

TEACHERS' STRATEGIES FOR IMPROVING STUDENTS' READING LITERACY AT MIN 2 KOTA BENGKULU

Efliyani¹, Riyanto², Johanessapri³

¹²³University of Bengkulu, Bengkulu, Indonesia

E-mail: efliyani312@gmail.com

Abstract

Reading literacy is an important ability that supports students' academic achievement and learning development. Teachers have an important role in developing students' reading literacy through appropriate learning strategies and classroom activities. This study aims to analyze teachers' strategies for improving students' reading literacy at MIN 2 Kota Bengkulu. This study employed a qualitative approach with a descriptive research design. The data were collected through observations, interviews with teachers, and documentation of learning activities. The data were analyzed through data reduction, data presentation, and conclusion drawing. Data validity was examined through source and technique triangulation. The results show that teachers improve students' reading literacy through several strategies, including guided reading activities, regular reading practice, the use of interesting reading materials, questioning and discussion activities, and individual assistance for students who experience reading difficulties. Teachers also provide motivation and create a supportive classroom environment to encourage students to read actively. The implementation of these strategies helps students improve their reading fluency, vocabulary, comprehension, and confidence in reading activities. The study concludes that teachers' strategies play an important role in developing students' reading literacy. Consistent implementation, appropriate learning materials, and cooperation between teachers, schools, and parents are needed to support the sustainable development of students' reading literacy.

Keywords: *teachers' strategies, reading literacy, reading skills, elementary education,*

Introduction

Reading literacy is an important ability for students in elementary education. It helps students understand information, follow learning activities, and develop knowledge. Students with good reading literacy can understand texts and find important information

more easily. Reading literacy also supports students in learning different subjects at school. The development of reading literacy needs to start from the early stages of education (Duke & Block, 2012).

Students have different levels of reading ability and learning needs.

Some students can read fluently and understand the meaning of a text. Other students may have difficulties with pronunciation, vocabulary, reading fluency, or text comprehension. These differences can affect students' participation in classroom activities. Students who have reading difficulties may also have lower confidence when completing learning tasks. Teachers need to understand these differences when planning reading activities.

Teachers have an important role in developing students' reading literacy at school (Taylor et al., 2002). Teachers can guide students during reading activities and provide appropriate learning materials. Teachers can also give questions that help students understand the main ideas of a text. Regular reading activities can help students become more familiar with words and sentences. Teacher support can make reading activities more interesting and meaningful for students.

Several strategies can be used to improve students' reading literacy. Guided reading can help students read texts with support from the teacher. Reading practice can improve students' fluency and confidence. Interesting reading materials can encourage students to spend more time reading. Questions and discussions can help students understand the information in a text. Individual assistance can also help students who need additional support in reading.

Reading literacy activities need to be supported by a positive classroom environment. Students need opportunities to read, ask questions, and discuss the content of texts. Teachers can create simple activities that encourage students to participate actively. Motivation is also important because students may lose interest when reading activities are difficult or repetitive. A supportive learning environment can help students develop positive reading habits (Raharjo et al., 2025).

The role of teachers is not limited to teaching students how to read words. Teachers also need to help students understand the meaning of texts and use information from their reading. Vocabulary development is an important part of reading literacy. Students need to learn new words through different texts and classroom activities. Reading comprehension can develop when students are encouraged to identify main ideas, important details, and meanings from texts.

MIN 2 Kota Bengkulu provides an important context for examining teachers' strategies in developing reading literacy. The school has students with different reading abilities and learning characteristics. Classroom reading activities require teachers to use strategies that are suitable for students' needs. Teacher experiences can provide information about effective ways to support students' reading development. The school context can

also show how reading literacy activities are implemented in daily learning (Nguyen, 2022).

Previous studies have shown that teacher strategies can support students' reading development through regular practice, appropriate materials, and active learning activities. The use of questions and discussions can help students improve their understanding of reading texts. Teacher guidance can also support students who experience difficulties during reading activities. Different classroom conditions may require teachers to adjust their strategies. The specific implementation of these strategies at MIN 2 Kota Bengkulu needs to be explored further.

