

A PORTRAIT OF STRATEGIES TO PROMOTE STRUGGLING READERS' ENGAGEMENT IN JUNIOR HIGH SCHOOL

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ABSTRACT

The present study sought to investigate the strategies employed by an English teacher in teaching reading at a junior high school. Different from previous research, which generally recruited several respondents, this study exclusively focused on a single teacher. This enabled a more detailed exploration of instructional strategies geared to a specific classroom setting. Employing qualitative descriptive design, the research was geared to examine the types of instructional strategies the teacher engaged, how these strategies were put at play, and their effectiveness in promoting students' English reading engagement. Data collection methods included observations and interviews with the teacher. The collected data were analyzed using qualitative analysis method. The findings unveiled that the teacher employed three main strategies for teaching reading: Question Answer Relationship Strategy, Reciprocal Teaching Strategy, and Imitation Strategy. These strategies were critical in enhancing students' comprehension of English texts through collaborative learning in making meaning based on provided texts. The findings underlined the importance of tailored instructional approaches that promote students' active participation and reading engagement. This research contributes to the discussion on reading instruction by identifying practical strategies that can be adapted and implemented by English teachers to foster students' reading engagement effectively.

Keywords: *Collaborative Learning, Reading Engagement, Teaching Strategies*
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INTRODUCTION

Reading is the act of interpreting printed or written words, which necessitates the negotiation of meaning (Amalia & Devanti, 2016). As a fundamental skill, it determines how much individuals can access and acquire knowledge, communicate effectively, and engage in various forms of written information. English learners read texts to make sense of others' opinion or information and to understand overall meaning in the text (Imamyartha et al., 2019). The success of this mechanism depends on how much students employ strategies in English reading engagement. In this regard, teachers play critical role in introducing students to the apt strategies necessary to help them navigate diverse text genres and types.

With the uprising trends of students-centered learning, reading instruction requires more student engagement through cooperative learning strategies (Amalia & Devanti, 2016), one of which is reciprocal relationship between teachers and students. Reciprocal relationship enables students to embrace more autonomy and ownership over their learning by encouraging them to direct and sustain their reading experiences. While this may pose unique challenges to some students of suboptimal proficiency, technology can be one arsenal to help them address common challenges to reading lessons, some of which are associated with limited lexical and grammatical resources. By the same token, the increasing trend of technology integration may also pose challenge to students' reading engagement. This conundrum underscores the roles of teacher in locating, evaluating, and adapting the existing technological resources to support students' reading experiences. Izzatul and Ima (2018) have revealed that students' motivation to read and the pedagogical structures play critical roles in maintaining students' reading engagement and, eventually, comprehension.

In this study, the researchers investigated the teaching strategies of an English teacher at 8th grade junior high school. Preliminary interviews with the teacher revealed that students struggled to comprehend English texts, which was evidenced by suboptimal reading score below 70 of 100 points. The teacher mentioned that students particularly struggled with reading comprehension, in that they frequently made errors in answering reading comprehension questions. The interview underscored the urgency of implementing appropriate teaching strategies as a measure to improve students' reading comprehension. In this scenario, the present study focuses on the strategies employed by the teacher to enhance English reading engagement. It holds the view that reading engagement and comprehension, as indicated in achievement within assessment context, are two strongly intertwined aspects (McElhone, 2012).

The core difference between this research and previous works lies in the research purpose. While abundance of studies have attempted to examine the effectiveness of pre-determined instructional strategies to promote reading comprehension (Adila & Weganofa, 2018; Mistar et al., 2016; Pandiangan et al., 2021; Training et al., 2024), the present study aims to probe into a teacher's natural teaching strategies to promote struggling readers' engagement and comprehension within a distinct context junior high school. This lends credence to identifying specific instructional structure in its very unique setting, guided by the following research questions.

1. What strategies did the teacher employ to enhance struggling readers' engagement?
2. Why did the teacher implement these strategies in the classroom?

LITERATURE REVIEW

The Essentials of Reading Engagement

Reading is the process of visually interpreting written text to comprehend and extract meaning from words and sentences. It encompasses various forms of sources, such as reading books, articles, websites, or any other written material, and serves as a fundamental skill for acquiring knowledge and communication.

Mahapatra et al. (2010) define reading as a cognitive process involving the interaction between the reader and texts. This interaction is acknowledged to play increasingly crucial part for academic success, particularly as it determines the performance in multiple school subject areas and as long-term academic accomplishment (Imamyartha et al., 2021).

