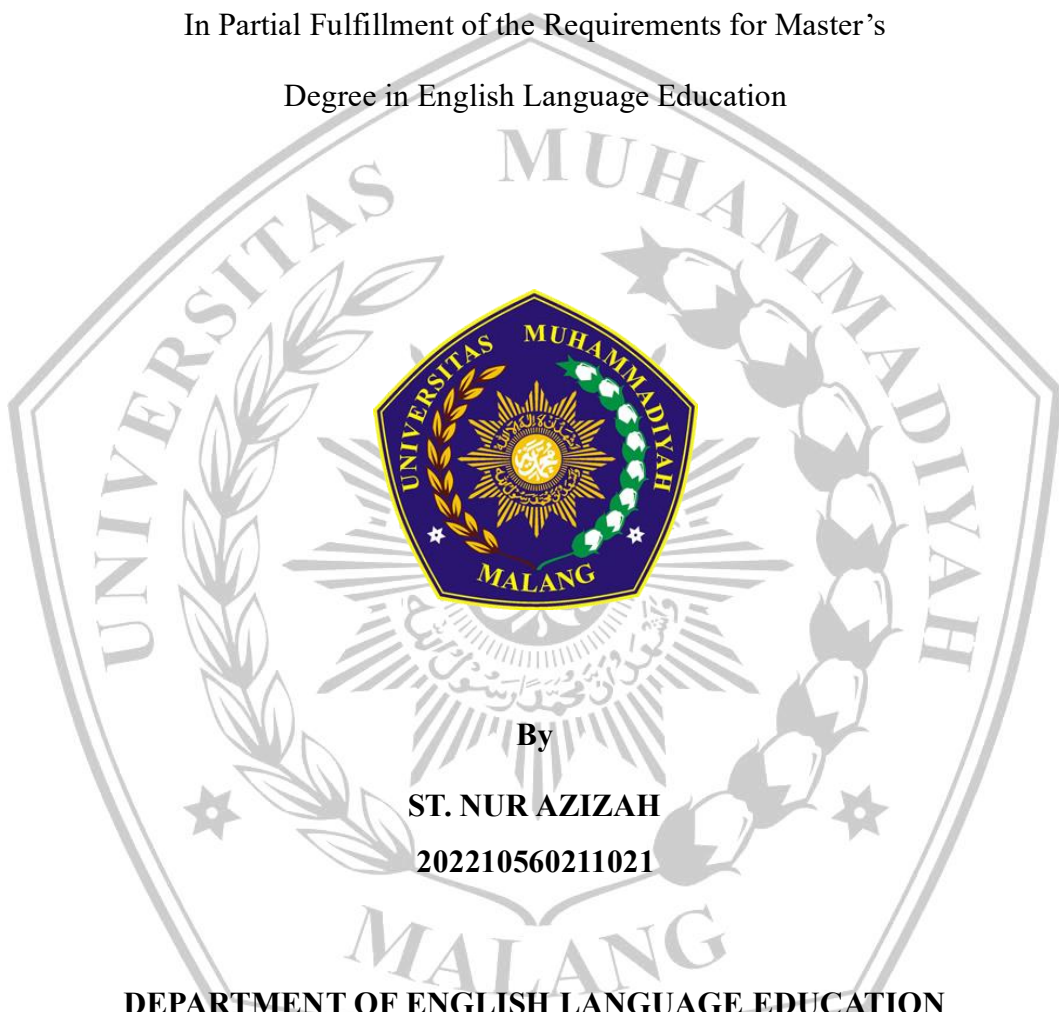


**A STUDY OF TEACHING STRATEGIES USED BY TEACHERS TO ENHANCE  
READING COMPREHENSION SKILLS THROUGH DESCRIPTIVE TEXTS AT  
MTS UNGGULAN SINGA PUTIH**

**THESIS**

In Partial Fulfillment of the Requirements for Master's  
Degree in English Language Education



By

**ST. NUR AZIZAH**

**202210560211021**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
THE DIRECTORATE OF GRADUATE PROGRAM  
UNIVERSITAS MUHAMMADIYAH MALANG**

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Accepted on

Thursday, 28<sup>th</sup> November 2024

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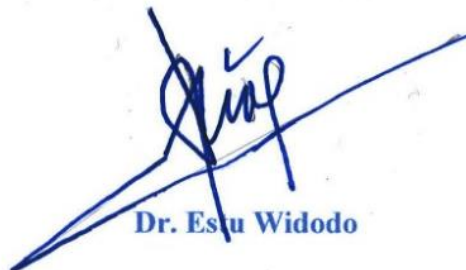
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on Thursday, 28<sup>th</sup> November 2024 and it was  
decided that it fulfilled the requirements to get  
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## LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **A STUDY OF TEACHING STRATEGIES USED BY TEACHERS TO ENHANCE READING COMPREHENSION SKILLS THROUGH DESCRIPTIVE TEXTS AT MTS UNGGULAN SINGA PUTIH** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 28<sup>th</sup> November 2024

The Writer,



**ST. NUR AZIZAH**

## ACKNOWLEDGEMENT

Praise be to Allah SWT, the Almighty, for His blessings and guidance, enabling the completion of this thesis titled " **A STUDY OF TEACHING STRATEGIES USED BY TEACHERS TO ENHANCE READING COMPREHENSION SKILLS THROUGH DESCRIPTIVE TEXTS AT MTS UNGGULAN SINGA PUTIH** " as part of the requirements for obtaining a Master's degree in University of Muhammadiyah Malang.

This thesis could not have been completed without the support, guidance, and assistance of many individuals. Therefore, I would like to express my deepest gratitude to:

- 1 **Assc. Prof. Dr. Sudiran** as my main supervisor, for the invaluable guidance, constructive suggestions, and encouragement throughout the research and writing process.
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- 4 My beloved parents, family, and friends, for their endless prayers, motivation, and unwavering support.

I hope this thesis can contribute to the development of knowledge and provide benefits to the broader community. Lastly, I acknowledge that this work may have shortcomings. Therefore, constructive criticism and suggestions for improvement are highly appreciated.

Malang, 28<sup>th</sup> November 2024

ST. NUR AZIZAH

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**A STUDY OF TEACHING STRATEGIES USED BY TEACHERS TO  
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**ABSTRACT**

Teaching strategies are essential methods and techniques educators use to facilitate learning and enhance student engagement. By employing diverse strategies, teachers can address different learning styles and needs, making education more effective and inclusive. This research aims to identify and analyze various effective teaching strategies to improve students' reading comprehension skills at MTs Unggulan Singa Putih. Emphasizing reading comprehension skills at the junior high school level is crucial to ensure that students can develop a strong foundation of skills in reading, which will help them succeed in further education and everyday life. The study employed a qualitative descriptive research design to explore the teaching strategies used by the teachers. The research was conducted at MTs Unggulan Singa Putih due to complaints from many students about difficulties in speaking English and understanding reading contexts. Data were collected from two English teachers using observations and interviews. The analysis involved data reduction, data display, and conclusion drawing. The findings revealed that strategies such as contextual learning and visual aids, collaborative learning: Team work, group project and peer discussions, skimming or scanning, interactive resources and fun learning. Meanwhile, the way teachers implement teaching strategies to improve students' reading comprehension and learning outcomes that researcher found in the MTs Unggulan Singa Putih environment are: Diagnostic differentiated instruction & collaborative learning, enhancing students' vocabulary and reading comprehension through memorization and practice and utilization of Interactive Resources and Activity. The scope of this research includes analyzing various teaching strategies and how to implemented by teachers at MTs Unggulan Singa Putih in the classroom and their impact on students' reading skills. The significance of this research lies in its contribution to providing practical insights for educators regarding effective teaching strategies for improving students' reading comprehension skills.

**Keywords:** *English teaching strategies, Reading comprehension, Descriptive text, Qualitative research, English education.*



**STRATEGI MENGAJAR YANG DIGUNAKAN GURU UNTUK  
MENINGKATKAN KEMAMPUAN PEMAHAMAN BACAAN MELALUI  
TEKS DESKRIPTIF DI MTS UNGGULAN SINGA PUTIH**

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**ABSTRAK**

Strategi mengajar merupakan metode dan teknik penting yang digunakan pendidik untuk memfasilitasi pembelajaran dan meningkatkan keterlibatan siswa. Dengan menggunakan berbagai strategi, guru dapat mengatasi berbagai gaya dan kebutuhan belajar, sehingga pendidikan menjadi lebih efektif dan inklusif. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis berbagai strategi mengajar yang efektif untuk meningkatkan keterampilan pemahaman bacaan siswa di MTs Unggulan Singa Putih. Penekanan keterampilan pemahaman bacaan di tingkat sekolah menengah pertama sangat penting untuk memastikan bahwa siswa dapat mengembangkan dasar keterampilan membaca yang kuat, yang akan membantu mereka berhasil dalam pendidikan lanjutan dan kehidupan sehari-hari. Penelitian ini menggunakan desain penelitian deskriptif kualitatif untuk mengeksplorasi strategi mengajar yang digunakan oleh guru. Penelitian ini dilakukan di MTs Unggulan Singa Putih karena banyaknya keluhan siswa tentang kesulitan berbicara dalam bahasa Inggris dan memahami konteks bacaan. Data dikumpulkan dari dua guru bahasa Inggris menggunakan observasi dan wawancara. Analisis melibatkan reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian mengungkapkan bahwa strategi seperti pembelajaran kontekstual dan alat bantu visual, pembelajaran kolaboratif: Kerja tim, proyek kelompok dan diskusi sejawat, skimming atau scanning, sumber daya interaktif dan pembelajaran yang menyenangkan. Sementara itu, cara guru menerapkan strategi pengajaran untuk meningkatkan pemahaman bacaan dan hasil belajar siswa yang peneliti temukan di lingkungan MTs Unggulan Singa Putih adalah: Pembelajaran terdiferensiasi diagnostik & pembelajaran kolaboratif, meningkatkan kosakata dan pemahaman bacaan siswa melalui hafalan dan praktik serta pemanfaatan Sumber Daya dan Aktivitas Interaktif. Ruang lingkup penelitian ini meliputi analisis berbagai strategi pengajaran dan cara penerapannya oleh guru di MTs Unggulan Singa Putih di kelas dan dampaknya terhadap keterampilan membaca siswa. Signifikansi penelitian ini terletak pada kontribusinya dalam memberikan wawasan praktis bagi para pendidik mengenai strategi pengajaran yang efektif untuk meningkatkan keterampilan pemahaman bacaan siswa.

**Kata Kunci:** Pemahaman membaca, Pendidikan bahasa Inggris, Penelitian kualitatif, Teks deskriptif, Strategi pengajaran bahasa Inggris.

## INTRODUCTION

### 1.1 Research Background

Reading comprehension is a critical aspect of education that plays a central role in understanding and interpreting written information. It allows students to develop critical thinking, reasoning, and analytical skills (Smith et al., 2021). Moreover, reading comprehension is a complex mental process that involves understanding a text, applying knowledge, developing vocabulary, and analyzing and synthesizing information found in the text (Gilakjani & Sabouri, 2016). Strong reading comprehension skills are essential for students' academic success and continued development throughout life. Mastery of reading comprehension allows students to access learning material, solve problems, and organize their thinking in a structured and critical way. Thus, good reading comprehension reflects individual success in an educational context and is an intellectual skill that is important for success in the real world.

The emphasis on reading comprehension skills at the junior high school level reflects the main focus on developing reading comprehension skills at the junior secondary education stage. Along with cognitive and language development during adolescence, reading comprehension skills are crucial in achieving academic success and effective communication (Elleman & Oslund, 2019). Moreover, in an increasingly digital information era, reading comprehension is an essential skill and a foundation for deciphering and processing increasingly complex information in various contexts (Salmerón et al., 2018). Reading comprehension is a continuous process that involves understanding, interpreting, and reflecting on text (Lustyantie, 2015). It allows students to understand the messages contained in the text, respond to them critically, and use the information obtained to solve problems or develop insight. Thus, emphasizing reading comprehension skills at the junior high school level is crucial to ensure that students can develop a strong foundation of skills in reading, which will help them succeed in further education and everyday life.

Furthermore, as a part of learning material, descriptive text plays a significant role in learning and communication. Descriptive text is a type of writing that offers

detailed descriptions of objects, places, people, or events using rich descriptive language (Muthoharoh & Anita, 2018). In the curriculum context, descriptive texts play a significant role in helping students develop essential reading comprehension skills, allowing them to practice a deeper understanding of content and detailed analysis (Etfita, 2018). Using descriptive text in learning helps students hone their ability to detail information, identify essential elements, and develop inferential skills. Additionally, in everyday life, descriptive text comes in many forms, including textbooks, product guides, descriptions of tourist attractions, and more.

However, the main challenge in teaching reading comprehension with descriptive texts in junior high schools is students' low reading comprehension levels. According to research by Sari et al. (2020), only a tiny percentage of students achieve a reading comprehension level that meets curriculum expectations, while most students need help understanding complex descriptive texts. This is also confirmed by recent research by Saraswati et al. (2021), which highlights students' low reading comprehension scores in various junior high schools, indicating an inability to identify essential information, assemble concepts, and relate information to the context of descriptive texts. This problem significantly impacts students' academic achievement and their ability to understand the world around them, prompting the need for further exploration of effective teaching strategies to improve reading comprehension in the context of descriptive texts at the junior high school level.

The need for in-depth research regarding effective teaching strategies to improve reading comprehension skills with descriptive text is a relevant problem in the world of education today. Although reading comprehension is one of the basic skills necessary for students' academic and personal success, there is a tendency in some educational systems to neglect certain aspects related to descriptive texts. However, this research attempts to bridge this gap by exploring effective teaching strategies designed to improve students' comprehension abilities, especially in the area of descriptive texts at the junior high school level. In contrast to previous studies by Al Aziz (2020) and Setiawati (2022) that may focus on general reading

comprehension strategies or specific types of texts, this study differentiates itself through its targeted approach to descriptive texts in the middle school context. Based on the problems above, this research aims to explore teaching strategies that improve students' reading comprehension skills, with a focus on descriptive texts in the context of junior high school education. And then this study aims to determine the strategies on student outcomes within the unique context of the MTs Unggulan Singa Putih environment.

