

A Case Study on Teachers' Strategies for Teaching Reading Comprehension in the Context of Emancipated Curriculum

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ABSTRACT

An efficient classroom learning process is typically necessary to produce good lesson outcomes. The purpose of this study was to look into how teachers use the Merdeka Curriculum to teach reading comprehension. This study used a qualitative method with a case study approach, involving two English teachers who were selected as participants through a purposive sampling technique. Data were collected through triangulated with interview, then analyzed thematically. The results showed that the teachers used the following strategies: (1) Think Aloud, (2) Reciprocal Teaching, and (3) SQ3R. This study contributed to provide an overview of the strategies used by teachers to teach reading comprehension and provide a reflection of how English teachers' teaching strategies reflect the implementation of the Emancipated Curriculum. Therefore, teachers need to understand the needs and characteristics of students and relate their teaching strategies to this Emancipated Curriculum.

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Introduction

The education system in Indonesia has undergone a number of significant changes in recent decades. As we know, the Indonesian government has currently implemented an educational reform called the Emancipated Curriculum (Merdeka Curriculum) (Randall et al., 2022). The Indonesian government implemented curriculum changes as one of the efforts to improve the quality of education (Ellen & Sudimantara, 2023), particularly related to students' basic numeracy and basic literacy skills (kemendikbudristek, 2022 as cited in Hamdi et al., 2022). This is due to the fact that curriculum frequently influences the selection of resources and instructional techniques used by teachers, both of which have a major impact on learning results. Only basic literacy—more especially, reading comprehension skills was the subject of this study, which also looked at how the Emancipated Curriculum was taught.

Reading comprehension, one of the literacy skills, is an important skill for students to master, particularly for secondary level students. This is because the majority of semester

exam questions focus on reading skills. Therefore, mastering reading comprehension skills is important for their academic success (Matodang & Sukma, 2023), including success in semester exams. By linking reading comprehension with success in semester exams, this means that reading is one of the important keys that can determine the success or failure of English learning (Tatipang et al., 2022). Thus, students need to master reading comprehension skills.

To achieve good lesson results, an effective learning process in the classroom is usually required. Effective classroom instruction tends to help pupils improve their reading comprehension skills. In this case, Jeyaraj (2019) argues that teachers and students can be the determinants of quality teaching and effective learning. One of the important roles of teachers in creating an effective classroom is to apply the appropriate teaching strategies, while students can participate by being active students in learning. However, creating an effective classroom is not as easy as one might think, especially under the implementation of a new curriculum that tends to still require evaluation. There may be challenges, especially for teachers. In this case, the researchers found the problem in one of the junior high schools in Palembang.

The researchers conducted personal communication via video calls with a 7th-grade English teacher on November 30, 2023. According to the teacher, one challenge that teachers face when teaching reading comprehension is the lack of prior knowledge among students and the lack of willingness and creativity among students to seek out the information they need to learn. This contradicts the concept of the Emancipated Curriculum implemented in this school, which encourages students to be more active. In line with this, Jeyaraj (2019) stated that effective students are active and strategic students who are willing to expand cooperation, have conversation, and build knowledge with learning partners. It can be concluded that there are problems that must be overcome in learning reading comprehension, and to address these challenges, it is necessary to use appropriate teaching strategies and a well-conceptualized approach.

Numerous studies have examined reading comprehension strategies and the integration of the Emancipated Curriculum in learning. To begin, an investigation was carried out to analyze teachers' strategies in teaching reading comprehension at the secondary school level (Saputri et al., 2016; Nanda & Azmy, 2020; Sarjan & Mardina, 2017; Audina et al., 2020; Matodang & Sukma, 2023). Based on the findings of these studies, the strategies used by teachers in teaching reading comprehension are (1) DRA (Directed Reading Activity), (2) Scaffolding, (3) QARs (Question Answers Relationship), (4) Memorizing Strategy, (5) Games, and (6) Group Discussion.

Furthermore, several studies have been conducted on the implementation of English teaching and learning within the framework of the Emancipated Curriculum (Ramadhoni & Ahmadi, 2023; Wilson & Nurkhamidah, 2023). The first research found that learning plans were based on learning outcomes by considering objectives, tools, materials, evaluation, and planning using textbooks and non-texts. The implementation is differentiated through a

project to enhance the Pancasila student Profile using lecture, presentation and discussion methods. English language assessment in the Emancipated Curriculum involves summative and formative assessments. Meanwhile, the results of the second research highlight the challenges in implementing the Emancipated curriculum in class X English, especially in balancing differences in students' competency abilities.

