

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

A THESIS

By

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2025

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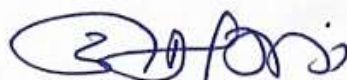
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Certify that the thesis entitled "An Investigation into the Challenges Faced by 11th-Grade Students at SMA N 1 Indralaya Utara in Reading English Texts" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of the Republic of Indonesia, Number 19, 2010, regarding plagiarism in higher education. Therefore, I acknowledge that I deserve to face legal consequences if I am found to have plagiarized this work.

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Finally, the writer wishes to express deep love and gratitude to her beloved family, who have been an unwavering source of strength and encouragement. To her father, Drs. Hrisar Laho, thank you for being a role model, a source of inspiration, and a constant motivator. To her mother, Hestika Silrenting, thank you for your gentle love, sincere prayers, and comforting embrace. Also, to her three brothers, Moses Herman, S.T., Firdaus Rimbah M, S.T., and Yulianto Huta, S.T.R.A., and to her dear younger sister, Indah Lestari S., thank you for your **unfailing support, love, and meaningful presence in the writer's life.**

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Palembang, 21 July 2022
The author,



Fehrina Berhani

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ABSTRACT

This mixed-method study investigates the challenges encountered by eleventh-grade students in reading English texts and the strategies they employ to overcome them at SMA Negeri 1 Indralaya Utara. A total of 71 students from classes XI.1 and XI.4 participated in a reading comprehension test, a 27-item Likert-scale questionnaire, and semi-structured interviews with those students of varying proficiency levels. The test results revealed that students struggled most with content structure (38%) and vocabulary (35%), followed by discourse interpretation and text comprehension (23% each). Similarly, questionnaire data confirmed these findings, with the highest reported difficulty in vocabulary (71.43%) and answer complexity (70.99%). Moreover, interview analysis further emphasized these difficulties and highlighted emotional factors such as anxiety and lack of confidence. In response to these challenges, students employed a variety of individual strategies including using dictionaries (85.92%), guessing meaning from context (82.27%), and summarizing paragraphs (73.21%) as well as external supports such as group discussions and teacher feedback. Furthermore, thematic analysis of interview data reinforced the role of both personal and contextual strategies in enhancing reading comprehension. Overall, these findings suggest that integrating cognitive, metacognitive, and affective strategies into classroom instruction, along with strong teacher and peer support, can significantly help students improve their English reading skills.

Keywords: reading comprehension, vocabulary, content structure, coping strategies, EFL students

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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 (Dewa & Rafsanjani, 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 358 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, Rasidiah and Awaliyah Sholah (2023) noted

the unfamiliar vocabulary and conceptual difficulties often impede students' comprehension, preventing them from effectively engaging with the text. Furthermore, Alotaibi (2022) emphasized that a lack of 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 Rasyidah and Anwaristash Shiddiqah (2023) has identified common obstacles, including difficulty in identifying previous, 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 (Rasyidah, 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 Audi Husein (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 Almutairi (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 (Gökman 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 (2021), 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 Almutairi (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 sentences 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 aims 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.

1.1 The Problem 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?

1.2 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 Significance 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 (Purwati-Gulijani & Subanti, 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 (Kadim & Ralcha, 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 (Purwati-Gulijani & Subanti, 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:

2.1.1 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 (Faddis 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 (Lantieri, 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).

2.1.2 Sentences

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 (Ward & Saayman, 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 LFL

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

2.1.3 Discourse

Discourse in reading refers to how a text is cohesively 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 (Gardis 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 (Lustari, 2024).

2.1.4 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, 2011).

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 (Lustail, 2024).

2.3 Challenges in Reading English Texts for EFL Students

2.3.1 Vocabulary Difficulties

One of the most prominent obstacles to reading comprehension among EFL learners is limited vocabulary knowledge. Research by Stoschek 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 (Tivory et al., 2025). According to Stoschek 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 (Tivory et al., 2025). However, many students fail to reach this threshold, making it challenging for them to interpret reading materials. Research by Stoschek 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, 2010). Complex sentences, particularly those involving multiple clauses or subordinate structures, exacerbate this challenge. As noted by Alghamdi (2018), lengthy and intricate sentences can hinder a reader's capacity to follow the central idea 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 LFL students.

2.2.3 Discourse Level Difficulties

Another significant challenge faced by LFL 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-Mulal et al. (2021) in the *Asian EFL Journal* highlights that many LFL 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 organization or implicit connections between ideas. Many high school students often have difficulty understanding referential processes and transition words, which makes it challenging for them to follow the logical progression of a text. As noted by Sakhalil 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 Lantieri (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 Storer (2013) 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 & Storer, 2018). 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 Gohs and Tiding (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 (Stouckel 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. Purno and Kartikasari (2024) 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 ELIER (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 60% 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 Professors Mayfield and Mathias (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 structural 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 tests.

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. Owens 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 42.4 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, (Barnito & Merto, 2022) highlight the role of group discussions in enhancing 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 integrative 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.

3. Teacher Explanations and Feedback in Enhancing Comprehension

Teachers play a pivotal role in guiding students through challenging texts. Garls and Lohing (2023) suggest that when teachers explain difficult parts of a text, it helps students understand complex vocabulary or sentence structures, thereby improving their overall comprehension. Likewise, Masouji and Karachava (2023) 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 paternal 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 Watulaya Utara.

Yusuf and Fanni (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 (2008) 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 structural 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 Lingsaraya Liris.

2.4 Theoretical Framework

Reading comprehension refers to the ability to understand written text by decoding words, processing sentence structures, and integrating meaning with prior knowledge (Grabe and Stoller (2015); Anderson 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. (2011), 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 these difficulties arise—providing a solid foundation for analyzing the data and offering pedagogical insights for both teachers and learners.

CHAPTER III

RESEARCH METHOD

This chapter presents (1) Research Design, (2) Research Setting, (3) Population and Sample, (4) Techniques of Data Collection, (5) Validity and Reliability, (6) Technique of Data Analysis.

3.1 Research Design

This study employs a Mixed-Method Research approach with a Sequential Explanatory Design, integrating both quantitative and qualitative methods to achieve a comprehensive understanding of the investigated phenomenon. In the first phase, quantitative data is collected and analyzed using Descriptive Statistics, which includes calculating percentages of students' reading difficulties based on test scores and questionnaire responses. The questionnaire is also used to identify the strategies students employ to overcome reading difficulties in a structured and limited manner compared to the in-depth exploration in the interview phase.

In the second phase, qualitative data is obtained through semi-structured interviews, which are analyzed using Thematic Analysis (Braun & Clarke, 2006). This approach helps to explore students' perceptions of their reading difficulties and the strategies they use to overcome them, providing a deeper understanding that complements the quantitative findings.

