

THE CHALLENGES AND STRATEGIES IN TEACHING READING: AN INSIGHT INTO TEACHERS' VOICES

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First Received: August 2021

Final Proof Received: September 2021

ABSTRACT

This research aimed at revealing teachers' challenges in teaching reading and their strategies used to overcome those challenges. To fulfil those aims, the researcher used descriptive qualitative as this research method, and collect the data by spreading questionnaire and conduct semi-structured interview. Ten English teachers were involved as research sample. They were not only given questionnaire deal with the challenges in teaching reading, but also interviewed regarding to the strategies their used to overcome those challenges. From the data gathered, it revealed that the challenges mostly originated from students' lack of vocabulary mastery and their motivation to actively involved in classroom participation. Regarding to those problems, the teacher then used some strategies including brainstorming and pair works. In fact, however, those strategies could help the teacher in engaging the students in teaching reading.

Keywords: *Challenges, teaching reading, teachers' strategies*

INTRODUCTION

Reading is one of the receptive skills that necessarily be mastered by every student to know everything exist in the world, through reading, students could increase not only the content of knowledge on foreign language and its culture, but also the vocabulary and grammar used (Bamford & Day, 1998). In addition, reading is one of activity that we do in everyday life to get and collect information, communicate with others, and read for fun (Harold & Stephenson, n.d.).

In EFL setting, reading is an important part of the teacher's job. Through the reading material the teacher can use the skill to demonstrate the way we construct sentences, paragraphs and whole texts. Moreover, reading gives students good models for their own writing. (Masduqi, 2016) acknowledged that teacher plays role significantly in terms of mediating the students' comprehension and their reading material. The roles include helping students understand the text they read and help them to concentrate in reading. Of course, it is not easy. English teachers are not just giving reading assignment to students or teaching how to read. The teachers also provide an assessment related to expected outcomes of reading. That is finding meaning in the text. What the text means to students. It is difficult for the teacher to promote students' motivation in reading class. Most of students do not like to read as they think that reading is boring. Thus, students are not motivated and not engage in classroom participation. It can be seen from their attitude when the teacher provides them the reading materials or gives them the task to read English text.

In English department, reading is commonly given to the students in a series of reading comprehension (RC) courses which are aimed to develop the students' reading

proficiency in English. For example, at the English department of the State University of Malang, students are required to take RC I to RC IV with different emphasis in terms of readability (varying from 5000, 6000, 7000 words level or more), comprehension level (e.g., literal, inferential and critical), and text types (e.g., narrative, descriptive, and argumentative) (Cahyono & Widiati, 2015).

Reading material has been reported to be the most important material in English subject but is not easy for teacher to teach reading and help them to concentrate in reading. So, there must be difficulties for English teacher in teaching reading. Therefore, the goals of this study are to analyze what are the challenges faced by teachers in teaching reading through the teachers' perspective and what are the strategies used by teachers in overcoming the challenges.

METHOD

In this study, the writer used qualitative research method as this focused on the teachers' voices on their challenges and strategies in teaching reading. It described and analysed the phenomenon happened by them

Respondents

In this research the participants are enrolled in Cimahi English teachers' community. This study employed only ten teachers who teach English subject in Senior High School taken from the population.

Instruments

In this research, the sources of data are from the teachers. The data is obtained by distributing some instruments. Researcher uses the instruments to collect the data from the teachers. The instruments used are questionnaire and interview.

Questionnaire

This research used close questionnaire (structured questionnaire), that contains the question and alternative answer to them, to get general description about the challenges faced by English teachers and What are the strategies used by English teachers to overcoming the challenges in teaching reading. This research distributed the questionnaire to the research samples. The answer provided for each question should be exhaustive of all possible responses and at the same time mutually exclusive.

Table 1. The challenges in Teaching Reading

No.	Questions	Responses				
		Never	Rarely	Sometimes	Very Often	Always
1	How often do you face the following challenges while teaching reading in your class?					
2	The difficulties in teaching reading					
	Poor readers in the class.					
	Many words are still read in the wrong pronunciation.					