This study fills the knowledge gaps in previous research through four categories of significant differences. First, the focus of the background problem shifts from students' difficulties in learning reading comprehension to teachers' challenges in teaching reading comprehension. Second, although this study uses the same theory, it enriches the approach by adding the mind mapping strategy to the checklist of strategies examined. Third, this study broadens the horizon by linking the teaching of reading comprehension to the concept of emancipated curriculum, a dimension that has not really been considered in previous studies. Finally, the differences in the subject and object of the study show variations in the scope and focus of the research, adding complexity to the understanding of instructional strategies in the context of reading comprehension learning.

Based on the background discussed above, the problems of this research were formulated in the following question: What are the teachers' strategies in teaching reading comprehension in the context of emancipated curriculum?

Method

In this study, qualitative research with a case study was used to determine the teachers' strategies in teaching reading comprehension in the context of Emancipated Curriculum. Creswell (2012) stated that a case study enables the researchers to understand, explore, and investigate a case that is happening and gain information from it. As a result, the qualitative method with a case study is the best option for investigating the teachers' strategies in teaching reading comprehension in the context of Emancipated Curriculum. This study was conducted in a junior high school in Palembang. The participants in this study were two English teachers using purposive sampling techniques. This is because this study aimed to develop an in-depth exploration of a central phenomenon, and the best way to understand a phenomenon is to purposefully select participants who are most relevant to the research focus. This is supported by Creswell (2012): Purposive sampling is the selection of a sample in which the researcher intentionally selects people or places to study or understand an important phenomenon. There were five English teachers in that school and the researcher selected two based on criterion sampling, where the researcher set certain criteria for participants who could participate in the study (Friday & Leah, 2024). In conclusion, the number of participants in this study is limited to only two teachers.

Data collection for this study included observation and teacher interviews. Nonparticipant observation was conducted on 2 English teachers, focusing on their reading comprehension teaching strategies. Observation was used because it helped the researcher to obtain more extensive, comprehensive and factual data about the actual condition of the

observed object (Sutikno & Hadisaputra, 2020). Observation checklists based on various teaching strategies were used to document classroom activities. Each teacher was observed three times. Following the observations, structured interviews were conducted with the same teachers to gain deeper insights into their strategies. According to Sutikno and Hadisaputra (2020), interviews in qualitative research are one of the data collection techniques that are conducted by conducting a series of questions and answers with teachers or participants who have been identified. The interviews were based on the same teaching strategies and lasted 25 minutes for Teacher 1 and 18 minutes for Teacher 2.

Data from observation and interview were analyzed to determine teachers' strategies in teaching reading comprehension in the context of Emancipated Curriculum. The researcher used thematic analysis for this study as a part of the analysis. There are several steps to analyze the data. Cresswell (2014) emphasized a five-step process for conducting thematic analysis when examining qualitative data. Initially, the researcher carries out the task of organizing and preparing the data for analysis. Furthermore, the researcher thoroughly examines all of the available material. Next, beginning the process of encoding all of the data. This involves organizing the data into tables according to issues, namely themes and codes. The purpose of this organization is to establish connections between the various subjects and facilitate the extraction of meaningful insights during the data analysis phase. In this research, trustworthiness was used to validate the data through triangulation. triangulation was used to confirm the findings of whether the data from the interviews supported the data from the observations and vice versa. Sutikno and Hadisaputra (2020), suggested that triangulation could be achieved by testing the effectiveness of the methods used in both process and outcome. The following steps could be taken to achieve this: (1) collect data, (2) perform cross validation, (3) confirm differences, and (4) confirm results.

Results and Discussion

Result

What are the teachers' strategies in teaching reading comprehension in the context of Emancipated Curriculum?

Think Aloud Strategy

Based on the data analysis from observations and interviews indicated that both of the teachers consistently applied the Think Aloud strategy in teaching reading comprehension. The data obtained from the observation conducted three times on Teacher N indicated that Teacher N implemented the Think Aloud strategy in teaching reading comprehension. This was directly observed by the researcher during the observation of Teacher N. In the three observations conducted, the researcher found that Teacher N consistently followed a series of Think Aloud steps while teaching reading comprehension. First, Teacher N read aloud and translated the selected text, inviting students to listen actively and to mark sentences that were considered difficult. Then, Teacher N communicated the ideas in the text clearly and in detail, inviting students to listen carefully.

