An Analysis of Reading Strategies in Teaching Reading to Young Learners

Nur Infita Kamelia[1], Annisa Astrid[2], Deta Desvitasari[3]
{nurinfitakamelia9@gmail.com[1], annisaastrid_uin@radenfatah.ac.id[2], detadesvitasari_uin@radenfatah.ac.id[3]}

English Education Program, UIN Raden Fatah, Palembang, Indonesia[123]

Abstract. The research was conducted to find out the reading strategies used by teachers in teaching reading to young learners, in this case, the fifth-grade students at SDN 88 Palembang. This study used qualitative research and employed a case study as the research design. The participant in this study was one English teacher teaching at the fifth grade at SDN 88 Palembang. In collecting data, the researcher used interviews and observations. The data obtained were analyzed using thematic analysis techniques. The results of this study revealed that the reading strategies used by the fifth-grade English teacher in teaching reading were 1) Previewing text, 2) Guessing word meaning, 3) Skimming, and 4) Scanning.

Keywords: Reading strategies, Teacher's strategies, Teaching reading, Young learners

1. Introduction

In this era, learning English is important because it is an international language. It can help people in all aspects of our lives, such as communication, education, trade, and entertainment. English is an international language and can be used to communicate[1] . argued that English has become a tool for communication between two persons whose first language is different from each other [2]. Thus, learning English is an important thing to learn especially for young learners because the language will be more easily acquired and their concentration will still be very good, so they will be able to learn English reading well.

Nowadays, English is crucial not just for adults, but also for young students. children's comprehension and enjoyment of their own culture and language will improve if they begin learning foreign languages at a young age [3]. Children who study a second language have benefits in terms of intellectual flexibility, educational skills, language, and social skills [3]. Furthermore, students will be prepared to interact in a social setting with people from other cultures and languages. So, as they get older, children can become valuable human resources and excel. This is one of the reasons why English is very important to young Indonesian students.

Some believe that learning a language at an early age will be more successful. Young learners are better at acquiring a second language than adults[4]. argued that the biological elasticity of a young learner's brain is still high, which means that any language is very easy to master for a young learner[5]. argued that the ultimate purpose of language training is to provide students with the ability to interact using the language[6]. It can be concluded that young learners find it easier to learn a second language than adults since their brains are still developing. In learning English, there are 4 skills that students must learn such as reading, listening, writing, and speaking. One of the most important skills is reading because of all the knowledge that students get from reading. reading is a key skill that children must learn to succeed in school and life[7]. Children commonly start learning to read in their first or native language (L1) in school during early childhood through third grade [8]. In conclusion, there are four skills that students must learn to learn English, which include reading, listening, writing, and speaking. Reading is a key skill that children must learn to succeed in school and life.

Reading is essential for all of us, particularly for young children. For the development of knowledge, young children must learn to read. Reading to young learners also encourages them to read books for themselves, allowing them to further develop their cognitive skills [9]. In conclusion, reading is essential for all of us, particularly for young children, and also reading books to young learners also encourages them to read books for themselves, further developing their reading skills.

In addition, reading is an important skill for students learning English as a foreign language or as a second language [10]. Reading is a skill that everyone needs to possess. Reading is crucial since it (1) helps individuals learn a new language, (2) helps people acquire a better vocabulary, (3) helps people

feel more comfortable with written English, and (4) can help people prepare to study in an English-speaking country [11]. Besides, reading is essential for children to expand their knowledge and the way they think, which is linked to the development of moral, emotional, and verbal intelligence[12]. In conclusion, reading is a crucial thing to learn and for life, and also reading is a skill that everyone needs to possess.

English in Indonesia is a prerequisite subject that must be learned in junior and senior high school. Meanwhile, English taught at elementary school is positioned as local content. Based on Permendiknas (2007), local content policy means that the school is given the authority to conduct English learning if the school is ready to do that. Therefore, not like English at junior and senior high schools, where English is such a compulsory subject, not all elementary schools are required to teach English.

