

Exploring Students' Learning Strategies and Teachers' Teaching Strategies in English Reading Comprehension

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Abstract: In the early stages of collecting articles based on the variables contained in the title, namely exploring student learning strategies and teacher teaching strategies in reading comprehension in junior high schools. This study reviews and synthesizes existing research and literature on student learning strategies and teaching strategies in reading comprehension. This study examines research that investigates various types of learning strategies used by students, such as meta-cognitive strategies, memory strategies, compensation strategies, affective strategies, cognitive strategies, and social strategies. In addition, this study also explores strategies used by teachers to improve students' reading comprehension skills, including reciprocal strategies and question-answer relationships. Through a comprehensive literature review the researcher uses 8 articles as references to write the research, this study aims to provide insight into the effectiveness and impact of various learning strategies used by students and the strategies used by teachers in teaching reading comprehension.

Keywords: Learning Strategies, Reading Comprehension, Teaching Strategies

A. Introduction

Reading plays a crucial role in education. However, students often encounter difficulties in reading comprehension due to the necessity of mastering various aspects of reading, such as vocabulary, prior knowledge, and a genuine interest in reading. Additionally, they must also understand and develop skills in listening, speaking, and writing. Proficiency in organizing and expressing ideas effectively is essential since language is the foundation of communication (Rahma, 2015). The primary goal of reading is to gather information and expand knowledge, which is achievable through a comprehensive understanding of the material. Having strong reading comprehension is vital for comprehending and capturing the precise meaning of passages. The essence of reading lies in grasping significant messages or information rather than merely processing words in the mind. According to research by Habibian & Roslan (2014), reading comprehension involves an individual's awareness of cognitive efforts and is influenced by the purpose of reading, the content being read, and the information already known. As such, it forms the bedrock for success within the education system.

Reading comprehension ability is a key skill that is very important for students in dealing with the demands of academics and everyday life. Willingham (2017) elucidates that reading comprehension involves the ability to thoroughly understand the message conveyed in a text by establishing connections between the information presented and one's prior knowledge and personal experiences. Good reading comprehension involves not only understanding the words, but also understanding the meaning, relationship, and purpose of the text being read. In the context of learning, students need to develop effective learning strategies in reading comprehension, and teachers need to use appropriate strategies to support students' comprehension processes. Nist & Holschuh (2017) describe learning strategies as involving conscious efforts made by students to reach learning goals and enhance their learning abilities. And as mentioned by Marzano (2017), teaching strategies encompass the measures employed by educators to aid students in accomplishing learning objectives, create impactful learning experiences, and help students comprehend, retain, and apply knowledge. Even so, research on student learning strategies and teaching strategies in reading comprehension is still limited. Many questions need to be answered, such as the types of strategies students use, how these strategies are implemented, and whether these strategies are effective in increasing students' reading comprehension. In addition, the role of strategies used by teachers in supporting students' reading comprehension also needs further investigation.

Therefore, this study aims to analyze student learning strategies and teaching strategies in reading comprehension. By understanding these strategies, a more effective learning approach can be developed in improving students' reading comprehension. The results of this study are expected to contribute to curriculum development and better teaching practices in teaching reading. However, Dewi (2016) "Reading is a process which is done and used for readers to obtain a message to be achieved by the author through the media of words or language writing." So reading is one of the language skills that must be mastered by students. Also reading is one of the important skills in English and gives us many benefits, by reading people can gain more knowledge and information. Dewi (2016) the main purpose in reading is to seek and receive information, organize content, discuss reading meaning, understanding the purpose, that accurately related to purposeful, or intensive reading. One of them is reading to discover anything odd or out of the ordinary in someone's appearance, what the hilarious part in the narrative is, or whether the story is true or fake. This is known as reading for grouping or reading to classify. Although reading English content is not an easy task to do because, in the careful reading procedure, students don't just read carefully the words and sentences but also must understand unity and clarity in understanding writing, reading English content is important because Indonesia frequently uses English as an unknown dialect, making students difficult to understand. Of course, to learn, we need to have effective tactics.

Learning techniques are a crucial component in picking up a second language or foreign language. Second or foreign-language learners can be effectively taught learning techniques. Reading is crucial for understanding the content and purpose of a document, especially when it comes to stories or novels written in English. To do this, we need to have a strong command of English vocabulary and pronunciation. Context and the way a teacher teach have an impact on a student's motivation to learn a second and foreign language. As a result, if the instructor wants to help students become better language learners, they must be aware of their situations and foster a positive learning atmosphere in the classroom. The instructor should inspire. The responsibilities that teachers play in the classroom are crucial in determining whether or not pupils are motivated to study. To accomplish their educational objectives, teachers must pay closer attention to every factor that could inspire students to learn, such as their wants and needs.