Then, Teacher N strengthened students' understanding by encouraging their participation through opportunities to read the text in turn. Teacher N not only provided active support during the text translation process but also monitored and gave directions to the students. At this stage, many students approached teacher N's desk to ask for the meaning of some words. Teacher N encouraged the students to translate the text independently by using the dictionary and taught them how to find the meaning of words in the dictionary. Finally, Teacher N engaged students actively by asking them to explain their understanding orally. This ensured that each student gained a deep understanding of the material that had been learned.

The interview data also supported this finding. The interview data reinforced the evidence that Teacher N consistently used the Think Aloud strategy in teaching reading comprehension. Teacher N clearly stated that the strategies observed by the researcher during the observation were the strategies she always used in teaching reading comprehension. Teacher N explained as follows;

"For that strategy, I might forget, I don't know exactly what is scaffolding, etc., like what you observed, just the strategies that I usually use every time I teach reading comprehension." (Personal communication, March 04, 2024).

This showed that Teacher N has consistency in the use of certain strategies in teaching, which may affect her teaching effectiveness in improving students' reading comprehension.

The researcher then confirmed in more detail the classroom activities that showed that Teacher N used the Think Aloud strategy that the researcher had observed during observations of Teacher N, one by one. The interview data indicated that it was indeed true that in teaching reading comprehension, Teacher N used teaching activities that were observed during the observation. Teacher N explained as follows;

"Yes, in teaching reading comprehension, I have to explain the text aloud, including ideas and thoughts, because it must be so that the students understand the content of the reading." "Yes, when I read, I ask them to listen carefully, to understand what is being read, and to mark difficult sentences." "Of course, I give guidance during the reading, as observed, I usually go to their benches to give guidance when they understand the reading, I encourage them to always use a dictionary, I encourage them to translate the text, before that I have also read the text and interpreted the text word by word". "When they read the text and there are sentences, they do not understand, I usually give guidance by directly telling them the meaning of the sentence, or if the pronunciation is wrong, I correct it immediately and teach the correct pronunciation", "Yes, if you see me asking some students to come forward, I ask them to express what they have learned or answer questions orally." (Personal communication, March 04, 2024).

Thus, Teacher N's implementation of Think Aloud strategy is not only an effort to support effective English learning, but also a concrete step to create an inclusive and interactive learning environment.

In order to make sure that these activities were actually being carried out consistently by Teacher N, the researcher then asked how often Teacher N used strategies that included

the above teaching activities. The interview data indicated that the strategy was used by Teacher N every time she taught reading comprehension. Teacher N explained as follows;

"Very often, every time I teach reading, I have to use it." "I use the strategy because of the students' needs and to get the material across well." (Personal communication, March 04, 2024).

This showed that Teacher A has consistently implemented the Think Aloud strategy, so this strategy can be considered effective in Teacher A's teaching context. For additional information, the researcher confirmed what Teacher N was considering using strategies that included the above activities. The interview data indicated that Teacher N perceived the students' limited prior knowledge and their low level of engagement as a significant challenge. Consequently, Teacher N deemed it necessary to provide more comprehensive explanations of the material to facilitate deeper understanding, as this approach aligns with the context of the emancipated curriculum, where learning needs to be tailored to students' needs. Teacher N explained as follows;

"The students' prior knowledge or basic knowledge is lacking, so I have to provide the guidance that I mentioned before, then their willingness or effort is also lacking, so I have to continue to encourage them and force them to use a dictionary for example, and I have to know what they need because in the context of the Emancipated curriculum it has to be so." (Personal communication, March 04, 2024).

In summary, Teacher N's approach is consistent with the principles of the emancipated curriculum, where tailoring learning to students' needs is paramount. By recognizing and addressing students' limited prior knowledge and low level of engagement, Teacher N demonstrated a commitment to providing comprehensive explanations and guidance to facilitate deeper understanding. This not only increased the effectiveness of English learning, but also fostered an inclusive and interactive learning environment.