This study aims to analyze teachers' strategies for improving students' reading literacy at MIN 2 Kota Bengkulu. The study focuses on the strategies used by teachers during reading and learning activities. The study also examines the ways teachers support students who experience reading difficulties. Information about teacher strategies is obtained through observation, interviews, and documentation. The findings are expected to provide useful information for teachers and schools in developing effective reading literacy activities.

Research Method

This study used a qualitative approach with a descriptive research design. The study was conducted at MIN 2 Kota Bengkulu. The research focused

on teachers' strategies for improving students' reading literacy during learning activities. The participants consisted of teachers who were involved in reading and literacy activities at the school. The study examined the strategies used by teachers, students' responses, and the support provided during reading activities (Stanley, 2023).

Data were collected through observation, interviews, and documentation. Observations were conducted during classroom learning activities to identify the strategies used by teachers to develop students' reading literacy. Interviews were conducted with teachers to obtain detailed information about reading activities, learning strategies, students' reading difficulties, and teacher support. Documentation was used to collect supporting information related to reading programs, learning activities, and other school documents. The data from the three techniques were compared to obtain more complete information.

The data were analyzed through three main stages: data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1984). Data reduction was conducted by selecting information related to teachers' strategies and students' reading literacy development. Data presentation was carried out by organizing the findings into descriptions of reading activities,

teacher strategies, student responses, and supporting factors. Conclusions were drawn after comparing and interpreting the information obtained from observations, interviews, and documentation. Data validity was examined through source triangulation and technique triangulation. Source triangulation was conducted by comparing information from different participants, while technique triangulation was conducted by comparing observation, interview, and documentation data.

Results and Discussion

Teachers' Strategies for Developing Students' Reading Literacy

The results of the study show that teachers at MIN 2 Kota Bengkulu use several strategies to develop students' reading literacy. The strategies are applied during regular classroom learning and reading activities. Teachers do not depend on one strategy because students have different reading abilities and learning needs. The main strategies include guided reading, regular reading practice, the use of interesting reading materials, questions and discussions, individual assistance, and student motivation (Paris & Paris, 2003). These strategies are applied according to the classroom situation and the ability of the students. The findings indicate that teachers have an important role in creating reading activities that are

suitable for elementary school students.

Teachers begin reading activities by introducing the topic of the text to students. The introduction helps students understand what they will read and gives them a basic idea about the topic. Teachers may ask simple questions related to students' daily experiences before reading begins. This activity encourages students to connect their previous knowledge with the information in the text. Students can become more prepared to understand the content when they already have an idea about the topic (Duckworth, 2009). The strategy also makes reading activities more interactive because students are not only asked to read the text.

Reading activities are also adjusted to students' abilities. Students who can read fluently are given opportunities to read longer texts and explain the information they have found. Students who still have difficulties receive simpler texts and more direct guidance from the teacher. This difference is important because students in one classroom do not always have the same level of reading ability. Teachers need to recognize these differences when preparing reading activities. Appropriate activities can help students participate without feeling too difficult or too easy. The findings show that teacher flexibility is an important part of reading literacy development.

Teacher guidance is also visible during reading practice. Teachers listen to students when they read aloud and identify problems in pronunciation, fluency, and understanding. Corrections are given when students make mistakes in reading words or sentences. Teachers explain difficult words and ask students to repeat the correct pronunciation. Students receive opportunities to practice the same words or sentences again. Repeated guidance helps students become more familiar with reading patterns. This process can gradually improve students' confidence in reading.

The strategies used by teachers also show that reading literacy is not limited to the ability to pronounce written words (Juel & Minden-Cupp, 2000). Students need to understand the meaning of what they read. Teachers therefore encourage students to identify the main idea, important information, and meaning of unfamiliar words. Students are asked to answer questions based on the content of the text. Teachers also encourage students to explain information using their own words. These activities help students move from basic reading ability to reading comprehension. Reading literacy becomes more meaningful when students can use the information they obtain from texts.

