

AN INVESTIGATION INTO THE CHALLENGES FACED BY 11TH-GRADE STUDENTS AT SMA N 1 INDRALAYA UTARA IN READING ENGLISH TEXTS

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CHAPTER I

INTRODUCTION

Study This chapter presents: (1) Background of the Study, (2) Problems of the Study, (3) Objectives of the Study, (4) Significance of the Study.

1.1 The Background of the study

Reading is a fundamental skill in language acquisition, essential for students to achieve academic success and enhance their proficiency in English. It serves as a gateway to knowledge and communication, enabling students to access various types of information and broaden their intellectual horizons. However, reading in English as a Foreign Language (EFL) context presents numerous challenges, particularly for high school students, who often struggle with comprehension and fluency due to linguistic and cognitive barriers (Idowu & Raphael, 2024) . In Indonesia, this issue is particularly relevant, as English is not the primary language of instruction, and students are often required to master complex texts despite limited exposure to the language. According to the Programme for International Student Assessment (PISA) 2022 results, Indonesian students' reading proficiency remains low. The average reading score for Indonesian 15-year-olds is 359 points, significantly below the OECD average of 476 points. Only 25% of Indonesian students achieved at least Level 2 proficiency in reading, compared to the OECD average of 74%. Furthermore, almost no Indonesian students reached Level 5 or higher in reading proficiency, whereas the OECD average is 7%. These statistics highlight the considerable challenges Indonesian students face in reading comprehension, particularly in English as a Foreign Language (EFL) contexts.

One of the primary challenges in reading comprehension is vocabulary limitations. According to Cao (2023), vocabulary forms the foundation of reading proficiency, yet more than 80% of high school students encounter significant difficulties in understanding unfamiliar words. This limitation affects their ability to grasp the overall meaning of the text and hinders their confidence in tackling complex materials. Similarly, Rosyidah and Awaliyatush Sholihah (2023) noted that unfamiliar vocabulary and conceptual difficulties often impede students'

comprehension, preventing them from effectively engaging with the text. Furthermore, Alotaibi (2022) emphasized that a lack systematic vocabulary instruction can exacerbate these difficulties, suggesting the need for targeted teaching strategies. In line with these findings, previous research has further explored similar challenges faced by EFL learners. Previous research, such as that conducted by Rosyidah and Awaliyatush Sholihah (2023) has identified common obstacles, including difficulty in identifying pronouns, comprehending vocabulary, and making inferences. These findings align with the experiences of Indonesian EFL students, who often struggle with insufficient vocabulary knowledge, complex grammar, and a lack of effective reading strategies (Rusgandi, 2023) Moreover, strategies such as scaffolding, systematic vocabulary education, and the integration of pre-reading and post-reading activities have been shown to enhance reading comprehension and address these challenges (Alotaibi, 2022)

In addition to vocabulary challenges, sentence structure and grammatical knowledge play a critical role in reading comprehension. Many students face difficulties in decoding long and complex sentences, which often contain intricate grammatical structures that are unfamiliar to them (Cao, 2023). As highlighted by Andi Rusgandi (2023), identifying the main idea, understanding specific information, and making inferences are critical aspects of reading comprehension, yet they are often regarded as challenging by students. These difficulties are compounded by limited exposure to syntactic variations, which can further obstruct their ability to parse and interpret the meaning of texts (Cao, 2023)

Another significant factor affecting reading comprehension is the lack of cultural and background knowledge. English texts often contain idiomatic expressions, cultural references, and context-specific nuances that may be unfamiliar to EFL learners. These gaps in knowledge can lead to misunderstandings and misinterpretations, reducing students' ability to fully comprehend the material (Alotaibi, 2022). Furthermore, as emphasized by Rahman et al. (2024), cultural background knowledge can help mitigate the lack of linguistic proficiency, highlighting the importance of integrating cultural elements into English language

instruction. Recent studies, such as those by Alotaibi (2022), have suggested incorporating culturally relevant materials into the curriculum to bridge this gap. Psychological factors also play a crucial role in students' reading performance. Anxiety, lack of motivation, and low self-confidence are common issues that negatively impact reading fluency and comprehension (Rahman et al., 2024). Students often feel overwhelmed when faced with long and complex texts, leading to reduced engagement and a reluctance to practice reading. According to Cao (2023), motivation is positively correlated with reading success; thus, fostering a supportive and encouraging learning environment is essential for overcoming these challenges. Moreover, recent research by Alotaibi (2022) highlights the role of teacher encouragement and peer support in alleviating reading anxiety.

Given these multifaceted challenges, it is imperative to investigate the specific difficulties faced by students at SMA N 1 Indralaya Utara in reading English texts. Observations during the School Field Observation Program (PLP) revealed that students often struggle with reading comprehension due to a lack of confidence when encountering unfamiliar vocabulary or complex sentence structures. This lack of confidence leads them to translate entire texts directly using external tools, without paying attention to individual words or attempting to learn new vocabulary. As a result, their ability to understand the main ideas and infer meaning is significantly hindered. Furthermore, limited engagement in reading-related activities, such as utilizing the school library or practicing extensive reading, further exacerbates these challenges. These findings highlight the need for targeted strategies to address these barriers and enhance students' reading proficiency.

This study seeks to investigate the specific challenges faced by eleventh-grade students at SMA N 1 Indralaya Utara in reading English texts and the strategies they employ to overcome these obstacles. By addressing difficulties, this research aims to provide a comprehensive understanding of the barriers hindering students' reading proficiency. Ultimately, this research is expected to contribute to discourse on EFL education, emphasizing the importance of targeted interventions to equip Indonesian students with the skills and confidence necessary to excel in English reading comprehension.

1.2 The Problems of the Study

1. What challenges do 11th-grade students at SMA N 1 Indralaya Utara face in reading English texts?
2. How do these students overcome the challenges they encounter in reading English texts?

1.3 The Objectives of the Study

1. To identify the challenges faced by 11th-grade students at SMA N 1 Indralaya Utara in reading English texts.
2. To analyze the strategies employed by these students to overcome the challenges they encounter in reading English texts.

1.4 The Significances of the Study

The researcher expects that the findings of this study can provide useful information about students' difficulties in reading English texts and offer meaningful contributions for:

a. English Teacher

The results of this study are expected to help English teachers better understand the specific problems students face in reading English texts, so they can apply more effective and appropriate teaching strategies.

b. Students

This study may give students insight into common reading challenges and encourage them to apply suitable strategies to improve their comprehension and confidence in reading English texts.

c. Researchers

The findings of this research can serve as a useful reference for future researchers who are interested in exploring reading difficulties, student strategies, or developing further studies in the field of English language teaching.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) Reading Comprehension in EFL Contexts, (2) Essential Components of Reading Comprehension in EFL Contexts, (3) Challenges in Reading English Texts for EFL Students, (4) Strategies to Overcome Reading Challenges, (5) Related Studies, (6) Theoretical Framework

2.1 Reading Comprehension in EFL Contexts

Reading comprehension in the context of English as a Foreign Language (EFL) refers to the process of understanding, interpreting, and constructing meaning from written texts in English. This process involves word recognition, comprehension of sentence structures, and the application of cognitive strategies to achieve a thorough understanding of the text (Pourhosein Gilakjani & Sabouri, 2016).

