



## Teachers' Collaborative Learning Strategies in Teaching Reading

### Comprehension at SMPN 2 Sungai Penuh

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#### Abstract

This research aimed to find out the specific types of collaborative learning strategies teachers used when teaching reading comprehension at SMPN 2 Sungai Penuh and challenges that teachers faced when teaching reading comprehension by using collaborative learning strategies. It is a descriptive qualitative study. Observation and interviews were utilized as instruments by the researcher to collect data. Teachers who teach in grade eight and students in grade eight at SMPN 2 Sungai Penuh took part in this research. There are 35 students consisting of seven classes. This research does not require any special treatment during the teaching and learning process. Based on analyzing data, the researcher found that collaborative learning strategies that teachers used in teaching reading comprehension were group discussion, think-pair-share, partner reading, shared reading, collaborative strategic reading, and jigsaw reading. There are many challenges that teachers faced when implementing collaborative learning strategies in teaching reading comprehension. They are, students do not have their own awareness of the assignments that have been given, many students have low abilities in reading skills, such as pronunciation and vocabulary, many students do not understand vocabulary, and misunderstand the meaning of text, such as adjectives, nouns, verbs, and adverbs, and limited time in teaching reading comprehension.

#### Keywords:

Teachers,  
Collaborative  
Learning, Strategies,  
Reading

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## INTRODUCTION

Collaborative Learning is dividing students into small groups to collaborate on a task or project. Collaborative learning is an educational strategy in which students collaborate in small groups to achieve a common objective, with the teacher guiding

them as required. DeWitt (2020) state that collaborative learning is an educational approach in which students work together in a structured and supportive environment to achieve a common goal or objective. Collaborative learning emphasizes the importance of teamwork, communication, problem-solving, and critical thinking, and empowers students to require duty for their learning while also contributing to the learning of others in the group (DeWitt, 2020). In collaborative learning, students work in pairs or small groups to complete tasks, solve problems, or discuss ideas.

Reading is a guessing process, and what follows is often more important than what is there (Grellet, 2004). It involves using one's knowledge of English, such as vocabulary and grammar, to comprehend the ideas and information presented in texts. Reading involves several sub-skills such as recognizing and decoding words, understanding the meanings of individual words and phrases, identifying the main ideas and themes, and making inferences and connections between different parts of the text (Linse, 2005).

Keown (2020) state that reading comprehension is creating meaning from a text by combining information from the text with previous information and other information that is in the reader's mind. Reading comprehension is the ability to understand and interpret written language. It involves not only being able to read words on a page but also understanding their meaning and context to derive overall meaning from a written text.

Allington and Franzen (2018) state that teaching reading comprehension involves helping students develop the skills and strategies necessary to construct meaning from text. This involves both understanding the text itself as well as the cognitive and metacognitive processes involved in comprehending it. Teaching reading comprehension is the process of helping students understand, interpret and analyze written texts to extract meaning and connect texts with their own knowledge and experience. Therefore, a teacher plays an important role in the selection of teaching strategies, especially in teaching reading comprehension (Simamora & Oktaviani, 2020).

According to Johnson and Johnson (1999), there are five reasons why collaborative learning strategies are implemented. The first reason is positive interdependence. The second reason is individual accountability. The third reason is face-to-face promotive interaction. The fourth reason is social skills. And the last reason is group processing. Group processing exists when group members discuss how they are achieving their goals and maintaining a productive working relationship.

Collaborative learning strategies have been shown to be effective in improving students' reading comprehension. However, there is a need to investigate how these strategies are implemented by teachers in actual classroom settings. Specifically, the types of collaborative learning strategies teachers use when teaching reading comprehension at SMPN 2 Sungai Penuh, and challenges that teachers faced when using collaborative learning strategies in teaching reading comprehension.

Based on the experience of the researcher when practical field experience (PPL), the students are getting difficulty understanding reading the text. Furthermore, the students are also lazy to think and not enthusiastic about reading text. It is because they do not have a choice in what they read. According to Miller (2018), giving

students the freedom to choose what they read can increase their motivation and engagement with reading.