By employing this mixed-method approach, the study ensures that the research findings are both data-driven and contextually grounded, offering a well-rounded analysis of students' reading challenges and coping strategies.

3.2 Research Setting

3.2.1 Location

This study was conducted at SMA Negeri 1 Inbulaya Utara, located on Pondsak Mui Wang Street, Lanyang Posing, Inbulaya Utara District, Ogan Ilir Regency, South Sumatra. This school was chosen as the research site due to the presence of students who still struggle with reading English texts.

3.2.1 Time

This study was conducted in stages, starting from April to May 2025.

3.2 Population and Sample

3.2.1 Population

The population of this study consists of all 11th-grade students at SMN Negeri 1 Indralaya Utara during the academic year 2024/2025. These students are distributed across four classes, as shown in the table below:

Table 3.1 Population of the Research

Class	Number of Students
XL1	36
XL2	36
XL3	35
XL4	35
Total	142

3.2.2 Sample

This study employs purposive sampling to determine the research sample. Among the available classes, the researcher selected XL1 and XL4 because both have similar average English scores and are taught by the same English teacher. Additionally, although these classes are considered high-achieving, their reading comprehension skills in English texts remain relatively low. The details of the sample are presented in the table below:

Table 3.2 Sample of the Research

Class	Number of Students
XL1	36
XL4	35
Total	71

3.4 Technique of Data Collection

3.4.1 Test

To assess students' reading comprehension levels, this study employed a reading test adapted from relevant sources and aligned with the curriculum. The test evaluated five key aspects: vocabulary, sentence structure, discourse understanding, and overall text comprehension. According to Grabe and Stoller (2015), reading tests effectively measure students' ability to interpret written information, providing insights into both cognitive and linguistic challenges they face.

The test questions were developed by integrating insights from previous research on reading comprehension across different text types. For narrative texts, this study referred to Kholidany (2023), "*Analyzing Students' Difficulties in Reading Comprehension of Narrative Text at Senior High School*," which explored common challenges students face in understanding narrative structures, as well as Isah (2024), "*The Effect of Story Grammar Strategy Toward Students' Reading Comprehension of Narrative Text*," which examined how structured reading strategies impact students' comprehension. For exposition texts, the study incorporated findings from Fitri and Karmela (2020), who found that students generally performed well on evaluation-level questions but struggled with inferential comprehension in analytical exposition texts. This was further supported by Hudaib (2020), who reported that a majority of students (65.65%) experienced difficulties understanding analytical exposition texts, especially in making inferences. Furthermore, structural test items for argumentative texts were adapted from Wang (2024), whose meta-analysis on reciprocal teaching methods highlighted substantial improvements in students' ability to comprehend arguments, evaluate supporting evidence, and apply critical reasoning through structured reading instructions and guided peer discussions.

To ensure validity and reliability, the test was reviewed by experts and underwent a trial phase with 40 questions administered to Class XI.2 of SMA Negeri 1 Indralaya Utara. Based on the trial results, 20 valid and reliable questions

were selected for the main study, ensuring an accurate and consistent assessment of students' reading abilities.

3.4.2 Questionnaire

This study employs a structured, closed-ended questionnaire adapted from relevant sources. The questionnaire is designed to explore students' difficulties in reading English texts, the strategies they use to overcome these challenges, and external factors influencing their comprehension. The adaptation process is based on previous research to ensure content validity and alignment with the study's objectives.

Several key aspects were considered in designing the questionnaire. The section on vocabulary difficulty was adapted from Gohs and Tobiing (2023) and Zhang Tong and Jin Ming-hao (2017), focusing on students' struggles with unfamiliar words and contextual guessing. Questions related to sentence structure difficulty were primarily derived from Zhang Tong and Jin Ming-hao (2017), addressing issues in understanding complex sentences and identifying sentence components. The discourse comprehension section, incorporating challenges in identifying main ideas and understanding cultural references, was based on the research conducted by Gohs and Tobiing (2023).

Psychological factors influencing reading comprehension, such as anxiety and lack of confidence, were incorporated with reference to the works of Gohs and Tobiing (2023), Zhang Tong and Jin Ming-hao (2017), and Zorini and Alshaban (2020). Their impact on overall comprehension was further examined using insights from the study by Gohs and Tobiing (2023). Additionally, the section on reading strategies drew upon studies by Gohs and Tobiing (2023) and Zhang Tong and Jin Ming-hao (Corresponding Author, 2017), emphasizing learners' approaches to overcoming reading challenges—such as using dictionaries, inferring word meanings from context, highlighting key sentences, and summarizing paragraphs to extract the main idea. Furthermore, external influences on reading, including teacher support and peer discussion, were also adapted from these studies.

To ensure reliability and validity, the questionnaire underwent expert review and statistical testing. A total of 72 students from classes XI.1 and XI.3

participated in the study, providing a representative dataset. The results will be further examined through qualitative interviews to gain a deeper understanding of students' reading comprehension challenges and strategies.

3.4.3 Interview

An interview is a data collection technique that enables researchers to gather in-depth information through direct interaction with participants. According to *Interbeing* (2002, as cited in *Englyson, 2011*), an interview is a communication process aimed at exchanging information and perspectives through a question-and-answer format. *Creswell (2014)* further explains that qualitative interviews, particularly semi-structured ones, offer flexibility in exploring participants' experiences and perceptions.

In this study, semi-structured interviews are conducted to complement the quantitative findings by delving deeper into the specific challenges students face in reading English texts and the strategies they employ to overcome these difficulties. Additionally, these interviews aim to explore external factors that either support or hinder students' reading comprehension. To ensure the validity and reliability of the instrument, the interview questions have been reviewed and validated by experts before implementation.

3.5 Validity and Reliability

3.5.1 Test

3.5.1.1 Validity

The validity test was conducted to evaluate whether each item in the reading comprehension test accurately measured the intended aspects of students' reading skills. The item analysis was carried out using SPSS version 26.0, with item-total correlation to assess the internal consistency of each question. The *t*-count values were then compared to the *t*-table at a 5% significant level to determine their validity.

