AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING COMPREHENSION

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Abstract

This study investigated the teaching strategies used by English teachers in teaching reading comprehension at SMA Negeri 2 Parepare. Using a descriptive qualitative design, data were collected through classroom observations and interviews with three English teachers. The findings showed that predicting was consistently used in the pre-reading stage, guided reading was the dominant strategy during while-reading, questioning was applied selectively, and think-aloud was not systematically implemented. In the post-reading stage, summarizing was used with varying depth. Overall, the teaching of reading comprehension emphasized teacher-guided strategies, while interactive and metacognitive strategies were less consistently applied.
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Keywords: *Teaching Strategies, Reading Comprehension, English Learning.*

INTRODUCTION

Reading comprehension is a fundamental skill in English language learning, particularly for students in English as a Foreign Language (EFL) contexts. It enables learners not only to decode written texts but also to understand, interpret, and construct meaning from them. Reading comprehension involves complex cognitive and metacognitive processes such as activating prior knowledge, making predictions, identifying main ideas, drawing inferences, and evaluating information. As reading serves as a foundation for academic success across disciplines, effective instruction in reading comprehension is crucial, especially at the senior high school level where students are required to engage with increasingly complex texts.

In EFL classrooms, students' reading comprehension achievement is closely influenced by the teaching strategies employed by teachers. Teachers play a central role in guiding students through reading activities by selecting appropriate instructional strategies that support comprehension before, during, and after reading. Research has consistently shown that reading instruction is most effective when it is structured into three stages: pre-reading, while-reading, and post-reading. Each stage serves a distinct pedagogical purpose, ranging from activating background knowledge to guiding comprehension and consolidating understanding.

However, the effectiveness of these stages largely depends on how teaching strategies are implemented within them.

Various teaching strategies have been proposed to enhance reading comprehension, including predicting, questioning, guided reading, think-aloud, and summarizing strategies. Predicting helps activate students' prior knowledge and prepares them for the text. Questioning encourages students to engage critically with the text and monitor comprehension. Guided reading provides scaffolding and teacher support during reading, while think-aloud models cognitive and metacognitive processes involved in comprehension. Summarizing, commonly applied after reading, allows students to synthesize information and demonstrate understanding. Although these strategies are theoretically well-established, their classroom implementation often varies depending on teachers' beliefs, instructional preferences, and contextual constraints.

Previous studies have examined teachers' strategies in teaching reading comprehension and reported that teachers tend to rely heavily on teacher-centered approaches such as explanation and scaffolding. For instance, several studies found that guided reading and questioning were commonly applied strategies, while metacognitive strategies such as think-aloud were less frequently implemented. Other research focused on specific strategies, such as Question–Answer Relationship (QAR) or guided reading, and investigated their effectiveness in improving students' comprehension. However, many of these studies were conducted at the junior high school level or focused on isolated strategies rather than examining how multiple strategies are implemented across different stages of reading comprehension in actual classroom practice.

Despite the growing body of research on reading comprehension strategies, there remains a need for in-depth qualitative studies that analyze how English teachers implement various reading strategies across pre-reading, while-reading, and post-reading stages in senior high school contexts. In particular, limited attention has been given to how consistently interactive and metacognitive strategies, such as questioning and think-aloud, are applied alongside dominant teacher-guided strategies. Understanding this implementation is essential, especially in contexts where students experience difficulties in identifying main ideas, understanding supporting details, and drawing conclusions from texts.

This study addresses this gap by analyzing the teaching strategies used by English teachers in teaching reading comprehension at SMA Negeri 2 Parepare, Indonesia. Using a descriptive qualitative research design, the study focuses on how teachers implement reading strategies across the three stages of reading comprehension and identifies which strategies are dominant, selectively applied, or underutilized. By examining classroom observations and teachers' perspectives through interviews, this study aims to provide a comprehensive picture of reading comprehension

instruction in a real classroom setting.

The findings of this study are expected to contribute to the existing literature by offering empirical insights into teachers' instructional practices in teaching reading comprehension. Moreover, the study may serve as a reference for English teachers, curriculum developers, and future researchers in improving the quality of reading instruction, particularly by encouraging a more balanced integration of teacher-guided, interactive, and metacognitive strategies in EFL classrooms.