In this research, the researcher chose SMPN 2 Sungai Penuh as the research location. The reason the researcher chose SMPN 2 Sungai Penuh as the research location was that the researcher had conducted a pre-research on one of the English teachers at SMPN 2 Sungai Penuh. SMPN 2 Sungai Penuh was the most suitable place to solve the formulation of the problem of the researcher. In addition, the research object at SMPN 2 Sungai Penuh is relatively evenly distributed according to the research object the researcher took, and the research location also adequately represent the criteria for conducting research.

Based on the explanation above, the researcher would like to conduct a research entitled “Teachers' Collaborative Learning Strategies in Teaching Reading Comprehension at SMPN 2 Sungai Penuh”.

## **METHOD**

This research was conducted using a qualitative descriptive research methodology. Researchers used observations and interviews as instruments. Purposive sampling was used in this research. Purposive sampling is a sample determination technique using certain considerations (Sugiyono, 2011). The sample consisted of two teachers who taught class VIII at SMPN 2 Sungai Penuh.

The research results show that the collaborative learning strategies used by teachers are group discussion, think-pair-share, partner reading, shared reading, Collaborative Strategic Reading, and jigsaw reading. Meanwhile, challenges that teachers faced when using collaborative learning strategies in teaching reading comprehension is that students do not have their own awareness of the assignments that have been given, many students have low abilities in reading skills, such as pronunciation and vocabulary, many students do not understand vocabulary, and misunderstand the meaning of text, such as adjectives, nouns, verbs, and adverbs, and limited time in teaching reading comprehension by using collaborative learning strategies.

Observation is the activity of studying a symptom and event through efforts to systematically observe and record information (Arikunto, 2006). Meanwhile, an interview is a form of verbal communication such as a conversation aimed at obtaining information (Arikunto, 2006). Observations were conducted for 4 weeks. There are two parts to the interview. The first part is the identification part. This section is to identify the teachers' academic background, such as how long the teachers have been teaching and the university where the teachers are finished in bachelor's degree. The second part is the main part of the interview. The essence of this main section is to explain questions on the topic of teachers' collaborative learning strategies in teaching reading comprehension.

## **RESULT AND DISCUSSION**

The researcher conducted the study at SMPN 2 Sungai Penuh, focusing on students in eighth grade. There are six collaborative learning strategies that the researcher found when teachers taught reading comprehension using collaborative

learning strategies in eighth grade, namely discussion group, think-pair-share, partner reading, shared reading, Collaborative Strategic Reading, and Jigsaw reading. Next, there are four challenges that the researcher found when teachers teach reading comprehension using collaborative learning. Namely, students do not have their awareness of the assignments that have been given, many students have low abilities in reading skills, such as pronunciation and vocabulary, many students do not understand vocabulary, and misunderstand the meaning of text, such as adjectives, nouns, verbs, and adverbs, and limited time in teaching reading comprehension by using collaborative learning strategies.

### **1. Collaborative Learning Strategies Used by Teachers**

From the results of classroom observations, there are several collaborative learning strategies that teachers used in teaching reading comprehension.

#### **a. Group Discussion**

Group discussion involves a group of individuals, who gather to discuss ideas, solve problems, or make comments. The teachers used the collaborative learning strategy of group discussion because reading is difficult for students. Group discussion makes it easy for students to understand the material in the classroom. In group discussion, students are formed into groups of individuals, then discuss ideas, solve problems, and make comments on the materials.

From the results of observations that the researcher conducted in class, the researcher observed that teachers taught reading comprehension using collaborative learning strategies group discussion. First, the teacher names the leader of each group. Second, the teacher names the students one by one to enter the group that the teacher has created. The group members consist of four people. Next, after the teacher formed groups, the teacher asks students to sit in groups. Then, the teacher instructs students to open the textbook about reading comprehension. The teacher asks students to read the text about reading comprehension in groups. Then, students discuss the text, such as giving ideas about the text they have read, making comments about the text they have read, or solving problems in the text. This is in line with the indicators in the group discussion collaborative learning strategies, namely that students are formed into groups of individuals, who gather to discuss

#### **b. Think-Pair-Share**

Think-pair-share is involving students thinking about a question or prompt individually, discussing it with a partner, and then sharing their ideas with the whole group. The teacher used the think-pair-share collaborative learning strategy because reading is difficult for students. By using think-pair-share, students can discuss material about reading comprehension with their partners. In the collaborative learning strategy think-pair-share, students think about questions or instructions individually. After students discuss the material with their partners, then students share their ideas with the entire group in the classroom.