## **1.2 Research Questions**

Based on the background described above, this research seeks to answer the following main questions:

1. What are teaching strategies used by teachers to improve reading comprehension skills using descriptive texts at MTs Unggulan Singa Putih?
2. How do teachers apply teaching strategies to improve students' reading comprehension outcomes in the MTs Unggulan Singa Putih environment?

By understanding the most influential strategies, this research aims to significantly contribute to developing evidence-based reading education that can be applied in everyday learning environments. The foundation of this research is supported by learning and teaching theories and the latest research findings in the field of reading education and teaching descriptive texts.

## **1.3 The Significant of the Study**

Given the importance of reading comprehension for students' academic success and cognitive development, this study aims to identify effective teaching strategies to improve students' ability to comprehend descriptive texts. Focusing on the challenges students face at MTs Unggulan Singa Putih provides insight into the application of teaching strategies in real educational settings. This study's findings are expected to significantly contribute to the development of evidence-based reading education that can be applied in everyday learning environments. This study's results can also guide educators in improving students' critical thinking skills and reading comprehension, especially in descriptive texts. Thus, this study

is expected to help overcome the problem of low levels of students' reading comprehension and improve their academic achievement.

#### **1.4 Scope and limitation**

This study explores the teaching strategies to improve reading comprehension of descriptive texts at MTs Unggulan Singa Putih. Therefore, the scope of this study is limited to the application of teaching strategies in the school and its impact on students' reading comprehension outcomes. This study only highlights descriptive texts as the main reading material because this text has an important role in everyday communication. Although the findings of this study can be applied to similar educational contexts, the results may not be generalizable to all schools or contexts with different curricula, teaching methods, or student populations. In addition, this study was limited to teaching strategies. It did not address other factors influencing reading comprehension, such as prior knowledge, individual learning styles, or external factors. This study was also limited to a group of teachers and students in one school, which may limit the variety of perspectives and experiences involved.

### **I. LITERATURE REVIEW**

This section presents the literature review relevant to this research. The main focus of this literature review is on reading comprehension and various learning strategies that can be applied to improve reading comprehension skills.

## **2.1 Reading comprehension**

Reading comprehension is a critical ability in understanding written text, which involves interpreting, analyzing, and synthesizing the information contained in the text (Mustafa & Bakri, 2020). Reading comprehension is the process of understanding and interpreting text information, including the ability to draw conclusions, identify main details, and connect new information with existing knowledge (Yussof et al., 2012). Thus, reading comprehension includes understanding a text's literal, implicit, and contextual meaning while allowing readers to relate information to previous knowledge and formulate in-depth interpretations. This ability is an important foundation for developing literacy and understanding data in the context of education and everyday life.

Reading is one of skills that very important in teaching and learning English. It is one of skills that students should learn and care of. Reading is more beneficial to them during their study because it enables them to acquire many things about the knowledge of language and to understand different subject areas. Reading is the way to get information from something that was written, to obtain information and to improve the science and knowledge. By reading, it will be easier for students to interpret language, and make students able to find every message of the text. Then, "reading is bringing meaning to and getting meaning from printed or written material" (Nurhamidah et al., 2018). So, reading is a process to understand a text because there is a transaction between the text and the reader.

The reason of the students' reading in the classroom is to get the information. According to Beatrice and Jeffries (1996), that reading is an important way to improve language skill, help the students to learn to think in English, can enlarge English vocabulary, can improve students' writing, and is a good way to find out about new ideas, facts, and experiences. It means that reading is very important to improve students' language skill in English. Through reading, the students are able to read English text effectively and efficiently.



### ***2.1.1 Definition of reading comprehension***

Reading comprehension is a critical ability in understanding written text, which involves interpreting, analyzing, and synthesizing the information contained in the text (Mustafa & Bakri, 2020). Reading comprehension is a process of understanding and solving text information, and the ability to draw conclusions, identify main details, and connect new information with existing knowledge (Yusuf et al., 2012). Thus, reading comprehension includes understanding a text's literal, implicit, and contextual meaning while allowing readers to relate information to previous knowledge and formulate in-depth interpretations. This ability is an important foundation for developing literacy and understanding data in the context of education and everyday life.

The importance of reading comprehension in learning English as a foreign language (EFL) must be considered because the ability to understand texts in a foreign language is the main foundation for the ability to speak, write, and interact effectively in that language (Anaktoty & Lesnussa, 2022). Reading is the cornerstone of learning, a primary way to gain access to information, and a fundamental skill for academic and professional success (Inderjit, 2014; Merga & Mat Roni, 2018). It illustrates the central role of Reading Comprehension in supporting successful learning in an EFL environment. In addition, reading comprehension allows EFL students to develop lexical and grammatical knowledge, enrich their vocabulary, and understand fundamental cultural concepts in the language being studied (Kusumarasyati, 2023). In globalization, where EFL is often a tool for cross-cultural communication, understanding foreign language texts becomes increasingly crucial for facilitating effective cross-cultural communication and understanding. Therefore, a deep knowledge of Reading Comprehension in EFL is very relevant and important in improving the quality of foreign language learning.

### ***2.1.2 Influencing factors in reading comprehension***

Reading Comprehension is a series of complex cognitive tasks involving understanding and interpreting text to construct meaning (Elleman & Oslund, 2019;

Munjid & Astiyandha, 2021). It involves understanding the information in the text, identifying key elements, syntactic processing, and word recognition, as well as mental activities such as predicting, connecting, and describing the content contained in the reading. The Reading Comprehension Process also involves understanding the author's background, communicative intent, and mental construction of how all these components interact to form a complete understanding (Smith et al., 2021). At a higher level, Reading Comprehension includes macro understanding, such as themes, main ideas, and global structure of the text, as well as the relationship between various information throughout the reading (Ganie et al., 2019). The Reading Comprehension process is a key element in literacy learning and is important in developing in-depth reading comprehension.

Factors that influence reading comprehension are important elements in understanding and mastering reading skills. Abbas (2021) stated that these factors include several multidimensional aspects. First, internal individual factors such as language skills, background knowledge, and emotional intelligence contribute to reading comprehension. Second, external factors such as the learning environment, teaching approach, and selection of reading materials also significantly impact comprehension. Additionally, Schiefele et al. (2016) highlight the importance of motivation in improving reading comprehension, where individual motivation, both intrinsic and extrinsic, can influence the extent to which a person invests in understanding text. Therefore, understanding reading comprehension results from a complex interaction between internal and external factors that influence each other, and understanding the dynamics of this interaction is key to designing effective teaching strategies.

### ***2.1.3 Teaching strategies in reading comprehension***

The teaching strategies in Reading Comprehension are a key element in helping students develop strong reading comprehension skills. In educational literature, reading comprehension teaching strategies are often classified into two main categories: comprehension strategies and meta-cognitive strategies (Mistar et al., 2016). Comprehension strategies involve methods and techniques that focus on

understanding the text itself, such as identifying main ideas, predicting reading outcomes, detailing relevant information, and connecting information in the text (Al-Jarrah & Ismail, 2018; Chrisbianto et al., 2022). For example, the SQ3R (Survey, Question, Read, Recite, Review) technique proposed by Robinson (1946) is one of the deep comprehension strategies which teaches students to investigate the text thoroughly before reading, formulate questions, and reflect on the information they have learned (Anjuni & Cahyadi, 2019). In addition, there are metacognitive strategies that involve self-awareness and monitoring understanding. It includes students' awareness of the strategies they use during reading, such as realizing when they do not understand a text and then taking appropriate action (Dangin, 2020).

These strategies have broad applications in education, especially when applied to reading comprehension lessons in middle school. When teachers integrate comprehension strategies in teaching, students can understand reading better, identify important elements, and build a deeper understanding. Likewise, metacognitive strategies help students become more conscious readers and take responsibility for their understanding. In today's educational context, where reading comprehension has a central role in various subjects, understanding these strategies can support students' academic achievement.

The importance of teaching strategies in reading comprehension is not only reflected in the literature but also in empirical research. For example, in a study by Fitriana (2018), it was found that teaching comprehension strategies in the context of teacher-student interactions can significantly improve students' comprehension of reading texts. The results of this research strengthen the urgency of using appropriate teaching strategies in an effort to improve reading comprehension in schools. In addition, scientific evidence also shows that metacognitive strategies, such as monitoring comprehension and planning strategies, can make significant contributions to students' understanding (Ahmadi et al., 2013). Therefore, future research in educational contexts needs to delve deeper into the implementation of these strategies and the best ways to integrate them into existing curricula.

In order to understand more deeply the teaching strategies in reading comprehension, this research aims to investigate effective teaching methods for improving students' reading comprehension at the secondary school level. With a focus on comprehension and metacognitive strategies, this research will analyze the impact of teaching these strategies on students' reading comprehension skills and expand our understanding of the practical implementation of successful teaching strategies in the context of secondary school education.

#### ***2.1.4 Strategies to improve students' reading comprehension***

To significantly improve students' reading comprehension, it is necessary to implement effective and comprehensive strategies that take into account the various factors that influence the process of learning to read. Understanding that reading skills are an important foundation in education, these strategies should be designed not only to improve mechanical reading abilities but also to deepen conceptual and critical understanding of texts. It involves the introduction of innovative and interactive learning methods, such as project-based learning, which allows students to apply their understanding in real contexts, as well as the use of technology in learning, which can offer richer and more varied learning experiences (Gilakjani & Sabouri, 2016). Below are some strategies that can be implemented:

- a. **Predicting:** Successful readers can make predictions about what will occur next in the text or what opinions the writer will offer to support a discussion. They continuously assess these predictions and adjust them based on their reading.
- b. **Summarizing:** Readers combine information in a text to elaborate in their own words what the text is about. Effective summarizing involves condensing steps in a process or the development of events in a narrative to remember the text rapidly.
- c. **Visualizing:** Readers can create mental images of the text to comprehend processes they encounter during reading. Visualizing helps readers better remember what they have read and understand the events or concepts in the text.

- d. **Comprehension Monitoring:** This strategy involves readers knowing when they comprehend what they read, when they do not understand, and applying suitable strategies to improve their understanding. Successful readers use “fix-up” strategies to enhance their comprehension.
- e. **Activating and Using Background Knowledge:** Readers activate their background knowledge and apply it to aid in comprehending what they are reading. This includes using their experiences and concepts about how written text works to enhance comprehension.

## **2.2 Types of teaching strategies in reading comprehension**

According to Vacca and Vacca (1999), various strategies can be applied to teaching reading comprehension. These strategies aim to improve students' reading skills through a holistic and diverse approach. Some of these strategies include the following:

- a. **Scaffolding**

Scaffolding is a learning approach where students are initially given help or support in the early stages of learning. Then, as time goes by, the help or support is gradually reduced, allowing students to develop their understanding independently. This approach aims to provide structure and guidance appropriate to students' abilities in the early stages while encouraging independence and deeper understanding over time.

- b. **Think aloud**

Think aloud is a strategy that helps students learn by involving the teacher's explicit thinking. Teachers not only convey information verbally but also transfer their creativity to students. In each step of the think-aloud strategy, the teacher has a crucial role in controlling students to understand the reading more deeply. By verbally expressing thoughts, teachers create an environment in

which students can observe and understand the mental processes involved in understanding text.

c. Reciprocal Teaching

Reciprocal Teaching is a guided method that encourages students to develop reading skills that are generally done automatically by proficient readers and effective learners. By adopting this approach, students have a deeper understanding of the text. However, they are also encouraged to actively participate in the learning process, enrich their reading skills, and increase their understanding of the concepts presented in the text.

d. SQ3R

SQ3R is an abbreviation for Survey, Question, Read, Recite, and Review. SQ3R is a systematic reading approach designed to help readers organize the reading process into units that can be managed more effectively. The first stage in SQ3R is surveying, where the reader quickly reviews the entire material to get a general idea. The next step is questioning, where the reader formulates questions that may arise from the material surveyed. After that, the reader proceeds to the reading step, which involves a careful examination of the material to look for answers to the questions that have been formulated. The next step is to summarize the information by reciting, where the reader tries to repeat or recall the information they have read. Finally, readers take the final step of reviewing the entire material again to ensure overall understanding. By applying SQ3R, readers can develop better reading skills and optimize their understanding of the text.

e. Question and Answer Relationships (QARs)

QARs refer to a reading method that involves understanding and analyzing questions. In this context, QARs aim to guide students in understanding the questions that arise so that they can obtain the information they need from the text they are reading. With this approach, students do not just read the text at a



glance but focus more on the questions the teacher asks related to the studied text.

### 2.3 Procedures to apply the teaching strategies in reading

Implementing teaching strategies in reading requires a careful and planned procedure to have a positive impact on student learning. Systematic and structured steps in implementing teaching strategies can increase the effectiveness of the reading-learning process.

*First of all*, teachers needed to conduct a **needs analysis** of students to determine their level of reading ability and identified areas that required special attention. This analysis can be carried out through various assessments and diagnostic tests to comprehensively understand students' literacy profiles.

*Secondly*, after determined student needs, the next step was **selecting** appropriate teaching **strategies**. The selection of teaching strategies must be adjusted to student characteristics, the type of text used, and learning objectives. Some commonly used strategies involve using relevant reading texts, applying shared reading techniques, and using guiding questions to stimulate students' reflective and critical thinking.

*Thirdly*, after selected strategies, teachers needed to **design** structured and varied learning **activities**. Diverse reading experiences can help students develop their reading skills better. This might include independent reading activities, group discussions, and project assignments involving in-depth understanding of reading material.

*Finally*, teachers must also **provide** regular constructive **feedback** to guide students in improving their reading skills. Regular evaluation of student progress was essential in implementing teaching strategies. Evaluation can help teachers assess the strategies' effectiveness and adapt them according to student needs. Teachers can identify necessary changes by conducting ongoing assessments and ensuring that reading learning occurs progressively. By implementing these procedures systematically, teachers can increase the effectiveness of teaching

strategies in reading comprehension, help students develop better reading skills, and achieve optimal learning outcomes.