Teaching reading to young learners must have strategies to make them understand and easy to learn reading such as skimming, scanning, and guessing word meanings. skimming is the process of quickly scanning a text to find its substance or primary concept[13]. Skimming is when a reader is trying to uncover specific information, answer comprehension questions, or find some specifics in a text. For example, the teacher shows a magazine or storybook and the teacher asks students to find some specific information in the text. scanning is a reading ability that involves extracting specific information from a text[14]. Students use this reading skill to uncover particular and detailed information such as names, places, dates, and other details. argued that scanning is a fast search for a specific piece of information in a text[15]. Scanning is the approach used by a reader when the goal of reading is to gain a quick overview of the material. For example, the teacher shows a newspaper article or storybook, and then the student scan and find information in the book. guessing word meaning is an approach for improving reading comprehension in second languages where students find it difficult to guess the word meaning directly[15]. Guessing word meaning, using English books and pictures, teachers educate students to guess the word meaning of the title and topic during pre-reading.

Reading strategies for young learners are different from adult learners. In the classroom, young students are more active and enthusiastic. Children have no mindfulness of grammatical mistakes and are less shy about talking, and they tend to talk as if it were natural [4]. Students' reading strategies were based on their ability to communicate in English [16]. Reading strategies are effective ways for readers to control their connections with written text and how they apply reading comprehension strategies. To improve students' reading skills, a teacher must have reading techniques. By assisting students in being aware of and mastering reading skills, they can become competent and independent readers [17]. In the class, the teacher is critical to the effectiveness of the teaching and learning activities. Based on the explanation above, it can be concluded that reading strategies are effective ways for readers to govern their relationships with written content and how they use it also the teachers' role in the classroom is crucial to the success of the teaching and learning activities.

The teaching strategy of the teacher is critical in the teaching of reading activities. Students' comprehension can be improved by employing an efficient and effective technique. teaching strategy is a plan of general directions chosen by the teacher to achieve the teaching and learning process's goals[2]. argued that teaching strategy is a teacher's plan in the teaching and learning activity to attain a goal that has been set [18]. Thus, an effective teacher recognizes the importance of a teaching approach in improving students' language skills, particularly reading skills.   Teachers must teach reading strategies to children for them to understand what they are reading. To give comprehension, teachers need to help students understand and use reading strategies [19]. Reading strategies are a good plan to help readers to understand the reading text. reading strategies reveal how readers understand a task, pay attention to textual cues, make sense of what they read, and respond when they don't understand[20]. Readers can use reading methods to better control their interactions with written text and comprehend what they're reading. In the reading process, reading strategies are critical. It can be concluded that reading strategies are crucial and reading strategies can help children become better readers.

There are three previous studies conducted on teachers' strategies in teaching reading. First, Aidil conducted a study about strategies in teaching reading at SMAN 3 Sabang [21]. The findings of his research revealed that the implementation of the teachers' technique with the material, indicators, and learning goals was based on the program and curriculum. They select the most effective ways for assisting students in comprehending the materials. Students struggled to understand the assessments, particularly components of reading such as the main idea, specific information, inferences, and references, thus the teachers used such tactics. The goal of learning cannot be easily reached without the use of an effective method.

Second, research was conducted by at SMPN 16 Banda Aceh. His research found that the situations and strategies used to teach and learn reading comprehension in each class at SMPN 16 Banda Aceh,

resulted in positive reactions to the teaching and learning method in each class [22]. All of the students were actively participating in the teaching and learning methods and they were able to accurately answer the questions. They were enthusiastic about teaching-learning processes, especially reading comprehension.

The last previous study, shows that the research results, although teachers are aware of using reading methods to help children acquire skills, they do not completely use them while teaching primary school pupils to read. Context, prediction, tying text to student outline, student interpretation, and student text interpretation are all effective reading strategies [23]. Teachers also did not encourage students to interact with the text. The State Department of Education arranged a seminar for teachers to teach them exercises that could be utilized in reading classrooms to teach reading skills. Additionally, program planners and textbook authors should include activities that assist content reading skills in their textbooks.

The researcher conducted the research with several differences and similarities from the previous studies. Most studies investigated the implementation of the teachers' technique with materials, indicators based on the program, the situations and strategies used to teach and learn reading comprehension. However, this study provided more specific reading strategies were used by English teacher in teaching reading and how were those reading strategies used by English teacher. The study was conducted in SD NEGERI 88 Palembang with the English teacher grade 5. The researcher conducted the following investigation to determine: (1) What reading strategies were used by English teacher in teaching reading at SDN 88 Palembang (2) How were those reading strategies used by English teacher at SDN 88 Palembang in teaching reading.