Teacher A, like Teacher N, integrated the Think Aloud strategy into her reading comprehension instruction. This was found by the researcher during three observation sessions with Teacher A. During these three observations, the researcher found that Teacher A implemented strategies that included classroom activities that characterized the Think Aloud strategy. Teacher A read the text clearly and loudly. Then, the students were invited to follow along in an equally loud voice. Then Teacher A systematically translated and explained the meaning of the text and the ideas in it with sufficient clarity.

The learning process continued with rereading activities to improve students' comprehension. Then, some students were given the opportunity to reread and translate, with direct correction during the reading process. Teacher A also actively encouraged students to identify difficult sentences. After the reading session, Teacher A asked them to record the sentences on the board for discussion and understanding. To assess students' comprehension of the text, Teacher A allowed a few minutes for them to summarize and orally express their understanding to the class. Teacher A always motivated students by offering a gift to those who participated. The students appeared excited upon hearing about the reward.

The data obtained from the interview with Teacher A is also relevant to the data obtained from the observation. The researcher confirmed in detail whether it was true that

Teacher A used the Think Aloud strategy in teaching reading comprehension. The interview data showed that it was true that Teacher A used the Think Aloud strategy. This is evidenced by Teacher A's explanation that Teacher A really always uses teaching activities that characterized the Think Aloud strategy that the researcher observed during the observation of Teacher A.

Teacher A explained as follows;

"Yes, if it's always, I always explain the content of the reading text and discuss the ideas in the reading text clearly. In fact, I always have to translate it sentence by sentence because the students' understanding or knowledge of English is still lacking, so I really have to explain it loudly and clearly and repeatedly" , "Yes, when I read and explain the text, I always ask them to listen well and understand the text well, and to mark difficult sentences, I even ask them to take notes if they are afraid of forgetting." "before reading and explaining, I always tell them that later I will ask them to come forward to explain again, otherwise they will be indifferent and not listen well", "Yes, I always ask them to mark the sentences that they find difficult, then I ask them to write the sentences that they find difficult on the blackboard so that I can tell them the meaning" , "Yes, I always monitor them when they are trying to understand the reading, I usually ask them to read in rows, one by one, while I still listen carefully", "When it comes to reading comprehension, I always listen to their reading and give them guidance or correction when there are mistakes.", "Yes, well, as you can see, there are always students who I ask to come forward to give an explanation or a summary of what they understand from the text we are reading. But, in fact, I have to prepare a prize for this, so that they want to do it, otherwise they don't want to do it, because actually their willingness and activity in class is low, there are only a few who want to be asked to come forward, but if there is a prize, many will do it". "I always do this activity, always, so that they listen and understand the text seriously, so before reading and explaining, I always tell them that later I will ask them to come forward to explain again, otherwise they will be indifferent and not listen well." (Personal communication, March 06, 2024).

By consistently using classroom activities in line with the Think Aloud strategy, Teacher A proved to be very committed to ensuring student understanding and engagement. Teacher A's proactive approach is evident in the way she clearly explains the material, translates it, and encourages students to listen and take active notes. In addition, the practice of asking students to explain the text further emphasizes the interactive nature of Teacher A's teaching methods. All of this showed that Teacher A was not only trying to improve the effectiveness of English learning, but also trying to foster a more participatory and attentive classroom environment.

Furthermore, just as the researcher did with Teacher A, in order to ensure that these activities were being used consistently by Teacher A, the researcher then asked how often Teacher A used strategies that included the teaching activities mentioned above. The interview data showed that it is true that Teacher A used this strategy in teaching reading comprehension consistently. Teacher A explained as follows:

"As for thinking aloud, I always do that, I always explain the text loud and clear, I always ask them to write difficult sentences on the board, I also always ask them to come forward to explain what they understand from the text." (Personal communication, March 06, 2024).

This showed that Teacher A has consistently implemented the Think Aloud strategy, so this strategy can be considered effective in Teacher A's teaching context. For additional information, the researcher confirmed what Teacher A was considering using strategies that included teaching activities mentioned above. Consequently, it was necessary to provide more in-depth explanations and sufficient encouragement and motivation in order to enhance student engagement in learning. Teacher A explained as follows;

"I think about their basic skills which are still lacking, which still need repeated explanations, and I also think about their lack of activity, so I have to help them by preparing prizes so that they have enthusiasm and willingness". (Personal communication, March 06, 2024).