The findings are consistent with the idea that reading literacy involves more than technical reading ability. Students need to interact with texts and

understand information in meaningful contexts. Teacher guidance can provide support during this process. Regular classroom activities can also create opportunities for students to practice their reading skills. The combination of reading practice and comprehension activities provides a more complete approach to literacy development. The results suggest that teachers at MIN 2 Kota Bengkulu have applied strategies that support different aspects of students' reading literacy.

Guided Reading as a Strategy for Improving Reading Fluency

Guided reading is one of the important strategies used by teachers at MIN 2 Kota Bengkulu. The teacher first provides an example of how to read a text correctly. Students listen to the teacher and pay attention to pronunciation, pauses, and sentence patterns. Students are then asked to read the same text individually or together with their classmates. Teachers monitor the reading process and provide corrections when necessary. The process allows students to learn through direct examples and practice. Guided reading is useful for students who still need support when reading (Fountas & Pinnell, 2012).

Reading fluency develops through continuous practice (Nichols et al., 2008). Students need opportunities to read the same or similar texts several times. Repeated reading can help students recognize common words

more quickly. Students can also become more familiar with sentence structures through repeated practice. Teachers provide encouragement when students make mistakes during reading. The supportive approach allows students to continue practicing without excessive fear of making errors. Regular practice can gradually improve students' reading speed, accuracy, and confidence.

The role of the teacher is important during guided reading. Teachers do not only correct mistakes but also explain why a certain pronunciation or reading pattern is correct. Students receive direct feedback that can help them understand their errors. Immediate feedback can prevent students from repeatedly making the same mistakes. Teachers can also identify students who need additional reading practice. The information obtained during reading activities helps teachers plan further learning activities.

Guided reading can also improve students' participation. Some students may feel nervous when they are asked to read in front of their classmates. Reading together can provide an easier starting point for these students. Students can follow the teacher or their classmates before reading independently. The gradual process helps reduce anxiety and build confidence. Students who become more confident may participate more actively in other reading activities.

The use of guided reading is especially relevant in elementary education. Young learners often need clear examples and direct support from teachers. Reading skills are developed through practice rather than through explanation alone. Teachers can demonstrate the reading process and provide opportunities for students to imitate and practice it. Students can then develop greater independence as their reading ability improves. The findings indicate that guided reading provides a practical strategy for supporting students with different levels of reading ability.

Guided reading also supports the relationship between fluency and comprehension. Students who read very slowly or frequently stop may have difficulty understanding the meaning of a text. Better fluency can allow students to focus more on the content of the text. Teachers can therefore combine reading fluency practice with simple comprehension questions. Students are encouraged to think about the meaning of what they have read. This combination makes guided reading more effective for overall reading literacy development.

Regular Reading Practice and the Development of Students' Reading Habits

Regular reading practice is another strategy used by teachers to improve students' reading literacy (Reis et al., 2007). Reading activities are

included in classroom learning so students have repeated opportunities to practice. Students may read texts related to the subject being studied. Teachers encourage students to read aloud, read silently, and answer questions about the text. Different forms of practice provide students with various experiences in reading. The continuous nature of these activities helps students become more familiar with reading.

Reading habits cannot develop through occasional activities alone. Students need regular opportunities to interact with written texts. Teachers can create simple routines that make reading part of everyday learning. Students who frequently read may become more comfortable with words and sentence structures. Regular exposure to texts can also increase students' vocabulary. The findings suggest that consistent reading activities can support the gradual development of reading habits.

Teacher encouragement is important in maintaining students' interest in regular reading. Some students may initially consider reading difficult or less interesting. Teachers can give positive feedback when students make progress. Appreciation can encourage students to continue practicing even when they still make mistakes. Teachers can also provide different types of texts to reduce repetition and maintain interest. The classroom environment therefore

influences students' willingness to develop reading habits.