No.	Questions	Responses				
		Never	Rarely	Sometimes	Very Often	Always
3	The student difficult to reading aloud.					
	Lack of vocabulary					
	Behavior Management					
	Too many students in the class makes difficult to give individual attention.					
	Really difficult to introduce language games, classroom activities, reading instructions in the class.					
4	Difficult to make students complete a variety of tasks on time.					
	Serious lack of teaching and learning materials.					
	Materials					
	Lack of teaching and learning materials.					
	The plan is not accordance with the lesson plan (RPP).					
5	The methods and materials applied in the class cannot be applied to all students.					
	Selecting assessment for students' practice.					
	Technology					
	Teaching reading using slide show in the class.					
	Difficult to operate LCD projector.					
	Lack of technology in the school.					

Table 2. The Strategies in Teaching Reading

No.	Questions	Responses				
		Always Use	Often Use	Sometimes Use	Rarely Use	Never Use
1	Pre-Reading Activities					
	Discuss and explain the reading strategies, the text type and the features.					
	Ask students to choose the text with various genres.					
	Show a picture which related to the text.					
	Discussing the new words related to the topic.					
	Ask students' background knowledge about the object of the text.					

No.	Questions	Responses				
		Always Use	Often Use	Sometimes Use	Rarely Use	Never Use
	Creating brainstorming to active the students' background knowledge.					
	Mention the title of the text and reminded their retelling homework.					
	Mention the topic, and write it on the white board and stated the title of the text.					
	Ask students to do skimming and scanning.					
	Discuss the answer of the questions in groups.					
	Translate their questions to Indonesian.					
	Students were suggested to confirm their dictionary.					
	Used L1 to lead them understand the questions.					
2	During-reading Activities (Whilst)					
	Ask students to find the generic structure of the text.					
	Ask them to retell the text by using their own words to their friends.					
	Try to lead students to make conclusion about the text					
	Ask them to find the main point of the text by asking questions and share the main idea with their friends.					
	Ask students to identify the key words and write the words on the board and allow them to use dictionary to find the meaning.					
	Ask students to read aloud while check their skill in reading.					
	Ask them to find the new words, write on the board, ask the meaning and suggest to using the dictionary.					
	Asked them to translate the text in front of the class in pairs.					
3	Post-reading Activities					
	Ask students to do some appropriate tasks by reading the text to find the information.					
	Discuss students' answers and clarify students' answers to others.					
	Review the lesson by using conclusion.					
	Ask them to individual tasks.					
	Translate the questions when there wasn't response.					
	Review the lesson and explain to them shortly.					
	Ask students to retell the passage by using L1 for their homework.					

Interview

After gathering the data from the questionnaire, researcher interviews the respondents to ask about their challenges and strategies in teaching reading. Interview is used to confirm what are the challenges faced by teachers before and it is also used to ask about their teaching reading strategies to overcome the challenges. This research used semi-structured interview with a purpose to discover the detail information related to the main concern of this research.

In a semi-structured interview, the interviewer uses a set of predetermined questions and the respondents answer in their own words. Some interviewers use a topic guide that serves as a checklist to ensure that all respondents provide information on the same topics. The interviewer can probe areas based on the respondent's answers or ask supplementary questions for clarification.

Table 3. Interview Questions

No	Questions
1	How long have you been teaching English?
2	Is there any preparation that you do before teaching reading? Mention!
3	How were the students' responses while learning English reading?
4	Is there any hindrances/challenges in teaching English reading?
5	What are the hindrances/challenges in teaching English reading?
6	What are the strategies to overcome those hindrances/challenges in teaching English reading?
7	In your experience, what is the hardest challenge in teaching English reading? And what is the beneficial strategy to overcome that challenge?
8	In your opinion, what is the most efficient strategy to overcome the teaching English reading's challenges? Elaborate!
9	How those strategies help students in English reading learning?

Procedures

Organizing Teaching Procedure

The first step that the researcher made was making appointment with the teacher. The teacher checked the problems to be investigated and scheduling the data collection time.

Administering Questionnaire

In order to get a detailed data, questionnaire was taken to collect the data. During the questionnaire session, the researcher gives the samples a questionnaire and direct the samples to fill the questionnaire. The questionnaire will be taken once.

