindler et al., 2021). In essence, a teacher directs students' activities to promote learning. The direction can be explicit, oblique, systematic, or unstructured.

On the other hand, learning is how one's behaviour changes due to exposure to new situations. Behavioural changes or alterations are used to assess learning; however, not all learning opportunities exist, as behavioural changes might be beneficial or destructive. In any case, the goal of teaching is to ensure pupils learn; if this is not accomplished, the goal has been missed. Transferring or transmitting knowledge, attitudes, and skills in relation to reading comprehension is the main focus of the teacher (Collins, Brown, & Newman, 2018). According to Snipes, Soga and Uro (2007), it is "a scheduled meeting between the teacher and the student on a certain subject topic to facilitate learning through the use of appropriate methods and materials in a fairly conducive environment." As stated above, teaching is the systematic presentation of information, concepts, skills, attitudes, and strategies to learners at all levels of education. "A teaching act is a rational deed executed according to specific professional norms" (Raths, 1971). This means that in reading comprehension, appropriate teaching strategies must be employed to make students read and comprehend a text.

As a result, teaching children to read and comprehend using the appropriate instructional methodologies helps them improve their minds and language skills (Hogan, Bridges, Justice, & Cain, 2011). Everything a teacher does in a reading lesson should improve students' ability to comprehend texts with increasingly complex content. The teacher's tactics, approaches, and instructional material will impact the teaching and learning process and student achievement. A good approach, material, and methods are required while teaching reading activities (Octaberlina & Asrifan, 2021). Teachers should be prepared with proper teaching strategies for reading comprehension, including helpful reading strategies since these bring the class to life. Students must engage in active learning by establishing appropriate approaches and strategies. Students will be more engaged in the reading lesson if they participate in active learning; it helps them not be silent or passive in the teaching and learning process (Oczkus, 2018; Bean & Melzer, 2021).

Reading is a lifelong skill used in school and everyday life. According to Ritchie and Ryan (2021), reading is a fundamental life skill. It is a crucial component of a child's academic and life success. Opportunities for personal fulfilment and professional success will ultimately be lost if one does not read well (Bazarbaevna, 2017). Despite its importance, reading is one of the most challenging subjects (Bharuthram, 2012). The ever-increasing demand for high literacy levels in our technology culture exacerbates the problem (Küçükolu, 2013). Students must learn to read critically or analytically to get the most out of their content. Reading entails decoding and understanding decoded words (Hudson, Pullen, Lane, &

Torgesen, 2008; Kriegeskorte & Douglas, 2019). As a result, we can conclude that a person has read when decoding and comprehension have taken place. There are two layers of reality to consider when reading: one that we can see and one that we cannot. The one we can see is the text, and the one we cannot see is the process that goes on in decoding those tests. As a result, the reading's goal is to reveal and make clear the underlying meaning (Danaei, Jamali, Mansourian, & Rastegarpour, 2020). Therefore, appropriate teaching strategies should be employed by Teachers of English to aid students in comprehending a text.

Sari, Pratiwi and Thereana (2019) assert that all readers should try to understand what they are reading. Effective readers actively connect with the text and are aware of the steps they take to understand what they read. Teachers support students in developing their reading comprehension by teaching reading strategies. Studies have demonstrated that strategies including predicting, drawing conclusions, imagining, inferring, asking questions, and summarising improve reading comprehension (Amin, 2019; Al-Qahtani, 2020).

Research has proven that the think-aloud approach, group practice, partner practice, and autonomous use are all important ways to teach tactics regarding reading comprehension (Duke & Pearson, 2005). When children are taught comprehension skills systematically across the grades, they grow more competent, adaptable, and independent (Brevik, 2019). Students learn to use numerous methods flexibly and in combination to understand what they are reading once they have mastered individual strategies (National Reading Panel, 2000). Even high-achieving students benefit from specific strategy training and modelling (Duffy, 2002).