2. Method

The goals of this study were to look into the reading strategies were used by English teacher in teaching reading and how were those reading strategies used by English teacher. This study was designed as a qualitative study. qualitative research is a method of determining an issue based on the experiences of the participants themselves[24]. The case study research design was used in this qualitative study. stated that a case study is an issue to be investigated that will reveal an in-depth understanding of a case involving an event, activity, process, or one or more individuals [24].

The data was collected at SD Negeri 88 Palembang. The main subject of this study was a teacher of SDN 88 Palembang focusing on the English teacher who taught reading strategies and the participant was the English teacher who taught 5A grade and was selected by using purposeful sampling. purposeful sampling is a technique extensively employed in qualitative research for identifying and selecting information-rich situations to make the most efficient use of limited resources [25]. Therefore, there were four English teachers at SD Negeri 88 Palembang and the researcher chose one based on criterion sampling. criterion sampling entails selecting, examining, and studying all cases that meet a predetermined criterion[26]. In this case, the researcher picked the participants based on some criteria, including (1) the most experienced teacher; (2) the teacher who taught reading materials more than other teachers based on the syllabus; and (3) the TOEFL score was higher than the other EFL teacher.

In this study, the researcher used interviews and observation to collect the data. One-on-one interviews were used, a one-on-one interview is a data collection method in which questions are asked of a single participant and the responses are recorded by a researcher at the same time [24]. The researcher uses a face-to-face interview. It is a data collection approach that involves a conversation between the interviewee and the interviewer regarding the topic of the interview. the researcher interviews by engaging in face-to-face conversation with open-ended questions [24]. The researcher used semi-structured interviews with open-ended questions when questioning the participants for this study. The open-ended questions were utilized to elicit a great deal of data from the teachers. Moreover, the interview consists of 16 questions mostly related to what reading strategies were used by teachers in teaching reading and the other supporting questions related to the study. Next, observation was used as an instrument to collect the data. The practice of acquiring open-ended, firsthand knowledge by seeing people and places at a study site is known as observation [24]. The researcher collects notes during this observation to learn about the ways teachers teach, classroom situations, and students' reactions, and responses. During the reading lesson, the researcher watched students focus learn reading and being active in the class. The researcher used non-participant observation. stated that without any involvement with the participants or the current context, non-participant observers watch and record the situation under investigation [24]. The researcher used checklist observation in this study. Checklist observation is a set of questions that assess the execution and behavior of instructors and understudies

in a classroom setting. Checklist observation helps the spectator to recognize aptitude crevices and issue ranges to advance and makes strides in educating techniques, classroom settings, and understudy learning improvement.

The researcher used thematic analysis to analyze the data in data analysis. Thematic analysis is a type of qualitative research that examines categories and presents data-related themes [27]. There are six steps to thematic analysis [28]. First was to become acquainted with the data. In this step, the researcher tried to collect all data and read all of the data carefully to easily understand and be familiar with the teacher's strategies in teaching reading, making codes was the second. Depending on the information gathered during the interview, the researcher created some codes. Third was to look for themes. In this step, the researcher tried to check for the theme that appropriates my code. Fourth was to go over the themes again. After making the themes, the researcher reviewed again the theme obtained. Fifth was to define and name the themes. The researcher redefined and renamed the themes to be more complex. and last was to create the report. The researcher made the explanation of the result of reading strategies in teaching reading were used by the teacher for young learners.

3. Findings

In this chapter, there were two findings presented. First, strategies used by the English teacher in teaching reading skills to the fifth grade students of SDN 88 Palembang. Second, how were those strategies used by the English teacher in Teaching Reading Skills to the Fifth Grade Students of SDN 88 Palembang.

Strategies to Teach Reading

From the result of the thematic analysis, strategies used by the English teacher in teaching reading skills to the fifth-grade students of SDN 88 Palembang there were 4 strategies such as: 1) The teacher used previewing text, 2) The teacher used to guess word meaning, 3) The teacher used skimming, and 4) The teacher used scanning. These 4 themes are described as follows:

Previewing Text

The teaching strategies used by the teacher in the teaching and learning process are divided into three stages such as pre-reading activity, whilst-reading activity, and post-reading activity. The data from observation showed that in the pre-reading activity, the teacher was seen starting the learning activity by introducing the subject matter, which was a hobby, and explaining the learning objectives, which were for the students to learn.