Administering Interview

In order to get further information to complete the data from Questionnaire, interview is used as a way to collect the data related to this study, the unstructured interview is conducted to find out the study's questions. The purpose of interviewing teacher is to find out all activities in teaching English related to this study.

Data Analysis

Questionnaire Data Analysis

The percentile formula also used in this research to investigated the questionnaire data. After that, the data were interpreted based on the occurrence of teachers' answer. Based on Hatch and Farhady (1982, p.46), the percentile formula was formulated as follows:

$$P = \frac{f}{n} \times 100$$

P= Percentage

F= Number of Instrumental responses

N= Total numbers of responses

After counting the percentage, the writer discusses in accordance with the source/finding the problems causes.

Interview Data Analysis

In this research, the teachers are interviewed and it is recorded by mobile phone and writing notes. Then, the data that collected from the interviews are transcribed. This study used interview to find out teachers' challenges and teachers' strategies in teaching reading. Then all the data are categorized and summarized.

FINDINGS

The following data findings showed the teachers' voices on the challenges of English reading teaching and the strategies that they used in overcoming those challenges. It gathered from the teachers' responses on the questionnaire and sei-structured interview that undertaken during the research. The findings gathered then discussed in the discussion section.

Questionnaire Data

Teachers' Challenges in Teaching Reading

The first data showed the difficulties in teaching reading. From the result of questionnaire, it showed that 70% of teachers in Cimahi English teachers' community are *very often* faced the students who lack of vocabulary. It means that the most encountered challenge in teaching of English reading is that the students' lack of vocabulary mastery. See the following table.

Table 4. The Difficulties in Teaching Reading

Questionnaire Item	Percentage				
	Never	Rarely	Sometimes	Very often	Always
Poor readers in the class	-	30%	20%	40%	-
Many words are still read in the wrong pronunciation.	-	20%	20%	50%	10%
The students difficult to read aloud	10%	10%	50%	20%	10%
Lack of vocabulary	-	-	30%	70%	-

In addition, from the result of the questionnaire in behavior management aspect, the teachers 90% sometimes really difficult to introduce language games, classroom activities, reading instructions in their class and only 10% of teachers always difficult to give individual attention because too many students in the class. 10% of teachers are *very often* difficult to make students complete a variety of tasks on time and serious lack of teaching and learning materials. See the following table.

Table 5. Behavior Management

Questionnaire Item	Percentage				
	Never	Rarely	Sometimes	Very often	Always
Too many students in the class makes difficult to give individual attention.	10%	30%	30%	20%	10%

Really difficult to introduce language games, classroom activities, reading instructions in the class.	10%	-	90%	-	-
Difficult to make students complete a variety of tasks on time.	30%	40%	20%	10%	-
Serious lack of teaching and learning materials.	10%	40%	40%	10%	-

Based on the teachers' responses on the materials aspect, 50% of teachers *sometimes* lack of teaching and learning materials. There is 60% of teachers *sometimes* teaching reading is not accordance with the lesson plan (RPP), there is 40% of teachers who have chosen sometimes the methods and materials applied in the class cannot be applied to all students and 40% teachers who have chosen very often in selecting assessment for students' practice. See the table below.

Table 6. Materials					
Questionnaire Item	Percentage				
	Never	Rarely	Sometimes	Very often	Always
Lack of teaching and learning materials.	10%	30%	50%	10%	-
The plan is not accordance with the lesson plan (RPP).	10%	20%	60%	10%	-
The methods and materials applied in the class cannot be applied to all students.	10%	10%	40%	20%	-
Selecting assessment for students' practice.	-	10%	30%	40%	20%

From the data collected on the teachers' responses on the use of technology aspect, 80% of teachers never difficult to operate LCD projector and 20% sometimes they are difficult to operate LCD projector. The teachers who have chosen very often in lack of technology in the school are 10%. See the table below.