LITERATURE REVIEW

Reading Comprehension

Reading comprehension is one of the essential skills in English language learning, especially in EFL contexts. It refers to the ability of readers to understand, interpret, and construct meaning from written texts. According to Grabe and Stoller (2022), reading comprehension involves a complex interaction between the reader's background knowledge, linguistic knowledge, and cognitive strategies. It is not merely decoding written symbols, but an active process of meaning-making.

Similarly, Brown (2020) states that reading comprehension requires readers to process information at both lower and higher levels. In EFL classrooms, students often experience difficulties in reading comprehension due to limited vocabulary, lack of background knowledge, and insufficient exposure to effective reading strategies. Therefore, reading comprehension needs to be supported by appropriate teaching strategies that guide students throughout the reading process.

Teaching Strategy in Reading Comprehension

a. Teaching Reading Comprehension Stage

Teaching reading comprehension is commonly organized into three instructional stages: pre-reading, while-reading, and post-reading. These stages provide a framework for teachers to structure reading activities systematically.

Table 1. Teaching Reading Comprehension Stage

Stage	Definition
Pre-reading	The pre-reading stage focuses on preparing students before they read the text. According to Harmer (2015), this stage aims to activate students' prior knowledge, introduce the topic, and motivate learners. Activities such as brainstorming, predicting, and discussing key

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	vocabulary are commonly used to help students build expectations about the text.
While-reading	The while-reading stage occurs when students interact directly with the text. Brown (2020) explains that this stage is crucial for guiding comprehension because students process information and construct meaning while reading. Teachers often provide guidance, clarification, and support during this stage to help students understand the text.
Post-reading	The post-reading stage aims to consolidate students' understanding after reading. According to Grabe (2021), post-reading activities help students reflect on the text, evaluate comprehension, and organize information. Activities such as summarizing, discussing main ideas, and drawing conclusions are typically conducted at this stage.

Although these stages are widely applied, their effectiveness depends on the teaching strategies used by teachers within each stage.

b. Teaching Reading Comprehension Strategy

1) Predicting Strategy

Predicting strategy is commonly applied in the pre-reading stage. It encourages students to anticipate the content of a text based on titles, pictures, or prior knowledge. According to Grabe (2021), predicting helps activate schema and sets a purpose for reading. This strategy enables students to engage actively with the text and supports comprehension.

2) Guided-reading Strategy

Fountas and Pinnell (2018) state that guided reading allows teachers to provide immediate support, clarify meaning, and adjust instruction based on students' needs. Guided reading is especially important in EFL contexts where students may struggle with vocabulary and text structure.

3) Questioning Strategy

Questioning strategy involves the use of questions to guide students' thinking and monitor comprehension. According to Brown (2020), questioning helps students identify main ideas, understand details, and make inferences. Questions can be literal, inferential, or critical, depending on the level of comprehension required. Effective questioning encourages students to interact actively with the text.

4) Think-Aloud Strategy

Think-aloud strategy is a metacognitive strategy in which teachers verbalize their thinking processes while reading. Harvey and Goudvis (2017) explain that think-aloud makes invisible cognitive processes visible to students, such as predicting, clarifying meaning, and monitoring comprehension.

5) Summarizing Strategy

Summarizing strategy is usually applied in the post-reading stage. It requires students to identify main ideas and restate the text in their own words. According to Grabe and Stoller (2022), summarizing helps students synthesize information and demonstrates their understanding of the text. This strategy supports higher-order comprehension and retention.

RESEARCH METHODOLOGY

Research Design

This study used a descriptive qualitative research design to analyze the teaching strategies applied by English teachers in teaching reading comprehension, focusing on classroom practices and instructional strategies in their natural context rather than quantitative measurement.

Research Data Source

The data were obtained from three English teachers at SMA Negeri 2 Parepare, coded as BU, RO, and SJ. Data sources included classroom observations and semi-structured interviews. Observations captured actual teaching practices, while interviews supported and validated the findings, ensuring a comprehensive and credible analysis of reading comprehension teaching strategies.

Table 2. Subject of Research

Class	Total Subject
English Teacher Class X	1 Teacher
English Teacher Class XI	1 Teacher
English Teacher Class XII	1 Teacher
Total	3 Teachers

Instrument of the Research

In this qualitative study, the researcher served as the primary research instrument, supported by an observation checklist and a semi-structured interview guide. The observation checklist was

employed to systematically document teachers' instructional practices during reading comprehension lessons based on predetermined indicators, including predicting, questioning, guided reading, think-aloud, and summarizing strategies. Meanwhile, the semi-structured interview guide consisted of open-ended questions aimed at exploring teachers' perspectives, their reasons for applying particular strategies, and the challenges encountered in teaching reading comprehension. The use of these instruments enabled the collection of comprehensive, systematic, and credible data on teachers' strategies in teaching reading comprehension.