Regular reading practice also provides teachers with opportunities to monitor students' progress. Teachers can observe changes in reading fluency, pronunciation, vocabulary, and comprehension. Students who show progress can receive more challenging reading tasks. Students who continue to experience difficulties can receive additional assistance. This monitoring allows teachers to adjust learning activities based on student needs. The process shows that reading practice can also function as an informal assessment activity.

The findings indicate that reading practice should not focus only on the number of texts students read. The quality of the reading process is also important. Students need to understand what they read and be able to respond to the content. Teachers can ask students to explain the main idea or identify important information. Students can also discuss the meaning of unfamiliar words. Such activities make reading practice more meaningful.

Regular reading practice can have long-term benefits for students. Students who develop positive reading habits may become more independent learners. Reading can help them obtain information from textbooks and other learning resources. Students can also use reading skills in subjects such as science, social studies, religion, and

mathematics. Reading literacy therefore supports learning across the curriculum. The findings show that regular reading practice is an important foundation for students' academic development.

The Use of Interesting Reading Materials

The study shows that the selection of reading materials is an important part of teachers' strategies. Teachers use materials that are appropriate for students' age, reading ability, and learning topics. Textbooks are used as one of the main learning resources. Teachers can also use short stories, simple texts, and other reading materials that are relevant to students. Appropriate materials can make reading activities easier for students to follow. The selection of materials also affects students' interest in reading.

Interesting reading materials can encourage students to pay greater attention to texts. Students may show more interest when the topic is familiar or related to their daily lives. Topics about family, school, friends, animals, nature, and other common experiences can help students connect reading with their own lives. This connection can make the reading process more meaningful. Students may also be more willing to discuss texts that they understand and find interesting. The findings suggest that teachers need to consider students' interests when selecting reading materials (Hidi, 1990).

Reading materials also provide opportunities for vocabulary development. Students encounter new words when they read different texts. Teachers can introduce the meaning of unfamiliar words through explanations, examples, or questions. Students can be asked to identify new words and use them in simple sentences. Vocabulary activities can help students understand the text more easily. Students who have a wider vocabulary may also become more confident when reading new texts.

The level of difficulty of reading materials needs to be considered carefully. Texts that are too difficult may make students lose interest and confidence. Texts that are too easy may not provide enough learning challenges. Teachers need to select materials that are appropriate for students' current abilities. Gradual increases in difficulty can help students develop their skills step by step. The findings indicate that appropriate reading materials can support both student motivation and literacy development.

Reading materials can also be used to support comprehension activities. Teachers can ask questions related to the content of the text. Students can identify the main idea, important details, characters, events, or information depending on the type of text. Students can also retell the content using their own words. These activities help students understand that reading

is not simply saying words aloud. Reading is also a process of understanding and interpreting information.

The use of various reading materials can create a richer literacy environment. Students are exposed to different vocabulary, sentence patterns, and forms of information. Such exposure can help students become more flexible readers. Teachers can introduce materials gradually according to students' abilities. The variety of texts can also reduce boredom during reading activities. The findings show that reading materials have an important role in supporting students' interest, vocabulary, fluency, and comprehension.

Questions and Discussions for Improving Reading Comprehension

Questions are frequently used by teachers to help students understand reading texts. Teachers ask questions before, during, and after reading. Questions before reading can help students predict the content of the text. Questions during reading can guide students to pay attention to important information. Questions after reading can measure students' understanding of the text. The use of questions gives students a clear purpose when reading. This strategy can make students more active during the reading process.

Simple questions are appropriate for students who are still developing basic comprehension skills. Teachers

may ask students to identify the title, characters, place, event, or main information in a text. More advanced students can be asked to explain the main idea or provide reasons for their answers. Students are encouraged to find evidence from the text when answering questions. This process teaches students to use information from reading materials. The strategy can gradually develop students' ability to read critically.

Classroom discussion also supports reading comprehension. Students have opportunities to share their answers after reading a text. Different answers can become material for further discussion. Teachers guide students when their answers are incomplete or incorrect. Students can listen to explanations from teachers and classmates. The interaction allows students to see different ways of understanding a text.

