

Abstract

This study aims to improve English reading skills in 7th-grade students at UPT SMP NEGERI 18 MEDAN. In this study, there are teaching strategies that can be carried out by teachers to students to improve English reading skills. One strategy that can be applied is through Pre-Reading, During Reading, and Post-Reading. This study examines whether students' English reading skills are related to the strategies teachers use during classroom instruction. This study uses a qualitative descriptive research method. This study used subjects from grades 71, 72, 73 where each class consisted of 34 students. By using purposeful sampling. This study uses data analysis techniques, namely the data reduction stage, the data presentation stage and conclusions. The results of the study based on teaching strategies in the classroom there is an average of "before reading" (M = 3.99), "during reading" (M = 3.91) and "after reading" (M = 3.89). Then there is a level of student reading comprehension in the 'good' category (M = 82.25). These results prove that there is a significant relationship between the two variables with a very strong correlation level.

Keyword: Strategy on Teaching, Reading Fluency