This showed Teacher A's awareness and seriousness in trying to improve students' reading comprehension and engagement in learning by paying special attention to students' needs and motivation. Overall, based on the characteristics of the Think Aloud strategy, both Teacher A and Teacher N using the Think Aloud strategy in teaching reading comprehension. Thus, the data from the interview with Teacher N and Teacher A can be said to be relevant to the data from the observation, which confirms that Teacher N and Teacher A does indeed use the think aloud strategy in teaching reading comprehension.

SQ3R Strategy

In addition to the use of the Think Aloud strategy, the observations of Teacher N showed that teacher N also used SQ3R strategy. This approach is reflected in the series of steps that Teacher N followed in teaching reading comprehension that the researcher saw during the observation of Teacher N. At the beginning of the lesson, the researcher saw Teacher N give an informative introduction about the reading topic, tell the students about the text to be read, and direct the students to understand the pictures related to the text and interpret their meaning. Then, the researcher also saw Teacher N asking questions related to the reading text, which Teacher N sometimes linked to students' personal experiences or real-life contexts that had something to do with the reading topic they were discussing, such as online learning experiences during the COVID 19 pandemic.

Moreover, Teacher N's implementation of the SQ3R strategy was clearly evident to the researcher when Teacher N guided students in the process of reading and comprehending texts to find answers. Teacher N provided support and active involvement in students' reading processes, including instructions to skim for important information and additional guidance for students who needed to look up word meanings in the dictionary. The researcher saw that Teacher N always encouraged students to look up word translations on their own using a dictionary, although many students asked Teacher N for the translation of a word in the text they were reading. After reading, Teacher N gave some students the opportunity to present their answers orally and encouraged all students to submit written assignments or answers to questions posed. This process was followed by constructive feedback on the students' responses. The researcher observed that Teacher N confirmed some mistakes made by the students in pronunciation, sentence translation, and answers to questions.

The data obtained from the interview with Teacher N supported the data from the observation. Similar to the Think Aloud strategy, the researcher confirmed the teaching activities that Teacher N used, which indicated that Teacher N used the SQ3R strategy in addition to the Think Aloud strategy in teaching reading comprehension. The interview data indicated that it is true that Teacher N used strategy that include teaching activities characterized the SQ3R strategy in teaching reading comprehension. Teacher N explained as follows;

"Yes, it has to be done" "So at the beginning of the lesson I provide an initial introduction such as telling them the topic of the text to be read and what the text is about" , "I usually through pictures because in textbooks there are often pictures related to the material", "I usually instruct them to pay attention to the picture and say what they know from the picture, or for example I say "what is the person in the picture doing?" the picture is related to the text to be read, so there we can identify the key elements of the text to be read, they can find out what the text is about", "Yes, I usually ask questions related to the topic at that time, usually I relate it to students' daily experiences, as you observed, I asked about the reasons why they studied online in the past, the applications used, the rules in studying online, it is related to the text to be read" , "Yes, these questions can motivate them, such as the rules of studying online, and with these questions, they will focus on the purpose of reading", "Of course I provide guidance during reading, as observed, I usually go to their benches to provide guidance when they understand the reading, I encourage them to always use a dictionary, I encourage them to translate the text, before that I have also read the text and interpret the text word by word." "I do this by going directly to their desks or they come to my desk." "For additional support, sometimes they don't understand how to look up the meaning of words in the dictionary, for example, they want to find the meaning of "talking" when the dictionary usually only has the translation of the basic word without the addition of ing, ed, etc. So, for example, if they ask, "What does talking mean?" I will tell them, "The base word is 'talk', 'ing' is an addition that indicates the activity is being done. So that's how it is, because their prior knowledge is lacking, so how to find the meaning of the word has to be explained from the beginning.", "Yes, if you see me asking some students to come forward, I ask them to express what they get from learning or to answer questions orally." (Personal communication, March 04, 2024).

Teacher N's explanation showed that she paid attention to students' engagement and tried to provide the necessary support to improve their reading comprehension. This approach was in line with the principles of the Emancipated Curriculum, which emphasizes student empowerment in learning. It also showed that Teacher N effectively implemented this strategy in her efforts to improve students' reading comprehension.

As with the Think Aloud strategy, the researcher also confirmed that the SQ3R strategy was consistently implemented by Teacher N. The interview data indicated that Teacher N used this strategy every time she taught reading comprehension. Teacher N explained as follows:

"Very often, every time I teach reading, I have to apply it." (Personal communication, March 04, 2024).