In addition, reading enables students to grasp new information and broaden their knowledge horizon, which contributes to lifelong learning and personal growth (Bromley et al., 2014). For this to happen, a number of driving factors need to be effectively engaged and sustained over time. These include reading ability, comprehension skills, motivation, metacognitive awareness, and the subject domain (Huang, 2013). In the same vein, Majid et al. (2010) emphasize that reading engagement requires the successful integration of numerous lower and higher-level thinking processes. Amalia and Devanti (2016) further acknowledge this idea, noting that successful reading engagement requires learners to extract and combine various information sources and establishes fine connections between new and previously learnt information.

These studies generally hold the idea that reading engagement manifests the understanding of the meaning and content of a text. This is achieved through the use of specific strategies employed by the teacher in harmony with the students' reading abilities. As such, it is imperative for teachers to understand their students' skills and learning styles (Gozali & Cahyono, 2022). Without careful justification and modification of teaching strategies, it is very likely that problems will arise throughout students' reading endeavor.

The Challenges to Students' Reading Engagement

Students may encounter multiple challenges to reading engagement that can impact their ability to understand and retain the material embedded in texts. Recent study on Indonesian students in junior high school reveal that lack of vocabulary, learning motivation, and engaging teaching strategies have been the driving forces to poor reading performance (Khafidhoh & Abdullah, 2022). The lack of reading comprehension can further exacerbate the struggle associated with students' suboptimal reading engagement and performance in the absence of strong motivation (Ahmadian & Ghasemi, 2017). Additionally, students may showcase the lack of positive attitude to reading English texts when relevant or appealing information is absent (Altin & Saracaloğlu, 2018).

Shehu (2015) emphasizes that reading engagement is a critical process of second or foreign language acquisition. Students frequently express their difficulties at not understanding a text, which oftentimes results in their inability to address comprehension questions accurately. It is widely known that when reading in a foreign language becomes a laborious, unpleasant, and unsuccessful process, students' motivation to engage with texts in the target language will decline over time (M. H. Davis et al., 2018). In fact, this reluctance is common among English as a Second Language (ESL) and English as a Foreign Language (EFL) learners, leading to their general demotivation in reading English texts.

Mahapatra et al. (2010) further explain that students' difficulties in understanding texts arise because of poor memory and their inability to comprehend the content they read. Shehu (2015) also argues that reading engagement difficulties arise for a variety of reasons, which includes the excessive

cognitive demands required for processing unfamiliar linguistic structures and limited background knowledge necessary for negotiation of meaning in texts.

While it is true that the target text may pose challenges due to complex structural and/or discursive attributes, the limited strategies that students can employ to grasp meaning in texts also play crucial parts (Hong-Nam & Page, 2014). Previous works have acknowledged that during reading instruction teachers need to actively invite students to exercise appropriate strategies for distinctive trait of texts, model the use of target strategies, provide alternative strategies to apply, and empower them to choose and reuse strategies relevant to their needs and types of reading (Bromley et al., 2014; Widodo, 2016). This has been affirmed by another line of works noting the higher rate of strategy use among skilled readers (Zarobe & Zenotz, 2017).

In summary, students face several issues in reading English texts, which encompasses vocabulary limitations, unfamiliarity with linguistic structures, and pressing cognitive load. Addressing these challenges requires targeted strategies to improve vocabulary acquisition, memory, and overall comprehension skills. Given that teaching strategies need to be well adapted to students' needs and learning contexts, developing the awareness, understanding, and competence in orchestrating reading instruction plays even more critical role if teachers aim at creating an engaging and successful reading experiences.

Previous Studies on Strategies in Reading Instruction

The current landscape of recent research on Indonesian ELT practices identifies several measures to address the challenges to reading engagement. The following review elaborates on each of those studies.

Pandiangan et al. (2021) document on the techniques used by English teachers at senior high school in teaching reading. Ten participants in their study underscore the use of Scanning, Skimming, Active Reading, Speed Reading, Structure-Proposition-Evaluation, and Survey-Question-Read-Recite-Review. While these strategies are commonly known to exert positive outcomes, not all students can accept and understand these teaching techniques. In response, teachers must be able to adapt teaching strategies relative to their students' interests and abilities since such measures will increase students' engagement and eventually comprehension.