In whilst reading activity, the teacher showed a picture to the students. By looking at the picture before reading the text, the teacher started to introduce the previewing method during reading. The teacher asked the students, "*What picture is this?"* The students replied with pictures of *"people playing badminton".* Then, the teacher instructs the students to read the title. The reply from the students is *"A hobby."* After reading the title, the teacher also told the students to guess the contents of the text from the picture and the title. Then, the teacher gave the students practice questions using the previewing method, in which they had to predict what was in the text.

In the post-reading activity, after giving the questions, the teacher checked the students' answers to the questions that the teacher has given. Most of the students were unable to answer the question about the preview. Then, the teacher explained what previewing was and how to apply it again.

Based on the results from the interview and observation, it was found that the teacher used previewing strategy in teaching reading to the fifth-grade students of SDN 88 Palembang. This is consistence with the result of the interview and observation with the teacher.

Guessing Word Meaning

The teaching strategies used by the teacher in the teaching and learning process are divided into three stages such as pre-reading activity, whilst-reading activity, and post-reading activity.

Based on the results from the interview and observation, it was found that the teacher used a guessing word meaning strategy in teaching reading to the fifth-grade students of SDN 88 Palembang. The data obtained from observation showed that the teacher began the learning activity during the pre-reading activity by introducing the topic, which was the moral of the story and the learning objectives were to teach students life's key lessons and values, as well as how to guess the word meaning in the text.

In whilst reading activity, the teacher continues to introduce the "guessing word meaning strategy" by guessing the meaning of the unknown word from the context of the other words. Punctuation, synonyms, antonyms, and descriptions of the search phrases could all be utilized as clues. Then, the teacher showed the picture and asks the students, *"What picture is this?"* Students answered that *"The picture is Cinderella"*. Then, the teacher asked, *"Have you watched Cinderella?"* Students answered, *"Yes, sir."* Next, the teacher gave the children the instruction to read the title aloud. Students read Cinderella. The teacher gave the students instructions to guess the text's contents from the title and the picture that was shown after they has read the title. Then, the teacher gave practice questions to children related to the guessing word meaning strategy by giving questions in which students guess the meaning of the word based on the clues in the text.

In the post-reading activity, the teacher double-checked the answers given by the students after each question was asked. The majority of the students were unable to correctly guess the meaning of the word, so the teacher instructed the students to ask if anyone was still confused, and the teacher would be happy to repeat the instructions. Students asked, *"Sir, why do we learn to guess word meanings?"* The teacher replied that to understand the meaning of words in the text, they had to learn to guess the meanings and practice their vocabulary.

Based on the interview and observations, the researcher got information about the reasons for teaching the guessing word meaning strategy and the teacher taught using the guessing word meaning strategy in teaching English reading.

Skimming

The teaching strategies used by the teacher in the teaching and learning process are divided into three stages such as pre-reading activity, whilst-reading activity, and post-reading activity.

Based on the results from the interview and observation, it was found that the teacher used a skimming strategy in teaching reading to the fifth-grade students of SDN 88 Palembang. The data obtained from observation proved that the teacher began the learning activity during the pre-reading activity by introducing the topic, which was the moral story and the learning objectives were to teach students life's key lessons and values, as well as how to locate the main idea in a text.

In whilst reading activity, the teacher began to introduce the skimming strategy by teaching students how to speed read to discover the main idea. Then, the teacher showed the picture and asked the students, *"What picture is this?"* Students answered that the pictures were rabbit and turtle. Then, the teacher asked, *"Have you watched the film Rabbit and Turtle?"* Students answered, *"Yes, sir".* When using skimming to locate the main idea, students were taught not to read the complete reading text but only the first sentence of each paragraph. This was because the main idea was usually written in the first sentence of the paragraph, but if it was not, the teacher would direct the students to read the paragraph's final sentence. The teacher also gave children practice questions relating to skimming strategies by asking them to locate the main idea in each paragraph.