Discussion activities can also develop students' communication skills. Students learn to express their ideas clearly and respond to questions. Students become more active when they are given opportunities to speak about what they have read. The activity connects reading with speaking and listening skills. These language skills support each other in the development of literacy. The findings indicate that reading activities can be strengthened through interactive classroom communication.

Questions and discussions also help teachers identify students' comprehension difficulties. A student may be able to read words correctly but may not understand the meaning of the text. Teachers can identify this problem through students' answers and explanations. Additional questions can then be given to help students understand the text. Teachers can explain difficult parts and provide simpler examples. The process allows reading instruction to address both fluency and comprehension.

The findings show that questions and discussions create active reading experiences. Students are not passive receivers of information from texts. They are encouraged to think, answer, explain, and discuss. Such activities can improve students' involvement in the learning process. The strategy also supports a student-centered learning environment. Reading literacy becomes more effective when students actively interact with texts.

Individual Assistance for Students with Reading Difficulties

Students at MIN 2 Kota Bengkulu have different reading abilities. Some students can read fluently, while others still need support. Reading difficulties may appear in pronunciation, word recognition, reading fluency, vocabulary, or comprehension. Teachers identify these difficulties through classroom observation and reading activities. Individual assistance

is provided to students who need additional support. This strategy allows teachers to respond to individual learning needs.

Teachers provide direct guidance when students have difficulty recognizing or pronouncing words. Students may be asked to repeat difficult words several times. Teachers explain the correct pronunciation and provide simple examples. Sentence reading can also be practiced gradually. The activities are conducted according to the students' abilities. Individual practice gives students more opportunities to improve without pressure from the whole class.

Individual assistance also helps students develop confidence. Students with reading difficulties may feel embarrassed when they make mistakes in front of classmates. Teachers need to create a supportive relationship with these students. Positive feedback can help students feel that mistakes are part of the learning process. Students can be encouraged to keep practicing even when progress is slow. A supportive teacher can therefore influence both students' skills and attitudes toward reading (Zacarian & Silverstone, 2020).

Additional support can also be provided through simpler reading materials. Teachers can begin with short sentences before moving to longer texts. Familiar vocabulary can be introduced before students read more difficult words. The gradual approach allows students to experience success

at each stage. Success can increase students' motivation to continue learning. The findings indicate that individualized instruction can help students develop reading skills step by step.

Individual assistance is also useful for comprehension difficulties. Some students may read a text correctly but fail to understand its meaning. Teachers can ask simple questions to identify which part of the text is difficult. The teacher can then explain the meaning using familiar language. Students can be asked to retell the information in their own words. Such activities can strengthen understanding and help teachers identify further learning needs.

The findings show that individual assistance is an important strategy for inclusive reading education. Every student should have an opportunity to develop reading skills according to their ability. Teachers need patience and consistency when helping students who experience difficulties. School support is also important because teachers may need additional reading resources and time for individual practice. Cooperation with parents can provide further opportunities for reading practice at home. The combined support can help students make more continuous progress.

Teacher Motivation and a Supportive Literacy Environment

Teacher motivation is an important factor in the development of students' reading literacy. Teachers encourage students to participate in reading activities and appreciate their efforts. Positive comments can make students feel more confident when completing reading tasks. Teachers also encourage students who make mistakes to continue practicing. Such communication can create a positive relationship between teachers and students. The findings show that emotional support is part of effective literacy instruction (De Naeghel et al., 2014).

A supportive classroom environment can reduce students' fear of making mistakes. Reading activities can become difficult when students are afraid of being judged by others. Teachers can create a classroom atmosphere where students feel safe to practice. Students can be encouraged to ask questions when they do not understand a word or sentence. Teachers can respond to questions patiently and clearly. This approach can increase students' willingness to participate.

The literacy environment also needs to provide opportunities for students to interact with reading materials. Students need regular access to books and other appropriate texts. Reading materials should be available for classroom activities and independent reading. Teachers can encourage students to choose texts that

match their interests and abilities. Such opportunities can help students develop independence in reading. The findings indicate that the availability of reading resources can strengthen teachers' classroom strategies.