Another study by Tarigan et al. (2024) investigates English teachers' strategies in teaching reading comprehension at senior high school. Employing observation, interview, and documentation, their study shows that English teachers implement question-answer relationships, or QARs, and scaffolding. Scaffolding engages providing support and gradually minimizing this support as students gain more independence, which empowers them to build on their prior knowledge and skills. In the same wavelength, the QAR strategy, involving asking questions, answering them, and then reviewing the answers, is effective in amplifying students' understanding and retention of texts. Discussion, facilitated by the teacher or in small groups, encourages students to concretize their thoughts and meaning making process, fostering a deeper engagement with the texts. These strategies not only support the growth of reading comprehension skills but also promote a deeper appreciation of the texts they read.

Fitri and Fitrawati (2024) identify six collaborative learning strategies used

by teachers in teaching reading at junior high school. Observation and interview results document the use of group discussion, think-pair-share, shared reading, partner reading, collaborative strategic reading, and jigsaw. The application of these collaborative reading strategies, despite their potential advantages, encounters challenges associated with students' lack of understanding of task purposes, low reading skills, limited vocabulary, and poor grammatical mastery. The participating teachers mention that adapting the abovementioned strategies helps students to navigate the reading tasks as well as their challenges, highlighting the need to develop teachers' awareness of students' difficulties and apt coping strategies.

The fourth study by Wahyuningsih et al. (2023) concluded that most university students believed the SQ3R strategy positively impacted their learning process. Benefits included improved reading comprehension skills, increased curiosity, and an enhanced ability to understand discourse more easily. The observation and interview in this study demonstrate the advantage of SQ3R to escalate students' reading comprehension, curiosity, and understanding of discourses. This is corroborated by students' voices that confirm the benefit of having clear structure to search and comprehend texts. The strategy also helps students to evaluate texts better by focusing on key aspects of a text.

These studies emphasize that the use of various strategies in teaching English reading significantly aids students in understanding texts and grasping their content accurately. Employing diverse strategies allows students to identify main more accurately ideas and facilitates their overall learning process. When students find effective techniques for studying, their learning process becomes easier, more efficient, and more effective, ultimately enhancing their reading comprehension (Huang, 2013; Majid et al., 2010; Zarobe & Zenotz, 2017).

METHODOLOGY

This research aimed to examine the strategies actuated by an English teacher in teaching reading engagement at a junior high school. The study utilized a qualitative descriptive approach, which essentially focused on examining natural phenomena and the actual conditions within a specific group of participants. Qualitative research seeks to uncover in-depth information about the research subject by collecting a wide range of data (Agee, 2009; Levitt et al., 2018). Following this concept, the present research employed interviews and observations to explore the deployment of teacher's instructional strategies, along with their underlying justifications, for promoting students' reading engagement at junior high school.

Research Context and Participants

This research was carried out at a junior high school in Jember, East Java. It involved an English teacher who has been teaching for 29 years. During the research, the teacher was responsible for teaching English at grade 8. The school where this research took place had an accreditation of "A" and implemented the "*Kurikulum Merdeka*" curriculum. English lessons were held twice a week, with each session lasting 4x45 minutes. The researchers chose the teacher because of her extensive teaching experience and her sustained engagement in academic development programs. She frequently took part in teacher training sessions,

collegial meetings to evaluate teaching methods, and updated her instructional strategies with the aid of social media.

Another consideration in choosing the teacher was her instructional practices which engaged multiple strategies in reading lessons. She tailored these strategies to her students' needs and abilities, aiming to make the learning process relevant, meaningful, and enjoyable. She mentioned that the 8th-grade students were suitable for this research for some students in the class had low scores in reading English. This was concerned with their ability to identify the main idea, answer content-related questions, understand word meanings, and recognize synonyms and antonyms.

Data Collection

The researchers carried out observation to pay close attention to the teacher over an extended period. This enabled the opportunity to establish a nuanced understanding of her behaviors, actions, and teaching outcomes. The observation focused on her instructional methods and strategies, focusing on how she put these strategies at play and encouraged her students to apply them when engaging with reading tasks. The first observation was conducted on January 26, 2024, the second on January 27, 2024, and the third on February 02, 2024, at 07.00-08.40 WIB with a duration of 2x45 minutes. The interview was conducted on February 03, 2024, at 07.30 WIB for 12 minutes.

Furthermore, interview was conducted to gather firsthand information from the teacher, mainly focusing on the challenges experienced by struggling readers and the pedagogical strategies to address those challenges. The researchers decided to use a semi-structured interview technique, which allowed for the flexibility to investigate new questions arising during the interview. This method was chosen also because the researchers could not predict the teacher's responses, which implied the need for open-ended questions to capture a comprehensive range of information. The interview technique enabled a focused inquiry on the observed challenges among the struggling readers and teacher's coping strategies, yet it remained open to potential additional account of the classroom phenomena as initially captured through the observation. In other words, the interview helped the researchers to clarify and refine the findings gleaned through observation.

