

THE ANALYSIS OF TEACHER STRATEGIES IN TEACHING READING SKILLS TO ENHANCE STUDENTS' COMPREHENSION

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ABSTRAK

Keterampilan membaca merupakan salah satu kemampuan penting dalam pembelajaran bahasa Inggris karena mendukung siswa dalam memahami informasi yang disajikan dalam teks. Dalam praktiknya, siswa masih menghadapi kesulitan dalam memahami kosakata dan mengidentifikasi ide pokok, sehingga diperlukan strategi pembelajaran membaca yang sesuai. Penelitian ini bertujuan untuk menganalisis strategi guru bahasa Inggris dalam mengajarkan keterampilan membaca serta mengidentifikasi tantangan siswa dalam memahami teks di SMPN 3 Donggo. Penelitian ini menggunakan desain deskriptif kualitatif dan dilaksanakan pada tahun 2026. Pemilihan subjek menggunakan teknik *purposive sampling*, dengan subjek terdiri atas 1 guru Bahasa Inggris dan 21 siswa kelas VIII B. Data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menerapkan strategi membaca melalui tiga tahap, yaitu *pre-reading*, *while-reading*, dan *post-reading*. Strategi yang digunakan meliputi pengaktifan pengetahuan awal, pertanyaan pengarah, pengenalan kosakata, *reading aloud*, *skimming*, *scanning*, identifikasi ide pokok, diskusi kelompok, merangkum, dan *retelling*. Strategi yang bervariasi dan interaktif mendukung keterlibatan siswa dalam memahami teks, meskipun beberapa siswa masih mengalami kesulitan dalam penguasaan kosakata dan identifikasi ide pokok. Dengan demikian, penerapan strategi membaca secara bertahap dan terpadu dapat mendukung pemahaman membaca siswa.

Kata Kunci: Strategi Pembelajaran, Keterampilan Membaca, Pemahaman Membaca, Guru Bahasa Inggris, Pembelajaran Membaca

ABSTRACT

Reading skills are an important component of English language learning because they enable students to understand information presented in texts. In practice, students still face difficulties in understanding vocabulary and identifying main ideas, requiring the use of appropriate reading instructional strategies. This study aimed to analyze the strategies used by an English teacher in teaching reading skills and to identify the challenges faced by students in understanding texts at SMPN 3 Donggo. This study employed a descriptive qualitative design and was conducted in 2026. The participants were selected using purposive sampling and consisted of one English teacher and 21 eighth-grade students from Class VIII B. Data were collected through classroom observations, interviews, and documentation and were analyzed through data reduction, data display, and conclusion drawing. The findings showed that the teacher implemented reading strategies through three stages: pre-reading, while-reading, and post-reading. The strategies included activating students' prior knowledge, using guiding questions, introducing vocabulary, reading aloud, skimming, scanning, identifying main ideas, conducting group discussions, summarizing, and retelling. The use of varied and interactive

strategies supported students' engagement in understanding texts, although some students still experienced difficulties with vocabulary and identifying main ideas. Therefore, the systematic and integrated implementation of reading strategies can support students' reading comprehension.

Keywords: *Teaching Strategies, Reading Skills, Reading Comprehension, English Teacher, Reading Instruction.*

INTRODUCTION

Reading is an essential component of English language learning because it enables students to obtain information, construct meaning, and develop comprehension through written texts. In the context of English as a foreign language (EFL), reading comprehension requires students to do more than recognize individual words. Students need to identify main ideas, understand supporting information, make connections among ideas, and interpret information based on the context of the text. Therefore, effective reading instruction requires teachers to provide appropriate strategies that guide students before, during, and after reading.

The effectiveness of reading instruction is closely related to the strategies used by teachers to guide students in constructing meaning from texts. Waliyudin and Annisah (2018) found that the implementation of a pre-questioning strategy could significantly improve students' reading comprehension achievement. This finding indicates that appropriate instructional strategies can help students become more actively involved in the reading process and provide them with guidance in understanding texts. Reading instruction should therefore not be limited to asking students to read and translate texts, but should provide systematic support that enables them to approach texts strategically.

