

**TEACHERS' STRATEGIES FOR TEACHING READING: A  
CASE STUDY AT SMAN 1 SRENGAT**

THESIS

By:

**KHARISMA QURROTUL AINI**

NIM. 21108810013



**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
BALITAR ISLAMIC UNIVERSITY**

**2025**



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THESIS

Presented to

Balitar Islamic University

In partial fulfillment of the requirements for the degree of

Undergraduate in English Language Education

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2025**

## **SHEET OF APPROVAL**

This is to certify that the thesis of Kharisma Qurrotul Aini NIM. 21108810013 entitled “TEACHERS’ STRATEGIES FOR TEACHING READING: A CASE STUDY AT SMAN 1 SRENGAT” has been approved by the advisors for further approval by the board of examiners.

Blitar, July 30<sup>th</sup> 2025

First Advisor,

**Hesty Puspita Sari, M.Pd., Ph.D.**

NIDN. 0714038104

Second Advisor,

**Adin Fauzi, M.Pd**

NIDN. 0702069301

Blitar, 30<sup>th</sup> of July 2025

Head of English Education Department

**Hesty Puspita Sari, M.Pd., Ph.D.**

NIDN. 0714038104

## SHEET OF CERTIFICATION

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Blitar, July 30<sup>th</sup> 2025

Examiner I,

**Dr. Supriyono, M.Ed**

NIDN. 0722036301

Examiner II,

**Hesty Puspita Sari, M.Pd., Ph.D.**

NIDN. 0714038104

Examiner III,

**Adin Fauzi, M.Pd**

NIDN. 0702069301

Acknowledge by:

The Dean of The Faculty Teacher  
Training and Education

The Head of the English Education  
Department

**Dr. Suyitno, M.Pd.**

NIDN. 0703046901

**Hesty Puspita Sari, M.Pd., Ph.D.**

NIDN. 0714038104

## **DECLARATION OF AUTHORSHIP**

I am the student of Balitar Islamic University with the following identity:

Name : Kharisma Qurrotul Aini

NIM : 21108810013

Department : English Education Department

I certify that this is my original work. I am completely responsible for the content of this thesis. The opinions of other writers on the topic included in the thesis are cited in accordance with ethical standards.

Blitar, 30 July 2025

Kharisma Qurrotul Aini

NIM. 21108810013

## DEDICATION

This thesis is sincerely dedicated to:

1. Allah SWT, thank You for the strength, peace, and countless blessings. In every moment of doubt and exhaustion, you always showed me the way. I would not have made it this far without your guidance and mercy.
2. For my beloved father and mother, thank you for paying my collage education, so that I can study until the thesis session. Thank you very much.
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This thesis may not be perfect, but it carries stories, struggles, and a whole lot of heart. May it be a small beginning toward something even greater.

## MOTTO

*Everyone has their own turn, so be patient and wait for your turn.*



*Failure can also be meaningful—live with the belief that challenges to help form  
and strengthen you*

## ABSTRACT

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**Keywords:** *teaching\_reading; teaching\_strategies; reading\_evaluation*

This research was motivated by the fact that many high school students still struggle with reading comprehension in English due to limited vocabulary, low reading motivation, and lack of effective strategies. Teachers are also challenged by classroom diversity, time constraints, and limited access to authentic reading materials. This study aims to explore the challenges faced by teachers in teaching reading, the strategies they use to overcome those challenges, and how they evaluate students' reading comprehension in an Indonesian high school setting.

This study employed a qualitative approach with a case study design. The research was conducted at SMA Negeri 1 Srengat and involved one English teacher and three eleventh-grade students selected through purposive and snowball sampling. Data were collected through semi-structured interviews, classroom observations, and documentation analysis. The collected data were analyzed using an interactive model by Miles and Huberman involving data reduction, data display, and conclusion drawing.

The findings revealed that the teacher encountered several challenges in teaching reading, including difficulties in material preparation, lesson planning, classroom management, and student engagement. To address these challenges, the teacher applied various strategies such as scaffolding, grouping models, contextual material selection, and the use of digital tools. Evaluation of students' reading comprehension involved multiple techniques including observation, formative feedback, reading tasks, and written assessments. The triangulated data showed that contextual and adaptive strategies were effective in improving reading engagement and comprehension among students.

In conclusion, the study indicates that successful reading instruction requires not only technical preparation but also adaptive, student-centered strategies. It is suggested that English teachers should continuously develop reflective and innovative strategies in reading instruction. Schools should support teachers through training and resource provision. Future researchers are encouraged to examine the same issues in different contexts or focus on student perspectives in greater depth.

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5. Hesty Puspita Sari, M.Pd, as the first advisor, for her invaluable suggestions, constructive feedback, and continuous support throughout the research process.
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The researcher hopes that this thesis would be beneficial to everyone. Aamin

Blitar, 30 July 2025

Kharisma Qurrotul Aini