Table 7. Technology					
Questionnaire Item	Percentage				
	Never	Rarely	Sometimes	Very often	Always
Teaching reading using slide show in the class.	10%	-	20%	50%	20%
Difficult to operate LCD projector.	80%	-	20%	-	-
Lack of technology in the school.	50%	20%	20%	10%	-

Teachers' Strategies in Teaching Reading

The first finding gathered from the teachers' responses in the second questionnaire. It revealed their strategies in is pre-reading activities. Based on the data table 8 below, the most strategies that is always used by teachers in pre-reading activities is discussing the new words related to the topic. There are 80% of teachers who have chosen always used that strategy. The teachers who have chosen always use in mention the title of the text and reminded their retelling homework is 60%. There are 50% of teachers always mention the topic and write it on the whiteboard and stated the title of the text, ask

students to do skimming and scanning and students were suggested to confirm their dictionary.

Table 8. Pre-reading Activities

Questionnaire Item	Percentage				
	Always Use	Often Use	Sometimes Use	Rarely Use	Never Use
Discuss and explain the reading strategies, the text type and features.	20%	30%	50%	-	-
Ask students to choose the text with various genres.	-	40%	50%	10%	-
Show a picture with related to the text.	50%	30%	20%	-	-
Discussing the new words related to the topic.	80%	20%	-	-	-
Ask students' background knowledge about the object of the text.	30%	20%	40%	10%	-
Creating brainstorming to active the students' background knowledge.	30%	40%	10%	20%	-
Mention the title of the text and reminded their retelling homework.	60%	30%	10%	-	-
Mention the topic and write it on the while board and stated the title of the text.	50%	50%	-	-	-
Ask students to do skimming and scanning.	50%	30%	20%	-	-
Discuss the answer of the questions in groups.	30%	50%	20%	-	-
Translate their questions to Indonesian.	30%	50%	10%	10%	-
Students were suggested to confirm their dictionary.	50%	30%	20%	-	-
Used L1 to lead them understand the questions.	20%	30%	50%	-	-

From the data gathered, it found that the highest strategies always used by teachers are ask them to find the main point of the text by asking questions and share the main idea with their friends and ask student to read aloud while check their skill in reading. There are 80% of teachers who have chosen that statement. There are 70% of teachers who have chosen ask the students to find the new words, write on the board, ask the meaning and suggest to using dictionary and ask students to identify the key words and write the words on the board and allow them to use dictionary to find the meaning and 60% of teachers who have chosen ask students to retell the text by using their own words to their friends.

Table 9. During-reading Activities

Questionnaire Item	Percentage				
	Always Use	Often Use	Sometimes Use	Rarely Use	Never Use
Ask students to find the generic structure of the text.	40%	60%	-	-	-
Ask them to retell the text by using their own words to their friends.	60%	20%	10%	10%	-

Questionnaire Item	Percentage				
	Always Use	Often Use	Sometimes Use	Rarely Use	Never Use
Try to lead students to make conclusion about the text.	40%	60%	-	-	-
Ask them to find the main point of the text by asking questions and share the main idea with their friends.	80%	10%	10%	-	-
Ask student to identify the key words and write the words on the board and allow them to use dictionary to find the meaning.	70%	30%	-	-	-
Ask students to read aloud while check their skill in reading.	80%	-	20%	-	-
Ask them to find the new words, write on the board, ask the meaning and suggest to using the dictionary.	70%	20%	-	10%	-
Asked them to translate the text in front of the class in pairs.	40%	10%	20%	30%	-

From the result of questionnaire, it found that the highest strategies always use by teachers is review the lesson and explain to them shortly (see table 10). There are 80% of teachers who have chosen that statement. There are 70% of teachers who always translate the questions when the students were not responses and 60% of teachers who always review the lesson by using conclusion and discuss students' answers and clarify students' answers to others.

Table 10. Post-reading Activities

Questionnaire Item	Percentage				
	Always Use	Often Use	Sometimes Use	Rarely Use	Never Use
Ask students to do some appropriate tasks by reading the text to find the information.	30%	20%	30%	20%	-
Discuss students' answers and clarify students' answers to others	60%	20%	10%	10%	-
Review the lesson by using conclusion.	60%	40%	-	-	-
Ask them to individual tasks.	30%	50%	20%	-	-
Translate the questions when there wasn't response.	70%	10%	20%	-	-
Review the lesson and explain to them shortly.	80%	-	20%	-	-
Ask students to retell the passage by using L1 for their homework.	20%	40%	30%	10%	-

Interview Data

Challenges and Strategies in Teaching Reading

In the interview session, the writers only involved three teachers to respond the interview questions. The interview questions covered several questions regarding to the teachers' challenges in teaching English reading and their strategies to overcome those problems

based on their personal experience in teaching English reading. all of the respondents were asked in depth on their opinion towards their responses. The following table captured the teachers' responses on the interview session.