For a successful reading lesson, the teacher should know more about approaches, methods, and strategies that make a reading lesson successful (Masduqi, 2016). These strategies are appropriate to help the students get the meanings of individual words, paragraphs, and the entire text because they will be exposed to the skills of comprehending texts. The student will get more detailed information about the text and comprehend it easily. These approaches will aid students in their quest to become specialists in text reading. Teachers will understand teaching methods, which will help them improve the teaching-learning process and make studying more appealing. As a result, the student's motivation to read will improve.

1.1. Research Question

- What is the perceived efficacy of the teaching strategies used by Teachers of English in teaching reading comprehension at Cascade Technical Academy?

2. Literature Review

Hashemifardnia, Namaziandost, and Shafiee (2018) investigated the effect of flipped classrooms on the reading comprehension of Iranian junior high school students. There were 50 Iranian pre-intermediate students divided equally into two groups: one was tested in a classroom that was flipped, and the other was not (a traditional classroom). A reading comprehension test was administered to both groups as a pre-test. The experimental group's responses were then used to create a flipped classroom. The Internet, a computer, and a projector were all available in the flipped classroom. Using paired and independent sample t-tests, there were significant differences between the post-tests of the experimental and control groups. The post-test results revealed that the experimental group fared better than the control group (p.05). This means that in the reading comprehension classroom, appropriate teaching and learning materials should be made available to explore the reading material to construct meaning out of texts, as the constructivist theory stipulates.

After four years, Boardman et al. (2016) researched how successful guided reading improves reading comprehension in 14 senior high school students with learning challenges. Sixty supervisors delivering instructions in general education courses took part in the study. The students' baseline exam revealed a general lack of reading comprehension. Facilitators have to instruct their students using a collaborative strategic reading intervention. The study's findings demonstrated that guided reading greatly increased students' reading comprehension. In view of this, Teachers of English should guide students during comprehension lessons to build their confidence when reading texts. From these studies, there should be much collaboration between Teachers of English and learners to comprehend the reading materials under study.

Wibowo, Syafrizal, and Syafriyadin (2020) conducted a study in Bengkulu, Indonesia, to learn about the instructors' methods for teaching reading comprehension. This study employs a hybrid approach that incorporates both quantitative and qualitative components. Two Teachers of English who teach in grades X, XI, and XII were the subjects of this study. An observation checklist was used to gather the data. Study results showed a significant utilisation of question generation (27%), encouraging students to utilise dictionaries (25%), and question answering by teachers in the classroom (23%). It was also found that reading comprehension was taught using limited techniques. The effect of self-questioning on reading comprehension in students with learning disabilities has been studied in a number of research investigations. According to Crabtree, Alber-Morgan, and Konrad (2010), children with learning difficulties who engaged in self-questioning were better able to comprehend text. Participants were presented with five pre-structured questions related to various story elements (e.g., characters, events, time, setting, and conflict). Students had three reading intervals in which to pose and answer the questions. On the self-assessment form, they were instructed to keep note of their responses. Reading comprehension and recall of a narrative text were significantly improved when students were taught to use self-questioning. These studies show that, during reading comprehension lessons, Teachers of English must ask a variety of questions and motivate students to use dictionaries to enhance their reading vocabulary.

According to Dwiningtiyas, Sofyan, and Puspita (2020), their study aimed to discover the methods Teachers of English employ to teach reading. Two Teachers of English from the school's second-grade level adopted a descriptive-qualitative technique. The researcher observed a total of eight meetings per English teacher. Interviews and a strategy

checklist were used as the research tools. Using the instruments, researchers gleaned information about the various tactics employed by Teachers of English while instructing students in the art of comprehension reading. Three steps were used to examine the data: data reduction, data display, and drawing conclusions or interpretations. Reading comprehension was taught through a variety of methods by the teacher. Brainstorming, reading aloud, and asking for information were some methods employed. At the same time, the teacher and two others employed a total of nine methods. Reading aloud, rereading to verify understanding, measuring comprehension in specific activities, and asking questions about specific material were some of the methods they were promoting. Both teachers used and blended the three stages of teaching reading comprehension methodologies into three sections. The three stages were pre-reading, during reading, and after reading. Thanks to the strategies used, reading comprehension was taught effectively at that school by the students' enthusiasm, attentiveness, and the teachers' ease in teaching and learning.

