

ABSTRACT

Loyalty, Afgharona. 2025. *Pre-service English Teachers' Strategies In Teaching Reading at Junior High Schools In Jambi City*. A Thesis. English Education Study Program, Faculty of Teacher Training and Education Jambi University in Academic Year 2025/2026. The first supervisor is Dr. Sri Wachyunni, S.S., M.Hum.,MA. The second supervisor is Dr. Lilik Ulfiati, S.Pd., M.Pd.

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This study aimed to explore Pre-service English Teachers' strategies in teaching reading at junior high school. The scope of this study focused on the strategies used by Pre-service English Teachers in teaching reading, especially on descriptive text material, based on their experiences during the teaching practicum course at junior high school. The data for this study were collected through interviews and analyzed using the interactive analysis model by Miles and Huberman (1994). Three English education students participated as the interviewees. Based on the research findings, all participants in this study used the same teaching strategy in teaching reading, especially in descriptive text material, namely the QAR (Question and Answer Relationship) strategy. The implementation of the QAR strategy involved several steps, including introducing the concept of question types, modeling how to identify each type from a text, guiding students to answer questions collaboratively, and encouraging them to apply the strategy independently. This process helped students understand the text more deeply and answer questions systematically. The findings imply that the use of the QAR strategy can effectively support teaching reading at junior high school by enhancing students' reading comprehension and critical thinking skills. Therefore, English teachers are encouraged to apply the QAR strategy as it provides a clear framework for guiding students to connect questions and information from the text efficiently.