At the senior high school level, reading ability is not only crucial for understanding academic materials but also contributes to vocabulary development, reinforcement of grammatical structures, and the enhancement of students' critical thinking skills. However, EFL learners often face reading difficulties due to linguistic factors such as limited vocabulary and complex sentence structures, as well as non-linguistic factors such as low motivation and a lack of effective reading strategies (Kasim & Raisha, 2017).

Moreover, successful reading comprehension depends on learners' ability to identify main ideas, understand implied meanings, and connect new information to their prior knowledge. Therefore, fostering effective reading skills is essential in EFL instruction (Pourhosein Gilakjani & Sabouri, 2016).

2.2 Essential Components of Reading Comprehension in EFL Contexts

Reading comprehension is a complex skill that involves various linguistic and cognitive aspects. In learning English as a Foreign Language (EFL), several key components play a crucial role in helping students comprehend texts effectively. Each component contributes to students' ability to process information

from the texts they read. The following are four essential aspects to consider in reading comprehension:

2.2.1 Vocabulary

Vocabulary is a fundamental element of reading skills that enables readers to understand the meaning of words within a text. The broader a person's vocabulary, the greater their ability to grasp the content of a reading passage with ease. A strong vocabulary not only involves understanding individual word meanings but also recognizing how words are used in various contexts (Fadila et al., 2024).

In reading, vocabulary comprehension encompasses several aspects, such as directly recognizing word meanings, understanding synonyms and antonyms, and interpreting word meanings based on context. Exposure to various types of texts, both academic and non-academic, plays a crucial role in enriching a person's vocabulary knowledge. Therefore, vocabulary development is an integral part of enhancing overall reading proficiency (Lestari, 2024)

Furthermore, vocabulary comprehension is closely linked to reading speed. Readers with a vast vocabulary can understand texts more quickly and efficiently, as they do not need to pause frequently to look up unfamiliar words. This highlights the importance of systematic and repetitive vocabulary instruction to help students internalize word meanings more effectively in the long term (Karpovich et al., 2022).

2.2.2 Structure

Sentence structure plays a crucial role in helping readers understand how words are arranged to construct meaning within a text. In English, sentence structures can vary from simple to more complex forms, involving various elements such as main clauses, subordinate clauses, and specific sentence patterns. Understanding sentence structure allows readers to recognize the relationships between different parts of a text and grasp the author's intended meaning more clearly (Windi & Suryaman, 2022).

The syntactic differences between English and a reader's native language can influence how they interpret a text. Research indicates that factors such as complex sentence structures can affect students' reading comprehension skills. Many EFL

students struggle to understand long sentences containing multiple clauses due to their familiarity with different syntactic patterns in their native language (Karpovich et al., 2022). Therefore, a deeper understanding of sentence patterns in English is essential for improving their reading skills.

2.2.3 Discourse

Discourse in reading refers to how a text is coherently structured to effectively convey information. Discourse comprehension involves the ability to recognize relationships between paragraphs, identify main ideas, and understand how ideas within a text are interconnected through the use of transition words and cohesive devices. In reading, understanding discourse structure helps readers interpret texts more holistically rather than merely comprehending individual sentences in isolation (Fadila et al., 2024).

Furthermore, discourse comprehension not only aids in understanding the content of a text but also in interpreting the author's deeper intentions. Some texts contain implicit meanings that can only be grasped if readers can recognize text organization patterns and the underlying connections between ideas. Therefore, teaching discourse analysis skills to students can enhance their ability to comprehend texts in a more critical and comprehensive manner (Lestari, 2024)

2.2.4 Text Comprehension

Text comprehension is the ultimate goal of reading, involving the ability to understand the overall meaning of a passage. It requires the integration of multiple reading components such as vocabulary, grammar, and discourse. In the EFL context, comprehension is not only about translating individual words or sentences but also about constructing meaning from the entire text through the recognition of main ideas, supporting details, and logical connections between ideas (Grabe & Stoller, 2015).

This component plays a critical role in determining how well students can make sense of what they read. Without adequate comprehension, reading becomes a mechanical activity rather than a meaningful one. Therefore, fostering students' comprehension skills is essential to support their academic success and language development, especially when dealing with various types of texts such as narrative,

exposition, and argumentative texts (Lestari, 2024).

2.3 Challenges in Reading English Texts for EFL Students

2.3.1 Vocabulary Difficulties

One of the most prominent obstacles in reading comprehension among EFL learners is limited vocabulary knowledge. Research by Stoeckel et al. (2021) indicates that vocabulary size is a strong predictor of reading proficiency. Students with restricted vocabulary often struggle to grasp the overall meaning of a text, leading to comprehension difficulties.

Vocabulary difficulties can stem from several factors, including insufficient exposure to English words, ineffective learning strategies, and a lack of practice in contextual usage (Tiwery et al., 2025). According to Stoeckel et al. (2021), students who rely solely on rote memorization without contextual reinforcement tend to forget new vocabulary quickly, making it difficult to retain word meanings in long-term memory. Additionally, studies suggest that high school students require a minimum of 2,000 to 3,000 word families to effectively comprehend standard academic texts (Tiwery et al., 2025). However, many students fail to reach this threshold, making it challenging for them to interpret reading materials.

Research by Stoeckel et al. (2021) further indicates that the use of contextual learning methods, such as dictionary-based exercises and exposure to authentic reading materials, significantly enhances vocabulary retention. Therefore, addressing vocabulary deficiencies through structured learning strategies and increased exposure to diverse reading materials is essential for improving students' reading comprehension skills.

2.3.2 Sentence Structure and Syntactical Challenges

Difficulties in sentence structure and syntax pose significant barriers to English text comprehension, particularly among EFL learners. This challenge arises from the need to understand syntactical structures that differ from those in students' native languages, making the interpretation of complex sentences difficult. EFL learners often struggle with identifying the subject, predicate, object, and other components of a sentence, which can hinder their ability to grasp

the overall meaning of a text (Schmitt, 2016). Complex sentences, particularly those involving multiple clauses or subordinate structures, exacerbate this challenge. As noted by Alghamdi (2015) lengthy and intricate sentences can hinder a reader's capacity to follow the central ideas or themes within a text. Moreover, issues related to word order and the use of passive constructions, often common in academic texts, create additional hurdles for learners attempting to understand English sentence structures.

In addressing these syntactical difficulties, it is crucial for learners to develop a deeper understanding of syntactical relationships and their implications for meaning-making. Addressing these syntactical challenges through effective strategies is essential for fostering improved reading comprehension among EFL students.