From the results of observations that the researcher conducted in class, the researcher observed that teachers taught reading comprehension using collaborative

learning strategies think-pair-share. First, the teacher instructs students to sit in pairs. The teacher randomly selects the names of students to sit in pairs. Next, after the students sit in pairs, the teacher gives a text about reading comprehension to the students. The teacher asks each student to read the text that the teacher has given. Then, the teacher asks students to think about a question about the text that the students have read. After students think about a question, students discuss the question with their partner. Each student gives ideas to their partners. After they share their ideas with their partners, the teacher asks each student to share the ideas that have been discussed to all groups. This is in line with indicators in the collaborative learning strategy think-pair-share, namely students thinking about a question or prompt individually and students discussing it with a partner, and then sharing their ideas with the whole group.

### **c. Shared Reading**

Shared reading is involving the teacher and students reading a text together, with the teacher modeling and facilitating discussion and comprehension strategies. The teachers used the collaborative learning strategy of shared reading because reading is difficult for students. In addition, in collaborative learning shared reading, teachers, and students can read a text together. In this activity, the teachers model and facilitate discussion and comprehension strategies. In this strategy, teachers read a text in a book, so that students can see the text. With this strategy, students become more active and enjoy reading the reading comprehension text because they are reading together.

From the results of observations that the researcher conducted in class, the researcher observed that teachers taught reading comprehension using collaborative learning strategies shared reading. First, the teacher forms students into several groups. Next, students sit in groups that have been formed by the teacher. Then, the teacher asks students to open a textbook about reading comprehension. After that, the teacher asks students to read the text silently. After students read the text silently, the teacher instructs students to discuss words that are difficult to find with group members. The teacher encourages students to participate in guessing the complete contents of the text, so that each student has their own version of the story. After students participate in guessing the complete contents of the text, the teacher asks students to share the story with their friends. This is in line with indicators in collaborative learning strategies shared reading, namely the teacher and students reading a text together and the teacher modeling and facilitating discussion and comprehension strategies.

### **d. Partner Reading**

Partner reading is students work in pairs to read and discuss a text, using prompts and questions to guide their conversation. The teachers used the collaborative learning strategy of partner reading because partner reading can encourage students to work together and support each other in the reading process. Collaborating with peers can provide a sense of shared responsibility in learning and create a supportive learning environment. Additionally, reading with a partner encourages social interaction around the text.

Students can discuss content, share thoughts, and ask questions, which increases their understanding of the material and encourages communication skills. Partner reading allows students to practice their oral language skills as they discuss texts with their peers. This contributes to the development of vocabulary, understanding, and expression in social contexts.

From the results of observations that the researcher conducted in class, the researcher observed that teachers taught reading comprehension using collaborative learning strategies partner reading. In this strategy, teachers teach reading comprehension by asking students to sit in pairs to read and discuss a text together. The activities in this strategy are, first, the teacher appoints each student randomly to sit with their partner. After the students sit with their partners, the teacher gives a text to the students. Next, the teacher asks each student to read the text given by the teacher for 15 minutes. Then, students are asked to discuss the text with their partners. After students discuss the text with their partners, each student takes turns reading the text and the results of the discussion with their partners in front of the class. Each student is asked by the teacher to ask questions to each group that presented the results. This is in line with indicators in collaborative learning strategies partner reading, namely pairing students to read and discuss a text together and each partner taking turns reading aloud and asking questions.

#### **e. Collaborative Strategic Reading**

Collaborative Strategic Reading is involving small groups of students working together to read and discuss a text, with each member taking on a specific role, for example, clarifier, summarizer, predictor, and questioner. The teachers used this collaborative learning strategy is because Collaborative Strategic Reading encourages active participation and engagement among students.