Data Analysis

In this study, the researchers employed qualitative data analysis techniques. According to Braun and Clarke (2006), data analysis in qualitative research involves searching and organizing data to enhance understanding and present the results effectively. This method allows researchers to collect and analyze data coherently and efficiently. Careful data analysis is critical in facilitating the compilation of findings. The data analysis process is described in three phases underneath:

1. Organizing and familiarizing the data: The researchers collected data from observations. This process was supported by the use of field notes, video recordings, sound recordings, interviews, and memos. All the notes were transcribed to avoid bias and then collected into one for effortless retrieval.
2. Coding and reducing: Coding was aimed at developing concepts from raw data. All data in this study were sorted into major and minor categories so that

the appropriate categories were included and those which were inappropriate were removed.

3. Interpreting and representing: Interpretation was about drawing out meaning, retelling stories, and pointing out reasonable explanations. Representing in this study was pertinent to formulating themes, topics, or cases demonstrated through descriptive text.

FINDINGS AND DISCUSSION

The English Teacher's Strategies in Reading Lessons

To reveal the teacher's strategy in teaching reading, the researchers conducted field observations at a junior high school in Jember, in class VIII A, and conducted semi-structured interviews with the English teacher at the school. In this case, the researchers analyzed all activities in the classroom during the learning process. Observations were carried out during three meetings, and interviews at the fourth meeting. The following table reports on the teacher's strategies, as the manifestation of themes in the study.

Table 1. The Results of Observation

Day	Teaching Strategies	Activities	Procedures
Day 1	QARS (Question Answer Relationship Strategy)	Working on reading text with multiple-choice questions	<ol style="list-style-type: none"> 1. The students opened their textbook with multiple-choice questions. 2. The teacher asked the students about the questions in the book. 3. The students answered the questions. 4. The teacher asked students to look for unfamiliar words in the text to ask the teacher. 5. The students raised clarifying questions to help students evaluate and refine their understanding of the texts.
Day 2	Reciprocal Teaching Strategy	Organizing group work and presentation	<ol style="list-style-type: none"> 1. The teacher divided the students into 4 groups. 2. The teacher asked the students to divide the roles as summarizers, questioners, explainers, and predictors. 3. The students opened their textbook about narrative text. 4. The group started discussions, did their part, and made notes about unfamiliar words 5. Their works were collected and presented in front of the class.
Day 3	Imitation Strategy	Guiding the students to read texts correctly	<ol style="list-style-type: none"> 1. The students opened their textbook. 2. The students read the text 3. The teacher modeled reading sentences aloud and pronouncing them correctly 4. The students imitated the teacher's reading.

The table shows the three strategies that teacher used when teaching English reading in the form of narrative and descriptive texts in the classroom. At the first meeting, the teacher used the Question Answer Relationship Strategy (QARS); at the second meeting, the teacher used the Reciprocal Teaching Strategy; and at the third meeting, the

teacher employed the Imitation Strategy.

The teacher used QARS (Question-Answer Relationship Strategy) in the first observation. This strategy begins with the teacher asking students to read the text in their textbook. The text read at the first meeting using the QARS method is the narrative text in the multiple-choice questions. Then the teacher asks students about the question in the text, if no one can answer the question then the teacher appoints students randomly. If students have difficulty answering, the teacher explains it to them by interpreting the question in Indonesian, asking them to rethink the appropriate answer, and helping students find the answer in the text. After discussing questions and answers, at the end, the teacher asks students to look for unfamiliar words and raise their hands to ask the teacher about these words. Finally, the discussion continues until the lesson is finished. This is in line with a study by Pandiangan et al. (2021), noting that teachers utilized QARS to focus on developing ideas and comprehending text content. Moreover, the engagement of questions helps students to reevaluate their thoughts and articulate their ideas, scaffolding critical thinking skills throughout reading (Tarigan et al., 2024).

