

PREFACE

To overcome barriers such as low motivation, limited vocabulary and multiple skills, this research looks at how teachers can help elementary school students to read more comprehensively. The aim of this research is to help teachers improve reading ability, which is an important foundation for lifelong learning and flexibility in an information-driven environment, by developing efficient teaching strategies.

I am motivated to conduct this research because I think education, particularly literacy, has the capacity to change lives. As a researcher, I am very curious about how effective teaching can close the achievement gap between students and create a love of reading in addition to comprehension. The purpose of this research is to advance our understanding of educational practices while offering useful answers to problems faced by elementary school teachers, guided by Vygotsky's Sociocultural Theory.

Here is how this thesis is structured: The background section describes the significance of this study and the theories that underlie it. The literature review explores key insights on reading strategies and sociocultural learning. The methodology section describes the research design, data collection methods, and analysis processes. The final sections highlight the potential contributions and practical implications of the findings.

I hope this thesis engages readers and inspires collaborative efforts to advance literacy education. Thank you for your interest and support in this endeavor.

Tasikmalaya, July 2025

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