### ***2.3.1 Characteristics of descriptive texts***

Descriptive Texts, as a type of text in the context of language learning, have distinctive characteristics. The basic characteristic of descriptive text is a detailed and comprehensive description of a particular object, place, or phenomenon (Jayanti, 2019). This text presents information clearly, describing the physical characteristics and properties of the object being discussed. Apart from that, descriptive texts also use descriptive language, which contains words related to visual observations, such as color, shape, size, texture, and location. Apart from that, descriptive text also reflects a strong visual view; it encourages readers to form a clear mental picture of the subject being explained (Suryani & Apriliani, 2021). These characteristics play an important role in developing reading comprehension skills. They allow readers to build a strong mental image of what they read, improving their understanding of the text.

### ***2.3.2 Descriptive text benefits reading comprehension***

The benefits of using descriptive texts in improving reading comprehension have been recognized in educational literature. According to Rakhmani & Widayat (2023), descriptive texts provide students with the opportunity to develop an understanding of content in a more concrete and visual way. By providing detailed descriptions of specific objects, places, or events, these texts allow students to build stronger and more accurate mental images. Additionally, as highlighted by Ismayanti and Kholiq (2020), the use of descriptive texts allows students to practice understanding broader contexts, involving specific terms, verbs, and vocabulary relevant to a particular topic. Thus, it can broaden their knowledge and enrich their understanding of the English language. In the context of learning in secondary schools, where the development of reading skills is very important, the benefits of using descriptive texts become increasingly significant in improving students' reading comprehension.

## **2.4 Advantages of teaching strategies in reading**

One of the main advantages of implementing teaching strategies in reading comprehension is increasing students' ability to grasp the meaning of the text as a whole. Using learning strategies that focus on reading comprehension not only spurs the development of conventional reading skills but can also significantly help students develop metacognition skills (Bouknify, 2023). Metacognition involves students' ability to understand and control their thought processes while reading, including their ability to organize their understanding of information received from text. With these strategies, students can more effectively manage and direct their attention, improve content understanding, and optimize learning to read.

In addition, it is essential to note that good teaching strategies not only impact reading comprehension. However, it can also motivate students to become more actively involved in the reading process. Implementing learning strategies that specifically emphasize the motivational aspects of reading can positively impact students' interest in reading material (Permatasari & Wienanda, 2023). High reading motivation can predict long-term academic success and literacy achievement. At a more micro level, when students feel motivated to understand reading, they tend to approach the reading task with a more positive and enthusiastic attitude. Thus, using teaching strategies that consider reading motivation creates a positive learning environment and stimulates the development of better reading comprehension.

Overall, teaching strategies in reading comprehension provide a positive and significant impact on the development of students' reading skills. This approach improves reading comprehension and is essential in creating a solid foundation for academic progress and forming students' cognitive and metacognitive skills.

## **II. RESEARCH METHOD**

### **3.1 Research design**

According to Cohen, qualitative research is an approach used to gain an in-depth understanding of the phenomenon being researched (Cohen et al., 2018). This approach involves collecting non-numerical data, such as through interviews, observations, document analysis, and other sources that have the potential to

provide rich and in-depth insights. The focus of this research was to explain and describe the strategies implemented by the teachers in the context of learning to read at MTs Unggulan Singa Putih. The researcher used a qualitative descriptive research design to explore a deeper understanding of the teaching strategies used by the teachers.

The researcher used the descriptive design because the focus was on a specific phenomenon in the school environment, namely the teaching and learning of English. In this research, no special treatment was given to the research subjects. Instead, the researcher observed and described the phenomenon as clearly as possible without manipulation. Therefore, this research utilized a descriptive design as the appropriate method. The research design consists of two main stages. The first stage involved observing teachers and students, examined school conditions, and analyzed the dynamics of the learning process in the classroom. Meanwhile, the second stage included conducting interviews with English teachers.

### **3.2 Data and source of data**

This research was conducted at MTs Unggulan Singa Putih located in Sentong Hamlet, Lumbangrejo, Prigen District, Pasuruan Regency, East Java. In this school many students complained of difficulty in speaking English, and most of them needed help to understand the context in reading. Therefore, it was important to explore the teaching strategies used by the teachers at MTs Unggulan Singa Putih to improve students' reading comprehension more deeply. The subjects of this research were on two English teachers who taught in class 7 of MTs Unggulan Singa Putih. This research aimed to identify, explain, and describe the teachers' strategies to improve their students' reading comprehension abilities.

### **3.3 Data Collection**

#### **3.3.1 *Observation***

This research used an observation instrument in the form of an Observation Checklist, designed to observe the implementation of teaching strategies in improving reading comprehension skills through descriptive texts in MTs Unggulan Singa Putih. The observation checklist was designed to provide clear and structured

guidance for researcher in conducting field observations. Each point in the checklist reflected a critical aspect of the implementation of a teaching strategy for student learning. The observation included some steps such as ensuring that teachers implemented predetermined learning strategies, that students were actively involved in learning activities, and that descriptive texts were used in a varied manner.

By using an observation checklist instrument, this research holistically described the implementation of teaching strategies student learning in the context of learning reading comprehension with descriptive texts in MTs Unggulan Singa Putih.

### **3.3.2 Interview**

This research also used a semi-structured interview instrument to gain in-depth insight from teachers regarding teaching strategies to improve reading comprehension skills with descriptive texts in MTs Unggulan Singa Putih. This interview guide was used as the instrument for data collection. It was carefully designed by presenting a structured framework with open-ended questions in 18 questions prepared beforehand. In addition, the instrument also provided flexibility for the researcher to explore topics in more depth.

The first part of the interview guide began with an introduction that included a warm welcome, the purpose of the research, and a brief explanation of the use of interviews to gain in-depth understanding from teachers. Background information was collected to understand the context and experience of teachers in teaching reading skills.

This instrument then focused on questions regarding the teaching strategies used by teachers to improve students' reading comprehension. In addition, teachers were asked to share their experiences regarding how they applied these strategies in the classroom. This instrument also included questions that focused on the challenges teachers faced in implementing these strategies and adaptations or solutions that had been implemented to overcome these obstacles.

Finally, the instrument section provided teacher recommendations. This question was designed to understand teachers' suggestions and views regarding the implementation of reading comprehension teaching strategies with descriptive texts in MTs Unggulan Singa Putih

### **3.4 Data Analysis**

In this research, the researcher utilized qualitative data analysis techniques, which proved to be complicated and time-consuming. This process involved the researcher's systematic efforts in carefully searching, grouping, and organizing data to deepen their understanding of the information contained in the data and enable them to communicate their findings to a wider audience. This analysis effectively managed data into significant patterns, categories, and basic units. Therefore, qualitative analysis in the context of this research was a process that was often complex and needed to follow a linear pattern. However, within the conceptual framework proposed by Miles et al. (2014), data analysis in this research was decomposed into three main stages, namely Data Reduction, Data Display, and Conclusion or Interpretation stage, which can be described in more detail as follows:

#### **a. Data Reduction**

Data reduction was an essential stage in research, involving a complex series of steps in selecting, focusing, simplifying, and transforming data arising from field notes or transcriptions, known as “data reduction.” When collecting data, researchers must carefully select data obtained through observations and interviews in the field after previously mastering the research context. Next, the researcher focused on information relevant to the research objectives, which was summarized and documented appropriately. This research specifically explored the strategies teachers used in teaching reading comprehension using descriptive text. Data obtained through observations and interviews regarding the design and use of media in the teaching process was systematically selected and arranged for further analysis.

#### **b. Data Display**



When a researcher attempted to present data, complex steps were taken. First, the researcher designed a form of data, such as a matrix or graph, to describe the data reduction. Next, researcher need to carefully organize this data, considering its relevance to theories related to the research topic. Additionally, the results of observations and interviews conducted by researcher were included in the comparison and analysis. The results of interviews and words were presented in tabular form to facilitate reader understanding. These steps were carried out to provide comprehensive insight into teachers' strategies for teaching reading comprehension with descriptive text. Researcher carefully organized and processed words from various sources that the established theoretical framework integrated into research results.

c. Conclusion Drawing/Verification

According to Miles et al. (2014), during the conclusion drawing/data verification stage, the researcher used the analyzed data to formulate a decision that could answer the research questions and support the research theory. Finally, the researcher concluded that the findings that were classified and carefully described could provide answers to research questions related to the strategies used by teachers in teaching reading comprehension with pre-existing descriptive texts.

### **III. FINDINGS AND DISCUSSION**

This section presents the research findings in relation to the teaching strategies to improve reading comprehension skills using descriptive texts and the way teachers applied the teaching strategies to improve students' reading comprehension learning outcomes in the MTs Unggulan Singa Putih environment. In addition, the discussion of the findings is also presented.

#### **4.1 Research Findings**

The theoretical framework employed by the researcher in this study pertains to strategies aimed at enhancing reading comprehension through the use of descriptive

texts. The implementation of these teaching strategies at MTS Unggulan Singa Putih is grounded in the theory proposed by Al Aziz, E. N., & Yusanti, G. (2020).

#### ***4.1.1 Teaching Strategies to Improve Reading Comprehension Skills Using Descriptive Texts in Mts Unggulan Singa Putih***

Based on the results of the data analysis, it was found that the teaching strategies to improve reading comprehension skills using descriptive texts in MTs Unggulan Singa Putih were: 1) contextual learning and visual aids 2) collaborative learning (team work, group project and peer discussions; 3) skimming or scanning, interactive resources and fun learning.

##### ***4.1.1.1 Contextual Learning and Visual Aids***

Based on the data analysis results, the researcher discovered that in order to help students comprehend reading through descriptive text, Participants 1 and 2 employed teaching strategies such as contextual learning, using visual aids, and mind mapping. Contextual reading strategies and visual aids were excellent tools for helping the students improve their comprehension of reading, particularly descriptive texts.

*I use several strategies, such as **contextual learning**, **mind mapping**, and the use of **visual media**, to help students understand the contents of the text better (T.S.2).*

*If we teach reading, it's good to have **context**; there's something that needs to be described so **it can be seen**. For example, we want to describe a school building so children can see what the building is like, or a small object like a laptop, so the laptop **can be described because it is visible**. But **if the item is not there**, even though we memorize it or it is only in our imagination, **it will be difficult and not pleasant**. And when they often make the sentence true, the sentence made according to the object is true, so the teacher who corrects it is easy. For friends who see their writing or listen to the sentence, they can understand, "Right, oh yeah, the size is this and the color is this." (T.M.1).*

*In understanding descriptive texts, sometimes I also directly invite students **out of the classroom** and then try to **see what is around them**. Initially in the classroom, when it has been **described in the classroom**, such as the board, floor, walls, lights, then there are tables, chairs, books,*

*and so on. After that, after they write down the objects, they describe them. So apart from the pictures they can observe directly, I think that is also good for improving their understanding, especially in understanding descriptive text, and I am sure when it is done often, it will make it easier for them to understand text, especially in English. (T.M.1)*

According to Participant 1, using context or something visible to describe was an effective way to teach reading. Students would find it challenging and unfun if we did not use the contextual method, even if they had learned the information or were just using their imaginations. In order to make it easier for teachers to evaluate students' work and for students to grasp what other students were describing, students who were able to see items contextually would be able to construct sentences correctly and in accordance with the objects they observe. Furthermore, Participant 1 **urged** students to examine and describe the objects in their immediate environment in order to help them understand descriptive texts. Following their description of every item they **saw** within the classroom—the chalkboard, floor, walls, lighting, tables, chairs, books, and so forth—they listed every item they **saw** outside the classroom along with a description. In addition to pictures, Participant 1 **mentioned** that children could also take in their surroundings. He claimed that if students used this method frequently, it would help them understand texts better, especially those written in English. It was particularly effective in helping students understand descriptive texts.

*I always do an initial assessment to find out the basic abilities of the students and then adjust the teaching methods. For example, for **students who are more visual, I use more pictures and videos. (T.S.2)***

*I **show them a picture**, say as a cat. **Try to sum up a cat's characteristics:** "It is an animal." It's got fur. Next, it has two eyes and four legs. Some people frequently look after them, and they are typically maintained as pets in this manner. (T.S.2)*

According to the results of the data analysis, Participant 2 likewise employed a visual method by displaying pictures, such as pictures of a cat or other animals. Next, he asked the class to list the characteristics of cats. Furthermore, Participant 2 **stated** that he always conducted a preliminary evaluation to determine the fundamental skills of his students before modifying his teaching strategies. For example, if a student is more visual, he will then employ videos and pictures.

The researcher discovered that both respondents employed contextual learning strategies based on the findings of the **observation**. Participant 1 **requested** students to describe a smaller object—a laptop—that **was** in front of him as well as the shape of the school building. In contrast, Participant 2 **employed** a contextual learning approach by giving students group assignments to describe commonplace creatures that were unique to Indonesia. As a result, many students **gave** descriptions of creatures including elephants, ducks, cows, and birds when the representatives of each group **displayed** the findings of their work.

#### 4.1.1.2 Collaborative Learning: Teamwork, Group Projects, and Peer Discussions

Based on the results of the data analysis, the researcher found that Participants 1 and 2 used collaborative learning strategies such as teamwork, group projects, and peer discussion to improve students' reading comprehension using descriptive text. This strategy was very useful so that students could share knowledge with each other and encouraged students' motivation in studying descriptive text to improve their reading comprehension.