Fitriani and Tarwana (2020) investigated the effectiveness of using the Peer-Assisted Learning Strategy (PALS) to teach reading comprehension and the students' perspectives on using this strategy. The research was conducted using a mixed-method approach that included quantitative and qualitative research methods. Pre-test and post-test were used to assess quantitative data, while a closed-ended questionnaire was used to analyse qualitative data. According to the statistical results, after applying PALS to teaching recount text reading comprehension, there was a considerable improvement in reading comprehension, as evidenced by the pre- and post-test results. The average student score on the pre-test was 71.84, and the average student score was 87.37. As a result, adopting the Peer-Assisted Learning Strategy (PALS) helps teach recount text reading comprehension. Furthermore, based on the results of the closed-ended questionnaire, the students offered positive responses to PALS in teaching recount text reading comprehension. In view of this, students must be assisted by Teachers of English during comprehension lessons.

Meanwhile, Rohani, Yusuf and Dzulkafly (2017) used graphic organisers to help ESL students in Malaysia understand what they were reading. Kansizoglu (2017) did a meta-analysis study in Turkey on the effect of graphic organisers on language teaching and learning areas, with general understanding as one of the variables. He discovered that visual organisers such as meaning maps, knowledge maps, computer-based graphic organisers, idea maps, K-W-L diagrams, and mind maps are far more effective than traditional teaching approaches in terms of academic accomplishment. Sioringas and Nola (2019) predicted that learners' reading scores would improve with guided reading techniques in their study in the Midwestern United States. They discovered their prediction was correct, as participants' reading scores improved after using guided reading practices. Audira, Gani, and Sari (2020) researched "The Effectiveness of Using Guided Reading Strategy to Improve Students' Reading Comprehension." They concluded that using the guided reading technique helped pupils enhance their reading comprehension.

Mwaura (2018) did his research in the same year as Kopic to determine the impact of guided reading instruction on the reading achievement of second-graders. The study took place in a second-grade classroom in a Baltimore County school. During the 2017–2018 academic year, the school became largely Title I due to the increasing number of low-income families in the area. A total of 23 second-grade students took part in this investigation. For your convenience, a sample was given. Most students were Caucasian, African American, Hispanic, and Indian. The Fountas and Pinnell Benchmark Assessment Kit measured the children's independent reading skills. The pupils' fluency, accuracy, and comprehension were assessed to determine their reading levels. Following preliminary data collection, small groups of students have been given guided reading instructions on their independent reading needs several times a week. After a seven-week guided reading intervention, the Fountas and Pinnell benchmark evaluation kit collected postsecondary data. The findings show that while students' reading improvement was not statistically significant, there were numerous modifications.

In Ghana's public senior high schools, the Baafi (2020) project aimed to determine how instructional styles affected students' academic performance. One hundred sixty teachers and 210 students were included in the study's proportionate stratified sampling sample. The study aimed to identify the instructional strategies used in Ghana's public senior high schools and how they affected students' performance on the national standardised mathematics test. According to the survey, most teachers had an average tenure of five years, with those with more than ten years of experience using inadequate teaching methods since they had not received structured professional development. The study also showed that teachers naturally use teacher-prepared procedures and classroom management techniques that encourage student discipline. However, both approaches to increasing learner engagement and learning throughout the delivery of lessons fell short. For Teachers of English, classroom management should be a key focus to motivate learners.

3. Research Methods

This research used a case study design to investigate teaching strategies for reading comprehension at Cascade Technical Academy (pseudonym). Case study research is research through which the researcher comprehensively explores programmes, an event, an activity, a process, or one or more individuals (Creswell, 2011). The ability of the design to capture a vast array of contextual data allowed it to draw a deeper, more contextualised, and authentic interpretation of the study phenomenon than most other research designs.