In the post-reading activity, after asking the questions, the teacher double-checked the answers against the questions that were asked. The researcher found that in the post-reading activity when most students could not answer questions about skimming, the teacher would explain what skimming was and how to use it again.

Based on the interview and observations, the researcher got information about the reasons for teaching the skimming strategy and the teacher taught using the skimming strategy in teaching English reading.

Scanning

The teaching strategies used by the teacher in the teaching and learning process are divided into three stages such as pre-reading activity, whilst-reading activity, and post-reading activity.

Based on the results from the interview and observation, it was found that the teacher used a scanning strategy in teaching reading to the fifth-grade students of SDN 88 Palembang. The data obtained from observation proved that the teacher began the learning activity during the pre-reading activity by introducing the topic, which was "My Friend" and the learning objectives were to teach students to get the essential information without having to read the complete text and to find some keywords in a text.

In whilst reading activity, the teacher introduced the scanning strategy by answering questions that only need to be answered based on specific information in the text. According to the findings of observations, the teacher emphasized that when answering scanning questions, students did not need to read the complete text but only searched for keywords relevant to the questions. For instance, the teacher

explained the text about friends. Then, there was the question of finding out what my friend's job was. The teacher used these questions to introduce keywords to look for in the text as answers to the questions, like "My Friend's Job". As a result, students should focus on identifying the term "friend's job" in the text rather than reading the entire text. The teacher then gave the students some questions about scanning strategies.

In the post-reading activity, after asking the questions, the teacher double-checked the students' answers against the questions that were asked. From the results of observations in the post-reading activity section, the researcher also got information that when most students could not answer questions connected to the usage of scanning, the teacher would explain again what scanning was and how to apply it.

Based on the interview and observations, the researcher got information about the reasons for teaching the scanning strategy and the teacher taught using the scanning strategy in teaching English reading.

Other Strategies to Teach Reading

From the result of thematic analysis, how were those strategies used by the English teacher in Teaching Reading Skills to the Fifth Grade Students of SDN 88 Palembang divided into three stages such as pre-reading activity, whilst-reading activity, and post-reading activity. These three stages are described as follows:

Previewing text

During the pre-reading activity, the teacher introduced the topic that was discussed or learned that day, as well as the learning objectives. In the whilst reading activity, the teacher explained the previewing strategy with examples, the teacher gave the students some questions and asked them to summarize what they have learned. In the post-reading activity, the teacher cross-checked the students' answers and reviewed previewing strategy once again. The teacher revealed the reason for introducing the previewing strategy and also revealed how the teacher taught using previewing strategy.

Guessing word meaning

During the pre-reading activity, the teacher introduced the topic that was discussed or learned that day, as well as the learning objectives. In the whilst reading activity, the teacher explained the guessing word meaning strategy with examples, the teacher gave the students some questions and asked them to summarize what they have learned. In the post-reading activity, the teacher cross-checked the student's answers and reviewed the guessing word meaning strategy once again. The teacher revealed the reasons for teaching the guessing word meaning strategy, the teacher taught using the guessing word meaning strategy, and also revealed the challenges in introducing the guessing word meaning strategy.

Skimming

During the pre-reading activity, the teacher introduced the topic that was discussed or learned that day, as well as the learning objectives. In the whilst reading activity, the teacher explained the skimming strategy with examples, the teacher gave the students some questions and asked them to summarize what they have learned. In the post-reading activity, the teacher cross-checked the students' answers and reviewed the skimming strategy once again. The teacher revealed the reasons for teaching the skimming strategy, the teacher taught using the skimming strategy and also revealed challenges in introducing the skimming strategy.

Scanning

During the pre-reading activity, the teacher introduced the topic that was discussed or learned that day, as well as the learning objectives. In the whilst reading activity, the teacher explained the scanning strategy with examples, the teacher gave students some questions, and asked them to summarize what they have learned. In the post-reading activity, the teacher cross-checked the students' answers and reviewed the scanning strategy once again. The teacher revealed the reasons for teaching the scanning strategy, the teacher taught using the scanning strategy, and also revealed the challenges in the introduction the scanning strategy.