Technique of Collecting Data

Data were collected through classroom observations and semi-structured interviews. Non-participant classroom observations were conducted to examine teachers' implementation of reading comprehension strategies across pre-reading, while-reading, and post-reading stages using an observation checklist. Semi-structured interviews were carried out to clarify and support the observation findings and to explore teachers' perspectives on the strategies used. The combination of these techniques enabled data triangulation and enhanced the credibility of the study.

FINDINGS

Teaching Strategies in the Pre-Reading Stage

a.   Predicting Strategy (Pre-reading stage)

Predicting strategy was implemented by all three English teachers (BU, RO, and SJ) during the pre-reading stage. This strategy was used to prepare students before reading by introducing the topic, activating prior knowledge, and encouraging students to anticipate the content of the text.

b.   Observation Findings

The observation checklist shows that all teachers consistently applied the indicators of predicting strategy. First, teachers clearly introduced the topic of the text at the beginning of the lesson. This introduction helped students understand the general context of the reading material and provided a clear focus for the reading activity.

Second, teachers activated students' prior knowledge by asking warm-up questions related to the topic and encouraging students to share their experiences or existing knowledge. This activity enabled students to connect new information with what they already knew.

Third, teachers used prediction or brainstorming activities before reading. Students were encouraged to predict the content of the text based on the topic, title, keywords, or visual media provided by the teacher, such as pictures or short videos. The implementation of predicting

strategy is summarized in the following table:

Table 3. Observation Result Predicting Strategy (Pre-Reading Stage)

Predicting Strategy (Pre-reading Stage)	BU	RO	SJ
Introducing topic clearly	Yes	Yes	Yes
Activating students' prior knowledge	Yes	Yes	Yes
Using prediction/brainstorming	Yes	Yes	Yes

c. Interview Support

Interview data supported the observation findings. Teacher BU explained that he usually began reading lessons by greeting students and providing a brief introduction to the reading topic, stating that *"I usually start a reading lesson by greeting the students and giving a brief introduction to the reading topic that will be studied"* (Teacher BU).

In addition, the teacher activated students' prior knowledge before reading by discussing keywords related to the text. He emphasized that *"I often look for keywords related to the text and ask students to share what they know about it. In this way, students can connect the reading with their prior knowledge"* (Teacher BU).

RO explained that she introduced the topic, title, and key vocabulary before reading to help students prepare for the text. She stated that "I introduce the topic, title, and key vocabulary before reading to help students plan, focus, and analyze the text more easily" (Teacher RO).

Similarly, SJ reported that she began reading lessons by greeting students and asking warm-up questions related to the topic. She explained that "greeting students and asking warm-up questions help them focus and activate their prior knowledge before reading the text" (Teacher SJ).

SJ also emphasized the use of visuals and vocabulary discussion to support prediction. She noted that "I introduce the topic and important vocabulary first, show pictures, write new words on the board, and discuss their meanings so students can predict what the text will contain" (Teacher SJ).

Triangulation

d. Triangulation

The triangulation of observation and interview data indicates a strong consistency in the implementation of predicting strategy during the pre-reading stage. Classroom observation showed that all teachers consistently introduced the topic, activated students' prior knowledge, and encouraged prediction or brainstorming activities before reading. These activities were clearly

observed at the beginning of reading lessons and functioned to prepare students for the upcoming text.

Interview data further strengthen these findings. Teachers explicitly stated that they introduced the topic, key vocabulary, and contextual information before reading, and used warm-up questions or visual media to help students connect the topic with their prior experiences. Although the teachers used questions in this stage, the questions were aimed at activating prior knowledge and building interest rather than checking comprehension of the text.

The consistency between observation and interview data confirms that predicting strategy was deliberately and systematically implemented by all teachers as a preparatory strategy. This triangulation shows that predicting strategy functioned as a foundation for reading comprehension by helping students build background knowledge and anticipate the content of the text before reading.