The researcher gathered both quantitative and qualitative data for this investigation. Quantitative research systematically examines phenomena using quantifiable data and mathematical, statistical, or computational methods. Among other things, quantitative research sends online surveys, polls, and questionnaires to gather information from present and future clients whose results can be expressed numerically. In this form of inquiry, researchers and statisticians apply mathematical frameworks and theories to the number in question.

Quantitative research templates are objective, detailed, and, in many cases, investigative. This type of research yields logical, statistical, and unbiased conclusions. On the other hand, the qualitative research approach entails gathering and analysing non-numerical data. It might provide an in-depth analysis of a topic or offer fresh research ideas. Qualitative research is used to learn about people's perspectives on the world. Qualitative researchers frequently refer to themselves as "instruments" in research because all observations, interpretations, and analyses are mediated via their lenses in research. Despite this, suitable safeguards were implemented in this process to thoroughly investigate and explain the data collection and analysis decisions made. A simple random sampling procedure was used to select eighty (80) form three students. According to Bukhari (2020), sixty respondents or more are deemed advisable for this kind of study. The researcher also used purposive sampling to select five English teachers. Purposive sampling is a typical strategy used to discover key informants or those with specific knowledge about the topic being examined, according to Etikan, Musa and Alkassim (2016). The study's goal determines the type of purposeful sampling a researcher chooses. Extreme-case sampling was the sort of purposive sampling used in this study. The purposive sampling was used because these five teachers directly teach the form three students English and will help provide relevant information for the study other than other subject teachers.

The simple random sampling procedure gave the study participants an equal opportunity to be included in the study. Additionally, the research site seemed to be very purposeful to the researcher, as the site has a peculiar problem in relation to reading comprehension that has resulted in great effect on students' abysmal performance, which needed intensive research to bring about antidotes; hence, the purposive sampling procedure was also used to choose the research site (Cascade Technical Academy) which is used as a pseudonym for the actual research site. Questionnaires and observation were used as instruments for the collection of data. The questionnaire was administered to the Teachers of English and the students to ascertain key information that leads to assessing the teaching strategies in reading comprehension against the students' reading comprehension skills. In addition, an observational checklist was designed to observe the teaching strategies used by teachers in teaching reading comprehension lessons. A written collection of questions makes up the questionnaire. The crucial element is that each participant who completes the questionnaire reads the same questions. This ensures consistency and accuracy in the wording of the questions and quicker processing of the responses. Questionnaires are written instruments that provide respondents with a set of questions or statements to which they must respond, either by writing their responses or picking from a list of pre-prepared responses (Zoltan, 2003).

The researcher employed a questionnaire to supplement the data gathered by observing the reading comprehension class session. There were both open-ended and closed-ended questions in the survey. The following are the reasons why the questionnaire was chosen:

- Its ability to reach a large number of respondents in a short period;
- Its ability to provide appropriate time for respondents to react to the questions;
- Its ability to provide a sense of security (confidentiality) to respondents; and
- Its objective nature. Gender, age, and highest educational level were acquired using closed-ended questions.

Respondents could share details about their teaching and learning experiences through an open-ended questionnaire. According to Cheng and Dörnyei (2007), observation as a research instrument gives direct information rather than self-report accounts and is thus one of the three essential sources for empirical research (with questioning and testing correspondingly). The validity and truthfulness of the self-reported data provided by Teachers of English from the questionnaires were determined using the non-participant observation technique. The researcher was physically present as a spectator in this method and did not become personally involved with the person being examined.