Items with *t*-count values exceeding the *t*-table threshold were considered valid, while those below the threshold were categorized as invalid and excluded.

from the final instrument. A summary of the validity results for each test item is presented in the following table:

Table 3.3 Validity Data

No Item	R. Observed	R. Table	Status
1.	0.297	0.329	VALID
2.	0.663	0.329	VALID
3.	0.493	0.329	VALID
4.	0.553	0.329	VALID
7.	0.571	0.329	VALID
8.	0.549	0.329	VALID
9.	0.598	0.329	VALID
13	0.476	0.329	VALID
14.	0.484	0.329	VALID
15.	0.607	0.329	VALID
16.	0.458	0.329	VALID
17.	0.453	0.329	VALID
18.	0.660	0.329	VALID
19.	0.505	0.329	VALID
22.	0.590	0.329	VALID
24.	0.350	0.329	VALID
25.	0.388	0.329	VALID
27.	0.432	0.329	VALID
28.	0.554	0.329	VALID
30.	0.567	0.329	VALID
31.	0.465	0.329	VALID
32.	0.485	0.329	VALID
33.	0.366	0.329	VALID
37.	0.437	0.329	VALID
38.	0.445	0.329	VALID
40.	0.595	0.329	VALID

3.5.1.2 Reliability

Reliability is used to determine the consistency and dependability of an instrument when applied repeatedly in similar conditions. In this study, internal consistency reliability was assessed using the Cronbach's Alpha formula through SPSS version 20.0. This method was chosen to measure how closely related a set of items are as a group.

The result of the reliability test showed a Cronbach's Alpha value of 0.876 for the 28 items selected based on the validity results. According to reliability

Standard, a Cronbach's Alpha value above 0.70 indicates that the instrument has acceptable reliability, while values above 0.80 reflect good reliability. Therefore, the test instrument used in this study can be considered reliable. The detailed result of the reliability test is presented in the following table:

Table 3.4 Reliability Data

Cronbach's Alpha	N of Items
.892	24

3.5.2 Questionnaire

3.5.2.1 Validity

Among the references used, the study by Zhang Tong and Jin Ming-hao (2017) serves as a particularly influential source, offering detailed insights into students' reading challenges and commonly employed strategies. Collectively, the studies drawn upon in constructing the questionnaire—such as those by Gold & Tobing (2022), Zaman and Alrifai (2024), and Zhang Tong and Jin Ming-hao (2017)—were selected based on their methodological soundness and relevance to the study's objectives. By integrating these empirically grounded frameworks, the questionnaire upholds strong content validity and ensures alignment with established research in second language reading comprehension.

3.5.2.2 Reliability

To ensure that the questionnaire yields consistent and dependable results, reliability was taken into careful consideration during its development. This involved adapting and referring to previous studies that have tested and reported acceptable levels of internal consistency.

Bernillo and Murto (2022), for instance, investigated collaborative reading strategies and reported Cronbach's alpha values of $\alpha = 0.92$ and $\alpha = 0.84$ —figures categorized as very good in measuring both comprehension and motivation. Similarly, Zaman and Alrifai (2024) developed an instrument to assess reading anxiety among EFL students in translation departments. The instrument

demonstrated high reliability with $\alpha = 0.981$ for personal anxiety, $\alpha = 0.954$ for test-related anxiety, and $\alpha = 0.921$ overall. Although their study was conducted at the tertiary level, the core components of the instrument remain relevant to high school learners experiencing similar anxiety-related challenges.

Additionally, Giehn and Yehing (2023) examined vocabulary difficulties among senior high school students and reported $\alpha = 0.78$ and $\alpha = 0.88$, indicating reliable internal consistency. These references not only support the design of the current instrument but also provide empirical justification for its use.

In conclusion, the incorporation of items from studies with proven reliability ensures that the questionnaire is consistent in measuring students' reading difficulties, strategic responses, and external influences. As such, the instrument employed in this study can be considered both reliable and appropriate for the research objectives.

3.5.3 Interview

The validity of the interview instrument was ensured through expert judgment by two university lecturers who are recognized for their expertise in relevant academic fields. These experts evaluated the appropriateness and clarity of each interview question based on the objectives of this study. The instrument was declined yield with minor revisions, and the final version was refined accordingly. The complete validation results and finalized interview questions are available in the appendix.

To enhance the credibility of the findings, the interview respondents were selected purposefully to represent varying levels of reading proficiency. This approach allowed the researcher to gather diverse perspectives and gain a more comprehensive understanding of the difficulties students face and the strategies they use when reading English texts. This process helped ensure the relevance and trustworthiness of the qualitative data.

3.6 Technique of Data Analysis

The data in this study were analyzed using both quantitative and qualitative methods to obtain a comprehensive understanding of the challenges faced by students in reading English texts and the strategies they employ to overcome them.

The analysis was conducted systematically to ensure the validity and reliability of the findings. This approach enables the identification of patterns in students' difficulties as well as external factors influencing their reading comprehension. Additionally, this study provides a thorough overview of how students address reading challenges, ensuring that the findings offer deeper insights.

3.6.1 Quantitative

In analyzing the quantitative data obtained from tests and questionnaires, the researcher calculated the number of correct and incorrect answers and categorized students' difficulty levels based on a framework adapted from Luriani (2019). The percentage of students experiencing each type of difficulty was determined using a formula from (Sugiyono, 2011). After obtaining the data, the researcher analyzed the results and drew conclusions to answer the first research question: identifying the challenges faced by students in reading English texts.

Table 3.5 Students' Test Results on Reading Challenges:

Initial Name	Understanding Vocabulary	Analyzing Sentence Structure	Interpreting Discourse	Comprehending Text
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Total of each difficulties				
Total of all difficulties				

$$P = \frac{F}{N} \times 100$$

Sugiyono (2011)

Notes:

P = Percentage

F = frequency of difficulties

N = Number of cases (total frequency)

Table 3.4 Frequency and Percentage of Students' Reading Difficulties

No	Types of Difficulties	Frequency	Percentage
1.	Understanding Vocabulary		
2.	Analyzing Sentences Structure		
3.	Interpreting Discourse		
4.	Comprehending Text		

Source: Laniati (2019)

The percentage of students experiencing each type of difficulty was calculated using a descriptive formula outlined by Sugiyono (2011). After obtaining the results, the researcher analyzed the findings not only to answer the first research question, which focused on identifying students' challenges in reading English texts, but also to address the second research question regarding the strategies students employed to overcome these challenges.

$$P = \frac{F}{N} \times 100$$

Sugiyono (2011)

Notes:

P = percentage

F = the total score obtained

N = the maximum possible score

$$\text{Average (\%)} = \frac{\Sigma P}{n}$$

Notes:

P = percentage of responses for each statement within an aspect

ΣP = total percentage of all statements within the aspect

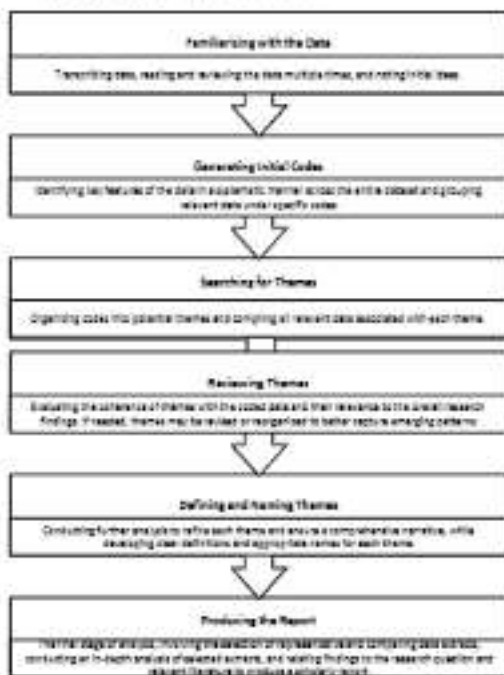
n = number of statements within that aspect

3.6.2 Qualitative

In analyzing the qualitative data obtained from interviews, this study employs *Thematic Analysis* to identify patterns in the respondents' answers. This method is used to gain a deeper understanding of students' reading challenges and strategies. The analysis process is conducted systematically by coding the data and categorizing the results into key themes relevant to the research objectives.

