

**THE TEACHER STRATEGIES IN TEACHING READING
SKILLS FOR GRADE VII OF JUNIOR HIGH SCHOOL:
A SINGLE CASE STUDY AT SMP NEGERI 1 BLITAR**

THESIS

By:

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FACULTY OF TEACHER TRAINING AND EDUCATION
ISLAMIC UNIVERSITY OF BALITAR**

2025



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THESIS

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In partial fulfilment of the requirements for the degree of

Undergraduate in English Language Education

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SHEET OF APPROVAL

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Declare truthfully that the thesis entitled “The Teacher Strategies in Teaching Reading Skills for Grade VII of Junior High School: A Single Case Study at SMP Negeri 1 Blitar “what I wrote is really my own work, not the result of looting or even engineering from other people’s writing or thought, either in part or in whole except in the form of citation that I have mentioned the source. If in the future it is proven or can be proven this report result plagiarism, then I’m willing to accept sanctions for this action.

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MOTTO

Education is the process of training man to fulfil his aim by exercising all the faculties to the fullest extent as a member of society

~ Aristoteles ~

I dedicate this thesis sincerely to

Allah SWT who provided smoothness and ease in completing this thesis.

My beloved parents, Mr Susianto and Mrs Siti Nurkasih

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ABSTRACT

Rahmawati, Ana (2025). *The Teacher Strategies in Teaching Reading Skills for Grade VII of Junior High School: A Single Case Study at SMP Negeri 1 Blitar*. English Education Department, Faculty of Teacher Training and Education, Balitar Islamic university. Advisor (1) Supriyono M. Ed, Advisor (2) Yusniarsi Primasari M. Pd.

Keywords: *Teacher strategies, reading skills, qualitative case study, SMP Negeri 1 Blitar*

Reading is a language skill that is crucial for developing students' comprehension, understanding, and critical thinking skills. However, many junior high school students in Indonesia still experience reading difficulties due to limited vocabulary mastery, structural understanding, and pronunciation problems. To address these challenges, this study aims to uncover the strategies teachers implement in teaching English reading skills to seventh-grade students at SMP Negeri 1 Blitar. This research method uses descriptive qualitative methods, with data obtained through interviews, observation, and documentation. The findings of this study indicate that teachers design structured learning using ATP, open modules, and student worksheets (LKPD). In addition, they implement cooperative methods such as Jigsaw, Think Pair Share, and basic puzzle games.

This research was conducted in the 2024/2025 academic year. The subjects in the study consisted of English teachers, the principal, and seventh-grade students of SMP Negeri 1 Blitar. Data analysis used an interactive approach process model (Miles, Huberman, and Saldana), which went through the stages of open coding, axial coding, selective coding, and thematic coding. Its validity was tested using source and method triangulation to ensure credibility, dependability, confirmability, and transferability.

The study results showed an improvement in the use of teacher strategies and English reading skills, both in terms of reading comprehension and vocabulary mastery. During the implementation process, teachers engaged students through reading aloud activities, taking turns translating, and group discussions. This strategy encouraged more intensive student interaction, increased vocabulary mastery, pronunciation comprehension, and self-confidence, thus clearly improving students' reading skills. Triangulation of data sources strengthened the findings regarding the effectiveness of this strategy in improving students' reading abilities.

Overall, this study concludes that collaborative, adaptive, and student-centered teaching plays a significant role in improving students' English reading skills at SMP Negeri 1 Blitar. Teachers are advised to implement flexible learning approaches and students are encouraged to actively participate in collaborative activities to improve understanding and skills more effectively. These findings suggest structured planning of interactive methods and the use of technology-based media to create active learning and better outcomes. Therefore, further research is recommended to examine similar strategies in different contexts, across skills and educational levels.

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