The role of the school is also important in supporting literacy activities. School programs can encourage reading as part of the students' daily learning experience. Teachers need support in developing suitable reading activities. Adequate reading materials can make literacy programs easier to implement. School leadership can also encourage cooperation among teachers in developing literacy practices. A supportive school system can strengthen classroom-level literacy efforts.

Parents can also contribute to students' reading development. Reading practice at home can complement activities at school. Parents can encourage children to read simple books or other appropriate materials. Parents can also ask children about what they have read. Simple conversations about reading can help children understand that reading is useful beyond the classroom. Cooperation between teachers and parents can provide more consistent support for students.

The findings demonstrate that improving reading literacy requires more than one classroom activity. Teachers need to combine reading

practice, guided reading, appropriate materials, questions, discussions, individual assistance, and motivation. Each strategy supports a different part of students' reading development. Guided reading supports fluency, while questions and discussions support comprehension. Individual assistance supports students who need additional help, while interesting materials and motivation support students' interest in reading. The combination of these strategies creates a more complete approach to reading literacy development.

The results have practical implications for MIN 2 Kota Bengkulu and other elementary schools. Teachers can develop reading programs based on students' abilities and interests. Schools can provide more varied reading materials and create regular literacy activities. Teachers can also work with parents to encourage reading practice outside school. Continuous evaluation is needed to identify students who require additional support. The findings suggest that sustainable reading literacy development depends on consistent teacher strategies, student participation, school support, and cooperation with parents.

Overall, the study shows that teachers' strategies have an important role in improving students' reading literacy at MIN 2 Kota Bengkulu. The strategies are applied through daily learning activities and direct interaction with students. Teachers

guide students to read fluently, understand texts, develop vocabulary, and become more confident readers. Students receive different forms of support according to their abilities and learning needs. The learning environment is also developed to encourage active participation and positive reading habits. The results confirm that effective reading literacy development is a continuous process that requires appropriate strategies and consistent support.

Conclusion

The study concludes that teachers' strategies play an important role in improving students' reading literacy at MIN 2 Kota Bengkulu. Teachers use guided reading, regular reading practice, interesting reading materials, questions and discussions, individual assistance, and motivation to support students' reading development. These strategies help students improve reading fluency, vocabulary, comprehension, participation, and confidence. The validity of the findings was strengthened through source and technique triangulation by comparing information obtained from teachers, classroom observations, and school documentation. The comparison showed consistent information about the implementation of reading activities, teacher guidance, student difficulties, and the support provided during the learning process. The findings indicate that continuous

teacher support, suitable reading materials, regular practice, and a supportive literacy environment are important for sustainable reading literacy development. The study recommends stronger cooperation among teachers, schools, and parents to provide continuous reading activities and support students' literacy development.

References

- De Naeghel, J., Valcke, M., De Meyer, I., Warlop, N., Van Braak, J., & Van Keer, H. (2014). The role of teacher behavior in adolescents' intrinsic reading motivation. *Reading and Writing, 27*(9), 1547–1565.
- Duckworth, E. (2009). Helping students get to where ideas can find them. *The New Educator, 5*(3), 185–188.
- Duke, N. K., & Block, M. K. (2012). Improving reading in the primary grades. *The Future of Children, 55*–72.
- Fountas, I. C., & Pinnell, G. S. (2012). Guided reading: The romance and the reality. *The Reading Teacher, 66*(4), 268–284.
- Hidi, S. (1990). Interest and its contribution as a mental resource for learning. *Review of Educational Research, 60*(4), 549–571.
- Juel, C., & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and