From the results of observations that the researcher conducted in class, the researcher observed that teachers taught reading comprehension using collaborative learning strategies Collaborative Strategic Reading. In this strategy, the teacher forms students into several groups. Each group consists of four people, and there are some groups consisting of five people. In this strategy, students work together to read and discuss a text in a group, and each member takes a certain role. First, the teacher appoints each student randomly to enter the group. Next, each student sits in the group that the teacher has determined. Then, the teacher gives a text to each group to read. After that, each member of the group divided their respective roles. Each member is divided into roles such as example, clarifier, summarizer, predictor, and questioner. In some groups, there is one student who has two roles, namely clarifier and summarizer. This is because their group consists of four members. So, one of them has two roles in the group. This is in line with small groups of students working together to read and discuss a text and each member taking on a specific role, for example, clarifier, summarizer, predictor, and questioner.

#### **f. Jigsaw Reading**

Jigsaw reading is students work in small groups to read different sections of a text and then come together to share their knowledge and understanding. The teachers used this collaborative learning strategy is because to foster collaboration and teamwork among students. Jigsaw reading involves students teaching their peers about their assigned pieces. This requires effective communication skills, both in terms of presenting information clearly and actively listening to peers.

From the results of observations that the researcher conducted in class, the researcher observed that teachers taught reading comprehension using collaborative learning strategies jigsaw reading. In this strategy, teachers form students into several groups to read different parts of a text that the teacher given. First, the teacher chooses each leader from each group. Next, the teacher chooses students randomly to enter the groups that the teacher has determined. Then, students sit in their respective groups. The teacher gives a text to each group member. Then, the teacher instructs each member that they have to read different parts of the text that the teacher has given. The teacher distributes different reading passages to each student in the group. After students get different text reading passages, students read and understand their text reading passages. After that, they discuss with group members and share their understanding of the text they have read. This is in line with the indicator collaborative learning strategies jigsaw reading, namely, students work in small groups to read different sections of a text and students come together to share their knowledge and understanding.

## ***2. Challenges that Teachers Faced***

From the interview results, there are several challenges that teachers faced when using collaborative learning strategies in teaching reading comprehension. They are:

### **a. Students do not have the awareness of assignments that have been given**

From the interview results, teachers said that students do not have their own awareness of the assignments that have been given. They prefer leaders to do the assignments. Because they think that the members of each group do not have much work to do. So, the teacher feels that the students ignore the assignments the teacher gives.

T1:

“They do not have their awareness of the tasks I give them. The students prioritize their leaders to do the tasks I give them. And this becomes a challenge for me in using collaborative learning strategies in teaching reading comprehension”.

*“Mereka tidak mempunyai kesadaran akan tugas yang saya berikan kepada mereka. Para siswa memprioritaskan pemimpinnya untuk melakukan tugas yang saya berikan kepada mereka. Dan ini menjadi tantangan bagi saya*

*dalam menggunakan strategi pembelajaran kolaboratif dalam pengajaran pemahaman membaca”.*

Meanwhile, T2:

“The students do not have the self-awareness to do assignments in groups. This is because each group has leaders. So, they prefer leaders to do the assignments that I give them”.

*“Siswa kurang memiliki kesadaran diri untuk mengerjakan tugas secara berkelompok. Sebab, setiap kelompok mempunyai pemimpin. Jadi, mereka lebih memilih pemimpin yang mengerjakan tugas yang saya berikan”.*

From the teacher’s statement above, it can be analyzed that students lack a sense of responsibility for the tasks given by the teacher. They feel that with leaders, each group member no longer needs to do the tasks given by the teacher. This causes a group to not have a good sense of cooperation in learning”.

#### **b. Many students have low abilities in reading skills**

From the interview results, teachers said that many students have low abilities in reading skills. This is because English is not their mother tongue. So that, students ignore English and do not familiarize themselves with reading English books.

T1:

“Students have low abilities in reading skills. They never read English books. This is what causes them to have low abilities in reading skills”.

*“Siswa mempunyai kemampuan yang rendah dalam keterampilan membaca. Mereka tidak pernah membaca buku berbahasa Inggris. Hal inilah yang menyebabkan rendahnya kemampuan mereka dalam keterampilan membaca”.*

Meanwhile, T2:

“Students have low abilities in reading skills. This is because English is not our mother tongue. Apart from that, students very rarely read English books. This is what causes them to have weak abilities in English”.