2.3.3 Discourse Level Difficulties

Another significant challenge faced by EFL learners in reading comprehension is discourse-level difficulties, which pertain to understanding the relationships between sentences, paragraphs, and the overall structure of a text. Research by Al-Ahdal et al. (2021) in the Asian EFL Journal highlights that many EFL learners exhibit limited awareness of coherence and cohesion, particularly in their use and understanding of discourse markers and cohesive devices, which often leads to fragmented comprehension of texts.

These challenges are further exacerbated when students encounter texts with complex argumentation or implicit connections between ideas. Many high school students often have difficulty understanding referential pronouns and transition words, which makes it challenging for them to follow the logical progression of a text. As noted by Oakhill et al. (2015), effective reading comprehension requires students to integrate information across different parts of a text to construct a coherent understanding. However, students who struggle with discourse-level processing often rely on sentence-level interpretation, leading to misunderstandings of the text as a whole.

Given the critical role of discourse comprehension in reading proficiency, it is essential to implement targeted instructional strategies, such as emphasizing the

use of cohesive devices, teaching discourse markers, and providing explicit instruction on text organization. Enhancing discourse-level comprehension will equip students with essential skills for academic success and help them become more proficient readers in various contexts.

2.3.4 Text Comprehension Difficulties

Text comprehension difficulties refer to students' inability to understand the overall meaning of a text, even if they can recognize individual words or sentences. For many EFL students, this challenge stems from the inability to integrate information across the text, such as identifying the main idea, distinguishing supporting details, and understanding the writer's purpose. According to Lestari (2024), students may read fluently at the word level but still fail to construct coherent understanding from the text as a whole.

This issue is especially prominent when students are exposed to unfamiliar topics or complex text types like argumentative and expository texts. As Grabe and Stoller (2015) emphasized, successful comprehension requires not only linguistic knowledge but also the ability to make inferences and connect ideas within and between paragraphs. When students struggle with these higher-level reading processes, their overall reading comprehension is significantly affected, which in turn hinders their academic performance in English language learning.

2.4 Strategies to Overcome Reading Challenges

To address the challenges faced by EFL learners in reading comprehension, various learning strategies have been proposed by researchers. These strategies are categorized into two main categories: individual strategies and external support strategies.

Effective reading strategies are considered essential in assisting students in overcoming challenges in understanding English texts. Research suggests that implementing appropriate strategies may help students navigate unfamiliar vocabulary, comprehend complex sentence structures, and enhance overall text comprehension (Grabe & Stoller, 2015). The following strategies have been widely suggested as potential approaches to addressing reading difficulties in EFL

contexts:

2.4.1 Individual Strategies for Overcoming Reading Difficulties

Reading comprehension can be improved through individual strategies that empower learners to tackle difficulties independently while engaging with English texts. These self-directed approaches help students enhance their vocabulary, interpret meaning from context, and actively process textual information, contributing to more effective and autonomous reading habits.

a. Using a Dictionary to Look Up Unfamiliar Words

One fundamental strategy employed by students in reading English texts is using a dictionary to find the meanings of unfamiliar words. According to Golis and Tobing (2023), a dictionary serves as an essential tool in vocabulary acquisition, allowing students to understand texts more accurately and progressively build their word bank. This strategy is particularly useful for students who encounter specialized vocabulary or words with multiple meanings. However, while a dictionary provides direct translations or definitions, excessive reliance on it can slow down the reading process (Stoeckel et al., 2021). Therefore, students should be encouraged to balance dictionary use with other contextual inference strategies.

b. Guessing the Meaning of Unknown Words Using Context Clues

Inferring the meaning of words from context is an effective strategy that significantly enhances students' reading comprehension by enabling them to understand unfamiliar vocabulary without disrupting the flow of reading. Pratiwi and Kartikasari (2020) found that the use of contextual clues-such as surrounding words, prior knowledge, and logical reasoning-led to a significant improvement in students' reading abilities. This strategy allows learners to independently guess word meanings without constantly relying on a dictionary.

Supporting this İLTER (2021) conducted a study involving fourth-grade students with reading difficulties. After receiving explicit instruction on how to use context clues, the students demonstrated considerable improvement in reading comprehension, with all participants reaching over 66% accuracy during independent reading sessions. The study also reported high levels of student

satisfaction with this instructional method.

These findings highlight the practical benefits of teaching inference skills through contextual analysis, especially for students with limited vocabulary. Therefore, educators are strongly encouraged to incorporate guided practice in using context clues into reading instruction to help learners become more autonomous and effective readers.

c. Underlining or Highlighting Important Sentences

Another effective strategy involves underlining or highlighting key sentences to facilitate comprehension. (Oakhill et al., 2015) suggest that this method helps students identify main ideas, supporting details, and essential information within a text. Moreover, this technique aligns with the active reading approach, in which students engage with the text by marking significant information for later review.

d. Summarizing Key Ideas for Better Understanding

Summarizing is an essential reading strategy that enables students to extract key ideas, eliminate unnecessary details, and enhance comprehension. Research by Pourhosseini Maybodi and Maibodi (2017) shows that summarization instruction significantly improves reading comprehension in high school EFL learners, particularly with science texts, by reinforcing retention of core concepts and encouraging deeper understanding. Avivah et al. (2022) also demonstrate that teaching summarization techniques-including identifying keywords, constructing mind maps, and rewriting-enhances elementary students' metacognitive monitoring and structured processing of texts. By consistently practicing summarization, learners develop the ability to organize complex information effectively and improve overall reading proficiency.

2.4.2 External Support Strategies for Overcoming Reading Difficulties

Reading comprehension can be enhanced through external support providing students with additional assistance in overcoming challenges in English texts

a. Peer and Group Discussions as Tools to Enhance Comprehension

Collaborative

Learning through peer and group discussions has been identified as a crucial factor in improving reading comprehension. Daema et al. (2024) emphasize that engaging students in small group discussions allows them to share ideas, clarify meanings, and collaborate in constructing a deeper understanding of the text. In their study, students' reading comprehension scores increased significantly—from 42.0 to 63.1—after participating in structured discussion sessions. These findings demonstrate that peer interaction helps students process information more critically and improves their overall engagement with reading materials.

Similarly, (Bermillo & Merto, 2022) highlight the role of group discussions in reinforcing comprehension, noting that students benefit from collectively engaging with texts, asking questions, and offering diverse perspectives. The collaborative environment encourages active participation, promotes critical thinking, and enhances interpretive skills. Both studies support the notion that students perform better in reading comprehension when they engage in discussions, as these interactions foster not only deeper understanding but also collaborative problem-solving and metacognitive awareness.

b. Teacher Explanations and Feedback in Enhancing Comprehension

Teachers play a pivotal role in guiding students through challenging texts. Golis and Tobing (2023) suggests that when teachers explain difficult parts of a text, it helps students understand complex vocabulary or sentence structures, thereby improving their overall comprehension. Likewise, Nassaji and Kartchava (2021) emphasize the importance of constructive feedback in assisting students to refine their reading skills. Teacher feedback helps students identify areas that need improvement and offers specific strategies to enhance their reading abilities. This external support, both through teacher explanations and feedback, is essential in helping students overcome comprehension barriers and develop more effective reading strategies.