To ensure rigor in the analysis, this study follows the six key phases of *Thematic Analysis* as proposed by Braun and Clarke (2006).

These phases are outlined in Table 3.3 below:



(Braun & Clarke, 2006)

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 20 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 Sadgona (1997). The detailed results are presented as follows:

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

No	Type of Difficulties	Frequency	Percentage
1.	Understanding Vocabulary	142	26%
2.	Analyzing Sentence Structure	159	28%
3.	Interpreting Discourse	127	23%
4.	Comprehending Text	122	22%

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 one 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; 4 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 quintessential idea." What is the closest meaning of the underlined word?

A total of 31 students answered this question incorrectly. The correct answer is *perfect*, 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 and more can 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 *prepositional*, while most students mistakenly selected *conjunction*.

- d. What does the word "jam" mean in the sentence "traffic jam" 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 *piece 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 Structures

Out of the 541 difficulties recorded, students gave 158 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, 14, 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 description*.

- 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 26 students, who mainly

choose the option describing the *various professions*, showing they misinterpreted 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 *claim*, but the majority chose *arguments* instead.

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

The correct structure is *thesis, argument, recommendation*. 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*", is 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 claim* 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 + argument + recommendation*, whereas the most frequent incorrect choice was *orientation + complication + resolution*.

3. Interpreting Discourse

Out of the total 341 recorded difficulties, 127 errors, accounting for 37%, were related to the aspect of interpreting discourse. This aspect had the lowest error rate compared to the others. The question assessing this skill appeared in item

number 1, 3, 11, 16, 17, 19, and 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 tamed 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 swanned 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 "His former," whereas the correct reference is "the *shepherd*." 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? 18 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 author'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 561 difficulties, 122 arose, or 21%, 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 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 wrong by loss."

- 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 benefits of 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."

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

12 students answered incorrectly. The correct answer is "Making them buy travel 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 misinterpreted this item. The correct answer is "In the main roads and freeways," 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 "Drive them apart 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 4.1 Percentage of Students' Agreements on Reading Challenges

	Statements	%
1.	I often find it difficult to understand the meaning of unfamiliar words in English texts.	76.02%
2.	I struggle to guess the meaning of unknown words from the context.	75.40%
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.	69.96%
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.	67.84%
7.	I have difficulty understanding sentence structure when encountering long sentences.	72.11%
8.	I cannot easily identify the main idea or topic of a paragraph.	65.35%
9.	I have trouble understanding cultural references or idioms in English texts.	71.83%
10.	I find it challenging to identify the purpose behind reading comprehension tasks.	63.10%
11.	I feel anxious when I see a long English text.	61.89%
12.	I feel anxious when I read about unfamiliar topics.	62.82%
13.	I lose confidence when I encounter many unknown words or complex sentences.	63.35%
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.	67.84%
16.	I find it challenging to connect ideas between paragraphs.	71.83%
17.	I struggle to determine the purpose of a text.	60.95%
18.	I find it difficult to understand my teacher's explanations about how to connect ideas in a text.	58.83%
19.	Even after my teacher provides explicit instructions on understanding a text, I still struggle to comprehend it as a whole.	59.59%
20.	I feel confused when my teacher asks me to identify how different parts of a text are related to each other.	67.82%

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 (71.49%). They also struggle with mastering vocabulary due to lack of practice (71.89%) and following main ideas in long, complex sentences (71.83%). Difficulties also appear in understanding long sentence structures (72.11%), recognizing cultural references or allusions (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 4.2 Average Percentage of Reading Challenges

No	Types of Difficulties	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 subanalysis 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

Theme	Sub-theme	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." (V)

"Sometimes I understand the transition, but others confuse me a lot." (A)

"Even though I often hear others 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 Mahatma Gandhi, 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 1114-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.	81.41%
4.	I summarize each paragraph in my own words to understand the overall meaning of the text.	75.21%
5.	I feel confused when my teacher asks me to identify how different parts of a text are related to each other.	78.14%
6.	I understand the text better when we discuss it in a group.	76.34%
7.	My teacher provides useful feedback to help me improve my reading skills.	81.41%

The results in Table 4.5 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, 78.14% 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 76.43% of students, while 81.43% 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 4.5 Average Percentage of Reading Strategies

No	Strategies to Overcome Reading Challenges	Average
I.	Individual Strategies	81%
II.	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 such themes.

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

Theme	Sub-theme	Codes
Coping Strategies	Individual efforts	Using a dictionary to understand unfamiliar words Underlining known words to aid comprehension Breaking down long text into smaller parts Reading English song lyrics to build vocabulary
	External support	Receiving word-by-word explanation from the teacher Engaging in peer discussion during reading Attending extracurricular English courses Using media (video, 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." (V)

"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 Sirna 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 (20%). 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 structure 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 students.

This pattern is further supported by the questionnaire responses, which indicated that vocabulary-related difficulties had the highest mean agreement (71.94%), 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 (75.89%), 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 An Ming-jie (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, "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 central to discourse comprehension. These findings confirm Cao's (2022) assertion that higher-level comprehension, particularly involving cohesion and coherence, remains problematic for LFL learners. Furthermore, emotional responses such as anxiety and lack of confidence as reported by Participants V 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 Ulu 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 (82.27%), 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 56%. 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 Jazmi and Alkhatib (2020) and Gohs and Tuting (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 Ying 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 Perridge and Peters (2019), who found that incidental learning through songs, movies, and audio exposure can significantly enhance vocabulary acquisition.

Participant Y described a more reactive approach, often relying on translation tools or skipping difficult sections when uninterested, but also forcing himself to keep reading when required. This behavior illustrates what Losapolska (2014) 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 Heron and Duman (2012), 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 Adedokun and Alimugabi (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 Suggestions

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 content 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, integrating 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 strategic instruction influences reading outcomes. Such research would provide valuable insights into improving English reading instruction in LFL classrooms.