Teaching Strategies in the While-Reading Stage

a.   Guided-Reading Strategy (While-reading stage)

Guided reading strategy was the most dominant strategy implemented by the English teachers during the while-reading stage. This strategy focused on guiding students as they interacted directly with the text and supporting their comprehension throughout the reading process. Based on the classroom observation results, guided reading strategy was consistently applied by all three teachers (BU, RO, and SJ).

b.   Observation Findings

The observation checklist shows that all teachers guided students during reading activities. The teachers provided continuous assistance while students were reading the text, particularly when students encountered difficulties in understanding vocabulary or sentence meaning. This guidance helped students follow the text and maintain comprehension during the reading process.

All teachers were also observed adjusting their guidance based on students' needs. When students showed confusion or difficulty, the teachers provided additional explanations, repetition, or clarification. In addition, teachers consistently monitored students' comprehension during reading by observing students' responses, asking follow-up questions, or engaging students in brief discussions related to the text.

Furthermore, the teachers encouraged discussion after reading to ensure that students understood the content of the text. This post-reading discussion, although brief, allowed students to clarify meaning and confirm their understanding. The implementation of guided reading strategy

by each teacher is summarized in the following table:

Table 4. Observation Result Guided -Reading Strategy (While-reading Stage)

Guided -Reading Strategy (While-reading Stage)	BU	RO	SJ
Guiding comprehension	Yes	Yes	Yes

In classroom practice, guiding comprehension was carried out through teacher explanations and clarification of the text content while students were reading. The teachers helped students focus on the meaning of the text and supported their understanding when difficulties occurred. Although the forms of guidance varied, all teachers demonstrated active involvement in directing students' comprehension during reading activities.

c. Interview Support

Interview data strongly supported the observation findings, indicating that guided reading was the most dominant strategy during the while-reading stage. Teachers provided various forms of guidance to support students' comprehension while reading the text.

Teacher BU explained that he guided students by focusing on vocabulary and pronunciation. Students were asked to identify difficult words, pronounce them directly to the teacher, and repeat them until they were able to pronounce them correctly. He stated that *"students were asked to note difficult words, pronounce them, and repeat them until they could say them correctly"* (Teacher BU).

RO described guided reading as a process of assisting students through discussion, questioning, and the use of worksheets to help them understand the structure and content of the text. She stated that *"I guide students through discussions, questions, and worksheets to help them identify the goals, objectives, and steps in the text"* (Teacher RO).

Similarly, SJ explained that she guided students by stopping at difficult parts of the text and providing explanations to ensure comprehension. She noted that *"I use guided reading strategies by asking comprehension questions, modeling think-aloud, and pausing to explain difficult passages, while encouraging students to underline important sentences"* (Teacher SJ).

These responses indicate that guided reading involved direct teacher support, scaffolding, and instructional guidance throughout reading activities.

d. Triangulation

The triangulation of data reveals that guided reading strategy was the most dominant and consistently implemented strategy during the while-reading stage. Classroom observations clearly

showed that all teachers actively guided students while reading by explaining vocabulary, clarifying sentence meaning, teaching reading techniques, and providing immediate assistance when students encountered difficulties.

Interview data strongly support these observations. Teachers described various forms of guidance, such as asking students to note difficult vocabulary, practice pronunciation, use skimming and scanning techniques, take notes, and work individually or collaboratively. These practices demonstrate that teachers intentionally guided students' interaction with the text during reading.

The alignment between observation and interview data indicates that guided reading strategy was not incidental but constituted a central instructional approach in reading lessons. This triangulation confirms that teacher guidance played a crucial role in supporting students' comprehension and navigating the reading process in the classroom.

Questioning Strategy (While-reading Stage)

Questioning strategy was used by the English teachers during the while-reading stage to support students' comprehension and monitor their understanding of the text. However, based on the classroom observation results, the implementation of questioning strategy varied among the teachers.

a.   Observation Findings

The observation checklist indicates differences in the use of questioning strategy among the three teachers. As presented in Table 4.3, teacher RO and teacher SJ were observed asking literal, inferential, or critical questions during the while-reading stage, while teacher BU was not observed applying questioning strategy in the form of asking literal, inferential, or critical questions during reading activities.

Table 5. Observation Result Questioning Strategy (While-reading Stage)

Questioning Strategy (While-reading Stage)	BU	RO	SJ
Asking literal/inferential/ critical questions	No	Yes	Yes

In RO's class, questioning strategy was used to guide students' comprehension while reading. The teacher asked questions related to the content of the text, encouraged students to respond, and used questions to check students' understanding of ideas presented in the text. Some questions required students to think beyond surface-level information, indicating the use of inferential questioning.