2.5 Related Studies

Several studies have examined the challenges faced by EFL students in

reading English texts. The following studies provide relevant insights that align with the current research focus on reading difficulties encountered by eleventh-grade students at SMA N 1 Indralaya Utara.

Yusuf and Fauzan (2021) conducted a study titled *EFL Students' Difficulties in Comprehending English Reading Texts*. Their research employed a mixed- method approach, incorporating tests and interviews to analyze students' reading comprehension challenges. The study involved high school students as participants, with data collected through comprehension tests and follow-up interviews to understand students' difficulties in detail. The findings revealed that vocabulary limitations, complex sentence structures, and reading anxiety were the primary obstacles to effective comprehension. These results align with the present study's focus on linguistic and psychological barriers in reading comprehension.

Al-Jarrah and Ismail (2018) conducted research titled *Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institutions*, using a quantitative survey method with structured questionnaires distributed to EFL university students. The study aimed to identify specific reading difficulties, including lexical gaps, lack of background knowledge, and ineffective reading strategies. The results indicated that students who relied excessively on word-for-word translation struggled with fluency and comprehension. Although this study focused on university-level students, its findings are relevant to high school learners, as similar challenges persist across different educational levels. The current research extends this discussion by investigating the reading strategies employed by high school students to address comprehension difficulties.

Cao (2022) in their study *Research on Reading Obstacles and Solutions of Senior High School Students* employed a qualitative research design, utilizing classroom observations and in-depth interviews to explore students' reading struggles. Their study highlighted that discourse-level comprehension, including coherence and cohesion, posed significant difficulties for learners. Additionally, students struggled with identifying main ideas and making inferences due to limited exposure to structured reading strategies. The findings of this study align

closely with the present research, particularly in examining discourse-related challenges and students' approaches to overcoming these difficulties.

The selected previous studies collectively provide a strong foundation for understanding the difficulties encountered by EFL students in reading English texts. While previous research has primarily focused on university students and general EFL learners, the present study contributes by specifically addressing high school students' challenges in an Indonesian context. Additionally, this research expands on previous findings by exploring both individual strategies and external support mechanisms that aid students in overcoming reading difficulties. By integrating insights from these studies, the present research aims to offer a more comprehensive understanding of the factors influencing reading comprehension among eleventh- grade students at SMA N 1 Indralaya Utara.

2.6 Theoretical Framework

Reading comprehension refers to the ability to understand written text by recognizing words, processing sentence structures, and integrating meaning with prior knowledge Grabe and Stoller (2015); Amendum et al. (2018). In the context of English as a Foreign Language (EFL), this process becomes more complex due to limited vocabulary, unfamiliar grammatical patterns, and low motivation. As a result, many students experience difficulties in identifying main ideas, making inferences, and constructing a coherent understanding of texts. This study is grounded in three key theoretical perspectives:

First, the Reading Comprehension Model by Grabe and Stoller (2015) views reading as a complex cognitive process involving multiple interconnected skills: vocabulary knowledge, syntactic processing, discourse awareness, and reading strategies. This model provides a strong rationale for examining the four aspects investigated in this study-vocabulary, sentence structure, discourse, and overall text comprehension.

Second, the Schema Theory by Anderson (1984) emphasizes that readers actively construct meaning by connecting new information to their existing knowledge (schemas). In EFL contexts, students often struggle when they lack

background knowledge about the topic, making it harder to understand implicit ideas or culturally specific references. This theory supports the inclusion of psychological and cultural dimensions in analyzing students' reading difficulties.

Third, the Cognitive Theory of Reading, as discussed by Oakhill et al. (2015), stresses the importance of integrating ideas across sentences and paragraphs-going beyond the sentence level. It highlights that comprehension is not just about decoding words but about constructing meaning across larger text units. This perspective justifies the study's inclusion of discourse- and text-level comprehension as key areas of investigation.

In conclusion, these theoretical frameworks guide the design, focus, and interpretation of this research. They explain not only what difficulties students face in reading English texts but also why those difficulties arise-providing a solid foundation for analyzing the data and offering pedagogical insights for both teachers and learners.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) Research Findings, (2) Interpretation

4.1 Research Findings

This section presents and analyzes the findings from the qualitative data obtained through tests, questionnaires, and semi-structured interviews. The reading comprehension test consisted of 26 multiple choice questions assessing four aspects: Vocabulary, Sentence Structure, Discourse, and Text Comprehension. The questionnaire included 27 Likert scale statements to explore the challenges students face in reading English texts and their coping strategies.

A total of 71 eleventh grade students from classes XI.1 and XI.4 at SMA Negeri 1 Indralaya Utara participated in both instruments. To gain deeper insight, interviews were conducted with three selected students one high level achiever, one average-level student, and one low-level student through open-ended questions focusing on their reading experiences and difficulties.

4.1.1 Students' Reading Challenges

This section presents the findings related to the challenges experienced by 11th-grade students in reading English texts. The data were collected through a reading comprehension test, a questionnaire, and interviews. The results reveal specific difficulties students faced in understanding vocabulary, analyzing sentence structures, interpreting discourse, and comprehending the overall text.

4.1.1.1 Reading Comprehension Test Results

This research focuses on identifying students' difficulties in reading comprehension, particularly within the three text types: narrative, exposition, and argumentative. These difficulties are indicated by the number of incorrect responses students gave in the reading comprehension test. The table below presents the frequency and percentage of students' errors, which serve as a reflection of the challenges they encountered during the test. The researcher calculated the

frequency of these difficulties using the formula proposed by Sudijono (1987). The detailed results are presented as follows:

Table 4.1 Frequency and Percentage of Students' Difficulties in Reading Comprehension

No	Types of Difficultues	Frequency	Percentage
1.	Understanding Vocabulary	142	26%
2.	Analyzing Sentence Structure	150	28%
3.	Interpreting Discourse	127	23%
4.	Comprehending Text	122	23%

In the table above, frequency refers to the total number of difficulties or errors made by students in answering the test items. Percentage is calculated by dividing the frequency by the total frequency and then multiplying the result by 100. The following provides an explanation of the students' difficulties in reading comprehension:

1. Understanding Vocabulary

Based on the data above, the researcher found that out of 541 difficulties, students made 142 errors in the Understanding Vocabulary aspect, which accounts for 26%. A majority of the students faced challenges in answering these questions, 9 out of 71 students managed to answer all vocabulary questions correctly. There were 5 questions related to vocabulary, namely questions 4, 10, 14, 20, and 21. Below is an example from the test:

- a. "He devised a mischievous idea." What is the closest meaning of the underlined word?

A total of 31 students answered this question incorrectly. The correct answer is *playful*, while the most frequent incorrect answer chosen was *thoughtful*.