*We prepare one strategy for the whole class, and we **work as a team**. So, one child **in one group**, the whole class uses that one strategy, but we change it in each meeting, and then the next meeting uses another strategy, just like that (T.M.1).*

*For **collaborative learning**, children have to **work together** with their friends, and of course we **divide them into groups**. To **divide the groups**, various strategies must be used; usually the fun one is **by shuffling**, so it's not me who determines it, and it's not the students who determine it, like throwing a ball or using dice or whatever they consider to be fair; not choosing smart children with less smart children or smart children with smart children. Not like that, so it's up to the fair results (T.M.1).*

*Sometimes I make **ABC groups**; **group A is the one that understands quickly**, and **group B is the one that is moderate**. If **group C is lacking**, later, when I only explain it once, they can understand, then I will go to group B and explain it 2-3 times. Then I also go to group C, which is more. Sometimes, I tell group A to go to group B and to group C. Like that, **besides the teacher, the students can also learn together**. (T.S.2)*

***Large-group discussion** strategies may be **less effective** in very noisy classes. I **overcome** this by dividing the class **into small groups** so that each student can participate more actively (T.S.2).*

A class of students was divided into multiple groups, and the researchers discovered that Participants 1 and 2 employed collaborative learning practices. As mentioned by Participant 1, various strategies needed to be employed for group division. He claimed that a pleasant group division technique was to shuffle each student's name, roll dice, or throw balls in order to fairly divide the class into numerous groups without choosing peers. A fair group was one that relied on fair outcomes rather than pairing intelligent students with less intelligent or intelligent students with less intelligent. In the meantime, Participant 2 said that in order to encourage more active participation from every student, he typically split the class up into smaller groups. Furthermore, Participant 2 explained his approach to group formation, which involved splitting the class into three groups: high achievers, average achievers, and poor achievers. He, then, asked the faster learners to join the middle learners and the low learners to study together. In this method, he said, students could learn alongside their teacher in addition to taking classes.

*I sometimes invite students to **go out of the classroom**. I tell them to do **group work**. Find 5 objects or 3 objects that are around them; they must not be the same. (T.S.2)*

*I often divide students into **small groups** and give them the task of **discussing and analyzing a descriptive text**. This helps students share their understanding and improve their ability to understand the text. (T.S.2)*

*I use several evaluation methods, such as quizzes, comprehension tests, and **group projects** where students have to create a description of an object or place (T.S.2).*

*Assignments must be **collected in groups** before we can assume that they have participated in learning (T.M.1).*

According to Participant 2, they employed various strategies to collaborate on the project. In the first, students discussed and analyzed a descriptive text; in the second, they were asked to leave the classroom and choose three or five things that should not be the same to describe. Subsequently, Participant 2 employed multiple kinds of assessment, including group projects requiring students to describe an object or location, quizzes, and comprehension examinations. According to

Participant 1, in order to determine whether or not every student engaged in learning, each task needed to be gathered in groups.

*To deal with different students, such as those who are fast and those who are slow, I usually ask friends who are fast or have good English skills to teach their friends who are still slow in English. (T.M.1)*

*Well, we can work together there. It's simpler sometimes when kids get explanations from their buddies. Why? Perhaps their friends or close pals have a psychological bond. I notice from a number of observations that, even though the explanations from the teacher and their close friends are in nearly the same language, it is usually easier when the friends explain. I have personally experienced this, so I thought, "Oh, like that, with group A or those who understand quickly so that we can help each other." Because I believe there would be many challenges if it was just from the teacher. In actuality, it's nearly the same, but as my buddy notes, it feels simpler due to their existing closeness, which makes the approach more intense. For this reason, students' assistance is crucial, particularly when working with a large number of students who have a variety of personalities. (T.M.1)*

*Those who struggle with language learning or lack a large vocabulary will typically be assisted or handled by their more proficient peers. They must assist one another because they are assigned the same work and bear the same obligation, which is to perform. Thus, those who are more skilled should assist their friends who are not so skilled so they may still perform. (T.M.1)*

*Collaborative learning is helpful because students can share knowledge and strategies with each other. I often use group discussions and collaborative projects to improve students' reading skills. (T.S.2)*

Based on the data analysis results, Participant 2 said that collaborative learning would make learning easier for students because it could make the subject easier for them to understand by having them explain it to each other. He said that even though the teacher and discussion partners' explanations were nearly identical or used the same terminology, his students would comprehend the subject matter easier if it were explained by themselves. According to Participant 2, there was a chance that students would explain in easier terms because of their strong friendships, which intensified the approach, and that their friends had psychological relationships. He was confident that this technique would be simpler than just asking the teacher for an explanation and likewise supported this remark with his

own experience. Consequently, the involvement of students in the teaching and learning process was crucial, particularly when managing a diverse group of students with varying learning styles. According to Participant 1, students who struggled with language acquisition or lacked vocabulary would receive assistance from their more proficient group members. He also stated that every student was required to assist the other members of their group since they were all assigned the same work and were responsible for presenting the outcomes of their group. Enhancing students' reading comprehension of descriptive texts could be achieved through the implementation of collaborative teaching practices.

The researcher discovered that Participants 1 and 2 applied collaborative learning methodologies by cooperating as a team based on the findings of the **observation**. By asking students to count from 1 to 4, Participant 1 randomly divided the class into groups of four, each with three individuals. Subsequently, he assigned the group the duty of summarizing the descriptive text contained in the student's printed book. Furthermore, Participants 1 employed strategies, including group projects in which students were required to describe items from their surroundings and classroom. Participant 2 assigned students to groups by first counting the total number of students and then choosing them at random. After splitting up into groups, Participant 2 gave the students instructions to use a laptop to look up animals online so that each group could describe and present them to the class.

#### *4.1.1.3 Skimming or Scanning, Interactive Resources and Fun Learning*

Based on the data analysis results, the researcher discovered that Participants 1 and 2 employed instructional strategies to enhance students' reading comprehension of descriptive texts. These strategies included the use of skimming or scanning techniques, which helped students rapidly grasp the meaning of a descriptive text without having to spend a lot of time reading the text from cover to cover. While the fun learning approach and interactive resources might have helped students become more motivated to learn in order to enhance their reading comprehension of descriptive texts.



*Typically, I use a few different approaches. The first is skimming or scanning. Because it's best to concentrate on the question rather than translating the entire text when reading comprehension, as it can often waste time. Therefore, we only need to understand the essential idea of the readings. The first thing we do is read the question and then quickly search the paragraph for it. Depending on what the question asks, we may search for the main idea, synonyms, or a sentence that refers to a specific person. Alternatively, we may search for "which one is not true"—that is, a statement that is not in the paragraph—so I typically do that. (T.S.2)*

*Another method is to simply have to read. To ensure that the words, characters, and pronunciation of words are all spoken correctly and that there is no mispronunciation, one should just read in English without interpretation or comprehension. (T.M.1)*

According to Participant 2, he employed the skimming or scanning strategy because he felt it would be more efficient for students to focus on the questions in order to grasp the primary idea of a reading rather than spending time translating the full text. According to him, the first task he gave the students was to comprehend the question and then find the solution by looking through the paragraph. The questions might have asked for the main idea of a paragraph, a synonym for a word, a sentence referring to a specific individual, or the wrong word—that is, a statement that was not included in the paragraph. Additionally, without having to interpret or comprehend a sentence, students were asked to read to improve their reading comprehension and correct pronunciation. In other words, students were asked to read to ensure that their words, characters, and pronunciation were correct.

*It's obvious that the first step in teaching students is to ensure that they enjoy the process as much as possible. In order to assist learning and make it more engaging when it involves media, I typically utilize a laptop, followed by a projector and an LCD. This is because students may become disinterested if the sole source of information is books. (T.S.2)*

*So, I now modify the children's response. For instance, they once asked, "Ustadz, what if we use PowerPoint or a video once in a while?" In order to make learning engaging for them, I search for video content that fits*

*their learning style in that manner. Once, I use a **movie or audio** as well. Yes, I do occasionally **use a movie**. Thus, attempt to describe a situation. Yes, in addition to **being pleased with the movie**. In addition, they pick up **What's it all about? Make learning as pleasurable as you can.** (T.S.2).*

*I use **digital resources** such as **reading apps, videos, and e-learning platforms**. This helps students be more interested and engaged in learning. I also frequently **update my digital materials** to keep them relevant and interesting. I personally sometimes **ask them to look for images on the internet to describe text** or describe an object to make it easier for them. (T.S.2).*

*Main skills for me personally, it's more about how **teachers can make learning interesting**, then how **teachers can have the skills to edit using Canva, using CapCut, or applications** on their cell phones, so that **learning becomes more interesting**. Sometimes teachers use general strategies but also **use learning media** like that. (T.S.2).*

*Besides that, we can also **utilize websites from abroad** so that **learning has more sources** and is **even better** because sometimes the **reading comprehension in our books is different from books from abroad. Especially in terms of culture**. Therefore, it needs to be introduced to children. Oh, it turns out that abroad it is like this. The simplest example in the use of names is that in Indonesia you usually use the name Anton, Rudy, or Santika, but if abroad you can use the name Matthew, John, or Andrew, it is **also needed to describe**. Or if here describing men Generally, their hair is black, and their eyes are brown. But if foreigners are blonde, then their eyes are blue, and their skin is white. (T.S.2)*

*When it comes to changing learning methodologies, **digitalization is usually a good option** these days. This means that **adopting a digital system is better and faster** because it uses the material on the laptop and displays it on the screen for group work. Yes, we really **need to utilize today's technology** for classroom learning for children (T.M.1).*

*Sometimes I teach reading using **digital resources**. The method is that, by using the **Quiziz application**, there are reading questions... From there, there are comprehension questions. There are vocabulary questions, Antonin synonyms, and open-ended questions. It can be anything. The type of text adjusts to the time (T.M.1).*

According to Participant 2, the first step in teaching was to make sure that the students were enjoying the process of learning, or, to put it another way, the teacher should have used the most pleasurable teaching technique available. Participant 2 used media in the form of laptops, projectors, and LCDs. In response

to student feedback, Participant 2 also implemented learning strategies. For instance, students might have requested that movies or PowerPoints be used sometimes to enhance the teaching and learning process. Furthermore, Participant 2 mentioned that in order to develop engaging lessons, teachers needed to possess the fundamental abilities of Canva, CapCut, and other smartphone editing apps. Furthermore, foreign websites could have been utilized to expand educational materials and familiarize students with various cultures. This was particularly useful when instructing students on descriptive texts. For instance, names were used differently in Indonesia than they were elsewhere, and Indonesians had a different physical look from those of other countries. Additionally, Participant 1 said that implementing a fun learning technique through digitalization was the best choice. To help teachers adopt engaging and enjoyable learning, one way was to use the Quiziz program, which displayed vocabulary questions, synonyms or antonyms, open questions, and more. The researcher discovered that participant 2 employed games as an enjoyable teaching technique based on the findings of the **observation**. Participant 2 requested that each group representative explain an animal in Indonesian. The teacher then wrote the English names of the animals on the board as clues. After that, students in different groups were asked to speculate as to which creatures had been described.

#### ***4.1.2 The Way Teachers Implement Teaching Strategies To Improve Students' Reading Comprehension And Learning Outcomes In Mts Unggulan Singa Putih Environment***

Meanwhile, the way teachers implemented the teaching strategies included: 1) utilizing diagnostic differentiated instruction & collaborative learning 2) enhancing students' vocabulary and reading comprehension through memorization and practice 3) utilizing Interactive Resources and Activity.

##### ***4.1.2.1 Utilizing Diagnostic Differentiated Instruction & Collaborative Learning***

Based on the results of the data analysis, there were several strategies applied by participants 1 and 2, namely diagnostic differentiated learning and collaborative learning. Participant 2 **stated** that implementing differentiation was

very necessary in learning to classify each student based on the right teaching strategy or one that suited the characteristics and interests of students. Participant 1 **asserted** that the utilization of group discussions and presentations in collaborative learning was highly beneficial for enhancing comprehensive reading, student motivation for learning, student engagement, and opportunities for socialization and mutual aid through descriptive text in the classroom.

*For me, I usually **start by diagnosing and testing the child to determine what kind of learner they are.** Does he or she learn quickly, slowly, or somewhere in between? Since they receive special attention if they are slow. similar to how I **assign a unique work that suits their level.** Therefore, if he or she is quick, it usually happens just once. He or she is already aware of it, but if not, I have to repeat the explanation or even make it extra special. So even though the class is diverse, **we still have to be able to approach students one by one about how to learn according to their abilities.** Sometimes I also take an approach like, "Oh, this child has a kinesthetic style, audio, or this child is visual. Sometimes I also like that method because it is in line. It is hoped that the policy from the Ministry of Education and Culture will allow teachers to carry out differentiated learning like that. (T.S.2)*

***Differentiation in instruction is required.** It is **necessary to be able to classify** which kids comprehend concepts quickly, which are in the middle, and which require more time. It **cannot be generalized**; we must handle it step by step. At times, the instructor **initially determines if the instruction is audiovisual, visual, or kinesthetic.** It will be challenging if the teacher is unable to provide an evaluation or a description such as **"this class seems kinesthetic," and it turns out that he is using a visual approach.** Consequently, when addressing a class, **teachers do need to be aware that 30% of the lesson is visual and 30% is auditory.** The remainder is kinesthetic; hence, their duty as educators is Kinesthetic, for instance, indicates that the content will be detailed. Making use of movement, if it's audio, it means explaining verbally, if the image allows them to utilize posters, in that manner. (T.S.2)*

Participant 2 **reported** that he **began** implementing teaching strategies to enhance students' reading comprehension and learning outcomes by diagnosing, testing, or differentiating students according to suitable teaching strategies that **aligned** with students' interests. Participant 2 **began** by figuring out if the teaching approach that **aligned** with the interests of the students **was** kinesthetic or audiovisual. According to him, it **would be** a challenge if teachers **could not evaluate** or describe students' characteristics; therefore, we needed to realize that students had

different needs. For example, if students needed a more kinesthetic approach, they would use more movement or practice; if students needed a more visual approach, they would need to use pictures and posters; and if students needed an auditory approach, we could use audio.

He also stated that in order to effectively teach reading comprehension through descriptive text, we needed to be able to categorize students' interests according to their comprehension abilities—those that learned reading comprehension through descriptive text quickly, those that learned it more slowly, and so on. Students need to be treated individually; they cannot be categorized in general categories. Afterwards, students who were classified as having difficulty understanding the material would receive additional attention in the form of different assignments. This was done to ensure that, despite the diversity of characteristics among students, each one could be approached individually to determine the most effective way to teach. Additionally, participant 2 expected that in the future, the Ministry of Education and Culture would adopt a policy permitting educators to implement individualized instruction.

