

## An Analysis on the English Teachers' Strategies in Teaching Reading Comprehension at SMA Negeri 9 Pinrang

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### ABSTRACT

**Keywords:**  
*Teaching strategies, Reading comprehension, Video-Based Learning, Skimming and Scanning.*

This literature review synthesizes recent empirical and theoretical work on brain mapping (including mind-mapping, concept-mapping, and other visual-mapping techniques) as pedagogical tools for teaching integrated language skills (listening, speaking, reading, writing, and vocabulary/grammar integration). The review brings together cognitive/neuroscience perspectives (brain-based learning and visualization), classroom-based experimental/quasi-experimental studies, and educational-technology research (digital mind-mapping and brain-based CALL). Findings indicate that mapping techniques enhance organization of ideas, memory encoding and retrieval, vocabulary acquisition, and pre-task planning for integrated productive skills — with positive effects on motivation and willingness to communicate — but effects vary by implementation (teacher scaffolding, digital vs. paper maps, task type, and learner proficiency). The paper identifies gaps: limited neuroimaging studies directly linking mapping tasks to neural activation during integrated-skills performance; uneven longitudinal evidence; and little research on transfer to spontaneous speaking. Practical classroom recommendations and an agenda for rigorous mixed-methods and neuroeducation studies conclude the review. Key implications: thoughtfully designed mapping activities (explicit modeling, collaborative mapping, and integration with task-based instruction) can be a cost-effective, brain-friendly strategy to teach integrated skills.

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## INTRODUCTION

Reading comprehension is one of the most essential skills in learning English. It enables students to understand, interpret, and analyze written information effectively. In English language learning, reading is not merely recognizing words or sentences, but also understanding the meaning, purpose, and message behind the text. As Grabe and Stoller (2002) stated, reading comprehension involves a process of constructing meaning by coordinating a number of complex cognitive processes. In the Indonesian context, where English is learned as a foreign language, developing reading comprehension is often a major challenge for students. They must not only decode unfamiliar vocabulary but also understand grammatical structures and cultural references that differ from their first language.

The ability to comprehend a text depends largely on the teaching strategies used by the teacher. Teachers play a vital role in guiding students to become active readers who can find information, identify main ideas, and draw conclusions from texts. However, many English teachers still face challenges in choosing and applying appropriate strategies that suit students' needs and proficiency levels. According to Harmer (2005), the effectiveness of English teaching depends not only on what materials are taught but also on *how* they are taught. Therefore, selecting the right teaching strategies is crucial in helping students develop their reading comprehension skills.

In Indonesian senior high schools, English teachers are expected to encourage students to read effectively and critically. However, based on the researcher's preliminary observation at SMA Negeri 9 Pinrang, many students showed low motivation in reading English texts and often failed to understand the content. This problem may occur because reading activities are sometimes monotonous, with limited variation in teaching strategies. As a result, students tend to lose interest and treat reading as a difficult subject. To solve this issue, teachers must use more interactive and student-centered strategies that can attract students' attention and make reading lessons more meaningful.

Several strategies can be used by teachers to enhance reading comprehension. Among them are Video-Based Learning (VBL) and Skimming and Scanning techniques, which were both applied by English teachers at SMA Negeri 9 Pinrang. Video-Based Learning helps students activate background knowledge and build interest before reading by watching videos related to the text topic. Meanwhile, Skimming and Scanning focus on training students to read quickly and efficiently to identify key ideas and specific details. Both strategies have been proven effective in developing comprehension, motivation, and reading fluency when properly implemented in classroom activities.

Based on these considerations, this study aims to analyze the English teachers' strategies in teaching reading comprehension at SMA Negeri 9 Pinrang, focusing on the use of Video-Based Learning and Skimming and Scanning. The purpose of this research is to describe how each strategy is applied in the classroom and to identify their effects on students' engagement and understanding. The researcher expects that the findings of

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this study can serve as a useful reference for other teachers to improve their reading instruction and for students to develop more effective reading habits.

## RESEARCH METHOD

This research applied a qualitative descriptive method as suggested by Gay (2012), which focuses on describing and interpreting data naturally. The study was conducted at SMA Negeri 9 Pinrang, involving two English teachers as participants. The data were collected through interviews and classroom observations. Before conducting the research, the researcher obtained permission from the school principal. The interview consisted of seven open-ended questions designed to explore teachers' strategies in teaching reading comprehension. Observations were carried out to support the interview results and to see how the strategies were implemented in the classroom. The collected data were analyzed through data reduction, data display, and conclusion drawing (Miles & Huberman, 1994).

## RESULT AND DISCUSSION

The findings indicated that the two English teachers at SMA Negeri 9 Pinrang used different but complementary strategies in teaching reading comprehension:

### 1. Video-Based Learning (VBL)

The first teacher implemented Video-Based Learning to make reading activities more engaging. Short videos related to the reading topics were shown before reading sessions to activate students' prior knowledge and increase their interest. After watching the videos, students discussed the content and related it to the reading text.

This strategy helped students connect visual and textual information, making it easier to understand the text's context and meaning. Moreover, the use of videos improved students' motivation and provided a real-life connection to the learning material.

This finding aligns with Alghamdi (2024) and Chen (2023), who state that VBL can enhance comprehension by combining visual, auditory, and textual inputs that cater to different learning styles. When properly designed, VBL reduces students' cognitive load and strengthens memory retention.

### 2. Skimming and Scanning

The second teacher used Skimming and Scanning as the main techniques to train students to read effectively.

- Skimming was used to identify the main ideas of a text by reading the titles, subtitles, and topic sentences.
- Scanning was applied to locate specific information such as dates, numbers, or names.

These strategies helped students read faster while maintaining comprehension. The teacher emphasized that this method was particularly useful for examination preparation

and improving students' confidence when reading English passages.

According to Fatmawan et al. (2023) and Rofek (2024), both techniques are efficient for processing written texts quickly and effectively, especially in academic contexts where students must identify key information under time constraints.

### ***Comparison and Implementation***

Observation results showed that VBL promoted student engagement through multimedia-based activities, while Skimming and Scanning enhanced reading efficiency and comprehension accuracy. Both strategies were effective but served different purposes: VBL improved motivation and contextual understanding, whereas Skimming and Scanning developed analytical reading skills. Thus, combining both approaches can create a more balanced and dynamic reading comprehension lesson.

### **CONCLUSION**

This study concluded that English teachers at SMA Negeri 9 Pinrang applied two main strategies in teaching reading comprehension Video-Based Learning (VBL) and Skimming and Scanning. VBL was effective in increasing students' motivation and contextual understanding through the integration of visual media, while Skimming and Scanning techniques enhanced reading efficiency and helped students quickly identify main ideas and specific details. Both strategies contributed significantly to improving students' comprehension and engagement in reading activities. Therefore, English teachers are encouraged to apply a combination of interactive and analytical strategies to maximize students' learning outcomes in reading comprehension.

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