- b. Based on the exposition text above, the underlined word belongs to what type of linguistic element?

This item was answered incorrectly by 25 students. The correct answer is *lexical word*, while the dominant incorrect choice was *conjunction*.

- c. “Of course it will need more cost but it will deserve for its function.” What type of linguistic element is the underlined word?

A total of 27 students answered this question incorrectly. The correct classification is *pronoun*, while most students mistakenly selected *conjunction*.

- d. What does the word "jam" mean in the sentence "traffic jams" in the article?

25 students gave incorrect responses. The correct meaning of *jam* in this context is *a traffic problem*, while the most commonly chosen incorrect answer was *a place to relax*. The phrase *traffic jams* clearly refers to congestion in traffic, but students selected unrelated meanings.

- e. In the article, you find the word “transit” a few times. What does the word “transit” mean?

This question was answered incorrectly by 34 students. The correct answer is *transportation*, while the most frequent incorrect answer was *stop*. The article uses *transit* to describe the process of moving or transportation, which students did not identify properly.

2. Analyzing Sentence Structure

Out of the 541 difficulties recorded, students gave 150 incorrect answers on the questions related to analyzing sentence structure, which accounted for 28% of the total errors. 11 out of 71 students were able to answer all the questions correctly, while the others faced difficulties. The questions measuring the ability to analyze sentence structure consisted of 7 items: numbers 3, 5, 8, 13, 15, 22, and 26. Below is an example of a question from the test:

- a. What is the purpose of the first paragraph?

A total of 21 students answered this question incorrectly. The correct answer is *to introduce the main character and setting*, while the most frequent incorrect choice was *to describe the boy's deception*.

- b. What is the function of the first paragraph in the story?

The correct answer is *to introduce the farmer's struggle and his desire for a different life*. This item was answered incorrectly by 20 students, who mostly

chose the option describing *the various professions*, showing they misunderstood the paragraph's function as the beginning of the exposition.

- c. What is the first part of an analytical exposition text structure based on the text above?

23 students selected the wrong option. The correct answer is *thesis*, but the majority chose *arguments* instead.

- d. What are the text structures of analytical exposition?

The correct structure is *thesis, argument, reaffirmation*. This question was answered incorrectly by 18 students, with the most commonly chosen incorrect answer being *idea and theory*.

- e. "First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method". In exposition text, the quotation above is included in the structure of?

In an exposition text, this sentence is categorized as an *argument*. A total of 29 students gave incorrect responses, with many of them selecting *statement of opinion*.

- f. What is the function of the last paragraph?

19 students chose the wrong answer for this item. The correct function is *giving recommendation*, but *stating the reasons behind the thesis* was the dominant incorrect choice.

- g. What is the structure of the text above?

This question was answered incorrectly by 21 students. The correct structure is *thesis - arguments - recommendation*, whereas the most frequent incorrect choice was *orientation - complication - resolution*.

3. Interpreting Discourse

Out of the total 541 recorded difficulties, 127 errors, accounting for 23%, were related to the aspect of interpreting discourse. This aspect had the lowest error rate compared to the others. The questions assessing this skill appeared in items

number 1, 7, 11, 16, 17, 19, dan 24. A total of 14 students answered all questions in this aspect correctly. Explanations for each item are presented as follows:

- a. What is the main idea of the story?

A total of 18 students answered this item incorrectly. The correct answer is *"A young shepherd who successfully tricked the villagers,"* but the majority selected *"The consequences of dishonesty and broken trust,"* indicating a misinterpretation of the story's central theme.

- b. "Observing her work, he assumed it looked easy and asked if he could assist her." What does the underlined word "he" refer to?

This question was answered incorrectly by 21 students. Many of them chose *"the farmer,"* whereas the correct reference is *"the cheesemaker."* This suggests that students struggled with identifying referents in the text.

- c. Why is the topic in the text important for daily life?

13 students responded incorrectly. The most frequently chosen incorrect option was *"Because everyone likes to travel and have fun,"* while the accurate answer is *"Because saving money helps us in real situations like emergencies or school tuition."*

- d. What is the purpose of the text 'Laptop as Student's Friend'?

19 students failed to identify the correct purpose of the text. Most of them answered *"To argue that laptops are important tools for students' learning,"* although the intended function is *"To describe how to use laptops in class."* This indicates confusion in distinguishing between explanation and argumentation.

- e. What does the writer suggest? 16 students selected the wrong option. Many of them chose *"Americans should be forced to use public transportation,"* even though the text only suggests that *"Americans should learn to use public transportation."*

- f. What is the purpose of the article?

This item was answered incorrectly by 18 students. The dominant incorrect answer was *"Suggesting that Americans should be forced to use public*

transportation," while the correct answer is "Suggesting Americans the ways to use public transportation."

- g. The writer's purpose in writing the text is...

22 students misunderstood the author's intent. Most chose *"To convince the readers that they need a safe place for skaters to skate,"* whereas the actual purpose was *"To inform parents about the goodness of skateboarding."*

4. Comprehending Text

Based on the data above, the researcher found that out of 541 difficulties, 122 errors, or 23%, occurred in the aspect of comprehending text. The majority of students faced challenges in answering these questions, while 13 students managed to answer all vocabulary-related items correctly. There were five questions related to vocabulary, namely items 2, 6, 9, 12, 18, 23, 25. The following is an example from the test:

- a. Why did the villagers ignore the boy's cries for help when the real wolf appeared?

This item was answered incorrectly by 17 students. The correct answer is *"They assumed he was lying again,"* but many chose *"They had seen the wolf leave before he arrived,"* showing confusion about the villagers' reasoning.

- b. Why did the farmer ultimately abandon his attempt at beekeeping?

21 students selected the wrong answer. The correct response is *"He realized that extracting honey required patience and skill,"* while the dominant incorrect choice was *"He underestimated the dangers involved and was stung by bees."*

- c. What is the main idea of the text?

19 students answered incorrectly. The correct answer is *"The importance of saving money,"* but many students chose *"The beneficial to saving money when emergency,"* indicating a misunderstanding of the central message.

- d. According to the text, why do students need laptops?

16 students provided wrong answers. The accurate choice is *"Because laptops help students record and understand lessons better,"* whereas the most frequent

wrong answer was *"Because laptops are a mandatory requirement in all schools."*

- e. How does the writer suggest making people use public transportation?

15 students answered incorrectly. The correct answer is *"Making them buy transit passes with their property taxes,"* but many students incorrectly chose *"Fining those who don't use public transport."*

- f. Where do the kids usually ride their skateboard?

16 students misunderstood this item. The correct answer is *"In the main roads and footpaths,"* while many chose *"In the suburbs."*

- g. What must we do to let the skaters play?