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Table: The Frequency of the Students' incorrect answers of Reading Comprehension Test II.4

No	Initial Name	Understanding Vocabulary	Analyzing Sentence Structure	Interpreting Discourse	Comprehending Text
1.	MF	1	1	1	1
2.	U	1	1	1	4
3.	EB	2	4	1	1
4.	JL	2	1	0	1
5.	A	2	1	1	1
6.	SC	4	1	4	1
7.	PK	4	4	1	1
8.	CI	1	1	1	1
9.	PP	1	1	1	1
10.	S	4	1	1	1
11.	DCM	4	1	4	1
12.	GP	1	1	1	2
13.	AIJ	1	1	0	1
14.	IK	1	1	2	2
15.	SC	1	1	1	1
16.	DAF	1	0	1	1
17.	TI	1	1	1	1
18.	ATA	1	1	0	1
19.	INS	1	1	0	0
20.	LR	1	1	1	1
21.	DAF	1	1	1	1
22.	MR	1	2	0	0
23.	IRI	4	4	1	1
24.	B	1	1	4	1
25.	NAA	2	2	0	1
26.	MO	1	0	1	1
27.	MR	1	0	0	2
28.	ZSI	2	4	2	1
29.	MR	0	0	2	2
30.	AMJ	1	1	1	1
31.	PA	0	0	0	0
32.	SPA	1	1	1	1
33.	MP	1	1	1	1
34.	B	2	2	0	1
35.	S	0	0	0	0
Total of each dimension		74	61	54	70
Total of all dimension		344			

Table: The Frequency of the Students' incorrect answers of Reading Comprehension Test II.1

No	Initial Name	Understanding Vocabulary	Analyzing Sentence Structure	Interpreting Diagram	Comprehending Text
1	BB	3	3	3	0
2	VB	1	1	1	0
3	VB	1	2	1	0
4	AF	1	2	0	0
5	S	1	0	2	1
6	AA	0	1	0	1
7	FA	2	0	1	0
8	VB	4	3	2	2
9	FAK	4	3	2	1
10	BBF	3	4	2	1
11	FN	1	1	4	2
12	KK	1	2	1	1
13	NA	1	2	2	1
14	QBD	1	3	4	2
15	FA	1	3	4	2
16	ATSP	2	1	1	1
17	V	1	1	2	0
18	BB	2	3	1	0
19	OFM	1	0	2	1
20	MA	4	1	1	2
21	ND	1	2	1	1
22	VB	1	1	2	1
23	MBP	2	1	1	1
24	BAD	0	4	2	0
25	SEY	2	0	0	1
26	LV	0	1	1	2
27	BA	2	1	1	0
28	AF	2	0	0	1
29	MBM	1	2	1	3
30	ACJ	1	3	4	1
31	BS	0	2	2	1
32	Dnf	0	2	1	1
33	JBA	1	3	2	0
34	MBAD	1	2	1	2
35	BAA	0	1	1	4

Sl.	QRP	1	2	3	4
Time of each diffusion		60	60	70	47
Time of all diffusion		237			

Reading Comprehension Test

Name: _____

Class: _____

NARRATIVE

The following text pertains to questions numbers 1-4

In a distant land, there was a young shepherd who looked after his master's flock in a remote area, bordered by a thick, shadowy forest. With little to occupy his time while from his dog, he often found himself looking quite bored.

One day, he devised a mischievous idea. He imagined what it would be like to encounter a wolf. Realizing that he had been instructed to yell for the villagers' assistance to fend off any wolves, he decided to run to the village and cry out for help, despite not having serious danger. He yelled, "Wolf! There's a wolf!" while pretending to be terrified. The villagers hurried to the pasture, only to discover the boy laughing, with no wolf in sight. Frustrated by his initial success, he repeated the trick a few days later, once again leading the villagers and enjoying their laughter.

However, a few days later, a real wolf emerged from the forest and attacked one of the sheep. The boy rushed back to the village, shouting, "Wolf! Wolf!" with all his strength. Unfortunately, the villagers, believing it to be yet another prank, chose to ignore him and returned to their homes. Left without assistance, the shepherd then lost several sheep as the wolf wandered back into the woods.

- What is the main idea of the story?
 - A young shepherd who successfully tricked the villagers.
 - The consequences of dishonesty and broken trust.
 - A clever boy who tried to protect his sheep.
 - The dangers of living near a dark forest.
- Why did the villagers ignore the boy's cries for help when the real wolf appeared?
 - They were too busy tending to their own work.
 - They assumed he was lying again.
 - They had seen the wolf leave before he arrived.
 - They were afraid to fight the wolf.
- What is the purpose of the first paragraph?
 - To describe the boy's deception.
 - To introduce the main characters and setting.
 - To explain why the villagers were tricked.
 - To present the moral of the story.
- "He devised a mischievous idea."

The underlined word is closest in meaning to...

 - Harmed
 - Played
 - Boring
 - Thoughtful

The following text is for questions number 5-7

A farmer once resided in a village, dedicating himself to his fields with the hope of escaping a beautiful horizon. After many years of labor, he grew weary of the demands of farming and began to yearn for a less strenuous occupation. One day, he decided to leave his village in search of an easier job. His first encounter was with a man playing the violin, a musician whose craft intrigued the farmer. He believed that being a musician would be less challenging than farming, so he purchased a violin and set out to learn how to play. He devoted countless hours to practice, but soon found himself frustrated. Despite his efforts, he struggled to produce pleasant melodies and ended up injuring his finger. Realizing that being a musician was not as simple as he had thought, he began to look for another opportunity.

Next, he came across a woman making cheese. Observing her work, he assumed it looked easy and asked if she could assist him. However, after just an hour of labor, he became hot and fatigued. When he attempted to take a break, the woman insisted he continue, warning that resting would ruin the cheese. This experience led the farmer to conclude that cheese-making was even more demanding than farming.

Eventually, he sought yet another job and soon spotted a man extracting honey from a beehive. Envy-ing honey himself, the farmer thought this task would be straightforward and requested to help. The beekeeper agreed, but as the farmer attempted to collect the honey, he was stung by bees that sting his face. In pain, he dropped the honey and fled, while the beekeeper chuckled, remarking that it was simply part of the job.

Reflecting on his experiences, the farmer realized that every profession has its challenges. He concluded that working on his farm was not as bad after all. With renewed determination, he returned to his fields, working harder than ever and singing as he toiled.