One challenge in reading instruction is the use of monotonous and teacher-centered activities. Richards and Rodgers (2021) argue that ineffective teaching may occur when teachers rely primarily on traditional techniques, such as asking students to read and translate texts without providing adequate guidance during the comprehension process. Such practices may result in passive participation and difficulties in understanding textual meaning. Brevik (2019) emphasizes the importance of explicit reading strategy instruction because students need guidance and scaffolding to become active and strategic readers. Similarly, Graves et al. (2020) highlight the importance of integrating vocabulary development, comprehension strategies, and active student engagement in reading instruction. Archer and Hughes (2011) further explain that systematic instruction involving clear modeling, guided practice, and feedback can support students' comprehension and motivation. These perspectives indicate that reading instruction needs to combine appropriate strategies with active teacher guidance and student participation.

Reading instruction can be organized through several interconnected stages. Pre-reading activities can prepare students to interact with a text by activating prior knowledge, introducing relevant vocabulary, and directing students' attention to the topic. Grabe and Stoller (2020) emphasize the importance of activating learners' background knowledge as part of effective reading instruction. Vocabulary instruction is also important because unfamiliar words can become obstacles to comprehension; Nation (2021) highlights the role of vocabulary knowledge in supporting students' ability to understand written texts. During reading, students can be guided to use strategies such as skimming, scanning, identifying main ideas, and discussing information in the text. Brown and Abeywickrama (2019) explain that skimming and scanning allow learners to read according to different purposes, while questioning and other comprehension strategies can encourage students to interact actively with the text.

Post-reading activities are also important because students need opportunities to demonstrate, consolidate, and reflect on their understanding. Activities such as answering comprehension questions, summarizing, discussing, and retelling can encourage students to process information beyond the initial reading activity. Such activities are consistent with the view that reading comprehension involves active meaning construction rather than simply recognizing words. Thus, the integration of varied activities across the pre-reading, while-reading, and post-reading stages may provide students with more systematic support in developing reading comprehension.

Despite the availability of various reading strategies, students may still experience difficulties in understanding texts. Limited vocabulary is one of the factors that can interfere with comprehension because students may have difficulty interpreting information when they encounter unfamiliar words (Nation, 2013). Low motivation may also reduce students' active participation in reading activities (Guthrie et al., 2012). In addition, a weak literacy culture may limit students' opportunities to develop independent reading habits (Mo, 2019). Limited learning resources and instructional media may further affect the implementation of reading instruction (Grabe & Stoller, 2019). These challenges indicate that the selection of reading strategies needs to consider students' actual needs and the learning conditions in the classroom.

Previous studies have emphasized the potential of various strategies to support reading comprehension. Skimming can help students obtain a general understanding of a text, while scanning can help them locate specific information efficiently. Questioning strategies can encourage students to think actively about information contained in a text (Richards & Rodgers, 2021), while group discussion provides opportunities for students to exchange ideas and clarify their understanding through peer interaction (Momtaz & Garner, 2010). The use of digital learning tools has also been associated with increased student motivation and immediate feedback in learning activities (Alqahtani, 2024). In addition, explicit instruction involving prediction, questioning, summarizing, scaffolding, and Question-Answer Relationships (QAR) has been reported to support students' comprehension and classroom engagement (Edunesia, 2021). Motivational strategies such as praise and interactive encouragement may also increase students' interest in reading (McEown & Takeuchi, 2014).

Other studies further demonstrate the importance of varied instructional approaches. Santosa (2020) states that explicit instruction in reading strategies can help students process texts more effectively and develop critical thinking skills. Ardianto (2021) explains that collaborative learning, including group discussion and peer-assisted learning, can enhance students' comprehension and engagement. Nugraha and Setiawan (2022) highlight the potential of multimodal strategies, including digital media and interactive texts, to support reading motivation and understanding among EFL learners. Similarly, teacher-directed strategies such as Think-Aloud combined with QAR can facilitate deeper comprehension by guiding learners from literal understanding toward more integrative analysis of texts. These findings demonstrate that reading instruction can involve multiple complementary strategies rather than relying on a single technique.