4. Discussion

After analyzing the data by using a thematic analysis based on the interview results, the researcher discovered that there were four strategies used by the English teacher in teaching reading to young learners at SDN 88 Palembang. Those consisted of previewing text, guessing word meaning, skimming, and scanning. The research findings were discussed as follows; the first strategy in teaching reading to young learners at SDN 88 Palembang was previewing text. The researcher found that previewing strategy was used by English teacher during the teaching and learning reading process. the previewing text refers to an activity that is carried out before reading to provide readers with background information that is important for them to grasp the following reading selection[29]. Thus, students benefit from previewing text because it provides background knowledge that is necessary for them to understand the next reading selection.   Furthermore, in previewing text, the English teacher gave several questions. The English teacher gave several questions to make students easier to understand the reading lesson. Then, the teacher cross-checked the answers to the questions that have been given by the teacher. Some of the students cannot answer questions concerning previewing and the teacher will explain what previewing was and how to apply it again. Thus, the presence of questions and the teacher's re-explanation of previously learned content help students understand.   The second strategy in teaching reading found by the researcher was guessing word meanings. guessing word meaning is an approach for improving reading comprehension in second languages where students found it difficult to guess the word meaning directly [15]. Thus, students can be used to guessing word meaning to improve reading and they can guess the meaning.

Furthermore, in guessing word meanings, the English teacher gave several questions. The English teacher gave several questions to make students easier to understand the reading lesson. Then, the teacher cross-checked the answers to the questions that have been given by the teacher. Some of the students cannot answer questions concerning guessing word meaning and the teacher will explain what guessing word meaning was and how to apply it again. Thus, the presence of questions and the teacher's re-explanation of previously learned content help students understand.

The third strategy in teaching reading found by the researcher was skimming. The researcher found that skimming is used by the English teacher when teaching reading to young learners. According to Alderton, skimming is a method of quickly obtaining the gist or overall idea of a text [30]. The goal of skimming is to get a sense of how the text is organized and to find the main ideas [31]. Thus, students can be used skimming to find the main ideas without reading all of the text.

Furthermore, in skimming, the English teacher gave several questions. The English teacher gave several questions to make students easier to understand the reading lesson. Then, the teacher cross-checked the answers to the questions that have been given by the teacher. Some of the students cannot answer questions concerning skimming and the teacher will explain what skimming was and how to apply it again. Thus, the presence of questions and the teacher's re-explanation of previously learned content help students understand.

The last strategy in teaching reading found by the researcher was scanning. The researcher found that scanning is used by the English teacher when teaching reading to young learners. scanning is a reading technique that searches for specific information from the text [14]. Moreover, stated that scanning is the approach used by a reader when the goal of reading is to gain a quick overview of the material [32]. Thus, students can use scanning to search for specific information without reading all the text.

Furthermore, in scanning, the English teacher gave several questions. The English teacher gave several questions to make students easier to understand the reading lesson. Then, the teacher cross-checked the answers to the questions that have been given by the teacher. Some of the students cannot answer questions concerning scanning and the teacher will explain what scanning was and how to apply it again. Thus, the presence of questions and the teacher's re-explanation of previously learned content help students understand.

5. Conclusion

Based on the result of this study in chapter four about reading strategies used by teachers in teaching reading to young learners, the researcher found strategies in teaching reading used by the teacher. Based on the data analyzed by using thematic analysis, the fifth-grade English teacher at SDN 88 Palembang used some strategies in teaching reading, namely (1) previewing text, (2) guessing word meaning, (3) skimming, and (4) scanning. These strategies were determined on some reading topics, for instance, reading a topic about hobbies, a story of Cinderella, a story of a rabbit and turtle, and my friends. All of the data was gathered from observation of the fifth-grade class and interviewing an

English teacher as a participant. As a result, the students were more active and interested in the class when reading the lesson because there was a picture. Because there were so many colors and appealing pictures, they were not bored during reading lessons.

According to the conclusion described above, the researcher gave some suggestions that were provided for the English teacher, the students, and other future researchers. The researcher advises the English teacher to continue teaching reading with pictures because it keeps students' attention and helps them concentrate on reading lessons. The researcher also advises the teacher to focus more on teaching vocabulary to their students so that they can comprehend what is being taught. For students, the researcher advises that students study more vocabulary and read a text well so that they can understand what they have learned. For future researchers, the researcher hopes that the present study can be useful for the next researchers who want to conduct similar research about reading strategies used by teachers in teaching reading to young learners.

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