Table 11. Teachers' Challenges and Strategies in Teaching English Reading

Respondent	Challenges	Strategies	Excerpt
Teacher 1	- When the students are lack of learning motivation	- Promoting an extra score to give motivation for students to be an active learner.	<i>"...the challenge is when the students do not want to reading in front of the class..."</i> <i>"...So, I make a joke for them like I will not give them score if they are do not want to trying reading in front of the class..."</i>
	- The teacher should add their vocabulary knowledge.	- The teacher is order to use the dictionary when the students didn't understand about the text and to add students' vocabulary. - The teacher selecting the text for students in order to choose the text that easy for students or in order to appropriate with the topic.	<i>"Introduce the vocabulary because they are must be understanding about the text..."</i> <i>"... In the class, I will always allow them to using google translate or dictionary. So, they are will understand and add new vocabularies."</i> <i>"...The text. I give them text and I choose the text for them."</i>
Teacher 2	- When the students are lack of vocabulary and students are rarely to bring dictionary.	- The teacher uses brainstorming strategy to lure student's critical thinking in reading.	<i>"Sometimes vocabulary, because there is no dictionary and I do not want the students translate the text using google translate or dictionary on their phones"</i> <i>"...I do brainstorming to make them understand the text..."</i>
	- The challenges can be found after the brainstorming session. It is when the students are giving an unexpected answer.	- Underline the key words and then using take and give to share the new words to other friends.	<i>"...the most difficult is when I got unexpected answers..."</i> <i>"...Underline the sentence or the important words, the students search five new vocabularies and then do take and give..."</i>
Teacher 3	- The challenge that teacher faced is when making a reading class enjoyable and fun.	- Make reading class fun, the teacher implement any games that can be used.	<i>"...make reading not boring, because reading is boring. Including for me..."</i> <i>"...Using games or stringing the sentence..."</i>
	- The students are lack of vocabulary and reading will be very if the students didn't know about the text.	- The teacher combined teaching reading with speaking. They would be search and add some vocabularies.	<i>"...ya tantangan utamanya di reading adalah di vocab..."</i> <i>"Saya strateginya digabungkan sama speaking..."</i>

DISCUSSION

Teachers' Challenges in Teaching English Reading

From the Challenges Questionnaire we could make the assumption that the teacher faced the challenges very often, such as in the difficulties in teaching reading, there are 70% student is lack of vocabulary. In Materials, there are 40% teachers faced the challenges in selecting assessment for students' practice. From Behaviour Management, there are 90% of teachers sometimes difficult to introduce language games, the classroom activities, reading instructions in the class. But there is no challenges founded in the aspect of technology use.

Mostly, teacher's problem in teaching reading is firstly because the students' condition that makes the strategy implementation became disrupted. According to Aristyanti (2016), technically the students' reading problems were still confused in finding the main idea and detail information. They got difficulty also in finding the synonym and antonym word that also included as the vocabulary. While psychologically some students may not really interested or have no motivation in learning English.

While according to Rahmawati (2016), problems are divided into two sides, firstly there is a student's side which explained that students may lack of vocabulary that causes students to read the text without understand the text, do not know the instruction given by teacher, and most importantly they do not know how to apply certain techniques of reading in finding the information or content of text accurately. The next one is a teacher's side which caused by ineffective strategy implementation by teacher in giving an instruction, or did not preparing the student's to understand of what they should do first.

Based on the data that the researcher found, there is no teacher's mistake in implementing the strategy, moreover there is a mistake in student's side which explained that students are lack of vocabulary that causes students to read the text without understand the text, do not know the instruction given by teacher, and most importantly they do not know how to apply certain techniques of reading in finding the information or content of text accurately.

Based on data from interview, in every teacher, faced the challenges in teaching reading difficulties. Such as, the student lack of vocabulary, the students are lack of learning motivation and how to make reading class enjoyable and fun. When the student lack of vocabulary, it will be very hard for student to understand the text and the student give unexpected answer if they are didn't know about the text.