The strategies employed by Teachers of English to improve students' reading comprehension abilities were observed via non-participant observation. There were ten (10) observational checklist questions, with responses measured on a four-point Likert scale with "Very Effective, Effective, Not Effective, and Not Used at All" as the anchor. As a result, the study's observation checklist focused on English teachers' teaching tactics and methodologies to improve students' comprehension abilities. The researcher pilot-tested the instrument on 53 respondents (final year students=50 and Teachers of English =3) from Boko Technical Institute, different from the actual study area. The main purpose of the pilot test was to test the readability of the items, the time given, and the consistency and content of the items. It helped in assessing whether the sampling frame and technique were effective. The reliability of the two instruments was estimated using Cronbach's alpha to determine whether each item under the questionnaire related to each other after the pilot-testing exercise. Ethical clearance and permission from the appropriate quarters were duly sought. Qualitative analysis was used to give a holistic picture and depth of understanding of teaching strategies for reading comprehension and their effects on students' performance at Cascade Technical Academy (pseudonym). Narratives under the various themes were coded, and the responses on the questionnaire were used for both the qualitative and quantitative analysis, respectively.

Descriptive statistics tools like frequency and percentage distribution tables were used for the quantitative analysis through the Statistical Package for Social Scientists (SPSS) computer software. The data analysis demonstrates sound interpretations and discussions of the findings from the entire statistics study.

4. Results and Discussion

Research Question: What is the perceived efficacy of teaching strategies used by Teachers of English in teaching reading comprehension?

The respondents were first asked what strategies they know and often implement during lesson deliveries. Figure 1 presents the summary of the various percentages of responses.

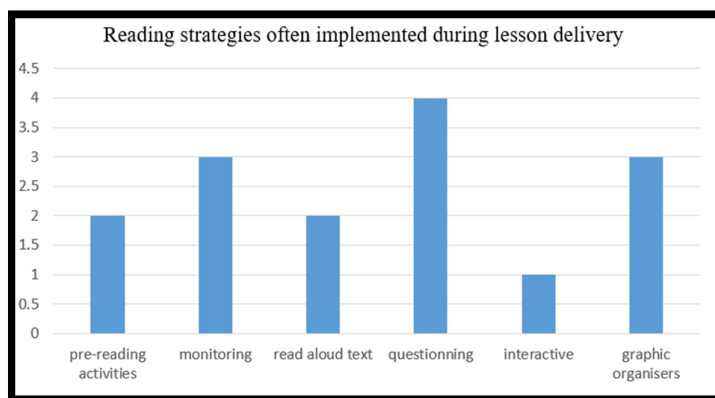


Figure 1: Reading Strategies Often Implemented During Lesson Delivery
Source: Fieldwork (2022)

Figure 1 shows that most of the teachers implement questioning during lesson deliveries. The least effective strategy employed by these teachers was the interactive approach.

Teachers were asked what they usually do when they realise a student is struggling to read. Teachers' responses are shown below:

- Teacher #1: "I advise him/her to read more and often give assignments on reading topics."
- Teacher #2: "I organise reading drills for him or her; I also assign them to read over passages treated in class."
- Teacher #3: "I would drill him or her to read over text more often."
- Teacher #4: "I encourage them to use the sound of the alphabet to aid them in pronouncing words."

Teachers were further asked if they monitor students' progress in answering questions. The results are shown in figure 2.

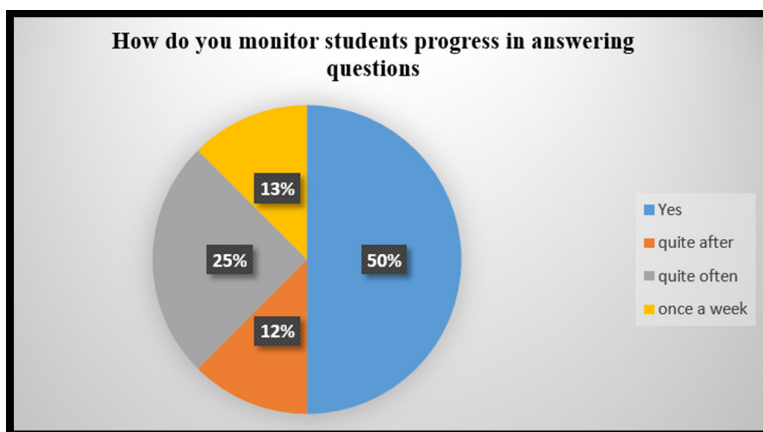


Figure 2: How Do You Monitor Students' Progress in Answering Questions
Source: Fieldwork (2022)