5. What is the function of the first paragraph in the story?
 - a. To introduce the **farmer's** struggle and his desire for a different life.
 - b. To explain why the farmer failed at multiple jobs.
 - c. To describe the challenges of farming in the village.
 - d. To illustrate the various professions the farmer attempted.
6. Why did the farmer ultimately abandon his attempt at beekeeping?
 - a. He underestimated the dangers involved and was stung by bees.
 - b. He realized that extracting honey required patience and skill.
 - c. He preferred farming over dealing with insects.
 - d. The beekeeper refused to let him try after seeing his disappointment.
7. "Observing her work, he assumed it looked easy and asked if he could assist her." What does the underlined word "he" refer to?
 - a. The beekeeper
 - b. The farmer
 - c. The musician
 - d. The cheesemaker

EXPOSITION

The following texts for questions number 6-11

Start Saving up Now!

People today tend to have high daily expenses. For example car cable subscriptions, transport, and mobile phone bills. The need to pay these bills drives people to consider saving money, even wealthy individuals. There are four reasons why people consider saving money.

First, saving money is beneficial for emergency funds. Unexpected things are happening, such as car repairs and hospital bills due to vehicle accidents, a sudden loss of job, even tuition for a school field trip.

Second, those days the better the education, the higher the tuition will be. Moreover, tuition from primary school to university increases each year. Without saving money, paying tuition will be so hard that sometimes people decide not to continue their studies due to a lack of funds.

Third, people want to save money for retirement. Life still goes on when people retire from a job, so they will need to save money to fulfil their daily needs.

Finally, the last reason for saving money is for entertainment. Travelling on holiday or hanging out with friends at a cafe is needed to relieve stress after working for a long time.

Seeing how important it is to save money, don't wait until an unexpected expense appears. Remember the proverb "Procrastinate is to incur debt." Start saving as soon as possible.

6. What is the first part of an analytical exposition text structure based on the text above?
 - a. Thesis
 - b. Argument
 - c. Retention
 - d. Reinforce
7. The main idea of the text above is:
 - a. Travelling on holiday or hanging out with friends
 - b. The beneficial to saving money when emergency
 - c. The important to saving money
 - d. Save money for retirement
8. Based on the exposition text above, the underlined word belongs to what type of linguistic element?
 - a. Inductive
 - b. Deductive
 - c. Comparison
 - d. Logical word
9. Why is the topic in the text important for daily life?
 - a. Because saving money helps us in real situations like emergency or school tuition.
 - b. Because everyone likes to travel and have fun.
 - c. Because people **don't** need to think about money.

- d. Because saving money is not useful or useful.

The following items for question number 12-14

Laptop or Student's Friend

Consequently, students need book, pen, paper, drawing book, ruler and such other stuff. Additionally, in this pandemic era, students need paper to track their progressive development. Students need mobile keyboards to record every presented subject study. Of course it will need more cost but it will deserve for its function.

Then, students schools tend to apply fast transferring knowledge because the school needs to catch the target of students. Every subject will tend to be given in **demonstrative method**.

Consequently students need extra skills cover the subject. Since there is a laptop on every **student's desk**, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to browse that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the **students' houses**. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to reach the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.

12. According to the text, why do students need laptops?
- a. Because laptops are cheaper than books.
 - b. Because laptops help students record and understand lessons better.
 - c. Because laptops are a mandatory requirement in all schools.
 - d. Because laptops can only be purchased online.
13. What are the text structures of underlined exposition?
- a. Idea and theory
 - b. Thesis, argument, reinforcement
 - c. Conjunction, argument, thesis
 - d. Logical words and premises
14. Of course it will need more cost but it will deserve for its function.
Based on the exposition text above, the underlined word belongs to what type of linguistic element?
- a. Logical word
 - b. Inductive
 - c. Conjunction
 - d. Premise
15. "Then, students schools tend to apply fast transferring knowledge because the school needs to catch the target of education. Every subject will tend to be given in **demonstrative method**."
- In exposition text, the question above is included in the structure of
- a. Example

- b. Argument
 - c. Statement of opinion
 - d. Fact
16. What is the purpose of the text “Laptop is Student’s Friend” in terms of its social function?
- a. To explain the history of laptops for students
 - b. To entertain readers with a story about students
 - c. To argue that laptops are important tools for *students’* learning
 - d. To describe how to use laptops in class

ARGUMENTATIVE

The following text is for questions number 17-22

Should Americans be Forced to Use Public Transportation?

First, let me define what the question is and *isn’t* asking. *Isn’t* asking if we should all abandon cars right now, nor is it asking if we should abandon them completely, nor is it asking if every American should do so. It is asking whether some Americans should have to take public transit some of the time, and I would say yes.

Old car and pollution make, in some cities like Los Angeles and New York, there just *isn’t* room for any more roads. In order for large cities to grow, they need more people to take public transit or risk permanent traffic jams. One bus can easily hold 40 people, or even at half capacity, that’s nearly 20 cars’ worth of space in traffic cleared up and nearly 20 parking spaces that don’t need to be built.

There are a lot of people who could take public transit with little inconvenience; but simply *don’t* because they never have to in the past. If residents in areas with plenty of transit options had to buy transit passes as part of their property taxes, they would have little reason not to use the bus occasionally. A number of universities already handle a “U-Pass” with their tuition fees, forcing students to take the bus. When given the chance, the majority of these students have voted to keep those programs.

A similar system could be implemented in apartments, where a portion of the tenants are not toward parking spaces in exchange for a discount on their rent. Additionally, some communities provide shared cars for several apartment blocks, other groups, a schedule for usage. This type of program has received many positive reviews.

So yes, I would say that Americans should be forced to use public transit. Americans who are already required to do so find that it works well for them.

17. What does writer suggest?
- a. Americans should have to use public transportation
 - b. Americans should give up their car
 - c. Americans should be forced to use public transportation
 - d. The government should limit the number cars
18. How does the writer suggest making people use public transportation?
- a. Making them buy transit passes with their property taxes
 - b. Banning cars completely
 - c. Stopping car production
 - d. Fining those who *don’t* use public transport
19. What is the purpose of the article?

- a. Defining the functions of public transportation
 - b. Arguing that Americans should not use public transportation
 - c. Suggesting alternatives the ways to use public transportation
 - d. Suggesting that Americans should be forced to use public transportation
20. What does the word "jazz" mean in the sentence "traffic jazz" in the article?
- a. A street band
 - b. A traffic problem
 - c. A place to relax
 - d. A type of car
21. In the article you find the word "transit" a few times. What does the word "transit" mean?
- a. Stop
 - b. Transportation
 - c. Fall
 - d. Distance
22. What is the function of the last paragraph?
- a. Describing the problem
 - b. Stating the reasons behind the theme
 - c. Giving arguments
 - d. Giving recommendations

The following text is for questions number 23-24

Skateboarding

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic, and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be tripped on, and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance, and strengthens the joints in knees and ankles. Although it appears to be a solo sport, where groups practice together and compete to perform stunts or runs, they form true friendships.