- instructional strategies. *Reading Research Quarterly*, 35(4), 458–492.
- Miles, M. B., & Huberman, A. M. (1984). Drawing valid meaning from qualitative data: Toward a shared craft. *Educational Researcher*, 13(5), 20–30.
- Nguyen, T. L. P. (2022). Teachers' strategies in teaching reading comprehension. *International Journal of Language Instruction*, 1(1), 19–28.
- Nichols, W. D., Rupley, W. H., & Rasinski, T. (2008). Fluency in learning to read for meaning: Going beyond repeated readings. *Literacy Research and Instruction*, 48(1), 1–13.
- Paris, S. G., & Paris, A. H. (2003). Classroom applications of research on self-regulated learning. In *Educational psychology* (pp. 89–101). Routledge.
- Raharjo, T. J., Harianingsih, H., Sumbali, B., Widiarti, N., & others. (2025). Classroom environment and metacognitive strategies to support beginning reading skills: a systematic literature review. *Journal of Innovation and Research in Primary Education*, 4(3), 485–496.
- Reis, S. M., McCoach, D. B., Coyne, M., Schreiber, F. J., Eckert, R. D., & Gubbins, E. J. (2007). Using planned enrichment strategies with direct instruction to improve reading fluency, comprehension, and attitude toward reading: An evidence-based study. *The Elementary School Journal*, 108(1), 3–23.
- Stanley, M. (2023). Qualitative descriptive. *Qualitative Research Methodologies for Occupational Science and Occupational Therapy*, 52–67.
- Taylor, B. M., Pressley, M., & Pearson, P. D. (2002). *supported characteristics of teachers and schools that promote reading achievement*. Erlbaum Mahwah, NJ.
- Zacarian, D., & Silverstone, M. (2020). *Teaching to empower: Taking action to foster student agency, self-confidence, and collaboration*. ASCD.
- De Naeghel, J., Valcke, M., De Meyer, I., Warlop, N., Van Braak, J., & Van Keer, H. (2014). The role of teacher behavior in adolescents' intrinsic reading motivation. *Reading and Writing*, 27(9), 1547–1565.
- Duckworth, E. (2009). Helping students get to where ideas can find them. *The New Educator*, 5(3), 185–188.
- Duke, N. K., & Block, M. K. (2012). Improving reading in the primary grades. *The Future of Children*, 55–72.
- Fountas, I. C., & Pinnell, G. S. (2012). Guided reading: The romance and the reality. *The Reading*

- Teacher*, 66(4), 268–284.
- Hidi, S. (1990). Interest and its contribution as a mental resource for learning. *Review of Educational Research*, 60(4), 549–571.
- Juel, C., & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. *Reading Research Quarterly*, 35(4), 458–492.
- Miles, M. B., & Huberman, A. M. (1984). Drawing valid meaning from qualitative data: Toward a shared craft. *Educational Researcher*, 13(5), 20–30.
- Nguyen, T. L. P. (2022). Teachers' strategies in teaching reading comprehension. *International Journal of Language Instruction*, 1(1), 19–28.
- Nichols, W. D., Rupley, W. H., & Rasinski, T. (2008). Fluency in learning to read for meaning: Going beyond repeated readings. *Literacy Research and Instruction*, 48(1), 1–13.
- Paris, S. G., & Paris, A. H. (2003). Classroom applications of research on self-regulated learning. In *Educational psychology* (pp. 89–101). Routledge.
- Raharjo, T. J., Harianingsih, H., Sumbali, B., Widiarti, N., & others. (2025). Classroom environment and metacognitive strategies to support beginning reading skills: a systematic literature review. *Journal of Innovation and Research in Primary Education*, 4(3), 485–496.
- Reis, S. M., McCoach, D. B., Coyne, M., Schreiber, F. J., Eckert, R. D., & Gubbins, E. J. (2007). Using planned enrichment strategies with direct instruction to improve reading fluency, comprehension, and attitude toward reading: An evidence-based study. *The Elementary School Journal*, 108(1), 3–23.
- Stanley, M. (2023). Qualitative descriptive. *Qualitative Research Methodologies for Occupational Science and Occupational Therapy*, 52–67.
- Taylor, B. M., Pressley, M., & Pearson, P. D. (2002). *supported characteristics of teachers and schools that promote reading achievement*. Erlbaum Mahwah, NJ.
- Zacarian, D., & Silverstone, M. (2020). *Teaching to empower: Taking action to foster student agency, self-confidence, and collaboration*. ASCD.