***Provide the descriptive material;** To make **students discuss**, of course, we must first **convey the descriptive material** that we give to the children, even though we do not explain it first. If the book is already there about the descriptive, the children can be **divided into groups** and then asked to please **study about the descriptive** (T.M.1).*

***Provide the Descriptive Material and Give Assignments; collaborative technique** Typically, **group projects** like **adhering descriptive text to the walls** are assigned. 20 or 30 kids, **divided into groups**, **go around to read the descriptive text that we have prepared**, possibly consisting of five pages. Later, in front of the class, **they must present** the knowledge they have learned from the reading material that we have prepared so that their friends can hear them (T.M.1).*

***Assigning Work and Monitoring Student Learning;** Then we **go around to the groups**; whether they have difficulty or have understood the descriptive text, the children usually can. Then, **after the children have discussed**, we **check their assignments**, which are like **summarizing the book**. After summarizing, we **check whether the understanding of the descriptive text is correct**, along with examples of descriptive texts and their characteristics. When they are present, we check (T.M.1).*

*It is also vital to include a **summary in each paragraph**. After translating, I sometimes ask my students to **rewrite it in their own language and make sure they understand the paragraph's main idea, meaning, or purpose.** (T.S.2)*

Participant 1 said that he used a variety of strategies to implement collaborative teaching strategies. First, instructional materials on descriptive texts were made available. After giving a brief explanation of the descriptive content, Participant 1 divided the class into multiple groups and invited them to collaborate on studying and discussing descriptive texts. Subsequently, he assigned each group a task, like writing a book summary. In order to make sure they had comprehended the primary idea, meaning, or purpose of the paragraph, Participant 2 also mentioned how crucial it was for students to be able to summarize a paragraph in their own language. Following the assignment of each group, Participant 1 visited each group to check on the students' progress and to make sure that none of the students were struggling or had trouble understanding the descriptive text.

***The teacher as a facilitator;** Well, like that, indirectly, right, oh, the description is like this, so sometimes I tell one of them to **come forward to their friends to guess**; after their friends can guess, from there, that's where the collaboration between students and teachers is, so the learning is not always from the teacher center but sometimes also student center, and all of that must be the right portion, so 50-50, not too dominant to the teacher; not too dominant to the students, so the point is that **the teacher is here as a facilitator**, like that. (T.S.2)*

***Evaluating Student Performance;** Well, usually the results are many, so not only one student can really understand, but usually one group understands because the results are from discussion work, because with discussion, those who are usually not attentive become attentive, and when they come forward, we can get the children's grades, whether they can or not. When we go around, we know which children are active and which are not, and the students' activeness is also assessed (T.M.1).*

*Therefore, in addition to instructing them to step ahead one at a time, I occasionally advise them to collaborate or work in groups. Later, one of the groups will stand up to describe it as a group representative, allowing us to later evaluate how well the students' understanding. For instance, if three groups come forward one at a time and the students can answer all of them, it indicates that they understand the material; if they can only answer a few, it indicates that they need more understanding in order to better understand what their peers are describing and can complete it.*

*They will have more chances to socialize with their group members in this way. (T.S.2)*

*Following their observation of the descriptive text reading on the walls, they typically stand up and dance together since, even though they are merely in the classroom, they still move and don't just sit there. Since the presentation is typically stressful for non-native English speakers, it stands to reason that those who represent their friends the best will do well academically. In these situations, students are more involved than the teacher (T.M.1).*

According to participant 2, teachers could serve as facilitators by implementing collaborative strategies. In order to foster collaboration between students and teachers and ensure that learning was not just teacher-centered but also student-centered, he occasionally assigned groups of students to describe objects. After each representative had finished, he called on the class to guess what the other group had described. However, he emphasized that this process should only take place in appropriate portions to avoid being overly dominant for either the teacher or the students. He added that we could assess students' comprehension by using collaborative strategies. If students can correctly answer every question when three groups went up one at a time, for instance, it indicated that they comprehend the subject matter; if they could only correctly answer a couple, it indicated that they needed additional explanation to fully grasp the information.

According to Participant 1, collaborative learning was highly beneficial when implemented in the classroom because, although some students might not comprehend the material, almost all of them did so because, when students collaborated or worked together, they were able to pay attention to one another. This was especially true for students who typically did not pay attention to explanations. Furthermore, according to participant 1, students who used collaborative learning methodologies had more opportunities to interact socially with their group members and can support one another, particularly those who struggled to present the assigned tasks.

**Observation results** supported these findings by showing variations in the level of student engagement during the implementation of teaching strategies. The first observation noted that students were actively involved in reading



comprehension activities, as seen from their participation in discussions and group activities. *“Students are actively involved in reading comprehension activities as seen from their participation in discussions,”* was noted in the observation report. This active participation showed that the collaborative approach had increased students' interest in the lesson material and encouraged them to participate more.

However, several other **observations** showed low student participation and a lack of increased interest, as seen in Observation 2, *“Students are less involved in reading comprehension activities.”* This showed that although collaborative learning had many benefits, other factors needed to be considered to ensure that all students could be optimally engaged. For example, the importance of selecting influential groups, the teacher's active role in facilitating discussions, and adapting teaching methods to suit each student's learning needs and preferences.

Thus, although collaborative learning strategies had increased student engagement positively, there was still room for improvement. Teachers had to continually evaluate and adapt their approaches to ensure that all students could actively participate and benefit from collaborative learning. A more individualized approach and personalized teaching strategies might be necessary to achieve this goal, ensuring students felt engaged and motivated to learn.

#### *4.1.2.2 Enhancing Students' Vocabulary and Reading Comprehension through Memorization and Practice*

The data analysis results showed that, in order to improve students' reading comprehension and learning outcomes, participants 1 and 2 used practice and memorization techniques to increase their vocabulary mastery and reading comprehension. Because it encouraged students to take their studies seriously by memorization in front of the teacher, this method was the most effective and extremely beneficial strategy.

*We know the children's abilities after teaching them for several meetings; some are good, some are average, and some are weak. That information is recorded on our evaluation sheet, and I typically still **utilize memorization assessments in our daily grades. This involves***

*memorization of vocabulary, phrases, and sentences. Then I ask the children to submit sentences or phrases facing me.*

*So, I say Indonesian; they convey English. But before that, they are taught how to read it correctly, then tested again on how to convey it correctly. Maybe usually what is described are adjectives and nouns. (T.M.1)*

*The most successful way is to assign students to memorize by practicing going to the front of the class. If they only do multiple choice, then do essay questions with five numbers, then collect them. In my opinion, it is not effective. Yes, it's true they do it, but the result for me seems like the children don't really learn or they just submit and collect it and can't speak English, so what is effective is that they have to go forward to face the teacher. (T.M.1)*

*Every time I assess my students' vocabulary growth, I give them new words to learn from the sentence and require them to memorize it by coming up to me and looking at me. I rate their initial ten vocabulary words right away: 10 if they remember them all, and 1 if they remember only one. I usually note this on my assessment form. (T.M.1)*

*It's beneficial if you utilize it to help the kids learn and memorize things. If we keep doing that, it will become evident who speaks English the best in just five meetings. We need to have a success rate of at least 60% or 70% of the kids being able to communicate in English. We need to put in more effort if their vocabulary is limited. (T.M.1)*

Participant 1 said that we were able to determine the students' abilities after educating them in multiple meetings; some were good, others were average, and some were weak. His assessment document had the facts. He said that he used memory evaluation, which involved memorization of words, phrases, and sentences, to increase his students' vocabulary. Subsequently, he requested students to articulate the words or expressions in front of him. He underlined that the most potent, successful, and successful technique to increase students' vocabulary was to give them the task of memorizing and practicing in front of the class. He claimed that it was ineffective to just assign multiple-choice tasks to students before collecting them. Although it was true that they did complete them, he claimed that the results were not very good because it appeared that students were not really studying or were merely submitting and collecting information without being able to speak English. Therefore, he believed that the most successful method was for students to offer to learn vocabulary in front of the teacher. Participant 1 added that

each time he evaluated the students' vocabulary growth, he assigned new words for them to learn from sentences and asked them to memorize them. For instance, he might give the students ten vocabulary words to learn; if they could recall every one of them, they would receive a score of 10. He believed that if we kept using this teaching method, students would benefit greatly and would be able to learn and retain more information. He also believed that we should work harder to expand the students' limited vocabulary and set a goal of having at least 60–70% of students being able to communicate in English.

*That and these are **the words that will eventually surface; if at all feasible, they should be anticipated beforehand.** And thus, when there's a Children's Vocabulary Box, this is all that's left, of course. Yes, kids are really special. There are **instances when kids discover something new using the words we have provided. This indicates that children's imaginations are truly boundless.** Sometimes they try to describe the flag or the animals **when I ask them to describe something, but they also sometimes describe food or even species that we don't often see, like the platypus.** Prior to yesterday, my acquaintance said something like, "It turns out that children can't limit, like **in terms of vocabulary.**" (T.S.2)*

*If I teach the kids to memorize, I usually tell them to do so in addition to making sentences out of random words. This helps to train them because **if they just memorize without practicing, without trying to put the information into a sentence, they will likely forget it.** Furthermore, in the dorm, I ask them what terms they learned today. This is done to increase their vocabulary and help them remember things more readily. (T.S.2)*

*Even though there is a kind of Google Translate, I think that sometimes if students cannot understand, they become confused because it is not grammatical, especially in reading, because **the key to reading is understanding. If they cannot understand and also cannot know what is in the paragraph,** then they also cannot understand the questions asked, which will be very difficult. So indeed, **in terms of reading, practice is needed, especially such as having to read often and getting used to reading so that it is easier to answer existing questions.** (T.S.2)*

*The children's task is to retell the descriptive passage from the text page we offer, using their own words to explain or illustrate each statement. Good learners of English are able to recount stories, and **they have a large vocabulary.** (T.M.1)*

*I evaluate them based on **how effectively they may convey the reading. They are understood when they can explain it in a comprehensible manner;** yet, when they are left feeling confused or even having to clarify*

*anything, they are still confused. They still clearly aren't able to comprehend the reading, though. Thus, if a kid is able to comprehend the question, even if it is asked in a different sequence, they may be able to respond to it well. (T.S.2)*

Participant 2 asserted that students' imaginations were limitless, citing instances in which they described food or even uncommon species like platypus when asked to describe an animal or flag. As a result, we could not restrict students' imaginations, particularly when it came to vocabulary or other areas where they discovered new things with what they had learned. According to participant 2, he also instructed students on memorization techniques and how to construct sentences using the words they had committed to memory. They would benefit from this since they were more likely to forget the material if they just learned it without practicing or attempting to form it into words. Furthermore, participant 2 said that since comprehension was the foundation of reading, students needed ongoing instruction in reading in particular. It would have been extremely difficult for students to understand the questions posed if they were unable to comprehend the paragraph and were unaware of its contents. Additionally, according to participants 1 and 2, the children were asked to use their own words to retell the descriptive portion of the text page that we gave them in order to evaluate how well they were able to convey a reading. This way, even if the questions were jumbled, students would still be able to answer correctly.

The researcher discovered that participants 1 and 2 attempted to increase students' vocabulary mastery by giving them new words to learn and use in sentences. This was based on the **findings of the observations**. Participant 2 contributed a few new terms to the vocabulary, such as: come = berasal, from = dari, they = mereka, ilmiah = sains, quite = cukup, heavy = berat, weighing = beratnya, around = sekitar. Additionally, participant 1 asked students to write down the names of items they saw in their surroundings in an effort to increase their vocabulary, such as the names: tree, building, school building, school yard, and other vocabulary they found in their environment.

#### 4.1.2.3 Utilizing Interactive Resources and Activity

Based on the findings of the data analysis, participants 1 and 2 used interactive resources and activity strategies as part of their teaching strategies to enhance students' reading comprehension and learning outcomes. This strategy was highly helpful in raising students' drive to read comprehension and in assisting them in becoming more engaged and readily comprehending the material.

*To make reading instruction more engaging for kids, I utilize Canva or CapCut. In addition, I sometimes ask them to play games like reading speed, which will inspire them. for instance, supposing that...You can now utilize the CapCut software. I enter a text, and the text runs. The text will appear later. They have excellent reading speed when they can comprehend everything that is written. **Students' reading proficiency can be enhanced if they can comprehend the reading after they have finished it. (T.S.2)***

***Descriptive Guessing Game;** In terms of collaborative learning with kids, my approach usually looks like this: I ask them to try to **find an animal that you like**. If you're done, try to describe it using Indonesian first. When you're in Indonesian, **use 4-5 sentences to describe it in English**. After that, **they come forward**. Their friends ask them to guess. Sometimes I ask them like that, for example, "This is an animal. It has two legs. This kind of animal can swim, and you can find it in a swamp, for instance. It's kind of something like that, and then this animal has four ladders, and it starts with D. Can you guess? oh duck" (T.S.2)*

***Jumbled Sentences;** My normal method for assessing kids' reading proficiency is to **use descriptive text**. I **print the text page, cut it into multiple pieces, and then they have to carefully arrange them**. I prepare a number of sentence titles—maybe five or eight—and then the kids take turns since some of the material has been presented and some hasn't. Therefore, it can be arranged by individuals who understand and speak English well. **I normally divide the descriptive text into three or at least five sections, forcing them to correctly arrange it before I grade them (T.M.1).***

According to participant 2, the use of interactive learning activities and tools—such as digital resources like Canva or Capcut—made learning engaging. Sometimes, Participant 2 asked the students to play games together that motivated them. For instance, Participant 2 could enter text into the Capcut program or software to have it run automatically. This forced students to read the text as it was being read aloud, allowing teachers to gauge how quickly and thoroughly they were

understanding it. Furthermore, participant 2 employed an interactive approach by having students identify the animals they preferred, describe them in Indonesian, and then use four to five lines to explain them in English. Students were also instructed to approach and describe it with gestures so that their peers could guess what it was. Participant 2 provided an example, naming an animal that began with the letter D, was found in swamps, had two legs, could swim, and was ultimately identified as a duck. Additionally, participant 1 mentioned that he used an interactive technique by selecting words at random from descriptive text. After printing the text, he divided it into multiple sections and instructed the students to properly organize them. In order to help students who had mastered the descriptive text organize the randomly selected phrases correctly, he created a number of sentence titles—roughly five or eight—to correspond with the previously jumbled sentences.