Again, regarding teachers' opinions on monitoring students' progress in answering questions in reading comprehension lessons, almost all the teachers said yes, they do monitor students' progress. 12% of the teachers said they monitor students quite often, while 13% said they do it once a week, with the least saying after lesson hours.

From the observation and teachers' responses, it was evident that teachers have a sense of worry for students struggling to read and comprehend, making them devote some time to such students.

These findings support Brevik (2019), who recognises that questioning was the most often used strategy by teachers at the second-cycle institution. In addition, this study contradicts the earlier findings of Okkinga et al. (2018), who believed that questioning should be the least effective strategy to employ during reading deliveries. In support of what teachers do to help struggling students during reading, these findings concur with Elleman and Oslund (2019), who believe monitoring students' progress frequently assists students in giving up their best in reading and comprehension and their overall performances.

Statements	V. effective	Effective	Non-Effective	Not-used at All
Implementation of Pre-reading activities				
Use of teaching strategies in lesson delivery to sustain students' comprehension and interest.				
The ability of the teacher to build the vocabulary acquisition skills of students				
Teachers' ability to modify the text to the ability of students for better acquisition of comprehension skills.				
Students' involvement and contribution to the lesson				
Teachers' knowledge of the procedures involved in the teaching strategies used in lesson delivery				
Teachers' interaction with students during lesson delivery				
Comprehension monitoring skills in the course of lesson delivery				
Teachers' ability to modify an exercise to match the comprehension level of students				
Whiteboard illustrations				

*Table 1: Observation of the Strategies in Reading Comprehension
Sources: Fieldwork (2022)*

In summary, an analysis of teachers' strategies for reading comprehension indicated that most of the observation checklist statements received unfavourable responses. The overall results showed that the teaching strategies, duration, and number of times teachers had reading activities to teach reading comprehension were average in the Cascade Technical Academy (pseudonym). Further observation by the researcher revealed that, although there were many strategies to teach reading comprehension, most teachers adopted generating and asking questions. Making references, predicting, activating, using background knowledge, and visualising were not used. Most teachers hardly discuss and plan with other teachers on teaching strategies for reading comprehension in an academic semester.

The outcome complements the findings of some scholars (Rupley, et al., 2009; Schoonen, 2019; Støle et al., 2020), who inferred that many students have average reading and comprehension abilities with less guidance. In terms of the best strategies used in teaching reading comprehension, this study contradicts the findings of Ness (2011), who posits that the most common reading comprehension strategies were question answering, summarisation, and predicting or prior knowledge. Again, Jabri et al. (2019) posited that meeting with other teachers to discuss and plan teaching strategies significantly influences reading comprehension.

5. Conclusion

Based on the findings, there was proof that reading comprehension positively impacts students' performance; their confidence is enhanced, thereby influencing other subjects. Again, the results available show that reading comprehension among students was average. It can be concluded that inadequate textbooks were a challenge to teaching reading comprehension. Finally, it can be inferred from the findings that questioning, graphic organisers, and monitoring were reading strategies often implemented by teachers during lesson deliveries.

6. Recommendations

- The Ministry of Education (MOE) and the Ghana Education Service must ensure that adequate and relevant teaching materials for teaching reading comprehension are made available for teachers and students.
- With the numerous benefits of reading comprehension, it is recommended that teachers develop and motivate students to read and comprehend text daily to improve student performance.
- Teachers of English should be provided with seminars on the various strategies used to elicit students' interest in reading comprehension.

7. Conflicts of Interest

The author declares no conflicts of interest.