Although previous studies have discussed the contribution of individual reading strategies, there is still a need to examine how teachers actually combine and implement different strategies in authentic classroom contexts. The effectiveness of a reading strategy cannot be understood solely from its theoretical potential because its implementation is influenced by students' abilities, classroom interaction, available learning resources, and teacher decision-making. In particular, students' difficulties with vocabulary and identifying main ideas

may require teachers to adapt their instructional strategies and provide appropriate scaffolding. Therefore, examining classroom practices directly can provide a more contextual understanding of how reading strategies are implemented and how students respond to them.

Based on this background, the present study focuses on the English teacher's strategies in teaching reading at SMPN 3 Donggo. The study aims to analyze the strategies employed by the teacher during reading instruction and to identify the challenges experienced by students in understanding reading texts. The analysis focuses on the implementation of reading activities across the pre-reading, while-reading, and post-reading stages, as well as students' responses to the strategies used by the teacher. By examining these aspects in an authentic classroom context, this study is expected to provide a clearer description of reading instruction practices and the challenges that need to be addressed to support students' reading comprehension.

METHODS

This study employed a descriptive qualitative research design to analyze the strategies used by an English teacher in teaching reading skills and to identify the challenges experienced by students in understanding reading texts at SMPN 3 Donggo. The study was conducted in 2026 in a natural classroom setting without manipulating the teaching and learning process. The participants were selected using purposive sampling and consisted of one English teacher and 21 students from Class VIII B, making a total of 22 participants. The English teacher was selected because she was directly involved in planning and implementing reading instruction, while the students participated directly in the observed reading lessons.

Data were collected through classroom observation, a semi-structured interview, and documentation. The instrument was independently developed by the researchers and had been validated by experts, making it suitable for use. Classroom observation was conducted to examine the teacher's instructional practices and students' activities during reading lessons, particularly across the pre-reading, while-reading, and post-reading stages. The observation focused on strategies such as activating prior knowledge, using guiding questions, introducing vocabulary, reading aloud, skimming, scanning, identifying main ideas, conducting group discussions, summarizing, and retelling. The semi-structured interview with the English teacher was conducted to obtain information about the strategies used, the teacher's considerations in applying them, and the challenges encountered during reading instruction. Documentation included relevant lesson plans, teaching materials, classroom records, and available records of teaching and learning activities to complement the observation and interview data.

Before data collection, research permission was obtained from the relevant authorities and SMPN 3 Donggo. Informed consent was obtained from the participating teacher before the interview and classroom observation. The ethical procedures for student participation and parental or legal guardian consent were applied according to the actual procedures followed during the research. The identities of the teacher and students were kept confidential in reporting the findings. The use of multiple data collection techniques was intended to strengthen the credibility of the findings through triangulation by comparing information obtained from classroom observations, interviews, and documentation.

The data were analyzed through three stages: data reduction, data display, and conclusion drawing. During data reduction, the researcher selected, organized, and focused the data relevant to the research objectives, particularly information concerning the teacher's reading strategies and students' difficulties in understanding texts. The reduced data were then displayed as descriptive narratives and organized according to the stages of reading instruction

and the themes emerging from the data. Finally, conclusions were drawn by interpreting patterns identified across the data sources and verifying the consistency of the findings through comparison of the observation, interview, and documentation data. This analysis enabled the researcher to provide a contextual description of the teacher's reading strategies and the challenges experienced by students during reading instruction.

RESULTS AND DISCUSSIONS

Results

Pre-Reading Strategies

The classroom observations showed that the English teacher implemented several activities during the pre-reading stage to prepare students for the reading text. The teacher activated students' prior knowledge by asking questions related to the topic before students read the text. The teacher also introduced several key vocabulary items and provided explanations and examples of unfamiliar words. These activities were intended to help students become familiar with the topic and vocabulary that would appear in the reading material.

The observation further showed that students responded to the teacher's introductory questions and participated in the activities. Some students were able to relate the topic to their previous experiences, although several students still required teacher guidance. The interview with the teacher confirmed that vocabulary introduction was considered important because students frequently encountered unfamiliar words when reading English texts. Documentation of the classroom activities also supported the observation findings, showing the use of vocabulary introduction and topic-related questions before students engaged with the reading text.