Young people should be prevented from becoming street light crash potatoes. If they are actively involved in skating, they do not smoke, take drugs, or break laws for fun.

Kids will always seek trouble and excitement. They need to practice their 180s, 140s, and Ollie's free from restrictions. We must build skate parks in the suburbs so that streets are safe for small children and senior citizens, and skaters have spaces where they can race, chase, spin, and soar towards the sun.

23. Where do the kids usually ride their skateboard?
- a. In the main roads and footpaths
 - b. In front of the supermarket
 - c. In front of their home
 - d. In the suburbs
24. The writer's purpose in writing the text is...
- a. To invite the local teenagers to skate in a park built specifically for skaters
 - b. To convince the readers that they need a safe place for skaters to skate
 - c. To inform parents about the goodness of skateboarding

- d. To present the **writer's** business of skateboarding class
- 23. What must we do to let the skaters play?
 - a. Join with them anywhere
 - b. Give them space in the park
 - c. Let them play in the main roads
 - d. Build a skate park in the suburbs
- 24. What is the structure of the text above?
 - a. Thesis + Argument + Recommendation
 - b. Orientation + Complication + Resolution
 - c. General Statement + Explanation + Conclusion
 - d. Issue + Argument + Conclusion

Table of Answer Keys

1.	a	10.	d	19.	d
2.	b	11.	d	20.	b
3.	b	12.	b	21.	b
4.	b	13.	b	22.	d
5.	a	14.	d	23.	b
6.	a	15.	b	24.	b
7.	b	16.	c	25.	d
8.	a	17.	c	26.	a
9.	c	18.	d		

Questionnaire

Name :

Class :

Gender : ☐ Male ☐ Female

Duration of Learning English : _____ years

Learning Sources for English : (You may choose more than one)

☐ Formal Education (School)

☐ Private Course

☐ Self-learning

☐ Others : _____

INSTRUCTIONS

1. This questionnaire is intended for research purposes only and will not affect your grades.
(Kuesioner ini dibuat untuk keperluan penelitian akademik dan tidak akan mempengaruhi nilai Anda)
2. Please answer each question honestly. There are no right or wrong answers; your responses should reflect your genuine opinions and experiences.
(Harap jawab setiap pertanyaan dengan jujur. Tidak ada jawaban yang benar atau salah; jawaban Anda harus mencerminkan pendapat dan pengalaman Anda yang sebenarnya.)
3. There are four answers in this questionnaire:
SA Strongly Agree / Sangat Setuju
A Agree / Setuju
N Neutral / Netral
D Disagree / Tidak Setuju
SDA Strongly Disagree / Sangat Tidak Setuju

8. Use a checkmark (✓) to indicate your chosen answer.

(Dengarkan sekali setiap (✓) untuk memastikan jawaban Anda pada setiap pernyataan)

No	Sentence	SA	A	N	D	SDA
1.	I often find it difficult to understand the meaning of unfamiliar words in English texts. (Saya sering merasa kesulitan memahami arti kata-kata yang tidak saya kenal dalam teks bahasa Inggris)					
2.	I struggle to guess the meaning of unknown words from the context. (Saya kesulitan menebak arti kata-kata yang tidak saya kenal dari konteksnya)					
3.	I have difficulty mastering vocabulary because I rarely practice it in daily conversations or writing. (Saya kesulitan menguasai kosakata karena jarang berlatih dalam percakapan sehari-hari atau menulis)					
4.	I forget new vocabulary easily, making it hard to improve my reading skills. (Saya mudah lupa kosakata baru, sehingga sulit meningkatkan kemampuan membaca saya)					
5.	Long and complex sentences make it hard for me to follow the main idea of the text. (Kalimat yang panjang dan rumit membuat saya sulit memahami gagasan utama dalam teks)					
6.	I struggle to identify the subject, verb, and object in a sentence. (Saya kesulitan mengenali siapa yang melakukan, kata kerja, dan objek dalam sebuah kalimat)					
7.	I have difficulty understanding sentence structure when encountering long sentences. (Saya kesulitan memahami struktur kalimat ketika menghadapi kalimat yang panjang)					

8.	I cannot easily identify the main idea or topic of a paragraph. (Saya tidak mudah mengidentifikasi gagasan utama atau topik dalam sebuah paragraf)				
9.	I have trouble understanding cultural references or allusions in English texts. (Saya mengalami kesulitan memahami referensi budaya atau alusi dalam teks bahasa Inggris)				
10.	I find it challenging to identify the purpose behind reading comprehension tasks. (Saya merasa kesulitan mengidentifikasi tujuan dari tugas pemahaman bacaan)				
11.	I feel anxious when I see a long English text. (Saya merasa cemas ketika melihat teks bahasa Inggris yang panjang)				
12.	I feel nervous when I read about unfamiliar topics. (Saya merasa cemas ketika membaca tentang topik yang tidak saya kenal)				
13.	I lose confidence when I encounter more advanced words or complex sentences. (Saya kehilangan kepercayaan diri ketika menemukan banyak kata yang tidak saya kenal atau kalimat yang kompleks)				
14.	I feel frustrated when I do not understand a text even after reading it multiple times. (Saya merasa frustrasi ketika tidak memahami sebuah teks meskipun telah membacanya beberapa kali)				
15.	I cannot find the main idea of an article because of difficult vocabulary. (Saya tidak dapat menemukan gagasan utama dalam sebuah artikel karena kosakata yang sulit)				
16.	I find it challenging to connect ideas between paragraphs. (Saya merasa kesulitan menghubungkan gagasan antar paragraf)				
17.	I struggle to determine the purpose of a text. (Saya kesulitan menentukan tujuan dari)				

	sebelum tes)					
18.	I find it difficult to understand my teacher's explanations about how to correct ideas in a text. (Saya merasa kesulitan memahami penjelasan guru saya tentang bagaimana mengklarifikasi ide-ide dalam sebuah teks.)					
19.	Even after my teacher provides explicit instructions on understanding a text, I still struggle to comprehend it as a whole. (Meskipun guru saya memberikan instruksi eksplisit tentang pemahaman teks, saya masih kesulitan memahaminya secara keseluruhan.)					
20.	I feel confused when my teacher asks me to identify how different parts of a text are related to each other. (Saya merasa bingung ketika guru saya meminta saya mengidentifikasi bagaimana bagian-bagian berbeda dalam sebuah teks saling berhubungan.)					
21.	I use a dictionary to look up unfamiliar words while reading. (Saya menggunakan kamus untuk mencari arti kata-kata yang tidak saya kenal saat membaca.)					
22.	I try to guess the meaning of unknown words using context clues. (Saya mencoba menebak arti kata-kata yang tidak saya kenal dengan menggunakan petunjuk dari konteks.)					
23.	I underline or highlight important sentences to help me understand the text better. (Saya menggarisbawahi atau menyoroti kalimat-kalimat penting untuk membantuku memahami teks dengan lebih baik.)					
24.	I summarize each paragraph in my own words to understand the overall meaning of the text. (Saya merangkum setiap paragraf dengan kata-kata saya sendiri untuk memahami makna keseluruhan teks.)					
25.	I feel confused when my teacher asks me to identify how different parts of a text are related to each other.					