18 students gave incorrect responses. The correct answer is *"Build a skate park in the suburbs,"* but the most frequent wrong answer was *"Give them space in the park."*

4.1.1.2 Questionnaire Findings on Challenges

The results of the questionnaire regarding challenges in reading English texts indicate that eleventh grade students face various difficulties categorized into five main aspects: vocabulary understanding, sentence structure analysis, discourse interpretation, overall text comprehension, and external factors such as strategies and learning support. Each statement in the questionnaire was designed to represent specific challenges related to these aspects. The percentages in the following table represent the number of students who responded *agree* and *strongly agree* to each statement, reflecting their acknowledgment of the challenges or strategies involved in their reading process.

The table below presents a list of the questionnaire statements along with the percentage of agreement among students:

Table 4.2 Percentage of Students' Agreement on Reading Challenges

	Statement	%
1.	I often find it difficult to understand the meaning of unfamiliar words in English texts.	76.62%
2.	I struggle to guess the meaning of unknown words from the context.	75.49%
3.	I have difficulty mastering vocabulary because I rarely practice it in daily conversations or writing.	73.80%
4.	I forget new vocabulary easily, making it hard to improve my reading skills.	69.86%
5.	Long and complex sentences make it hard for me to follow the main idea of the text.	73.80%
6.	I struggle to identify the subject, verb, and object in a sentence.	67.04%
7.	I have difficulty understanding sentence structure	72.11%
8.	I cannot easily identify the main idea or topic of a paragraph	71.83%
9.	I have trouble understanding cultural references or idioms in English texts	65.35%
10.	I find it challenging to identify the purpose behind reading comprehension tasks	71.83%
11.	I feel anxious when I see a long English text	63.10%
12.	I feel anxious when I read about unfamiliar topics.	61.69%
13.	I lose confidence when I encounter many unknown words or complex sentences	62.82%
14.	I feel frustrated when I do not understand a text even after reading it multiple times	63.38%
15.	I cannot find the main idea of an article because of difficult vocabulary	63.38%
16.	I find it challenging to connect ideas between paragraphs	67.04%
17.	I struggle to determine the purpose of a text	71.83%
18.	I find it difficult to understand my teacher's explanations about how to connect ideas in a text. Even after my teacher provides explicit instructions on	60.85%
19.	understanding a text, I still struggle to comprehend it as a whole.	58.03%
20.	I feel confused when my teacher asks me to identify how different parts of a text are related to each other.	58.59%
		67.61%

The highest percentages were found in statements related to vocabulary and sentence complexity. Students mostly agreed that they often find it difficult to understand unfamiliar words (76.62%) and to guess meanings from context (75.49%). They also struggle with mastering vocabulary due to lack of practice (73.80%) and following main ideas in long, complex sentences (73.80%). Difficulties also appear in understanding long sentence structures (72.11%), recognizing cultural references or idioms (71.83%), and connecting ideas between paragraphs (71.83%).

In contrast, lower agreement percentages on certain items indicate that students generally *disagreed* with negative statements, suggesting that not all aspects posed major challenges. For instance, statements related to anxiety (61.69% - 63.38%) and confusion after instruction (58.03% - 58.59%) received relatively low agreement, indicating these were not dominant issues.

The analysis of these findings will be further elaborated based on each specific indicator in the following section.

Table 4.3 Average Percentage of Reading Challenges

No	Types of Difficultues	Average
1.	Understanding Vocabulary	73.94%
2.	Analyzing Sentence Structure	70.99%
3.	Interpreting Discourse	67%
4.	Comprehending Text	64%

Based on the analysis of the questionnaire data, the most frequently reported challenge faced by eleventh-grade students in reading English texts is Understanding Vocabulary, with an average percentage of 73.94%. This aspect includes difficulties in recognizing unfamiliar words and determining their meanings from context. The second most reported difficulty is Analyzing Sentence Structure (70.99%), which reflects students' responses to items related to understanding grammatical patterns and complex sentence constructions.

The next aspects are Interpreting Discourse (67%) and Comprehending Text (64%). These results indicate that some students experience challenges in understanding the connections between ideas and in grasping the main ideas or purposes of the texts they read.

4.1.1.3 Interview Responses on Challenges

This section presents the results of the thematic analysis derived specifically from interview sessions with three students of varying English reading proficiency levels: participant A (medium-level), participant Y (low-level), and participant F (high-level). To ensure confidentiality, all participant codes are pseudonyms. The data were analyzed using Braun and Clarke (2006) six-phase thematic analysis framework to uncover recurring patterns relevant to the research objectives. This subsection focuses on identifying the challenges students face when reading English texts. The analysis yielded four key themes: vocabulary difficulties, sentence structure, interpreting discourse and idiomatic expressions, and comprehending text. These themes are supported by selected excerpts from participants' responses.

Table 4.4 Thematic Analysis of Interview Data - Reading Challenges

Themes	Sub-themes	Codes
Reading Challenges	Vocabulary difficulties	Lack of vocabulary
		difficulty guessing word meaning from context
	Sentence structure	Difficulty with complex/long sentences
		unfamiliar structures
	Discourse understanding	Difficulty recognizing transition signals
		Difficulty understanding idiomatic expressions
		Difficulty connecting ideas across paragraphs

	Comprehension issues	Feeling anxious when facing long texts
		Lack of confidence in reading comprehension
		Low motivation to engage with English texts

To provide deeper insight, the sub-themes emerging from the interview data are described below.

Vocabulary difficulties

All participants mentioned that lack of vocabulary hindered their reading ability.

“I usually get confused, but I immediately check the dictionary.” (Y)

“I use a dictionary to help me, but sometimes the meaning doesn’t really match the text I’m reading.” (A)

“I try to understand the word by looking at the sentence, but I often still need to use a dictionary.” (F)

These responses show that students heavily rely on dictionaries and struggle to infer word meanings from context.

Sentence structure

Participants reported difficulty understanding complex or long sentences.

“When the sentence is long, it’s hard for me to understand because I have to read the whole thing to figure out what it means.” (Y)

“I often struggle when the sentences are more scientific.” (A)

“I often stop in the middle of a sentence because it’s hard to understand the full meaning, even after trying to focus on the words I already know.” (F)

This indicates limited familiarity with academic sentence constructions and grammar patterns.

This suggests that participants had limited understanding of sentence construction and academic grammar patterns.

Discourse understanding

Participants had problems recognizing transition signals, interpreting idiomatic expressions, and connecting ideas between paragraphs.

“I usually just look for the same words in each paragraph.” (Y)

“Sometimes I understand the transition, but idioms confuse me a lot.” (A)

“Even though I often hear idioms on social media, I still don’t understand what they mean in texts.” (F)

These findings suggest that students struggle with recognizing coherence and higher-level discourse features.

Comprehension issues

Negative emotional responses and difficulty understanding the overall message of the text also affected reading comprehension.