Similarly, SJ applied questioning strategy during the while-reading stage by asking questions

based on the text being read. The questions helped students focus on key information and supported their understanding of the text. Although the questions mainly focused on comprehension, they functioned to keep students engaged during the reading process.

In contrast, BU was not observed asking literal, inferential, or critical questions during the while-reading stage based on the observation indicators. While BU provided guidance and explanations during reading, questioning strategy in the form of explicit comprehension questions was not identified during the observation.

b.   Interview Support

Interview data revealed that questioning strategy was used by some teachers during the while-reading stage to support students' understanding of the text.

Teacher RO explained that she frequently asked questions while students were reading to ensure their comprehension. She stated that *"I usually begin the lesson by reading the text, greeting the students, and checking attendance before showing visuals related to the topic. I then ask questions to connect the topic with students' experiences and guide their understanding of the text"* (Teacher RO).

SJ also mentioned using guiding questions and discussing students' answers collectively to check comprehension. She explained that *"I ask guiding questions such as 'What is the text mainly about?' and 'Which sentences explain that idea?' Then we discuss the answers together to ensure students' understanding"* (Teacher SJ).

In contrast, Teacher BU did not emphasize questioning during reading activities and focused more on explanation and vocabulary guidance. This difference explains the limited use of questioning strategy in his classroom.

These interview findings support the observation results, indicating that questioning strategy was selectively implemented rather than consistently used by all teachers.

c.   Triangulation

The triangulation of observation and interview data shows partial consistency in the implementation of questioning strategy. Classroom observations revealed that questioning strategy was applied by some teachers, particularly RO and SJ, who asked comprehension-based questions related to the text during reading activities. These questions focused on identifying main ideas, supporting details, and understanding specific parts of the text.

Interview data confirm this pattern. RO and SJ reported using guiding questions and discussing students' answers to ensure comprehension. In contrast, BU's interview responses emphasized explanation and vocabulary guidance rather than explicit questioning, which aligns

with observation data showing the absence of questioning strategy in BU's classroom.

This triangulation highlights variation among teachers in the use of questioning strategy. While questioning was present and intentionally applied by some teachers, it was not uniformly implemented across all classrooms. The consistency between observation and interview data strengthens the credibility of this finding and indicates that questioning strategy was selectively used rather than a dominant approach.

Think-Aloud Strategy (While-reading Stage)

Think-aloud strategy was examined as one of the strategies potentially used during the while-reading stage. Based on the classroom observation results, all three teachers (BU, RO, and SJ) were observed conducting reading aloud, silent reading, or group reading activities during the reading process.

a.   Observation Findings

The observation checklist indicates that the indicator related to think-aloud strategy, namely reading aloud/silent/group reading, was marked "Yes" for all three teachers. This finding shows that reading activities involving teacher-led or student-led reading aloud, silent reading, or group reading were consistently implemented during the while-reading stage.

Table 6. Observation Result Think-Aloud Strategy (While-reading Stage)

Think-Aloud Strategy (While-reading Stage)	BU	RO	SJ
Reading aloud/silent/group reading	Yes	Yes	Yes

In BU's class, students were asked to read the text aloud and practice pronunciation, especially for unfamiliar words. The teacher focused on helping students pronounce words correctly and understand vocabulary.

In RO's class, reading activities were conducted through group and individual reading, followed by discussion to support comprehension.

Similarly, SJ guided students through collective reading and asked students to read parts of the text aloud while providing explanations when necessary.

Although reading aloud and group reading activities were observed, the teachers did not consistently verbalize their internal thinking processes while reading the text. The teachers focused more on explaining vocabulary, correcting pronunciation, and clarifying meaning rather than explicitly modeling how to think, predict, infer, or monitor comprehension during reading.

Therefore, based on the operational indicators used in this study, think-aloud strategy was

partially implemented and mainly appeared in the form of reading aloud activities, rather than full think-aloud modeling as described in theory.

b. Interview Support

Interview data indicate that think-aloud strategy was not explicitly mentioned by teacher BU. In the interview, BU described his reading instruction as focusing on guiding students through vocabulary explanation, pronunciation practice, and repetition, without referring to modeling his own thinking process while reading. Therefore, no verbatim quotation from BU reflects the implementation of think-aloud strategy.

Similarly, RO did not explicitly describe modeling her thinking processes during reading. Her interview responses focused on guiding students through discussion, questions, and worksheets to help them understand the purpose, structure, and steps in the text, rather than verbalizing her own cognitive processes while reading.