8. References

- i. Al-Qahtani, A. A. (2020). Investigating Metacognitive Think-Aloud Strategy in Improving Saudi EFL Learners' Reading Comprehension and Attitudes. *English Language Teaching*, 13(9), 50–62.
- ii. Amin, M. (2019). Developing reading skills through effective reading approaches. *International Journal of Social Science and Humanities*, 4(1), 35–40.
- iii. Audira, W., Gani, S. A., & Sari, D. F. (2020). The Effectiveness of Using Guided Reading Strategy to Improve Students' Reading Comprehension. *Research in English and Education Journal*, 5(2), 56–64.
- iv. Baafi, R. K. A. (2020). Effect of Instructional Strategies on Students' Academic Achievement in Public Senior High Schools in Ghana.
- v. Bazarbaevna, B. L. (2017). Learning foreign language through reading. *Наука и образование сегодня*, (5-16).
- vi. Bean, J. C., & Melzer, D. (2021). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.
- vii. Bharuthram, S. (2012). Making a case for the teaching of reading across the curriculum in higher education. *South African Journal of Education*, 32(2), 205–214.
- viii. Boardman, A. G., Vaughn, S., Buckley, P., Reutebuch, C., Roberts, G., & Klingner, J. (2016). Collaborative strategic reading for students with learning disabilities in upper elementary classrooms. *Exceptional Children*, 82(4), 409–427.
- ix. Brevik, L. M. (2019). Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom observation in English L2. *Reading and writing*, 32(9), 2281–2310.
- x. Bukhari, S. A. R. (2020). "Bukhari Sample Size Calculator." Retrieved from: DOI: 10.13140/RG.2.2.29024.10242.
- xi. Cheng, H. F., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *International journal of innovation in language learning and teaching*, 1(1), 153–174.
- xii. Collins, A., Brown, J. S., & Newman, S. E. (2018). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In *Knowing, learning, and instruction* (pp. 453–494). Routledge.
- xiii. Crabtree, T., Alber-Morgan, S. R., & Konrad, M. (2010). The effects of self-monitoring of story elements on the reading comprehension of high school seniors with learning disabilities. *Education and Treatment of Children*, 187–203.
- xiv. Creswell, J. W. (2011). Controversies in mixed methods research. *The Sage handbook of qualitative research*, 4(1), 269–284.
- xv. Danaei, D., Jamali, H. R., Mansourian, Y., & Rastegarpour, H. (2020). Comparing reading comprehension between children reading augmented reality and print storybooks. *Computers & Education*, 153, 103900.
- xvi. Duffy, G. G. (2002). Visioning and the development of outstanding teachers. *Literacy Research and Instruction*, 41(4), 331–343.
- xvii. Duke, N. K., & Pearson, P. D. (2009). Effective practices for developing reading comprehension. *Journal of Education*, 189(1-2), 107–122.
- xviii. Dwiningtiyas, G. N., Sofyan, D., & Puspita, H. (2020). Teachers' strategies in teaching reading comprehension. *Journal of Applied Linguistic and Literacy*, 4(2), 66–77.
- xix. Elleman, A. M., & Oslund, E. L. (2019). Reading comprehension research: Implications for practice and policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3–11.
- xx. Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1–4.
- xxi. Fitriani, S., & Tarwana, W. (2020). The implementation of Peer Assisted Learning Strategy (pals) in teaching Reading Comprehension (A Mixed-Method Study at Tenth Grade in One of Senior High Schools in Ciamis). *JALL (Journal of Applied Linguistics and Literacy)*, 4(2).
- xxii. Hashemifardnia, A., Namaziandost, E., & Shafiee, S. (2018). The effect of implementing flipped classrooms on Iranian junior high school students' reading comprehension. *Theory and Practice in Language Studies*, 8(6), 665–673.
- xxiii. Hogan, T., Bridges, M. S., Justice, L. M., & Cain, K. (2011). Increasing higher-level language skills to improve reading comprehension.
- xxiv. Hudson, R. F., Pullen, P. C., Lane, H. B., & Torgesen, J. K. (2008). The complex nature of reading fluency: A multidimensional view. *Reading & Writing Quarterly*, 25(1), 4–32.
- xxv. Jabri, U., Elihami, E., & Ibrahim, I. (2019). The effects of approach instruction on student's reading performance. *Jurnal Edukasi Nonformal*, 1(1), 72–80.
- xxvi. Kansizoglu, H. B. (2017). The effect of graphic organisers on language teaching and learning areas: A meta-analysis study.
- xxvii. Kriegeskorte, N., & Douglas, P. K. (2019). Interpreting encoding and decoding models. *Current opinion in neurobiology*, 55, 167–179.
- xxviii. Küçüköğlü, H. (2013). Improving reading skills through effective reading strategies. *Procedia-Social and Behavioral Sciences*, 70, 709–714.
- xxix. Masduqi, H. (2016). Integrating receptive skills and productive skills into a reading lesson. In *Proceeding of the International Conference on Teacher Training and Education* (No. 1, pp. 507–511).