It was evident that Teacher N consistently used the SQ3R strategy as well as the Think Aloud strategy. This showed that Teacher N was serious about implementing the strategies she had chosen to improve students' reading comprehension. For additional

information, the researcher confirmed what Teacher N considered in using strategies that included the activities mentioned above. The interview data indicated that Teacher N considered the need of students and the hope that the material could be conveyed well. Teacher N explained as follows;

"Because of the needs of the students and to ensure that the material is delivered effectively."
(*Personal communication, March 04, 2024*).

This approach shows that Teacher N paid attention not only to teaching techniques but also to psychological and communicative aspects that are important in the learning process. Overall, based on the characteristics of SQ3R strategy, Teacher N using SQ3R strategy in teaching reading comprehension. Thus, the data from the interview with Teacher N can be said to be relevant to the data from the observation, which confirms that Teacher N does indeed use SQ3R strategy in teaching reading comprehension.

Reciprocal Teaching Strategy

In contrast to the approach used by Teacher N, Teacher A chose the reciprocal teaching strategy combined with the think aloud strategy to teach reading comprehension. This was reflected in the teaching activities used by Teacher. A researcher found. The researcher found that Teacher A began by giving students a page of text to read and study, and then wrote its title on the board. Through the title, Teacher A encouraged students to formulate their opinions about the content and meaning of the text, thus initiating a discussion about the reading.

To stimulate students' activity and involvement in predicting the content of the text, Teacher A not only asked for opinions collectively, but also personally by calling students by name. One action that Indicated the use of the reciprocal teaching strategy was when Teacher A asked students to summarize the information they had read. In addition, Teacher A helped students understand difficult words or concepts by rereading the text and explaining it together. Students were also given the freedom to ask questions if there was something they did not understand after the reading and discussion session.

The data obtained from the interview with Teacher A supported the data from the observation, indicating that Teacher A used the Reciprocal Teaching strategy in teaching reading comprehension. In the interview, the researcher confirmed what the researcher found during the observation regarding Teacher A's activities in teaching reading comprehension. The interview data indicated that it is true that Teacher N uses strategies that include teaching activities characterized the Reciprocal Teaching strategy in teaching reading comprehension. Teacher A explained as follows'

"Yes, I introduce the text to be read, I inform which page it is on. But sometimes, as for the type of text, I inform after the text is read and explained" , "Yes, if there are pictures, I ask them to pay attention to the pictures, and if it's through the title, I always do that, so at the beginning of the lesson, I discuss the title first, like our discussion yesterday about 'my classroom,' I ask 'what is a classroom,' 'what do you think the text discusses,' I briefly discuss the title" , "Yes, I instruct them to summarize and explain it again". "To ensure their serious attention and understanding of the text, before reading and explaining, I always mention that I will ask them to come forward later to explain again;

otherwise, they may be indifferent and not pay close attention." "I usually ask them to explain the conclusion or summary they have made in front of the class", "Yes, as seen in yesterday's observation, the reading text was read repeatedly. I instructed the students to read and translate each sentence one by one, so they understand and remember. Because if it's only read once, they won't understand." "Yes, I always give them the opportunity to ask, but indeed, rarely do they want to ask." (Personal communication March 06, 2024).

These teaching activities showed that Teacher A was concerned about students' comprehension and attention to the text being read, and that Teacher A made efforts to actively engage students in learning. Thus, Teacher A has successfully implemented the reciprocal teaching strategy in teaching reading comprehension. The researcher employed a similar methodology to that employed in the Think Aloud and SQ3R strategies, with the Reciprocal Teaching strategy, the researcher confirmed how often Teacher A using this strategy. The interview data indicated that this strategy is consistently implemented by Teacher A. Teacher A explained as follows:

"I always use this strategy when I teach reading comprehension". (Personal communication March 06, 2024).

This showed that Teacher A has consistently implemented the Reciprocal Teaching strategy, so this strategy can be considered effective in Teacher A's teaching context. Finally, the researcher also confirmed what considerations led Teacher A to implement the Reciprocal Teaching strategy. The interview data indicated that Teacher A's primary objective was to assess the students' comprehension of the subject matter. Teacher A explained as follows:

"So that I know to what extent they understand the text we are reading." (Personal communication March 06, 2024).