B. Methods

This research uses a descriptive-analytic method by collecting data from relevant literature sources. The first step is to identify the research objectives, namely to analyze student learning strategies and teaching strategies in reading comprehension. Then a search for appropriate literature was carried out through a database of related journals, books, and articles. The selected literature was then analyzed to identify student learning strategies (such as meta-cognitive, memory, recognition, affective, cognitive, and social) and teacher strategies (such as reciprocity and question and answer) in reading comprehension. The findings from the literature are then interpreted to conclude the effectiveness of these strategies in improving students' reading comprehension. The results of this study are compiled in a report that includes an introduction, literature review, research methods, result of literature analysis, interpretation, and conclusions. This study uses secondary data in the form of existing literature and analysis is carried out quantitative-quantitative.

Besides that, the purpose of the literature review is for the benefit of the research project itself. In this case, conducting a literature review is to enrich our insights about our research topic, help us in formulating research problems, and help us in determining the appropriate theories and methods to use in our research. By studying other people's studies, we can determine whether to imitate, repeat, or criticize a particular study. We use other people's studies as comparison material for our studies. By criticizing other people's writings, we then create something new. In this paper, literature review will specifically be discussed for the benefit of their research, especially for students who will write their final scientific work (thesis, or dissertation) (Marzali, 2016). Based on this explanation, the researcher uses a literature review by analyzing scientific articles from national journals that were published from 2012 to

2023 as a research method to carry out the research in question. The stages used in the literature review according to Marzali (2016) can be seen below:

1. Article Collection (Find and download articles), in the article collection stage, this is done by searching and downloading articles through Google Scholar by typing keywords related to the topic or research title. In this case, the keywords are the application of integrated learning in elementary schools.
2. Article Reduction (Reducing the number of articles based on the variables in the title), reducing the article means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns, and removing unnecessary ones. Thus, the reduced articles will provide a clear picture and make it easier for researchers to carry out further data collection and look for it if needed.
3. Display Articles (Compilation & Organize Selected Articles), after the article has been reduced, the next step is displaying or presenting the article. The presentation of this article is done in the form of tables, brief descriptions, and relationships between variables.
4. Organizing & Discussion, in this stage, organization, and discussion are carried out based on the type of literature review used. In this case, the selected literature review is in the form of a theoretical study. This type of literature review in the form of a theoretical study is a special study in which the author describes several theories or concepts focused on a particular topic and compares these theories or concepts based on assumptions, logical consistency, and scope of explanation.
5. Conclusion Drawing, drawing conclusions based on the results of the organization and discussion that has been done before.

C. Results and Discussion

In the early stages of collecting articles based on the variables contained in the title, namely exploring student learning strategies and teacher teaching strategies in reading comprehension in junior high schools. Here are 8 articles used as references for writing research. In the display of the article in Table 1 below:

Table 1. Display Article

No	Authors	Publication Year	Title
1	Nazurty, Rustam, Priyanto, Nurnaningsih, Anggia Pratiwi, Sarmandan, Akhmad Habibi, Amirul Mukminin	2019	Learning Strategies in Reading: The Case of Indonesian Language Education Student Teachers
2	Muhammad Akhir	2017	Application of the Reciprocal Teaching Learning Strategy to Reading Ability in Elementary School Students
3	Etika Peter, Vivit Rosmayanti, Muhammad Yahrif	2023	Exploring Students' Learning Strategies in Reading Comprehension Class
4	Rabiatul Adawiah, Konder Manurung	2021	The Analysis of Teaching Strategies in Reading Comprehension
5	Afriana	2015	Analysis of Students' Reading Strategies at Riau Kepulauan University
6	Memunah Hasmawati	2018	Students' Learning Strategies in Reading English Text
7	Murni Mahmud, Sahril Nur	2018	Exploring Students' Learning Strategies and Gender Differences in English Language Teaching
8	Bunga Ayu Wulandari	2018	An Evaluation of Language Learning Strategies Used by English Students

The first article, Nazurty et al (2019) looked at the different reading-related learning processes by using a quantitative design and survey methodology. Based on their responses, this technique also assigns students' genders to various learning strategies. Pre-reading, while-reading, and post-reading were the three categories used to evaluate reading methods (cognitive and meta-cognitive). The findings of this study showed that students' pre-, during-, and post-reading methods were cognitive strategies. As a result, the students in this research were identified as cognitive readers. Female students used cognitive techniques, but male students used meta-cognitive methods, according to the gender-based study of the reading strategies category.

The second article, Akhir (2017) involved experimental research of the Pre-Experimental Design variety. The purpose of this study was to ascertain how reciprocal teaching-learning techniques affected elementary school pupils' reading skills. To examine the data, descriptive statistics were used. The One Group Pretest-Posttest Design was employed in this experimental study. Learning was evaluated both during and following therapy. To find out The Effect of Applying Reciprocal Teaching Learning Strategies on Reading Ability in Elementary School Students, one of the goals to be met, this design is employed. Based on the findings of the study and the subsequent discussion, it can be said that the Reciprocal Teaching and Learning technique is appropriate for the reading abilities of first-graders at SD Muhammadiyah Perumnas Makassar. This is seen in the test results that students

received before using reciprocal teaching and learning techniques to meet learning success requirements.