In contrast, SJ was the only teacher who mentioned the use of think-aloud strategy during the interview. She explained that she occasionally demonstrated how to think while reading by pausing at certain points and explaining difficult parts of the text. She stated that *"I use guided reading strategies by asking comprehension questions, modeling think-aloud, clarifying difficult parts, and encouraging students to underline important sentences"* (Teacher SJ).

However, although SJ referred to the concept of think-aloud, classroom observation data did not consistently show explicit modeling of thinking processes based on the operational indicators used in this study. This indicates that think-aloud strategy was not systematically implemented during reading instruction.

Overall, the interview data confirm that think-aloud strategy was not intentionally or systematically implemented by the teachers. While teachers provided explanations and guidance during reading, explicit verbalization of cognitive or metacognitive processes, an essential feature of think-aloud strategy, was largely absent.

c. Triangulation

The triangulation of observation and interview data indicates that think-aloud strategy was not explicitly implemented by the English teachers during the while-reading stage. Classroom observation data show that although teachers conducted reading aloud, silent reading, and group reading activities, they did not consistently verbalize their thinking processes while reading the text. Teachers mainly focused on pronunciation practice, vocabulary explanation, and clarification of text meaning rather than modeling cognitive or metacognitive strategies.

Interview data support this finding. Teacher BU did not mention any practice related to modeling thinking processes while reading. His interview responses emphasized guiding students through vocabulary explanation, pronunciation repetition, and direct instruction. Similarly, RO described guiding students through discussion, questions, and worksheets to help them understand the structure and content of the text, but did not describe verbalizing her own thinking process during reading activities.

Only SJ mentioned the term think-aloud in the interview. However, her description focused on stopping at difficult parts of the text and providing explanations, rather than explicitly demonstrating her internal thinking processes while reading. Moreover, classroom observation did not provide clear evidence of explicit think-aloud modeling based on the operational indicators used in this study.

The triangulation of these data sources confirms that think-aloud strategy was not intentionally or systematically applied in classroom practice. While teachers supported students' comprehension through explanation and guidance, the explicit modeling of thinking processes, a key characteristic of think-aloud strategy was largely absent. This finding highlights a gap between teachers' conceptual awareness of think-aloud strategy and its practical implementation in reading instruction.

Teaching Strategies in the Post-Reading Stage

a.   Summarizing Strategy

Summarizing strategy was implemented by the English teachers during the post-reading stage to help students review and reinforce their understanding after reading the text. Based on the classroom observation results, the implementation of summarizing strategy varied among the teachers.

b.   Observation Findings

The observation checklist shows that all three teachers (BU, RO, and SJ) engaged students in discussing the content of the text after reading. This discussion activity allowed students to recall information from the text and clarify their understanding through teacher-led explanation and student responses.

However, differences were found in the application of other indicators of summarizing strategy. Teachers BU and RO were observed guiding students to identify the main idea and supporting details of the text, while teacher SJ was not observed conducting this activity. This indicates that summarizing strategy was more fully implemented by BU and RO compared to SJ.

Similarly, teachers BU and RO were observed guiding students to draw conclusions or

make inferences based on the text during the post-reading stage. In contrast, teacher SJ did not guide students to draw conclusions or inferences, indicating a more limited application of summarizing strategy in her classroom. The implementation of summarizing strategy by each teacher is summarized in the following table:

Table 7. Observation Result Summarizing Strategy (Post-Reading Strategy)

Summarizing Strategy (Post-Reading Strategy)	BU	RO	SJ
Discussing content	Yes	Yes	Yes
Identifying main idea and supporting details	Yes	Yes	No
Drawing conclusions or inferences	Yes	Yes	No

These findings show that while summarizing strategy was applied by all teachers in the form of content discussion, only BU and RO implemented summarizing strategy at a deeper level by guiding students to identify key ideas and draw conclusions from the text.

c. Interview Support

Interview data showed that summarizing strategy was applied during the post-reading stage with varying levels of depth among teachers. Teacher BU explained that he evaluated students' comprehension by reviewing difficult vocabulary and administering multiple-choice questions based on the text. He stated that *"I evaluate students' comprehension by having them repeat difficult vocabulary and by giving multiple-choice questions based on the reading text"* (Teacher BU).