This showed that Teacher A used the reciprocal teaching strategy as a tool to assess student understanding, demonstrating her seriousness in ensuring that students really understood the material being taught. Overall, based on the characteristics of Reciprocal Teaching strategy, Teacher A using Reciprocal Teaching strategy in teaching reading comprehension. Thus, the data from the interview with Teacher A can be said to be relevant to the data from the observation, which confirmed that Teacher A did indeed use Reciprocal Teaching strategy in teaching reading comprehension.

Discussions

Based on the results of observations and interviews, it was found that there are three strategies used by the teachers in teaching reading comprehension, namely, Think Aloud strategy, SQ3R strategy, and Reciprocal Teaching strategy. First, the teachers use the Think Aloud strategy, in which they voice their thoughts during oral reading, to help students with basic comprehension and low engagement. This approach includes reading the text aloud, communicating ideas clearly, and explaining difficult passages. Teachers also guide students

to identify and understand challenging aspects of the text. In the final stage, students are encouraged to express their understanding orally. Both teachers used effective strategies to motivate student participation. The think aloud strategy was found to personalize reading comprehension learning, in line with the Emancipation Curriculum principle of tailoring learning to individual students' needs. Overall, this study highlights the effectiveness of the Think Aloud strategy in improving students' reading comprehension and provides valuable insights for educators.

Second, the SQ3R strategy was used by one of the two participating teachers, Teacher N. The SQ3R strategy includes Survey, Question, Read, Recite, and Review activities to improve reading comprehension under the Emancipation Curriculum. The SQ3R strategy is used with the goal of making students more active readers and improving their comprehension of the text. Teacher N begins with a survey approach to provide an overview of the material. Next, focus questions are used to keep students focused as they read. Teacher N then guides students to find answers in the text by combining SQ3R with the think aloud strategy. After reading, students read the answers in their own words and review the text. Despite initial reluctance, students are encouraged to participate through motivation and clear expectations. Research supports the effectiveness of the SQ3R method in improving reading comprehension and student engagement.

Finally, the Reciprocal Teaching Strategy was used by a teacher with the initials A to improve reading comprehension. The approach involves four main steps: predicting, questioning, summarizing and clarifying. Teacher A starts the discussion by asking students to formulate opinions about the content of the text based on its title, thus encouraging active participation. This prediction activity is beneficial for students who have limited English proficiency or low activity levels, as it activates their prior knowledge, increases engagement, and encourages critical thinking. The teacher also guides students in identifying difficult parts of the text, supervises their reading, and explains challenging words or concepts. By actively engaging students and focusing on comprehension, this strategy not only clarifies the meaning of the text, but also develops students' comprehension skills. Gilakjani and Sabouri (2016) support the effectiveness of reciprocal teaching in improving reading comprehension ability, highlighting its role in developing students' mental tools for understanding texts.

The contribution of this research in the relevant field is that it provides a deeper understanding of the effectiveness of certain learning strategies, such as Think Aloud, SQ3R, and Reciprocal Teaching, in improving students' reading comprehension in grade 7. The research also illustrates how the implementation of the Emancipated Curriculum can affect teaching approaches and student learning outcomes. As such, this study can provide valuable insights for educators and researchers interested in developing student-centered and contextualized teaching practices.

Conclusion

Based on the results of observations and interviews, it can be concluded that there are three strategies used in teaching reading comprehension, namely, Think Aloud Strategy, SQ3R Strategy, and Reciprocal Teaching Strategy. The Think Aloud Strategy is effectively used by both teachers to help students understand the text better through oral reading and clear explanation. The SQ3R strategy, used by one of the teachers, provides a more structured approach to help students become more active readers and deepen their understanding of the text. Meanwhile, the reciprocal teaching strategy used by another teacher actively involved students in the text comprehension process through predicting, checking, and summarizing. These three strategies proved their effectiveness in improving students' reading comprehension, while providing valuable insights for educators and researchers in developing teaching practices that are student-centered and related to their learning context.

The study also found that implementing the Emancipatory Curriculum had a significant impact on teaching strategies and student learning results. The teachers who participated in this study were committed about adapting their teaching tactics to students' needs, as evidenced by their efforts to provide more in-depth explanations, stimulate student participation, and establish an inclusive and interactive learning environment. Thus, this study not only contributes to our understanding of effective instructional strategies in the context of reading comprehension, but also illustrates the importance of addressing students' needs in the learning process in order to achieve broader curricular goals.

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