“When I see a long English text, I immediately lose confidence... I feel like I won’t understand anything and will get everything wrong.” (Y)

“Confidence is the key. For example, when I read a text about Malin Kundang, I was excited to read it because I already knew the story.” (A)

“I read the whole text from beginning to end, but still didn’t understand it. It felt like I was just reading the words, but nothing really made sense.” (F)

The data indicate that anxiety, topic familiarity, and the ability to comprehend the whole text all influence students’ overall reading performance

4.1.2 Strategies to Overcome Reading Challenges

This section presents the strategies employed by 11th-grade students at SMA N 1 Indralaya Utara to overcome the difficulties they face when reading English texts. The data were collected from selected items in the questionnaire and supported by interview responses. The results show that students have applied a

range of strategies, both cognitive and behavioral, to improve their reading comprehension.

4.1.2.1 Questionnaire Responses on Reading Challenges

This section presents the results of the questionnaire related to students' challenges in reading English texts. The questionnaire items were designed to explore various aspects of reading comprehension, including vocabulary understanding, sentence processing, discourse-level interpretation, and overall reading strategies. The statements were rated by students using a Likert scale, and the percentages represent the proportion of students who agreed or strongly agreed with each statement.

Table 4.5 Percentage of Students' Agreement on Reading Strategies

	Statement	%
1.	I use a dictionary to look up unfamiliar words while reading	85.92%
2.	I try to guess the meaning of unknown words using context clues	82.25%
3.	I underline or highlight important sentences to help me understand the text better.	
4.	I summarize each paragraph in my own words to understand the overall meaning of the text	81.41%
5.	I feel confused when my teacher asks me to identify how different parts of a text are related to each other.	75.21%
6.	I understand the text better when we discuss it in a group	70.14%
7.	My teacher provides useful feedback to help me improve my reading skills	76.34%
		81.41%

The results in Table 4.3 indicate that the majority of students actively engage in strategies such as using dictionaries (85.92%) and guessing word meaning from context (82.25%). A significant portion also reported using metacognitive strategies, such as underlining key information (81.41%) and summarizing paragraphs (75.21%), to support comprehension. However, 70.14% of students admitted to feeling confused when asked to identify relationships between different parts of a text, reflecting a challenge in interpreting discourse-level meaning. Group

discussions were found helpful by 76.34% of students, while 81.41% appreciated the feedback provided by their teachers. These results provide a preliminary understanding of students' reading behavior and challenges, which are further elaborated through interview data.

To provide a general overview, the questionnaire results are summarized in the table below.

Table 4.6 Average Percentage of Reading Strategies

No	Strategies to Overcome Reading Challenges	Average
1.	Individual Strategies	81%
2.	External Factors	76%

The data in Table 4.4 shows the average percentage of students who reported using certain strategies to overcome reading difficulties. The highest average is found in the *Individual Strategies* category (81%), which includes actions such as using dictionaries, highlighting important sentences, summarizing paragraphs, and inferring meanings from context. The *External Factors* category, which covers peer discussions and teacher support, has an average of 76%. This shows that both types of strategies are acknowledged by students in addressing their challenges in reading English texts.

4.1.2.2 Interview Responses on Strategies

This section presents the findings from the second domain of the interview analysis, focusing on the strategies students use to overcome difficulties in reading English texts. Using Braun and Clarke (2006) six-phase thematic analysis, the responses were coded and categorized into two overarching themes: individual strategies and external support strategies. These themes reflect the students' efforts to manage reading difficulties, improve understanding, and strengthen their confidence and motivation. Supporting statements from participants are provided to illustrate each theme.

Table 4.7 Thematic Analysis of Interview Data-Strategies for Overcoming Reading Difficulties

Themes	Sub-themes	Codes
Coping Strategies	Individual efforts	Using a dictionary to understand unfamiliar words
		Underlining known words to aid comprehension
		Breaking down long texts into smaller parts
		Reading English song lyrics to build vocabulary
	External support	Receiving word-by-word explanations from the teacher
		Engaging in peer discussions during reading
		Attending extracurricular English courses
		Using media (videos, online materials) to support reading

To better understand how students deal with reading challenges, this section presents two major themes: individual efforts and external support. These strategies were identified through thematic coding of the interview data.

Individual efforts

All participants shared various independent strategies to support their English reading. One of the most common strategies was the use of a dictionary to understand unfamiliar words.

“I usually check the dictionary using Google Translate if I don’t know the word.”
(Y)

“I often open a dictionary, although sometimes the meaning doesn’t match the sentence.” (A)

“I try to guess the meaning from the context first. If it still doesn’t make sense, I use a dictionary.” (F)

Participants also mentioned techniques like underlining known words to help build meaning from the text.

“I underline words I already know and then try to understand the meaning.” (A)

“I underline familiar words and break the text into parts to understand it better.” (F)

Furthermore, some students engaged in informal learning strategies to strengthen their vocabulary.

“I often read English song lyrics because I love singing.” (A)

“Watching videos or content in English outside class also helps me get used to reading English.” (F)

These examples illustrate that students make use of both deliberate and incidental strategies when reading English texts independently.

External support

Apart from individual efforts, students also benefited from guidance provided by others, including teachers, peers, and external learning environments.

“Ma’am Retno usually explains the meaning word by word... That really helps me learn new vocabulary.” (Y)

Peer discussion was another strategy that helped improve comprehension.

“I prefer discussing with friends because I get confused when I read alone.” (Y)

“If my friend understands the text, it’s easier to have a meaningful discussion.” (A)

In addition, external learning sources such as courses and media exposure helped reinforce reading skills.

“I sometimes join English courses and watch English content to improve my understanding.” (F)

These findings show that students combine personal initiative with external input to overcome reading difficulties and enhance their overall comprehension and motivation

4.2 Interpretation

This section presents the interpretation of the study to explain the meaning and implications of the results obtained. It not only outlines the findings but also elaborates on how they address the research questions and relate to relevant theories and previous studies. Each research question-concerning the challenges encountered and the strategies used to overcome them-is discussed sequentially to provide a comprehensive understanding, integrating both statistical outcomes and qualitative insights.

To answer the first research question-“What are the challenges faced by eleventh-grade students at SMA N 1 Indralaya Utara in reading English texts?”-data were obtained from the reading comprehension test, questionnaire, and interviews. The results of the reading comprehension test revealed that students encountered the greatest difficulty in analyzing sentence structure (28%), followed by understanding vocabulary (26%). Difficulties in interpreting discourse and comprehending the overall text each accounted for 23% of the errors. These findings indicate that syntactic complexity and limited vocabulary serve as major obstacles to reading comprehension. This pattern is consistent with prior research, such as Yusuf and Fauzan (2021), who identified vocabulary limitations and complex sentence structures as core challenges for high school EFL students. Similarly, Cao (2022) emphasized that discourse-level difficulties, including recognizing coherence and making inferences, are prevalent among senior high school readers.

This pattern is further supported by the questionnaire responses, which indicated that vocabulary-related difficulties had the highest mean agreement (73.94%), followed by sentence structure (70.99%), discourse (67%), and overall comprehension (64%). Students frequently reported struggling to understand unfamiliar words (76.62%), to guess meaning from context (75.49%), and to

comprehend complex sentences (73.80%). These self-reported difficulties align with the test data and strengthen the conclusion that lexical and grammatical obstacles significantly hinder comprehension. These findings are in line with the study by Zhang Tong and Jin Ming-hao (2017), who also found that vocabulary gaps and complex sentence structures were the primary causes of reading comprehension problems.