Meanwhile, Teacher RO reported that she sometimes asked students to summarize key points of the text and discuss which parts were most important. She explained that *"sometimes students are asked to summarize the main points of the text and discuss which ones are most relevant to their study habits"* (Teacher RO).

Teacher SJ explained that she asked students to summarize the text and share their opinions after reading. She stated that *"I ask students to summarize the text and share their opinions, which helps improve their comprehension as well as their communication skills"* (Teacher SJ).

These interview responses indicate that summarizing strategy was used to review and evaluate students' understanding after reading, although the depth of summarization varied among teachers.

d. Triangulation

The triangulation of observation and interview data shows that summarizing strategy was

implemented in the post-reading stage with varying levels of depth. Classroom observation indicated that all teachers engaged students in discussing the content of the text after reading. However, only some teachers guided students to identify main ideas, supporting details, and draw conclusions.

Interview data support these observations. Teachers described different post-reading practices, such as reviewing vocabulary, giving multiple-choice questions, asking students to summarize main points, or discussing the text collectively. These responses reflect differences in how deeply summarizing strategy was applied.

The consistency between observation and interview data confirms that summarizing strategy was present in all classrooms, but its implementation varied. This triangulation highlights that post-reading activities were primarily used to review content and evaluate comprehension, rather than to develop more advanced summarization skills consistently across teachers.

DISCUSSIONS

Predicting Strategy in the Pre-Reading Stage

The findings show that predicting strategy was consistently applied by all teachers during the pre-reading stage. Teachers introduced the topic, activated students' prior knowledge, and encouraged students to anticipate the content of the text before reading. This finding is in line with reading comprehension theories that emphasize the importance of pre-reading activities in preparing students cognitively for reading.

According to Anderson and Pearson (1984), reading comprehension is an interactive process between the reader's prior knowledge and the text. Activating prior knowledge enables readers to make connections between what they already know and the new information presented in the text. Similarly, Grabe and Stoller (2011) state that pre-reading activities such as predicting, brainstorming, and discussing background knowledge help readers build expectations and improve comprehension during reading.

The interview data revealed that teachers used warm-up questions, key vocabulary, visuals, and topic introduction to activate students' schema. Although these activities involved asking questions, their function was not to assess comprehension but to stimulate students' background knowledge and interest. This supports Harmer's (2007) view that questions in the pre-reading stage function as a tool for engagement and schema activation rather than comprehension checking.

The consistency between observation and interview data indicates that predicting strategy functioned as a foundational step in reading instruction. By helping students anticipate the content of the text, teachers created a meaningful context that facilitated comprehension in the subsequent

reading stages. This finding supports previous studies which argue that effective pre-reading activities significantly contribute to students' reading success.

Guided Reading Strategy in the While-Reading Stage

The findings indicate that guided reading strategy was the most dominant strategy used during the while-reading stage. Teachers actively guided students by explaining vocabulary, clarifying sentence meaning, teaching reading techniques such as skimming and scanning, and providing continuous support during reading.

This finding aligns with Fountas and Pinnell (2001), who describe guided reading as an instructional approach in which teachers provide explicit guidance and scaffolding to support students' comprehension while interacting with the text. Guided reading allows teachers to respond to students' difficulties immediately and adjust instruction based on students' needs.

Similarly, Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD) supports the use of guided reading. Teacher guidance serves as scaffolding that helps students perform tasks they cannot accomplish independently. The teachers' practices observed in this study, such as repetition, clarification, and step-by-step explanation that reflect this scaffolding process.

Interview data further indicate that teachers emphasized vocabulary mastery and reading techniques as part of guided reading. According to Grabe (2009), vocabulary knowledge is a crucial component of reading comprehension, and explicit instruction during reading can significantly enhance students' understanding of the text.

The dominance of guided reading strategy suggests that teachers relied heavily on teacher-centered guidance to support comprehension. While this approach effectively supports lower-level comprehension, it may limit opportunities for students to independently apply reading strategies. This observation is consistent with previous research indicating that guided reading is effective but should be balanced with strategies that promote student autonomy.

Questioning Strategy in the While-Reading Stage

The findings reveal that questioning strategy was selectively implemented during the while-reading stage. Teachers RO and SJ frequently asked comprehension-based questions, while BU focused more on explanation rather than questioning.

According to Brown (2007), questioning strategy plays a crucial role in monitoring students' comprehension and encouraging deeper processing of the text. Literal, inferential, and critical questions help students identify key information, make inferences, and evaluate ideas

presented in the text.