**The observation** results supported these findings by showing that teaching strategies, including varied media and methods, were implemented well. The use of various visual aids and interactive teaching techniques seemed to be successful in increasing student engagement and making learning more dynamic. **Observations shoed that** teachers used pictures, videos and other visual aids to explain complex concepts and applied group discussion and teamwork to encourage active student participation. **The first observation noted,** *“Teaching strategies are implemented well as seen from the use of varied media and methods,”* however, there were several observations that showed a lack of use of specific strategies, such as predictions and summaries, which could help students develop critical thinking skills and organize information systematically. **The second observation noted,** *“Students are less involved in reading comprehension activities.”* This showed that although collaborative learning had many benefits, other factors needed to be considered to ensure that all students could be optimally engaged. For example, the importance of selecting influential groups, the teacher's active role in facilitating discussions, and adapting teaching methods to suit each student's learning needs and preferences.

These shortcomings indicated that although various methods had been used, there was still room for improvement in integrating more specific and in-depth teaching strategies. Thus, although existing strategies already provided a solid foundation for teaching descriptive texts, adding methods such as prediction and summarization could have further improved teaching effectiveness and help students develop better analytical skills.

## 4.2 Discussion

The findings from the research highlight several effective teaching strategies to enhance reading comprehension skills using descriptive texts at MTs Unggulan Singa Putih. These strategies include: **First**, contextual learning and visual aids. **Second** is collaborative learning: Team work, group project and peer discussions. **Third** is skimming or scanning, interactive resources and fun learning. Meanwhile, the way teachers implement teaching strategies to improve students' reading comprehension and learning outcomes that researcher found in the MTs Unggulan Singa Putih environment are: **First**, diagnostic differentiated instruction & collaborative learning, **second** is enhancing students' vocabulary and reading comprehension through memorization and practice and the **last** is utilization of interactive resources and activity.

Visual aids and contextual reading strategies can greatly benefit students' reading comprehension, especially when it comes to descriptive texts. Students who are able to see things contextually will be able to build sentences accurately and in accordance with the objects they notice, which will make it easier for teachers to assess students' work and for students to understand what other students are describing. Sari et al. (2020) stated that contextual teaching and learning has the potential to be a useful alternative technique for teaching reading because it was easy to implement and one of the most engaging methods that was directly tied to the students' learning activities. Furthermore, This activity makes learning interactive and helps students understand the structure and sequence of the text. By engaging with the material directly, students will more easily remember information and understand the content in depth. This approach aligns with the SQ3R technique,



which encourages thorough text investigation before reading (Anjuni & Cahyadi, 2019).

Apart from that, the use of visual media further supports the effectiveness of this strategy. An initial assessment to determine a student's basic abilities allows teaching methods to be adapted to individual learning styles. This approach is consistent with metacognitive strategies, where students become aware of their understanding processes and adjust their strategies (Dangin, 2020). Visual aids helps students organize information visually, making it easier to understand and remember.

Several previous studies confirm these findings by emphasizing the importance of comprehension strategies focusing on understanding the text. Techniques such as identifying main ideas, predicting outcomes, and connecting information in the text are essential for adequate reading comprehension (Al-Jarrah & Ismail, 2018; Chrisbianto et al., 2022). These strategies help students build a framework for understanding and retaining information essential for academic success.

Thus, contextual learning and visual aids significantly improve students' reading comprehension skills. These strategies make learning interactive and engaging, catering to various learning styles and encouraging deeper understanding. These methods can improve reading outcomes, making them a valuable tool for educators.

Collaborative learning through teamwork, group projects, and peer discussions effectively improves students' reading skills, especially in understanding descriptive texts. The research results emphasize the importance of students working in groups to read and convey information from descriptive texts. This method helps students understand texts individually and teaches them to communicate their understanding to others, strengthening their comprehension and communication skills.

In addition, the research results also highlight the benefits of collaborative learning using group discussions and joint projects to improve students' reading

skills. This approach allows students to share knowledge and strategies, fostering a more dynamic and supportive learning environment. The literature supports these findings by showing that collaborative learning improves students' understanding and retention of material through peer interactions (Ahmadi et al., 2013). Group discussions allow students to analyze and critique texts more deeply, developing critical thinking and analytical skills.

On the other hand, collaborative learning helps students learn from each other by complementing each other's strengths and weaknesses. This interaction between friends is vital in developing reflective skills and fostering a sense of togetherness in the classroom. Research has shown that collaborative learning can improve academic performance and higher levels of student engagement (Slavin, 2014). By working together, students can handle complex texts and concepts more effectively than individually.

Consequently, collaborative learning is a very effective strategy for improving reading comprehension skills. Students can increase their understanding of descriptive texts by engaging in teamwork, group projects, and peer discussions and develop important communication and analytical skills. This approach improves academic outcomes and fosters a supportive and interactive learning environment.

The use of skimming or scanning techniques in teaching descriptive texts has proven to be very effective in engaging students and improving their reading comprehension skills, which can help students rapidly grasp the meaning of a descriptive text without having to spend a lot of time reading the text from cover to cover. According to Fatmawan et al. (2023) one of the greatest methods for teaching reading comprehension is to skim and scan the text. Students can utilize these strategies to answer reading-related questions on national exams.

Making sure that the students are enjoying the learning process is the first step in teaching; alternatively, the instructor should employ the most enjoyable teaching method that is accessible. The research results indicate that applications such as Quiziz, Canva, CapCut, and other smartphone editing apps can be used to practice reading comprehension, vocabulary, synonyms, antonyms, and open-ended

questions by utilizing of media in the form of smartphone laptops, projectors, and LCDs. This interactive approach allows students to practice their skills in a fun and engaging way, thereby increasing their motivation to learn.

The research results also rely on digital resources such as reading applications, videos, and e-learning platforms to increase student engagement. These tools provide a variety of learning experiences to suit different learning styles and speeds. Videos and e-learning platforms, for example, can present material in a more visual and interactive manner, making it easier for students to understand it. Regular updates to digital materials ensure the content remains relevant and engaging for students.

The literature supports the use of digital and interactive resources in education. Research has shown that technology can play an essential role in improving the quality of learning by making it more exciting and accessible (Gilakjani & Sabouri, 2016). Digital tools can provide instant feedback, allowing students to learn from their mistakes and improve their understanding in real time. In addition, technology can help bridge the gap for students who experience learning difficulties by providing adaptive learning experiences tailored to their needs.

Utilizing digital and interactive resources is important for improving reading comprehension skills. These tools make learning more engaging and accessible, catering to various learning styles and speeds. Teachers can create a more dynamic and effective learning environment that promotes student success by integrating technology into the classroom.

To learn how to categorize each student according to the best teaching technique or one that fits their interests and qualities, differentiation must be put into practice. Furthermore, the use of group discussions and presentations in collaborative learning is very helpful in improving students' drive to learn, their engagement, and their ability to socialize and support one another through descriptive text in the classroom. Aminuriyah et al. (2023) revealed that the learning activities are specifically made to accommodate the diverse range of student characteristics as well as each student's unique learning preferences and demands.

Diverse approaches and prepared materials are used in learning endeavors to guarantee that students successfully assimilate information or topics.

Collaborative learning is important in creating an interactive and dynamic classroom environment. Both respondents emphasized the benefits of group work, where students read and convey information from descriptive texts displayed on the classroom walls. This approach improves reading comprehension and helps develop social and academic skills. Observations confirm collaborative learning increases student participation and interest in the course material.

However, the research also identified areas for improvement. Several observations indicated that not all students were equally involved, indicating the need for more effective group formation and better teacher facilitation. Teachers must continually adapt their methods to ensure all students are actively engaged and benefit from collaborative learning. Personalized teaching strategies that suit individual learning needs and preferences can increase student engagement and motivation.

Bouknify (2023) states that collaborative learning can improve metacognition, namely, students' ability to understand and control their thinking processes when reading. Permatasari and Wienanda (2023) also highlighted that learning strategies that emphasize motivational aspects can positively impact students' interest in reading material, which in turn can predict long-term academic success.

Thus, although collaborative learning strategies have positively increased student engagement, there is still room for improvement. Teachers must continually evaluate and adapt their approaches to ensure all students can actively participate and benefit from collaborative learning. A more personalized approach and teaching strategies tailored to individual needs may be needed to achieve this goal, ensuring students feel engaged and motivated to learn.

Practice and memory approaches can be utilized to promote students' vocabulary mastery and reading comprehension in order to improve learning outcomes and reading comprehension. This approach, which involves memorizing

in front of the teacher, is the most helpful and successful since it motivates students to take their studies seriously. The study conducted by Kent et al. (2016) found that the majority of students (67%) said that learning word meanings and spellings via rote memorization from word lists was a good method to get better at remembering words and spelling them. Of the students who learned via rote memory, only 33 percent thought they had improved their word memorization and comprehension.

The research conducted at Mts Unggulan Singa Putih shows the significant influence of various well-chosen teaching strategies on students' reading comprehension and learning outcomes. These findings align with previous literature showing that adequate reading comprehension involves internal and external factors, including language skills, background knowledge, and learning environment (Abbas, 2021; Schiefele et al., 2016). In interviews and observations, it was seen that teachers at Mts Unggulan Singa Putih were successful in implementing differentiated and contextual teaching strategies to address these factors, increasing student engagement and understanding.

The use of descriptive text shows excellent potential in improving reading comprehension. Teachers use innovative techniques such as contextual learning, and visual media to help students better understand the material. These techniques facilitate understanding and make the learning process more exciting and interactive. These findings show that when teachers prepare well and use the proper methods, teaching descriptive texts can be easy and enjoyable, ultimately improving student learning outcomes significantly.

In addition, several previous studies support these findings by stating that reading comprehension is a complex cognitive process that involves various mental activities such as prediction, connection, and content description (Elleman & Oslund, 2019; Smith et al., 2021). Factors influencing reading comprehension, such as language skills and background knowledge, play an essential role in students' ability to interpret texts and construct meaning (Ganie et al., 2019). Motivation is also important in improving reading comprehension, where intrinsic and extrinsic motivation can influence how much a person invests in understanding text

(Schiefele et al., 2016). This research shows that well-prepared and appropriately implemented teaching strategies can improve students' reading comprehension. Teachers must continually evaluate and adapt their teaching methods to ensure all students can be actively involved and benefit from the learning process. Thus, teaching strategies that are adaptive and responsive to student needs are the key to creating an inclusive and productive learning environment.

Several previous studies show that reading comprehension results from complex interactions between internal and external factors (Abbas, 2021). Addressing variations in student ability levels requires adaptive and responsive teaching approaches, as proposed by Schiefele et al. (2016), where intrinsic and extrinsic motivation can influence students' investment in understanding text. Bouknify (2023) adds that strategies that improve metacognition can help students manage and direct their attention more effectively, improving content understanding and optimising reading learning. Improving students' reading comprehension skills proves the success of adaptive teaching methods. However, it is essential for teachers to continually evaluate and adapt their approaches to remain practical and relevant to the needs of diverse students, thereby creating an inclusive and productive learning environment.

#### **IV. CONCLUSION AND SUGGESTIONS**

##### **5.1 Conclusion**

This research comprehensively answers the problem by identifying and analyzing various effective teaching strategies to improve student's reading comprehension skills at MTs Unggulan Singa Putih. Based on the findings, and the outcome from two participating teachers, these strategies include: **First**, contextual learning and visual aids. **Second** is collaborative learning: Team work, group project and peer discussions. **Third** is skimming or scanning, interactive resources and fun learning. Meanwhile, the way teachers implement teaching strategies to improve students' reading comprehension and learning outcomes that researcher found in the MTs Unggulan Singa Putih environment are as follows. **The first is**

applying diagnostic differentiated instruction & collaborative learning; the **second** is enhancing students' vocabulary and reading comprehension through memorization and practice; and **the last** is utilizing interactive resources and activity.

All of the strategies were proven to contribute to students' engagement and understanding of descriptive texts significantly. Contextual learning and visual aids help students remember information and deeply understand content. It aligns with metacognitive theory, emphasizing the importance of students being aware of their understanding processes. The scope of this research includes analyzing various teaching strategies implemented by teachers at MTs Unggulan Singa Putih and their impact on students' reading skills.

However, the study's limitation lies in the limitation of the sample, which only includes one school, so the results may not be generalizable to a wider context. Therefore, further research with more diverse samples is needed to confirm these findings and explore the effectiveness of other teaching strategies in various educational contexts. The significance of this research lies in its contribution to providing practical insights for educators regarding effective teaching strategies for improving students' reading comprehension skills. The implications of this research also include recommendations for educators to adopt a more interactive and responsive approach to individual student needs to create inclusive and productive learning environments. For future research, it is recommended to involve more diverse contexts and further explore innovative teaching strategies that can support the development of students' reading skills more effectively.

## **5.2 Suggestions**

1. **Include Different Types of Texts:** Exploring the effectiveness of these teaching strategies with various types of texts beyond descriptive texts, such as narrative, expository, and persuasive texts, would be beneficial. This can help determine if these strategies are effective across multiple genres of reading materials.



2. **Diversify the Sample Size:** Future research should consider conducting similar studies in different schools with diverse student populations to enhance the generalizability of the findings. This will help in understanding if the strategies are universally effective or need tailoring to different contexts.
3. **Investigate Teacher Training:** Investigating the impact of teacher training programs on the successful implementation of these teaching strategies is crucial. Teacher preparedness and professional development play a significant role in the effectiveness of teaching strategies.
4. **Ask for Student Feedback:** Collecting and analyzing student feedback on the teaching strategies will provide valuable insights into their preferences and perceptions. Including the student perspective can help understand how these strategies affect their engagement and learning.
5. **Apply Technological Integration:** Exploring the role of advanced technological tools and applications in enhancing reading comprehension through interactive and multimedia resources is recommended. With the growing use of technology in education, understanding how digital tools can complement traditional teaching strategies is important.
6. **Encourage Parental Involvement:** Examining the role of parental involvement in supporting reading comprehension strategies outside the classroom is suggested. Engaging parents in the educational process can reinforce learning and provide a more holistic approach to improving reading skills.