The third article, Peter et al (2019) in this research series examines how students learn and how they perceive the methods they employed to comprehend texts. By conducting in-depth interviews with two subjects who fit the researcher's requirements, this study employed a qualitative research design. The steps of qualitative data analysis data reduction, data presentation, and conclusion—were used to examine the interview data. According to the study's findings, students employed all language learning techniques, including memory, cognitive, compensatory, meta-cognitive, emotional, and social techniques that were based on theoretical Oxford learning techniques. Nevertheless, out of the other five methods—meta-cognitive, memory, emotive, social, and final compensation—cognitive strategies are the most commonly used. Cognitive strategies are the actions and ideas that are taken. Cognitive strategies, which include memory and meta-cognitive processes, are related to the actions and ways of thinking that students employ to influence what they learn. Cognitive strategies are internally structured skills that let pupils' control how they take in information, retain it, and think. Students select an effective technique that will help them comprehend concepts and enjoy studying based on the findings of the researcher's interviews.

The fourth article, Adawiah (2021) in this series looks at the methods teachers most frequently use to instruct students in reading comprehension for scientific writing and journal articles. A qualitative research design was employed for this study. By documenting library research, the data were gathered. The researchers conclude that Question Answer Relationships (QARs), Scaffolding, Memorizing Strategy, Discussion Strategy, Reading Aloud, Question Generating, Encouraging the Use of a Dictionary, Evaluating Comprehension in Specific Tasks, Brainstorming, and Understanding Text are the most frequently used teaching strategies in teaching reading comprehension, accounting for 80% of all teaching strategies. Because strategies may assist instructors and students in acquiring reading comprehension, they are effectively employed in the teaching of reading comprehension. These techniques were applied by the teacher in conjunction with other techniques. All learning methods and tactics have the same objectives, which is to assist pupils in comprehending reading issues.

The fifth article, Afriana (2015) in this magazine explores students' proficiency in reading comprehension as well as the English reading techniques they utilize. A quantitative descriptive methodology is used in this publication. The findings demonstrated that students frequently or always employed the Reading Memory approach and that their second-semester reading comprehension skills in the English department of the University of Riau Islands were on par with the average.

The sixth article, Hasmawati (2018) research goal is to identify the types of learning techniques that students employ when reading texts written in English. The descriptive quantitative approach was adopted in this study. The SILL (Strategies Inventory of Language Learning)-based items used in this study were surveyed to get the data. The study's findings indicated that the students typically employed three types of reading techniques: (1) meta-cognitive (75%); (2) memory (75%); and (3) cognitive (60%) methods. As a consequence, both memory methods and meta-cognitive strategies were employed by the students in the English Department's afternoon courses throughout the fifth semester of their teacher training program.

The seventh article, Mahmud & Nur (2018) major goal is to examine how male and female students learn and to talk about how those tactics relate to gender disparities. Quantitative and qualitative data were employed in the investigation. While interviews were used to get the qualitative data, a SILL questionnaire was used to gather the quantitative data. Results from the survey reveal that while male students use memory, meta-cognition, and social strategy more frequently than female students, female students utilize cognitive, compensatory, and emotional strategies more frequently than male students. The results of the interview revealed that male and female students selected various learning methodologies. Additionally, the idea of gender inequalities in communication had an impact on those learning techniques. These results greatly contribute in a positive way to the process of teaching the English language to provide efficient instruction and classroom engagement.

The last article, Wulandari (2018) in the previous article, uses Oxford's Strategy Inventory for Language Learning (SILL) surveys to research the language learning techniques adopted by English students. The statistical analysis of the data from this quantitative study showed that students chose meta-cognitive, social, cognitive, compensatory, memory, and emotional methods, in that order, as their most often utilized language learning techniques. These results imply that teachers can gauge how their pupils regard their learning practices. This suggests that educators should be aware of the various learning styles of their pupils and should be ready to implement a range of pedagogical techniques in the classroom.

D. Conclusion

Based on the results of a literature review on exploring students' learning strategies and teachers' teaching strategies in reading comprehension in junior high school it can be concluded that out of 10 articles published in 2013-2023 were found that match the variables and the theories can be used as references. The results of this study have important implications for the development of more effective learning strategies in reading comprehension. Teachers can use these strategies systematically in teaching

reading to improve student's reading comprehension and skills. In addition, future research can further explore the implementation of this strategy in different contexts and compare its effectiveness with other learning strategies. As such, this study provides important insights into student and teacher learning strategies in reading comprehension and provides a basis for improved teaching and learning in this field.

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