While-Reading Strategies

During the while-reading stage, the teacher implemented several strategies, including reading aloud, skimming, scanning, identifying main ideas, and guided group discussion. Reading aloud was used to help students recognize pronunciation and become more familiar with the text. The teacher asked individual students or groups to read sections of the text aloud and provided corrections when students experienced pronunciation difficulties.

The teacher also introduced skimming to help students obtain a general understanding of the text and scanning to help them locate specific information, such as names, dates, places, and other details. In addition, students were guided to identify the main idea and supporting information in particular paragraphs. The teacher used questions to direct students' attention to important information and to help them distinguish main ideas from supporting details.

Group discussion was also used during the while-reading stage. Students worked in small groups to discuss the meaning of the text and answer questions provided by the teacher. The observation showed that group discussion encouraged students to exchange ideas and assist one another when they encountered difficulties. Documentation of the learning activities also showed active student participation during reading aloud, group discussion, and the use of visual materials. Nevertheless, some students still experienced difficulties in understanding unfamiliar vocabulary and identifying the main idea.

Post-Reading Strategies

After students completed the reading activities, the teacher implemented several post-reading activities, including answering comprehension questions, summarizing the text,

discussing answers, and retelling the content. The comprehension questions were used to determine students' understanding of general and specific information in the text. Students were asked to locate information from the text and use it to support their answers.

The teacher also asked students to summarize the text using their own words. This activity required students to identify important information and distinguish it from supporting details. Group discussions were conducted to allow students to compare their answers and clarify misunderstandings. Retelling activities provided students with opportunities to express their understanding of the text orally. The classroom observations showed that these activities encouraged student participation, although some students still required teacher assistance when summarizing the text and identifying its main idea.

Students' Responses and Reading Difficulties

The observation and supporting documentation indicated that most students responded positively to the reading activities. Students appeared more engaged when the activities involved interaction, group discussion, reading aloud, and visual materials. The teacher's use of different strategies across the three stages also provided students with opportunities to participate in different forms of reading activity.

Despite this positive engagement, two main difficulties remained: limited vocabulary and difficulty identifying the main idea. Students who encountered unfamiliar vocabulary often required explanations or examples from the teacher. Some students also needed additional guidance to distinguish the main idea from supporting details. These findings indicate that although students participated actively in the reading activities, several students had not yet developed sufficient independence in comprehending English texts.

Discussion

Implementation of Pre-Reading Strategies

The findings indicate that the teacher used pre-reading activities as preparation for students' interaction with the reading text. Activating prior knowledge, introducing key vocabulary, and using guiding questions provided students with an initial framework for understanding the topic before they began reading. This approach is consistent with Grabe and Stoller (2020), who emphasize the importance of activating learners' background knowledge in reading instruction. Guiding questions can also help students connect their previous experiences with the information presented in the text.

The use of vocabulary instruction before reading is particularly relevant to the difficulties identified in this study. Nation (2021) emphasizes that vocabulary knowledge plays an important role in reading comprehension because unfamiliar words can interfere with students' ability to construct meaning. In the present study, the teacher's decision to introduce key vocabulary before reading can therefore be understood as a form of initial scaffolding that helped students approach the text with greater preparation. The finding also suggests that vocabulary instruction should be connected directly to the reading material rather than treated as a separate learning activity.

Implementation of While-Reading Strategies

The while-reading stage showed that the teacher combined several strategies rather than relying on a single technique. Reading aloud supported students' pronunciation and familiarity with the text, while skimming and scanning directed students toward different reading purposes.

Skimming enabled students to obtain a general understanding of the text, whereas scanning helped them locate specific information. This is consistent with Brown and Abeywickrama (2019), who explain that reading techniques should be adapted to the purpose of reading.

The use of main-idea identification and guiding questions provided more direct comprehension support. Students were not only asked to read the text but were also directed to focus on important information and relationships among ideas. This is important because the findings showed that some students still had difficulty identifying the main idea. The difficulty suggests that students may need explicit modeling and repeated practice in distinguishing central information from supporting details.