*“Siswa mempunyai kemampuan yang rendah dalam keterampilan membaca. Hal ini karena bahasa Inggris bukanlah bahasa ibu kita. Selain itu, siswa sangat jarang membaca buku berbahasa Inggris. Hal inilah yang menyebabkan mereka lemah dalam kemampuan berbahasa Inggris”.*

From the teacher’s statement above, it is analyzed that students' lack of access to books and limited exposure to reading materials at home can hinder the development of reading skills. In addition, a small vocabulary can hinder reading comprehension.

#### **c. Many students do not understand vocabulary and misunderstand the**



### **meaning of the text**

From the interview results, teachers said that many students do not bring the dictionary when studying English in the classroom.

T1:

“Many students do not bring a dictionary when studying English. And every time I ask them why they do not bring a dictionary, some students always say that they don't have enough money to buy a dictionary”.

*“Banyak siswa yang tidak membawa kamus saat belajar bahasa Inggris. Dan setiap kali saya bertanya mengapa mereka tidak membawa kamus, beberapa siswa selalu mengatakan bahwa mereka tidak punya cukup uang untuk membeli kamus”.*

Meanwhile, T2:

“Some students do not bring a dictionary when studying English in class. This is caused by students who do not want their bags to be heavy when they take them to school. Apart from that, some of the students have parents who cannot afford it. They do not have enough money to buy a dictionary”.

*“Beberapa siswa tidak membawa kamus saat belajar bahasa Inggris di kelas. Hal ini disebabkan oleh siswa yang tidak ingin tasnya menjadi berat saat dibawa ke sekolah. Selain itu, sebagian siswa mempunyai orang tua yang tidak mampu. Mereka tidak punya cukup uang untuk membeli kamus”.*

From the teacher's statement above, is analyzed that it is caused by several factors. Some students do not have personal dictionaries, and it costs additional money to buy them. In cases like this, students prefer to use free online resources or rely on dictionaries available in the library or borrow a friend's dictionary. Students who feel confident in their English language skills. So that, they do not feel the need to bring a dictionary. They believe that they can understand and express themselves well without the help of a dictionary. They assume that carrying a dictionary takes up space in students' backpacks. Students prioritize lighter and more important things, especially if they feel they can do without a dictionary.

#### **d. Limited time in teaching reading comprehension**

From the interview results, teachers said that teachers have limited time in teaching reading comprehension.

T1:

“I have limited time when teaching in class. This is because some students do not bring dictionaries, and there are some students who do not want to work together in groups. So, I advise them in class. And that gives me little time to teach in class”.

*“Saya mempunyai waktu yang terbatas ketika mengajar di kelas. Hal ini disebabkan karena sebagian siswa tidak membawa kamus, dan ada sebagian siswa yang tidak mau bekerja sama dalam kelompok. Jadi, saya menasihati mereka di kelas. Dan itu memberi saya sedikit waktu untuk mengajar di kelas”.*

Meanwhile, T2:

“I have limited time in class because I always give advice to students so that students want to work together in the groups that I have prepared. Some of the students protested when I created a group without their friends”.

*“Waktu saya di kelas terbatas karena saya selalu memberikan nasehat kepada siswa agar siswa mau bekerja sama dalam kelompok yang telah saya siapkan. Beberapa siswa protes ketika saya membuat grup tanpa teman mereka”.*

From the teacher’s statement above, it is analyzed that There are several factors that cause teachers to have limited time in teaching reading comprehension. First, curriculum demands. Teachers are often bound by a predetermined curriculum that outlines the specific content and skills that will be covered in a given academic year. Second, diversity of subjects. In addition, to reading comprehension, teachers are required to cover a wide range of subjects within their subject areas. Third, class size. Large class sizes can limit the amount of individual attention a teacher can give to each student.