In the second observation, the teacher's strategy was the Reciprocal Teaching Strategy. At first, the teacher divided the students into four groups. Then, the teacher asks students to divide the roles as summarizers, questioners, explainers, and predictors. After that, the teacher asks students to open one of the pages about narrative text (long text) in their textbook. Then the teacher asked them to start a discussion according to their respective parts and each student was asked to make notes about unfamiliar words they did not understand. After all group members had finished, they were asked to present the results of their work to the class. During the learning process, the teacher goes around the class to check students' work and ask whether they are experiencing difficulties or not. This is in coherence with Sholeh (2015) who reports that implementing the Reciprocal Teaching strategy significantly enhanced students' achievement in reading descriptive texts at junior high school. The engagement in reciprocal teaching where students facilitate their peers' learning not only stimulate social cohesion in class but also develop collectivistic growth that allow both advanced and struggling readers to work towards the same target (Pilten, 2016).

On the third observation, the teacher used the Imitation Strategy. The teacher asked students to open their textbooks to Chapter IV which contained reading about animals. At the beginning, students are asked to read individually.

After finishing reading, the teacher read aloud in front of the class. The teacher read the text loudly to give an example of how to pronounce the words correctly. On the second time of reading aloud, the teacher asked the student to repeat after her. Reading is carried out until the last paragraph. After that, to determine the student's reading ability with correct pronunciation, the teacher asked several students to read in front of the class according to the text that had been taught. The aim of this activity was to check the student's pronunciation and whether it was already correct or not.

The Teacher's Rationales to the Teaching Strategies in Reading Lessons

Based on the results of the first observation, researcher found that the reading teaching strategy used by the teacher was QARS (Question Answer Relationships

Strategy). The following excerpt describes her justification on why she used QARS.

“.... I usually use the strategy when we are discussing questions in the textbook. Usually, this happens if the text they read has a lot of unfamiliar words so that if they read it once they definitely won't understand what the content of the text is.”

From her statement, the teacher used QARS when discussing the text, which had a lot of unfamiliar words. The teacher used this strategy to help students understand the content of the text. She furthered that this strategy “*helps students to understand the content of the reading in the text and dare to answer questions*”. This affirms the findings of a previous study that highlights the power of QARS to foster students' motivation and willingness to navigate texts in a foreign language, which eventually raises their self-efficacy and reading engagement (Thuy & Huan, 2018). After that, the researchers asked about the strategy used on the second day of observation and why a different method or strategy was used.

“On the second day, I used the Reciprocal Teaching with several adjustments to my teaching method and the student's abilities in class.”

“..... I usually use this strategy when I want to know how good their reading skills are and how many students are reading correctly. They are also taught to work in groups so the smart student can teach the less smart ones.”

The teacher explained that on the second day, using the Reciprocal Teaching strategy. The teacher taught them to work in groups; this made it easier for her to understand the students' reading abilities. In addition, this method can help students develop the content of the reading by discussing with their group colleagues and exchanging ideas according to their respective perspectives.

The use of the Reciprocal Teaching Strategy to enhance students' reading skills by grouping proficient and less proficient students together, allowing the former to assist the latter. According to Ahmadi and Gilakjani (2012), this strategy helps students extract information from texts by practicing four key techniques: generating questions, summarizing, clarifying word meanings or confusing text, and predicting future content. These practices help students solve comprehension problems, engage in higher-order thinking, develop metacognitive skills, and increase motivation. The teacher's role is to act as a guide and expert, providing assistance when needed in the group learning process. This aligns with Sholeh (2015), who reports that implementing the Reciprocal Teaching strategy significantly enhanced students' achievement in reading descriptive texts at junior high school. The engagement in reciprocal teaching, where students facilitate their peers' learning, not only stimulates social cohesion in the classroom but also fosters collective growth, enabling both advanced and struggling readers to work towards the same goal (Aгна et al., 2024; Pilten, 2016).

The third day of observation began with the teacher asking students to open Chapter IV regarding descriptions of animals.

“In the third meeting I read and the students imitated, I often use this strategy to teach students correct pronunciation, so they learn reading

and speaking at the same time.”

The teacher then models reading the entire paragraph. Next, the teacher goes back to reading each sentence, followed by the students; after that, the teacher randomly appointed several students to come forward to read the text, doing this until the end of the paragraph. Students' lack of ability to read English is caused not only by several specific things, such as grammar and vocabulary but also by the environment, which greatly influences students' confidence in reading.

“.....grammar is indeed basic and they still have difficulty and for vocabulary they have little, they know writing but can't read it”.

The bearing impact of environmental and societal factors in fact have been identified to pose influence on students' investment in learning a foreign language (Lasagabaster, 2017). As stated by the teacher during the interview session.