The observation results show that questioning strategy was mainly used to identify main ideas and supporting details. This finding supports Day and Park's (2005) classification of comprehension questions, which emphasizes that literal and inferential questions are essential for guiding students' understanding during reading.

The limited use of questioning by some teachers may indicate a preference for explanation-based instruction rather than interactive comprehension checking. While explanation helps clarify meaning, Duke and Pearson (2002) argue that students benefit more when teachers encourage them to actively construct meaning through questioning and discussion.

Therefore, although questioning strategy was present, its selective implementation suggests that students' opportunities to engage in higher-order thinking during reading were limited. This finding highlights the need for more consistent use of questioning to promote active comprehension.

Think-Aloud Strategy in the While-Reading Stage

The findings indicate that think-aloud strategy was not explicitly or systematically implemented by the teachers. Although reading aloud activities were observed, teachers did not consistently verbalize their thinking processes while reading.

According to Pressley and Afflerbach (1995), think-aloud strategy involves verbalizing cognitive and metacognitive processes, such as predicting, clarifying, and monitoring comprehension. This strategy helps students become aware of how skilled readers think while reading.

The absence of explicit think-aloud modeling suggests that teachers may understand reading as a process of explanation rather than a cognitive strategy that can be demonstrated. Duke and Pearson (2002) emphasize that modeling strategies through think-aloud is essential for helping students develop metacognitive awareness and independent reading skills.

Although SJ mentioned the term think-aloud in the interview, observation data did not provide strong evidence of systematic implementation. This gap between teachers' conceptual awareness and classroom practice reflects findings from previous studies, which suggest that teachers often recognize the importance of metacognitive strategies but face challenges in implementing them explicitly.

Summarizing Strategy in the Post-Reading Stage

The findings show that summarizing strategy was implemented in the post-reading stage,

but with varying levels of depth among teachers. All teachers engaged students in discussing the content of the text, while only BU and RO guided students to identify main ideas and draw conclusions.

According to Kintsch (1998), summarizing requires readers to identify important information, integrate ideas, and construct a coherent mental representation of the text. Effective summarizing goes beyond recalling details and involves higher-level comprehension skills.

The interview data show that some teachers focused on vocabulary review and multiple-choice questions rather than encouraging students to produce summaries in their own words. While these activities help evaluate comprehension, Grabe and Stoller (2011) argue that summarizing activities should encourage students to synthesize information to strengthen comprehension.

The variation in summarizing practices suggests that post-reading activities were primarily used for evaluation rather than for developing students' summarization skills. This finding indicates the need for more structured summarizing instruction to help students internalize and organize information from the text.

Overall, the findings indicate that teachers applied a range of reading strategies across different stages of reading comprehension. Predicting strategy was consistently used in the pre-reading stage, guided reading strategy dominated the while-reading stage, questioning strategy was selectively implemented, think-aloud strategy was not explicitly applied, and summarizing strategy was used mainly as a comprehension review.

These findings align with previous research suggesting that teachers often prioritize teacher-guided instruction and comprehension checking over metacognitive strategy instruction. While guided reading provides essential support, greater emphasis on questioning and think-aloud strategies may help students become more independent and strategic readers.

CONCLUSION

Based on the findings, English teachers at SMA Negeri 2 Parepare implemented various teaching strategies in teaching reading comprehension across the pre-reading, while-reading, and post-reading stages. Predicting strategy was consistently applied in the pre-reading stage to activate students' prior knowledge, while guided reading emerged as the most dominant strategy during the while-reading stage through teacher guidance, vocabulary explanation, and scaffolding. Questioning strategy was used selectively, and the think-aloud strategy was not explicitly or systematically implemented. In the post-reading stage, a summarizing strategy was applied by all teachers with varying levels of depth, mainly to review comprehension rather than to develop full

summarization skills.

Overall, the study concludes that teaching reading comprehension at SMA Negeri 2 Parepare emphasized teacher-guided instruction, particularly through the guided reading strategy. While predicting and summarizing strategies were applied at appropriate stages, the use of questioning and think-aloud strategies was limited or inconsistent. Therefore, although teachers applied multiple strategies across the stages of reading, the implementation tended to focus more on guidance and explanation rather than on fostering interactive and metacognitive reading strategies. This conclusion directly answers the research question concerning how teaching strategies are used in teaching reading comprehension at SMA Negeri 2 Parepare.

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