- xxx. Mwaura, M. (2018). The Impact of Guided Reading Instruction on Students' Reading Achievement in Second Grade.
- xxxii. Ness, M. (2011). Explicit reading comprehension instruction in elementary classrooms: Teacher use of reading comprehension strategies. *Journal of Research in Childhood Education*, 25(1), 98–117.
- xxxiii. Octaberlina, L. R., & Asrifan, A. (2021). The text-based character in teaching Reading Comprehension to tenth-grade students.
- xxxiv. Oczkus, L. D. (2018). *Reciprocal teaching at work: Powerful strategies and lessons for*
- xxxv. Okkinga, M., van Steensel, R., van Gelderen, A. J., & Slegers, P. J. (2018). Effects of reciprocal teaching on reading comprehension of low-achieving adolescents. The importance of specific teaching skills. *Journal of research in reading*, 41(1), 20–41.
- xxxvi. Raths, J. D. (1971). Teaching without specific objectives. *Educational Leadership*, 28(7), 714–720.
- xxxvii. Ritchie, G., & Ryan, J. M. (2021, February). Creating a reading community: Lifelong learning: The library and literacy. In *IASL Annual Conference Proceedings*.
- xxxviii. Rupley, W. H., Blair, T. R., & Nichols, W. D. (2009). Effective reading instruction for struggling readers: The role of direct/explicit teaching. *Reading & Writing Quarterly*, 25(2–3), 125–138.
- xxxix. Sari, D. K., Pratiwi, E., & Thereana, A. (2019). Effective reading strategies for reading skills. *Esteem Journal of English Education Study Programme*, 2(2), 112–120.
- xl. Schindler, A. K., Seidel, T., Böheim, R., Knogler, M., Weil, M., Alles, M., & Gröschner, A. (2021). Acknowledging teachers' individual starting conditions and zones of development in the course of professional development. *Teaching and Teacher Education*, 100, 103281.
- xli. Schoonen, R. (2019). Are reading and writing building on the same skills? The relationship between reading and writing in L1 and EFL. *Reading and Writing*, 32(3), 511–535.
- xlii. Sioringas, M., & Steier, N. (2019). The Effect of Guided Reading on Student's Academic Achievement in First-Grade Classrooms.
- xliii. Snipes, J. C., Soga, K., & Uro, G. (2007). *Improving teaching and learning for English Language Learners in urban schools*. Council of the Great City Schools.
- xliiii. Støle, H., Mangen, A., & Schwippert, K. (2020). Assessing children's reading comprehension on paper and screen: A mode-effect study. *Computers & Education*, 151, 103861.
- xliv. Wibowo, Y., Syafrizal, S., & Syafryadin, S. (2020). An analysis of English teachers' strategies in teaching reading Comprehension. *JALL (Journal of Applied Linguistics and Literacy)*, 4(1), 20–27.