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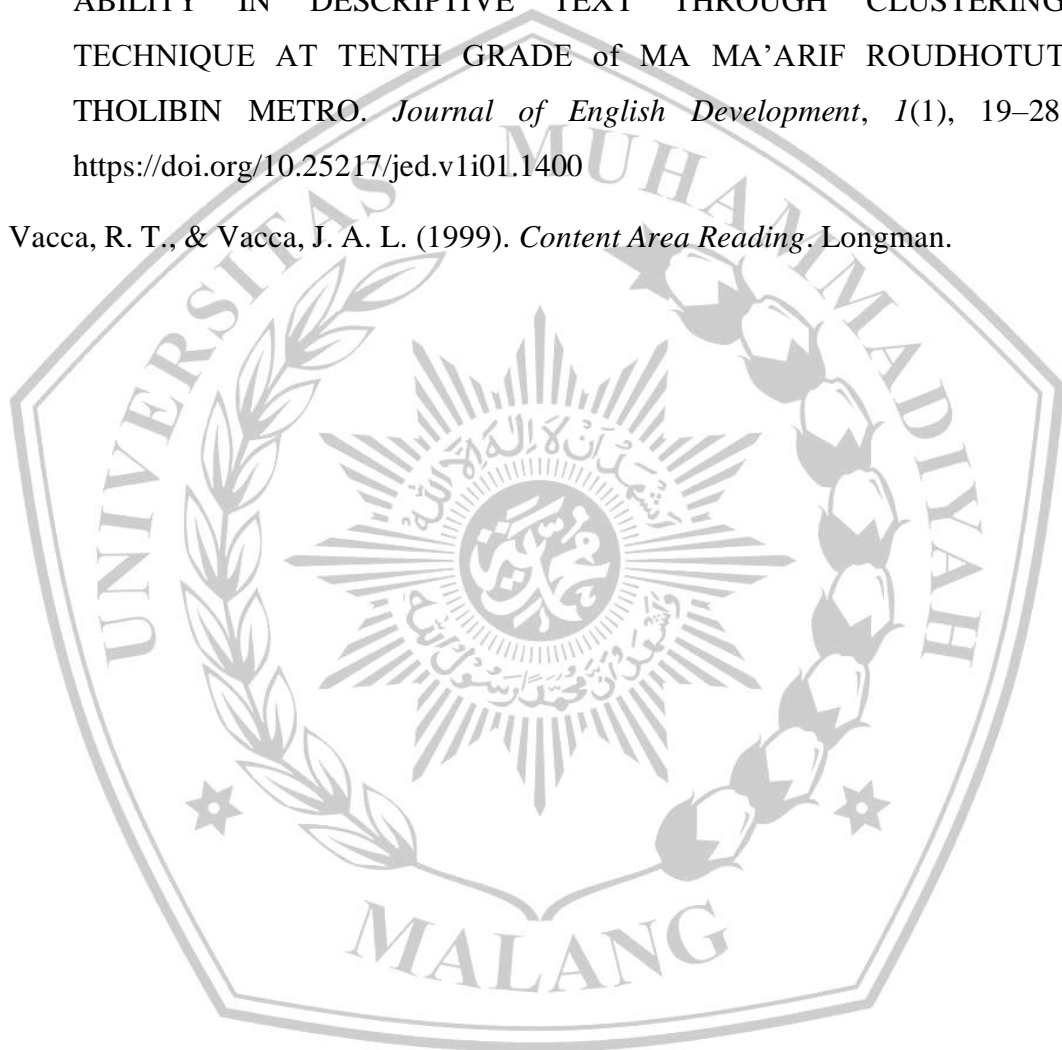
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## Appendix 1 Interview Guidelines

### A. Introduction

Begin with a warm greeting and express appreciation for the teacher's participation in the interview.

Briefly explain the purpose of the interview: to gather insights on effective teaching strategies for enhancing reading comprehension skills in junior high school, particularly focusing on descriptive texts.

### B. Background Information

Collect general information about the teacher, such as years of teaching experience, subjects taught, and familiarity with teaching reading comprehension.

#### Questions Regarding Teaching Strategies:

1. **Could you introduce yourself first, sir? Who are you with? How long have you been teaching English and are you used to teaching reading?**

**Participant 1:** Mr. Mukhlis has been teaching at MTs Singa Putih since 2017 and is used to teaching reading.

My name is Syarif Hidatullah, I teach English at MTS and MA Unggulan Singaputih starting in 2020. Currently, I am currently serving as a student representative at Madrasa Alia, so besides that, I am also entrusted to be a research team for MA Unggulan Singapuri and also a team of one of the mentors or instructors for the English Olympiad at the Madrasa Sanawia level.(T.S.2)

2. **While teaching, how do you adjust your teaching strategies to meet the diverse needs of your students?**

*If we teach reading, it's good to have **context**; there's something that needs to be described so **it can be seen**. For example, we want to describe a school building so children can see what the building is like, or a small object like a laptop, so the laptop **can be described because it is visible**. But **if the item is not there**, even though we memorize it or it is only in our imagination, **it will be difficult and not pleasant**. And when they often make the sentence true, the sentence made according to the object is true, so the teacher who corrects it is easy. For friends who see their writing or listen to the*



sentence, they can understand, "Right, oh yeah, the size is this and the color is this." (T.M.1).

I always do an initial assessment to find out the basic abilities of the students and then adjust the teaching methods. For example, for students who are more visual, I use more pictures and videos. (T.S.2)

We prepare one strategy for the whole class, and we work as a team. So, one child in one group, the whole class uses that one strategy, but we change it in each meeting, and then the next meeting uses another strategy, just like that. (T.M.1)

For me, I usually start by diagnosing and testing the child to determine what kind of learner they are. Does he or she learn quickly, slowly, or somewhere in between? Since they receive special attention if they are slow. similar to how I assign a unique work that suits their level. Therefore, if he or she is quick, it usually happens just once. He or she is already aware of it, but if not, I have to repeat the explanation or even make it extra special. So even though the class is diverse, we still have to be able to approach students one by one about how to learn according to their abilities. Sometimes I also take an approach like, "Oh, this child has a kinesthetic style, audio, or this child is visual. Sometimes I also like that method because it is in line. It is hoped that the policy from the Ministry of Education and Culture will allow teachers to carry out differentiated learning like that. (T.S.2)

We know the children's abilities after teaching them for several meetings; some are good, some are average, and some are weak. That information is recorded on our evaluation sheet, and I typically still utilize memorization assessments in our daily grades. This involves memorization of vocabulary, phrases, and sentences. Then I ask the children to submit sentences or phrases facing me. So, I say Indonesian; they convey English. But before that, they are taught how to read it correctly, then tested again on how to convey it correctly. Maybe usually what is described are adjectives and nouns. (T.M.1)

The most successful way is to assign students to memorize by practicing going to the front of the class. If they only do multiple choice, then do essay questions with five numbers, then collect them. In my opinion, it is not effective. Yes, it's true they do it, but the result for me seems like the children don't really learn or they just submit and collect it and can't speak English, so what is effective is that they have to go forward to face the teacher. (T.M.1)

Yes, we really need to utilize today's technology for classroom learning for children (T.M.1)

*If we teach reading, it's good to have **context**; there's something that needs to be described so **it can be seen**. For example, we want to describe a school building so children can see what the building is like, or a small object like a laptop, so the laptop **can be described because it is visible**. But **if the item is not there**, even though we memorize it or it is only in our imagination, **it will be difficult and not pleasant**. And when they often make the sentence true, the sentence made according to the object is true, so the teacher who corrects it is easy. For friends who see their writing or listen to the sentence, they can understand, "Right, oh yeah, the size is this and the color is this." (T.M.1)*

**3. When you teach, do you incorporate digital tools or resources in teaching reading, and if so, how do you improve your strategies?**

*I use several strategies, such as **contextual learning, mind mapping, and the use of visual media**, to help students understand the contents of the text better (T.S.2)*

*Typically, I use a few different approaches. The first is skimming or scanning. Because it's best to concentrate on the question rather than translating the entire text when reading comprehension, as it can often waste time. Therefore, we only need to understand the essential idea of the readings. The first thing we do is read the question and then quickly search the paragraph for it. Depending on what the question asks, we may search for the main idea, synonyms, or a sentence that refers to a specific person. Alternatively, we may search for "which one is not true"—that is, a statement that is not in the paragraph—so I typically do that. (T.S.2)*

*When it comes to changing learning methodologies, digitalization is usually a good option these days. This means that adopting a digital system is better and faster because it uses the material on the laptop and displays it on the screen for group work (T.M.1)*

*Sometimes I teach reading using **digital resources**. The method is that, by using the **Quiziz application**, there are reading questions... From there, there are comprehension questions. There are vocabulary questions, Antonin synonyms, and open-ended questions. It can be anything. The type of text adjusts to the time (T.M.1)*

*In order to assist learning and **make it more engaging** when it involves media, I typically **utilize a laptop, followed by a projector and an LCD**. This is because **students may become disinterested if the sole source of information is books**. (T.S.2)*

Even though there is a kind of Google Translate, I think that sometimes if students cannot understand, they become confused because it is not grammatical, especially in reading, because **the key to reading is understanding. If they cannot understand and also cannot know what is in the paragraph, then they also cannot understand the questions asked, which will be very difficult. So indeed, in terms of reading, practice is needed, especially such as having to read often and getting used to reading so that it is easier to answer existing questions. (T.S.2)**

*To make reading instruction more engaging for kids, I utilize Canva or CapCut. In addition, I sometimes ask them to play games like reading speed, which will inspire them. for instance, supposing that...You can now utilize the CapCut software. I enter a text, and the text runs. The text will appear later. They have excellent reading speed when they can comprehend everything that is written. Students' reading proficiency can be enhanced if they can comprehend the reading after they have finished it. (T.S.2)*

**4. Do you have your own strategy to improve students' reading comprehension especially through descriptive text?**

*It's obvious that the **first step in teaching** students is **to ensure that they enjoy the process as much as possible. (T.S.2)***

*Another method is to simply have to read. To ensure that the words, characters, and pronunciation of words are all spoken correctly and that there is no mispronunciation, one should just read in English without interpretation or comprehension. (T.S.2)*

**5. How do you assess students' reading comprehension skills when using descriptive text?**

*I use several evaluation methods, such as quizzes, comprehension tests, and group projects where students have to create a description of an object or place (T.S.2)*

*It is also vital to include **a summary in each paragraph. After translating, I sometimes ask my students to rewrite it in their own language and make sure they understand the paragraph's main idea, meaning, or purpose. (T.S.2)***

*I evaluate them based on **how effectively they may convey the reading. They are understood when they can explain it in a comprehensible manner**; yet, when they are left feeling confused or even having to clarify anything, they are still confused. They still clearly aren't able to comprehend the reading, though. Thus, if a kid is able to comprehend the question, even if it is asked in a different sequence, they may be able to respond to it well. (T.S.2)*

**Jumbled Sentences;** My normal method for assessing kids' reading proficiency is to use descriptive text. I print the text page, cut it into multiple pieces, and then they have to carefully arrange them. I prepare a number of sentence titles—maybe five or eight—and then the kids take turns since some of the material has been presented and some hasn't. Therefore, it can be arranged by individuals who understand and speak English well. I normally divide the descriptive text into three or at least five sections, forcing them to correctly arrange it before I grade them (T.M.1)

**6. Can you share your knowledge about how collaborative learning plays a role in the way you teach reading?**

For collaborative learning, children have to work together with their friends, and of course we divide them into groups. To divide the groups, various strategies must be used; usually the fun one is by shuffling, so it's not me who determines it, and it's not the students who determine it, like throwing a ball or using dice or whatever they consider to be fair, not choosing smart children with less smart children or smart children with smart children. Not like that, so it's up to the fair results (T.M.1)

Assignments must be collected in groups before we can assume that they have participated in learning (T.M.1)

Collaborative learning is helpful because students can share knowledge and strategies with each other. I often use group discussions and collaborative projects to improve students' reading skills (T.S.2)

siswa I show them a picture, say as a cat. Try to sum up a cat's characteristics: "It is an animal." It's got fur. Next, it has two eyes and four legs. Some people frequently look after them, and they are typically maintained as pets in this manner. (T.S.2)

I use digital resources such as reading apps, videos, and e-learning platforms. This helps students be more interested and engaged in learning. I also frequently update my digital materials to keep them relevant and interesting (T.S.2)

**Provide the Descriptive Material and Give Assignments;** collaborative technique Typically, group projects like adhering descriptive text to the walls are assigned. 20 or 30 kids, divided into groups, go around to read the descriptive text that we have prepared, possibly consisting of five pages. Later, in front of the class, they must present the knowledge they have learned from the reading material that we have prepared so that their friends can hear them (T.M.1)

*The teacher as a facilitator; Well, like that, indirectly, right, oh, the description is like this, so sometimes I tell one of them to **come forward to their friends to guess**; after their friends can guess, from there, that's where **the collaboration between students and teachers is**, so **the learning is not always from the teacher center but sometimes also student center**, and all of that must be the right portion, so 50-50, not too dominant to the teacher, not too dominant to the students, so the point is that **the teacher is here as a facilitator**, like that. (T.S.2)*

*They will have **more chances to socialize with their group members in this way**. Following their observation of the descriptive text reading on the walls, **they typically stand up and dance together since, even though they are merely in the classroom, they still move and don't just sit there**. Since the presentation is typically stressful for non-native English speakers, it stands to reason that those who represent their friends the best will do well academically. **In these situations, students are more involved than the teacher** (T.M.1)*

***Descriptive Guessing Game**; In terms of collaborative learning with kids, my approach usually looks like this: I ask them to try to **find an animal that you like**. If you're done, try to describe it using Indonesian first. When you're in Indonesian, **use 4-5 sentences to describe it in English**. After that, **they come forward**. Their friends **ask them to guess**. Sometimes I ask them like that, for example, "This is an animal. It has two legs. This kind of animal can swim, and you can find it in a swamp, for instance. It's kind of something like that, and then this animal has four ladders, and it starts with D. Can you guess? oh duck" (T.S.2)*