Interview responses further enriched these findings. Participants from various proficiency levels consistently reported difficulty with vocabulary and complex sentence structures. For example, Participant F stated, "I often stop in the middle of a sentence because it's hard to understand the full meaning." This indicates not only syntactic processing difficulty but also cognitive overload when integrating vocabulary and sentence structure. Additionally, students expressed difficulty in understanding idiomatic expressions and connecting ideas across paragraphs-challenges rooted in discourse comprehension. These findings confirm Cao's (2022) assertion that higher-level comprehension, particularly involving cohesion and coherence, remains problematic for EFL learners. Furthermore, emotional responses such as anxiety and lack of confidence-as reported by Participants Y and F-indicate that psychological factors also interfere with reading comprehension, a pattern also identified by Al-Jarrah and Ismail (2018)

To answer the second research question-"How do the eleventh-grade students at SMA N 1 Indralaya Utara overcome the challenges they face in reading English texts?"-data were obtained from the questionnaire and interviews. The questionnaire results showed that students applied a range of individual and external strategies to address reading difficulties. The most frequently reported strategies included using dictionaries (85.92%), guessing word meaning from context (82.25%), underlining key information (81.41%), and summarizing paragraphs (75.21%). These strategies represent cognitive and metacognitive efforts that help learners actively engage with texts. The high levels of agreement suggest that students are aware of effective reading techniques, although their implementation may vary in quality and consistency. The average percentage for individual strategies was 81%, while external strategies-such as group discussions and teacher

feedback-averaged 76%. These results show that while students tend to rely more on personal strategies, they also recognize the importance of instructional and peer support. These findings align with studies such as Zemni and Alrefaee (2020) and Golis and Tobing (2023), which emphasize the importance of strategy use in addressing vocabulary and comprehension difficulties.

Interview data provided further insights into how students operationalized these strategies, which aligns with recent studies on reading comprehension strategies in EFL contexts. Participant F reported using annotation and chunking techniques: "I underline familiar words and break the text into parts to understand it better." This reflects a more advanced cognitive approach that supports deeper processing, consistent with Zhang Tong and Jin Ming-hao (2017) findings that high-achieving EFL learners often employ metacognitive strategies such as text segmentation and annotation. Similarly, Participant A mentioned, "I often read English song lyrics because I love singing," indicating incidental vocabulary learning through authentic materials. This aligns with Puimège and Peters (2019), who found that incidental learning through songs, movies, and media exposure can significantly enhance vocabulary acquisition.

Participant Y described a more reactive approach, often relying on translation tools or skipping difficult sections when unmotivated, but also forcing herself to keep reading when required. This behavior illustrates what Lesniewska (2016) described as compensatory strategies that learners use to bridge comprehension gaps when faced with unfamiliar language.

External support strategies were also frequently mentioned. Participants appreciated teacher explanations, especially when delivered word by word, and found group discussions helpful. Participant A stated, "If my friend understands the text, it's easier to have a meaningful discussion," demonstrating how peer collaboration facilitates comprehension. This is consistent with Davin and Donato (2015), who emphasized the importance of peer scaffolding in improving learner comprehension in collaborative learning environments. Additionally, out-of-class exposure-such as attending English courses and watching English-language media-was cited by Participant F as useful for enhancing reading confidence and

familiarity. This aligns with Abdelsalam and Almagrabi (2019), who found that extracurricular engagement with English media can boost learners' motivation and reading fluency.

Overall, the interpretation of these findings highlights that eleventh-grade students face significant challenges in reading English texts, particularly in vocabulary and grammar, which are compounded by discourse-level and affective factors. Despite these difficulties, they demonstrate agency in applying various strategies to mitigate their reading problems. The most consistent pattern across the data is that the use of active, metacognitive strategies and external support can significantly enhance comprehension. While individual tactics such as dictionary use and annotation dominate, the complementary role of teacher feedback and peer discussions cannot be overlooked. In essence, students' reading performance reflects a dynamic interplay between linguistic competence, cognitive strategy use, and contextual support-elements that should be systematically cultivated through targeted instruction and sustained practice.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents: (1) Conclusion (2) Suggestion

5.1 Conclusion

This study aimed to explore the challenges experienced by eleventh-grade students at SMA N 1 Indralaya Utara in reading English texts and to examine the strategies they employed to overcome these challenges. The results revealed that students encountered notable difficulties, particularly in analyzing sentence structure and understanding vocabulary. Additional challenges were found in interpreting discourse and comprehending texts as a whole. These findings indicate that many students are still grappling with essential aspects of reading comprehension, such as identifying grammatical patterns and following the flow of ideas.

Supporting data from questionnaires and interviews showed that the sources of these challenges were both internal and external. Internally, students struggled with limited vocabulary, lack of grammatical awareness, and unfamiliarity with discourse features. Externally, factors such as low motivation, minimal exposure to English outside the classroom, and limited support systems contributed to their difficulties.

In response to these challenges, students demonstrated several efforts to improve their reading performance. Many relied on using dictionaries to understand unfamiliar words, attempted to infer meanings from context, and applied simple strategies such as underlining important information or summarizing text content. These cognitive and metacognitive strategies reflected their willingness to engage with the reading material actively and independently.

Besides individual efforts, students also benefited from external support. Group discussions helped clarify unclear parts of the text, and teacher explanations—especially those that addressed difficult vocabulary and complex sentence structures—proved valuable in guiding students through the reading process. Feedback from teachers was particularly appreciated and served as a reinforcement

mechanism to support understanding. The combination of personal strategies and external assistance provided meaningful support for students in dealing with the challenges of reading English texts.

5.2 Suggestion

In light of the findings, it is recommended that students make more consistent use of various reading strategies to strengthen their comprehension skills. Utilizing dictionaries, identifying context clues, underlining key points, and summarizing text content should become habitual practices. Active participation in peer discussions is also encouraged to foster collaborative learning and to create a more engaging reading environment.

Teachers are expected to play an essential role in facilitating students' reading development by explicitly teaching effective strategies related to vocabulary mastery, sentence structure analysis, and discourse comprehension. Activities that involve guided practice in making inferences, recognizing main ideas, and summarizing texts can contribute significantly to students' critical thinking and reading proficiency. Providing regular, specific, and constructive feedback is equally important in helping students build better reading habits and confidence.

Given the limited scope of this study, which focused on a specific group of students in a single school, future researchers are advised to broaden the research context to include diverse educational settings and participant backgrounds. Further investigation into the effectiveness of specific reading strategies is also recommended to deepen understanding of how strategy instruction influences reading outcomes. Such research would provide valuable insights into improving English reading instruction in EFL classrooms.

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