### **Discussion**

Based on the findings as described above, it could be seen that the English teachers who teach the second-grade students at SMPN 2 Sungai Penuh used collaborative learning strategies. There were six collaborative learning strategies that teachers used in teaching reading comprehension. Namely, group discussion, think-pair-share, shared reading, partner reading, collaborative strategic reading, and jigsaw reading. However, teachers had four challenges when they used collaborative learning strategies in teaching reading comprehension, namely, students do not have their own awareness of the assignments that have been given, many students have low abilities in reading skills, many students do not understand vocabulary and misunderstand the meaning of the text, and limited time in teaching reading comprehension.

The main research objective of this research was about teachers’ collaborative learning strategies in teaching reading comprehension at SMPN 2 Sungai Penuh. Then, the researcher formulated two research questions about the collaborative learning strategies that teachers use in teaching reading comprehension and the challenges that teachers face when implementing collaborative learning strategies in teaching reading comprehension. The researcher gives further interpretation and discussion as follows:

## **1. Collaborative Learning Strategies that Teachers Use in Teaching Reading Comprehension**

Based on the observation checklist, indicator of observation, and indicator of collaborative learning strategies that the researcher conducted, there were six collaborative learning strategies that teachers used in teaching reading comprehension. Namely, group discussion, think-pair-share, shared reading, partner reading, collaborative strategic reading, and jigsaw reading.

In this research, the researcher observed that teachers used collaborative learning strategies group discussion, think-pair-share, shared reading, partner reading, collaborative strategic reading, and jigsaw reading in teaching reading comprehension. Based on interview results from teachers, teachers more often used collaborative learning strategies group discussion, think-pair-share, and shared reading. There are several reasons why teachers used these strategies the most.

First, group discussion involves a group of individuals, who gather to discuss ideas, solve problems, or make comments. Teachers used collaborative learning strategies group discussion because group discussion can increase student involvement, stimulate critical thinking, development of social skills, and giving responsibility to students. Harvey & Goudvis (2007), argue that effective reading comprehension instruction involves teaching students a range of strategies that help them understand, analyze, and evaluate texts.

Second, think-pair-share involves students thinking about a question or prompt individually, discussing it with a partner, and then sharing their ideas with the whole group. Teachers used collaborative learning strategies think-pair-share because it increases active participation in students, stimulates independent thinking, works together in pairs, improves communication skills, and adapts to various learning styles. Beers (2003) stated that the importance of providing explicit instruction in comprehension strategies and using collaborative learning structures to support students learning.

And the last, shared reading is involving the teacher and students reading a text together, with the teacher modeling and facilitating discussion and comprehension strategies. Teachers used shared reading collaborative learning strategies because shared reading provides opportunities for students to interact socially with the teacher and each other, develop language skills, model reading, and access more difficult texts. Taberski (2000) stated that the importance of creating a supportive classroom community in which students can engage in collaborative learning and take risks with their learning.

## **2. Challenges that Teachers Face when Implementing Collaborative Learning Strategies in Teaching Reading Comprehension**

Based on classroom observations and interviews that the researcher conducted, there are many challenges that teachers face when implementing collaborative learning strategies in teaching reading comprehension. During observation, the researcher observed that teachers find it difficult to teach reading comprehension to

students using collaborative learning strategies for several reasons. Students do not have their own awareness of the assignments that have been given, many students have low abilities in reading skills, such as pronunciation and vocabulary, many students do not understand vocabulary, and misunderstand the meaning of text, such as adjectives, nouns, verbs, and adverbs, and limited time in teaching reading comprehension.

## **CONCLUSION**

Collaborative Learning is dividing students into small groups to collaborate on a task or project. Collaborative learning is an educational strategy in which students collaborate in small groups to achieve a common objective, with the teacher guiding them as required. Based on analyzing data, the researcher finds that collaborative learning strategies that teachers use in teaching reading comprehension are group discussion, think-pair-share, shared reading, partner reading, Collaborative Strategic Reading (CSR), and jigsaw reading. There are many challenges that teachers faced when implementing collaborative learning strategies in teaching reading comprehension. Namely, students do not have their own awareness of the assignments that have been given, many students have low abilities in reading skills, such as pronunciation and vocabulary, many students do not understand vocabulary, and misunderstand the meaning of text, such as adjectives, nouns, verbs, and adverbs, and limited time in teaching reading comprehension.

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