Group discussion further provided opportunities for students to clarify their understanding through interaction with peers. Rather than processing the text individually, students could exchange interpretations and seek assistance when they encountered difficulties. This finding supports the use of collaborative learning as a means of increasing student engagement and facilitating the construction of meaning. The combination of teacher guidance and peer interaction appears particularly relevant in a classroom where some students still require support in vocabulary and comprehension.

Implementation of Post-Reading Strategies

The post-reading activities extended students' engagement with the text beyond the initial reading process. Comprehension questions, summarizing, discussion, and retelling required students to demonstrate what they had understood and to reorganize information from the text. Summarizing was particularly important because students had to select important information and express it in their own words.

These findings are consistent with Pressley (2000), who emphasizes the role of active comprehension processes such as questioning, clarifying, and summarizing in constructing meaning from texts. Similarly, Palincsar and Brown (1984) demonstrated the value of activities such as predicting, questioning, clarifying, and summarizing in supporting reading comprehension. Duke et al. (2021) also emphasize the importance of discussion, inference, connecting information, and monitoring understanding in effective reading instruction. The National Reading Panel (2000) further reported evidence supporting comprehension strategies such as question answering, question generation, and summarization.

The present findings, however, show that these activities did not automatically enable all students to work independently. Some students still required assistance when summarizing and identifying the main idea. This indicates that post-reading activities need to be accompanied by appropriate scaffolding, such as examples, guiding questions, and teacher modeling. Such support can help students gradually move from teacher-assisted comprehension toward greater independence.

Students' Responses and Remaining Difficulties

The positive participation observed during the reading activities suggests that varied and interactive strategies created opportunities for students to engage more actively with the text. The use of questions, group discussion, reading aloud, and visual materials provided different ways for students to interact with the learning material.

Nevertheless, student engagement should not be interpreted as evidence that all reading difficulties had been resolved. The persistence of vocabulary problems indicates that students still needed systematic vocabulary support, while difficulties in identifying main ideas indicate

a need for more explicit comprehension instruction. The findings therefore suggest that reading instruction should combine engagement-oriented activities with targeted support for specific comprehension difficulties.

Overall, the findings demonstrate that the teacher implemented reading instruction through an interconnected sequence of pre-reading, while-reading, and post-reading activities. Pre-reading activities prepared students for the text, while-reading strategies guided their interaction with the text, and post-reading activities provided opportunities to demonstrate and consolidate understanding. The combination of strategies supported student participation and provided multiple opportunities for comprehension practice.

However, the continued difficulties experienced by some students show that the implementation of varied reading strategies alone is not sufficient to ensure independent comprehension. Vocabulary development, explicit instruction in identifying main ideas, repeated practice, and appropriate scaffolding remain necessary. The findings therefore highlight the importance of adapting reading instruction to students' actual needs and providing continuous support throughout the reading process.

CONCLUSION

Based on the findings from the observation, interview, and students' questionnaire, it can be concluded that the implementation of reading strategies at SMPN 3 Donggo is generally effective in improving students' reading comprehension. The teacher has applied appropriate reading stages (pre-reading, while-reading, and post-reading) and used various strategies such as reading aloud, vocabulary explanation, and group discussion to support students' understanding. However, the study also reveals several areas that need improvement. These include the need for clearer explanation of learning objectives, more effective implementation of skimming and scanning techniques, more varied and engaging learning media, and increased student participation during the learning process. By addressing these aspects, the effectiveness of reading instruction is expected to improve further and lead to better

For future researchers, it is recommended to conduct similar studies with a wider scope, involving more participants, different grade levels, or other schools to obtain more comprehensive findings. Future research could also examine the effectiveness of specific reading strategies, such as skimming, scanning, predicting, or summarizing, through experimental or quantitative research designs. In addition, future researchers are encouraged to explore the use of digital and interactive learning media in reading instruction and investigate how such media can increase students' motivation and participation. Further studies may also consider the challenges faced by teachers and students in implementing reading strategies so that more effective approaches to improving reading comprehension can be developed.

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