Teachers' Strategies in Overcoming the Challenges of Teaching English Reading

For the first, (Jose & Dharma Raja, 2011) defines that the teacher must have the purpose of reading to students. The purpose of reading is to get an overall idea of the text, to learn new information, to learn some vocabulary and to become familiar with the style of a new article. And then, the teacher introduces what kind of reading strategies are need for reading newspaper articles and to get the purpose; such as skimming, scanning, and close reading. This activity can help the students in selecting appropriate reading style for a particular genre. These strategies also help the students to get skills to deal with unfamiliar vocabulary without depending on dictionaries.

Skimming, scanning, and breaking up the text are introduced as group activities to develop and confirm the students' understanding further. Reading strategies and language use by the teacher and students who have higher proficiency in English might work as a model and suggest ways of using vocabulary, explaining, and classifying, comparing, exemplifying, questioning, and pronouncing words (Zamira Mërkuri, 2012).

In this research, the researcher found that the teacher used brainstorming strategy to lure student critical thinking in reading. According to (Zamira Mërkuri, 2012) by conducting this process, the teacher is able to confirm the students' understanding by checking responses answered at the fifth stage and summaries reported at the sixth stage. If more ideas arise after summarizing each section, write these responses on the board.

The researcher also found that the teacher use discussion to gain critical thinking. Discussing about the topic helps the students to relate the theme of the text to their experience and develop their understanding. As (Zamira Mërkuri, 2012) stated that

questions such as the following are designed to lead the discussion in the class. The answers are not in the text; therefore, the students have to think of their own idea about the topic.

(Kawabata, 2007) defined the skimming strategies are introduced to get an overall picture and ascertain the genre and field of the text. Discussion with peers and the teacher might provide general information about the topic and structure of the text, and the student might be able to predict further what the text is about.

According to (Zamira Mërkuri, 2012) by conducting read the text in pairs, the teacher is able to confirm the students' understanding by checking responses answered at the fifth stage and summaries reported at the sixth stage. If more ideas arise after summarizing each section, write these responses on the board.

In this study the researcher found that the teacher asks the students to read the text in pairs. The students are encouraged to talk and discuss what they have just read, paraphrase it, identify the main ideas, and generate questions in pairs. This activity offers the students more opportunities to practice listening, speaking, and helps them to activate background knowledge and relate it to the new information, and confirm their understanding of the text.

Another strategies used by teacher is the text. This activity shows the students how the text is structured to achieve its genre. The teacher guides the class in discussing the feature of the text; the genre of the text (recount of an event in the newspaper article), the social purpose (to inform readers about events which are considered newsworthy and interesting), schematic structure and language features of the genre (Mokhtari & Reichard, 2002).

The researcher found that the teacher selecting the text for students in order to choose the text that easy for students or in order to appropriate with the topic. And the last strategies found that the researcher is key words. The teacher asks the students to identify key words to distinguish the important words from the less important words in the text. The students are asked to identify the words by asking (Zamira Mërkuri, 2012).

CONCLUSION

Based on the research finding and discussion, it can be concluded that the challenges faced by teachers in teaching reading is in the difficulties in teaching reading. It is showed from the data of questionnaire, 70% teachers who faced students' lack of vocabulary. Based on data from interview, when the student lack of vocabulary, it will be very hard for student to know and understand the text. Another challenges are the students are lack of learning motivation, how to make reading class enjoyable and fun and students give unexpected answer when they are did not understand about the text.

The first strategy that teacher used is brainstorming strategy to lure student critical thinking in reading. The second strategy is the teacher used discussion to gain critical thinking. Discussing about the topic helps the students to relate the theme of the text to their experience and develop their understanding. The teacher asks the students to read the text in pairs. The students are encouraged to talk and discuss what they have just read, paraphrase it, identify the main ideas, and generate questions in pairs. This activity offers the students more opportunities to practice listening, speaking, and helps them to activate background knowledge and relate it to the new information, and confirm their understanding of the text. Another strategies used by teachers are key words and the

teacher selecting the text for students in order to choose the text easy for students or in order to appropriate with the topic.

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