**7. How is the feedback given to students to shape your way of teaching descriptive text?**

*That and these are **the words that will eventually surface; if at all feasible, they should be anticipated beforehand**. And thus, when there's a Children's Vocabulary Box, this is all that's left, of course. Yes, kids are really special. There are **instances when kids discover something new using the words we have provided**. This indicates that **children's imaginations are truly boundless**. Sometimes they try to describe the flag or the animals **when I ask them to describe something, but they also sometimes describe food or even species that we don't often see, like the platypus**. Prior to yesterday, my acquaintance said something like, "It turns out that children can't limit, like **in terms of vocabulary**." (T.S.2)*

**8. How do you improve students' vocabulary skills when teaching through descriptive text to help understand reading?**

*Every time I assess my students' vocabulary growth, I give them new words to learn from the sentence and require them to memorize it by coming up to me and looking at me. I rate their initial ten vocabulary words right away: 10 if they remember them all, and 1 if they remember only one. I usually note this on my assessment form. (T.M.1)*

*It's beneficial if you utilize it to help the kids learn and memorize things. If we keep doing that, it will become evident who speaks English the best in just five meetings. We need to have a success rate of at least 60% or 70% of the kids being able to communicate in English. We need to put in more effort if their vocabulary is limited. (T.M.1)*

*If I teach the kids to memorize, I usually tell them to do so in addition to making sentences out of random words. This helps to train them because if they just memorize without practicing, without trying to put the information into a sentence, they will likely forget it. Furthermore, in the dorm, I ask them what terms they learned today. This is done to increase their vocabulary and help them remember things more readily. (T.S.2)*

**9. How do you use strategies in the form of group discussions or working with partners using descriptive text to help students understand reading?**

*I often divide students into **small groups** and give them the **task of discussing** and analyzing a descriptive text. This helps students share their understanding and improve their ability to understand the text. (T.S.2)*

***Assigning Work and Monitoring Student Learning**; Then we go around to the groups; whether they have difficulty or have understood the descriptive text, the children usually can. Then, **after the children have discussed, we check their assignments**, which are like **summarizing the book**. After summarizing, we **check whether the understanding of the descriptive text is correct**, along with examples of descriptive texts and their characteristics. When they are present, we check (T.M.1)*

***Evaluating Student Performance**; Well, usually the results are many, so not only one student can really understand, but usually one group understands because the results are from discussion work, because with discussion, those who are usually not attentive become attentive, and when they come forward, we can get the*

children's grades, whether they can or not. When we go around, we know which children are active and which are not, and the students' activeness is also assessed. (T.M.1)

**10. Have you ever adjusted or modified your teaching strategy based on the fitbek given to students?**

So, I now modify the children's response. For instance, they once asked, "Ustadz, what if we use **PowerPoint or a video** once in a while?" In order to **make learning engaging for them**, I search for **video content** that fits their learning style in that manner. Once, I use a **movie or audio** as well. Yes, I do occasionally **use a movie**. Thus, attempt to describe a situation. Yes, in addition to **being pleased with the movie**. In addition, they pick up *What's it all about?* **Make learning as pleasurable as you can.** (T.S.2)

*Provide the descriptive material;* To make students discuss, of course, we must first **convey the descriptive material** that we give to the children, even though we do not explain it first. If the book is already there about the descriptive, the children can be **divided into groups** and then asked to please **study about the descriptive** (T.M.1)

**11. According to you, the teaching strategy of describing surrounding objects can help in understanding descriptive?**

*In understanding descriptive texts, sometimes I also directly invite students **out of the classroom** and then try to **see what is around them**. Initially in the classroom, when it has been **described in the classroom**, such as the board, floor, walls, lights, then there are tables, chairs, books, and so on. After that, after they write down the objects, they describe them. So apart from the pictures they can observe directly, I think that is also good for improving their understanding, especially in understanding descriptive text, and I am sure when it is done often, it will make it easier for them to understand text, especially in English.* (T.M.1)

*I sometimes invite students to go out of the classroom. I tell them to do group work. Find 5 objects or 3 objects that are around them; they must not be the same.* (T.S.2)

*In understanding descriptive texts, sometimes I also directly invite students **out of the classroom** and then try to **see what is around them**. Initially in the classroom, when it has been **described in the classroom**, such as the board, floor, walls, lights, then there are tables, chairs, books, and so on. After that, after they write down the objects, they describe them. So apart from the pictures they can observe directly, I think that is also good for improving their understanding, especially in understanding descriptive text, and I*



*am sure when it is done often, it will make it easier for them to understand text, especially in English. (T.S.2)*

*I personally sometimes **ask them to look for images on the internet to describe text** or describe an object to make it easier for them. (T.S.2)*

**12. What is your strategy for overcoming differences between students, especially their reading speed or differences in understanding or speed of understanding between them when teaching descriptive text?**

*Sometimes I make **ABC groups**; group A is the one that understands quickly, and group B is the one that is moderate. If group C is lacking, later, when I only explain it once, they can understand, then I will go to group B and explain it 2-3 times. Then I also go to group C, which is more. Sometimes, I tell group A to go to group B and to group C. Like that, **besides the teacher, the students can also learn together.** (T.S.2)*

*To deal with different students, such as those who are fast and those who are slow, I usually ask friends who are fast or have good English skills to teach their friends who are still slow in English (T.M.1)*

**13. According to you, are there any special strategies that are less effective when used in classes with more students, how do you modify or overcome this?**

*Well, we can work together there. It's **simpler sometimes when kids get explanations from their buddies.** Why? Perhaps their friends or close pals have a psychological bond. I notice from a number of observations that, even though the explanations from the teacher and their close friends are in nearly the same language, it is **usually easier when the friends explain.** I have personally experienced this, so I thought, "Oh, like that, **with group A or those who understand quickly so that we can help each other.**" Because I believe there would be many challenges if it was just from the teacher. In actuality, it's nearly the same, but as my buddy notes, it feels simpler due to their existing closeness, which **makes the approach more intense.** For this reason, **students' assistance is crucial,** particularly when working with a large number of students who have a variety of personalities. (T.S.2)*



*Large-group discussion strategies may be less effective in very noisy classes. I overcome this by dividing the class into small groups so that each student can participate more actively (T.S.2)*

*Main skills for me personally, it's more about how teachers can make learning interesting, then how teachers can have the skills to edit using Canva, using CapCut, or applications on their cell phones, so that learning becomes more interesting. Sometimes teachers use general strategies but also use learning media like that. (T.S.2)*

*The children's task is to retell the descriptive passage from the text page we offer, using their own words to explain or illustrate each statement. Good learners of English are able to recount stories, and they have a large vocabulary. (T.M.1)*

*Those who struggle with language learning or lack a large vocabulary will typically be assisted or handled by their more proficient peers. They must assist one another because they are assigned the same work and bear the same obligation, which is to perform. Thus, those who are more skilled should assist their friends who are not so skilled so they may still perform (T.M.1)*

**14. Based on your teaching experience, can you provide recommendations or suggestions that you can give to fellow teachers or educators who want to improve students' reading skills through descriptive text in junior high schools?**

*Differentiation in instruction is required. It is necessary to be able to classify which kids comprehend concepts quickly, which are in the middle, and which require more time. It cannot be generalized; we must handle it step by step. At times, the instructor initially determines if the instruction is audiovisual, visual, or kinesthetic. It will be challenging if the teacher is unable to provide an evaluation or a description such as "this class seems kinesthetic," and it turns out that he is using a visual approach. Consequently, when addressing a class, teachers do need to be aware that 30% of the lesson is visual and 30% is auditory. The remainder is kinesthetic; hence, their duty as educators is Kinesthetic, for instance, indicates that the content will be detailed. Making use of movement, if it's audio, it means explaining verbally, if the image allows them to utilize posters, in that manner. (T.S.2)*

**15. In your opinion, how can schools or educational institutions support teachers in implementing effective teaching strategies to improve students' reading skills?**

"First, schools need to improve their facilities because even if the teachers are good, inadequate facilities will definitely cause difficulties. Secondly, internet access must also be reliable because in the past, we would search for resources in the library, but now that technology has advanced, it's more convenient to use the internet. Next, schools should require teachers to attend webinars and seminars about engaging teaching media. I'm sure there are many available now, whether in Telegram or WhatsApp groups, that focus on how to teach effectively and stay updated with current trends. It's important for teachers to participate in such webinars. In addition, teachers should also be involved in activities like the Subject Teacher Consultation (MGMP). Besides online webinars, there should be occasional in-person sessions where teachers from different schools can share ideas and discuss effective teaching strategies, challenges, and successes. This allows them to find solutions together and exchange ideas on how to improve. The point is, teachers should never stop innovating."

**16. Is there any type of professional development or resource development that you would recommend to teachers who want to improve their strategies in teaching reading?**

*Specifically, if it's on a website that is not in the Ministry of Religion or the Ministry of Education and Culture, it can be a reference to improve teacher human resources, especially in reading comprehension. I think there are many videos on the website, sometimes the Ministry of Religion also provides some kind of training, online, like that. To each school. and I'm sure the Ministry of Education and Culture and the Ministry of Religion are synergizing with each other to improve teacher human resources. Especially English teachers in Reading comprehension learning. (T.S.2)*

*In addition to college, you actually also need field practice, maybe if you are in that semester, you can practice directly like teaching at school and then routinely or have a teaching class, either in a tutoring or course, but the best one is at school because the number is large, if in a tutoring class is small, the course class, then take part in training seminars, usually when you enter the world of school, there are training directions to get to P3K or what other training seminars, if English is English, math, math, and to take part in looking for training, you can look for it at each lecturer and it*

*needs sharing, like taking part in workshops so we are taught to teach using descriptive text strategies, then gather with outstanding teachers. Take part in a lot of training or gatherings. (T.M.1)*

**17. In your opinion, what are the key qualities or skills that a teacher must have to effectively teach reading through descriptive text?**

*Besides that, we can also utilize websites from abroad so that learning has more sources and is even better because sometimes the reading comprehension in our books is different from books from abroad. Especially in terms of culture. Therefore, it needs to be introduced to children. Oh, it turns out that abroad it is like this. The simplest example in the use of names is that in Indonesia you usually use the name Anton, Rudy, or Santika, but if abroad you can use the name Matthew, John, or Andrew, it is also needed to describe. Or if here describing men Generally, their hair is black, and their eyes are brown. But if foreigners are blonde, then their eyes are blue, and their skin is white. (T.S.2)*

**18. In your opinion, how can the curriculum be improved to better support teaching reading using descriptive text?**

*It is hoped that the policy from the Ministry of Education and Culture will allow teachers to carry out differentiated learning like that. So yes, teachers are indeed encouraged to find a way for them to learn like this, teachers can find a strategy that is appropriate for learning, adapting to the situation and facilities, but the point is that learning is somehow, in addition to teachers, students also need to adapt. (T.S.2)*

*Yes, the curriculum develops students' literacy. If it's during study time, it might still be the same, but usually the curriculum needs to assign language teachers with literacy activities such as writing. The curriculum assigns language teachers what the writing should be like, namely, it must be descriptive, it must be narrative or what is it, printed, printed, whether it's a book or a wall magazine, making a wall magazine, well, if there is something like that, students are usually happy and their language skills, their literacy skills, especially descriptive ones, increase. (T.S.1)*

**C. Closing**

Thank the teacher for their time and valuable insights.

Assure them that their input will contribute significantly to the research on teaching strategies for reading comprehension with descriptive texts in junior high schools.

## Appendix 2 Observation Checklist

No	Indicator	Activity	Option		Description
			Yes	No	
1.	Implementation of Teaching Strategies	Are the identified teaching strategies effectively implemented during the reading comprehension lessons?	√		<p><i>“Teaching strategies are implemented well as seen from the use of varied media and methods” (T.M.1)</i></p> <p><i>“The teacher distributes teaching media in the form of laptops and books to each student” (T.S.2)</i></p>
2.		Is there evidence of the use of specific strategies such as predicting, summarizing, and making connections during the instruction?	√		
3.		Are the teaching strategies aligned with the objectives of improving reading comprehension skills in descriptive texts?	√		<p><i>“The teacher asks students to work on descriptive texts on their respective laptops” (T.S.2)</i></p> <p><i>“The teacher explains about descriptive text” (T.S.1)</i></p>
4.	Student Engagement	Are students actively engaged in the reading comprehension activities based on the applied teaching strategies?	√		<i>“The students follow what the teacher reads in English” (T.S.2)</i>
5.		Is there observable participation and interaction among students during discussions related to descriptive texts?	√		<i>“The teacher asks students to describe animals in English” (T.S.2)</i>
6.		Do students demonstrate an increased interest in reading comprehension tasks?	√		<i>“The students do an assignment related to descriptive texts on their respective laptops” (T.S.2)</i>

7.	Application of Descriptive Texts	Are descriptive texts effectively incorporated into the curriculum for teaching reading comprehension?	√	<p><i>“Descriptive texts are used effectively in the curriculum,” (T.S.2)</i></p> <p><i>“There is no variety of descriptive text used; only one type of text is given,”(T.M.1)</i></p>
8.		Is there a variety of descriptive texts used to cater to different learning styles and preferences?	√	
9.		Are the chosen descriptive texts appropriate for the grade level and comprehension skill development?	√	
10.	Individualized Learning	Is there evidence of teachers providing individualized support based on students' varying reading comprehension abilities?	√	<i>“Teachers provide individualized support according to students' varying reading comprehension abilities,”(T.S.2)</i>
11.		Are there differentiated instructional approaches to meet the diverse needs of students in the classroom?	√	
12.		Are students receiving constructive feedback on their reading comprehension tasks?	√	<i>“Students did not receive adequate feedback on their reading assignments,”(T.S.1)</i>
13.	Impact on Learning Outcomes	Are there observable improvements in students' reading comprehension skills with descriptive texts?	√	<i>“There was a visible improvement students' in reading comprehension skills with descriptive text,” (T.S.2)</i>
14.		Is there a correlation between the applied teaching strategies and enhanced learning outcomes in reading comprehension?	√	

15.		Are there any challenges or barriers hindering the effectiveness of the teaching strategies in improving learning outcomes?		√	
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