“Many factors cause them to have difficulty reading English. The first is because of culture, they are used to using regional languages in everyday life. They are embarrassed when reading English with correct pronunciation because their friends make fun of them. Those who take course, when they are actually smart, but because they have entered an environment where they are bullied by their friends, they are embarrassed.”

Even though the students in the class lack vocabulary and have minimal command of the English language, the teacher can overcome this situation by using these strategies that will motivate students to increase their reading engagement level. The combination of English reading strategies such as Question Answer Relationships Strategy (QARS), Reciprocal Teaching, and Imitation Strategy complement each other in the use of strategies in the classroom. In other words, QARS, Reciprocal Teaching, and imitation strategy are mutually beneficial.

The use of the imitation strategy was not described in the literature review, yet it emerged as a theme during the research. Identified through the observation of the teacher's practices, imitation was found to be effective to raise students' engagement. Imitation encouraged the students to attend to teacher's modelling upon reading a text or parts of text, helping them to pay attention to details in a text. While this seemed utterly mechanical and bound to surface-level reading skill, it was helpful to reinforce students' focus on the lexicogrammatical components of a text, which facilitated further meaning making at both sentence and paragraph levels. As observed in the class, imitation strategy did not function in isolation. Integrating imitation with collaborative reading and structured comprehension check encouraged the students to retain, retrieve, and reuse words and grammatical structures in context.

This finding on imitation coheres with the advantage of imitation as a practice of successful Chinese learners of English (Ding, 2007). By imitating the language patterns, vocabulary, and structures used in the text, these learners can internalize these elements more effectively and develop a better understanding of how the language is used in context. In addition, imitation is known for its motivational gains in that it leverages extrinsic reading motivation (Ding, 2007). The present study also resonates with Paige (2011) who reports that oral reading strategies can help students to build word recognition, prosody, and phrasing with an authentic atmosphere tailored to convey and exchange meaning.

Regular use of imitation in conjunction with meaningful use of English in integrated manner in fact stimulates student engagement to make meaning of texts, both under teacher guidance and through self-regulation (Sasaki & Takeuchi, 2010). Despite the absence of empirics for improved reading comprehension, imitation has been corroborated to hold moderate correlation with reading performance in standardized English proficiency test (Davis & Norris, 2021), implying that the more accurate students imitate a given stimulus, the better they comprehend texts.

Using strategies such as QARS, Reciprocal Teaching, and Imitation can help students with the problems commonly arising in reading lessons. First, teachers can use QARS strategies in the process of asking students to mention unfamiliar words and look for their meaning so that they can increase their vocabulary. Also, teachers can engage the strategy to address the issues with pressing working memory upon reading. Teachers can use reciprocal teaching strategies where students work in groups by sharing their respective tasks and roles. This strategy can help students to understand the content of the reading faster. Third, the strategy is also beneficial to tackle the lack of extensive reading. This problem can also be eliminated with reciprocal teaching because if students work in groups, then inevitably, they have to divide their respective roles and have to read the text and conclude according to their roles. The findings point to the value of integrating multiple reading comprehension strategies to increase students' engagement and comprehension by catering to diverse reading comprehension levels and learning strategies (Watson, 2013).

CONCLUSION

The research has demonstrated that effective deployment of appropriate instructional strategies significantly augments students' proficiency in comprehending textual content. This study exemplifies the implementation of three distinct strategies—Question Answer Relationship Strategy, Reciprocal Teaching Strategy, and Imitation Strategy—in the instruction of English reading. Reading engagement plays an essential part as an underlying skill for personal development and elevating academic attainment. Notwithstanding, this use of teaching strategies requires teachers' awareness of and ability to navigate multifaceted roles in classrooms. These involve facilitators, advisors, and communicators, thereby contributing to students' linguistic development and comprehension of the learning process.

This research provides valuable guidance to English teachers by underscoring the critical role of strategy selection to maintain effective learning atmospheres. English teachers are encouraged to carefully evaluate the harmony between instructional strategies and their students' needs as well as proficiency. This enables them to maintain and elevate engaging and fruitful learning. Likewise, English teachers are also advised to inculcate student motivation through the use of interactive media and educational games in reading lessons, alongside thoughtfully organizing compelling reading materials. Such measures aim to promote the overall quality of English language teaching across educational levels.

Despite its contribution, this study has several downsides and limitations which are worthy of future inquiry. First, the absence of a formal assessment might delimit the confidence in ensuring the strategy effectiveness and the potential use of additional strategies. In addition, the researchers warrant the study's dependency on the small sample size. This implies the need for future work to validate these findings across a wider range of students, teachers, and educational settings.

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