

ABSTRACT

Ulfa, Rahmah. 2025. *Exploring EFL Teachers Strategies to Teach English Reading Skills at SMAN 4 Kota Jambi*: A Thesis, English Education Study Program, Faculty of Teachers Training and Education Jambi University, The First Supervisor Dr. Nyimas Triyana Safitri, S.Pd., M.Ed, St. The second supervisor Dra. Armiwati, M.Hum.

Keywords: *Reading Skills, Teaching Strategies, Pedagogical Reasons.*

This research aims to find out EFL teachers' strategies when teaching English reading skills at SMAN 4 Kota Jambi. The focus of this research is to describe the strategies that teachers applied when teaching narrative texts and investigate the pedagogical reasons behind the selection of these strategies. In the application, according to the teacher, students have difficulties when reading English texts, especially narrative texts. The reason is that the length of the narrative text in the textbook makes it difficult for students to understand the content of the text. To overcome this problem, teachers need special strategies to help students understand the content of the text properly. This research used a descriptive qualitative method. Data were collected through semi-structured interviews with one of the English teachers at SMAN 4 Kota Jambi. Furthermore, data were also obtained from documentation in the form of teaching modules to ensure the validity of the data. The results showed that in the pre-teaching stage, the teacher applied several strategies such as ice-breaking activities, using visual media, and activating prior knowledge through brainstorming. In the while teaching stage, teacher use strategies such as small group discussions, sequencing activities, reading aloud, discussing narrative text structure, technology-based quizzes (Kahoot, Quizziz), and retelling. In the post-reading stage, the teacher implements comprehension evaluation and reflective writing (journal). Furthermore, the findings of this research have also showed that the choices of strategies by teachers are based on several pedagogical reasons. Some of these reasons include making learning more interesting and meaningful, increasing students participation, overcoming students' anxiety in speaking and reading English, and adjusting teaching methods to students' learning styles and needs.