	(Saya merasa bingung ketika guru saya meminta saya mengidentifikasi bagaimana bagian-bagian tersebut dibuat atau saling berhubungan.)					
26	I understood the text better when we discuss it in a group (Saya lebih memahami teks itu ketika mendiskusikannya dengan kelompok.)					
27	My teacher provides useful feedback to help me improve my reading skills (Guru saya memberikan masukan yang berguna untuk meningkatkan keterampilan membaca saya.)					

Interview Questions

1. What do you usually do when you encounter an unfamiliar word in an English text?
2. How often do you use a dictionary while reading? Do you think using a dictionary helps your understanding or slows down your reading fluency?
3. Have you ever tried guessing the meaning of a word from context? How often does this strategy work for you?
4. Do you have difficulty understanding long and complex sentences? If so, which parts are the most difficult for you?
5. How do you break down or analyze complex sentences to make them easier to understand?
6. How much does your understanding of grammar affect your reading ability?
7. How do you identify the main idea of a paragraph in an English text?
8. Do you struggle to understand cultural references or idioms in English texts? Can you give an example?
9. What strategies do you use to connect ideas between paragraphs in order to understand the overall content of the text?
10. How do you feel when you see a long English text? Does it make you anxious or less confident?
11. How do you cope with anxiety or fear when reading long texts in English?
12. How much does confidence affect your reading comprehension? Can you share an experience?
13. What reading strategies do you find most helpful for understanding English texts?
14. Do you find it easier to understand English texts when studying alone or with peers? Why?
15. How often do you read English texts outside of school assignments? What types of texts do you usually read?
16. How does your teacher help improve your reading skills? What kind of support do you find most effective?
17. Does group discussion help you understand texts better? Can you share an experience?
18. What type of feedback from teachers or peers is most helpful for improving your reading comprehension?
19. If you could change one thing to make reading English texts easier for you, what would it be?

a. Interview with the first student (Low Proficiency)

Researcher: Apa yang biasanya Anda lakukan ketika menemukan kata yang tidak dikenal dalam teks berbahasa Inggris?

Student: "Hingung ah kak, tapi biasanya langsung lari ke kamus kak."

Researcher: Seberapa sering Anda menggunakan kamus saat membaca? Apakah menurut Anda penggunaan kamus membantu pemahaman Anda atau justru menghambat kelancaran membaca?

Student: "Ya sudah sering kak, kalo ada kata yang aku ga tau aja baru buka kamus. Menurut aku kamus itu sangat membantu, biasanya aku pake Google Translate."

Researcher: Apakah Anda pernah mencoba menebak arti kata dari konteks? Seberapa sering strategi ini berhasil bagi Anda?

Student: "Kadang-kadang ya kak, tapi ga terlalu efektif" Tapi aku, jadi jarang berhasil."

Researcher: Apakah Anda mengalami kesulitan dalam memahami kalimat panjang dan kompleks? Jika ya, bagian mana yang paling sulit bagi Anda?

Student: "Sering sekali kak. Biasanya kalau sudah panjang itu sulit untuk saya pahami karena harus bisa memahami untuk tau isi dari teks tersebut."

Researcher: Bagaimana cara Anda memahami atau memecah kalimat kompleks agar lebih mudah dipahami?

Student: "Biasanya saya bertanya sama teman yang tahu, kak. Kalau diri saya sendiri engga ada cara apapun, kalau ga pahami, ga ada berpikir atau isi masalah, kak."

Researcher: Seberapa besar pengaruh pemahaman itu bahasa terhadap kemampuan membaca Anda?

Student: "Iya ga ada kak, karena aku juga ga terlalu ngerti tentang itu bahasa."

Researcher: Bagaimana cara Anda mengidentifikasi ide utama dari sebuah paragraf dalam teks berbahasa Inggris?

Student: "Biasanya aku langsung ke paragraf pertama kak, apa yang dibahas di awal itu aku rasa adalah main idea dari teks tersebut."

Researcher: Apakah Anda kesulitan memahami referensi budaya atau idiom dalam teks berbahasa Inggris? Bisakah Anda memberikan contoh?

Student: "Kadang-kadang aku kesulitan kak, misalnya *piece of cake*, artinya aku ga tau kata itu artinya mudah, karena ga bisa diterjem. Aku juga bisa tahu karna sering kut di Instagram."

Researcher: Strategi apa yang Anda gunakan untuk menghubungkan ide antarparagraf agar dapat memahami keseluruhan isi teks?

Student: "Biasanya aku hat kata kata yang sama aja kak dari tiap paragraf."

Researcher: Bagaimana perasaan Anda ketika melihat teks berbahasa Inggris yang panjang? Apakah itu membuat Anda cemas atau kurang percaya diri?

Student: "Tya kak, kalau gitu teks panjang yang harus dibaca itu aku langsung ga percaya diri, aku jadi males baca karena ngomong bahasa ga bisa ngerti. Kalau cemas juga ya kak, takut salah semua."

Researcher: Bagaimana Anda mengatasi perasaan cemas atau takut saat membaca teks panjang dalam bahasa Inggris?

Student: "Biasanya aku paksa kak, tetap harus baca karena ga mungkin aku ga jawab."

Researcher: Seberapa besar pengaruh rasa percaya diri terhadap pemahaman membaca Anda? Bisakah Anda berbagi pengalaman?

Student: "Merasa aku percaya diri itu sangat dibutuhkan kak ketika membaca teks bahasa Inggris, karna kalau pemahaman aku sendiri, ketika baca teks bahasa Inggris yang familiar dan sering aku dengar artinya, itu aku semangat untuk bacanya, dan ada keinginan buat cari tahu dan menjawab pertanyaan yang ada. Tapi kalau aku asing sama bahasa, terus panjang, jadi males baca kak."

Kesearcher: Strategi membaca apa yang menurut Anda paling membantu dalam memahami teks berbahasa Inggris?

Student: "Memori itu luar biasa dan diskusi tentang teman itu merupakan hal yang baik."

Kesearcher: Apakah Anda lebih suka membaca sendiri atau mendiskusikan teks dengan teman? Mengapa?

Student: "Tidak sama teman baik, karena kalau sendiri saya bingung, kalau sama teman jadi bisa bertukar pikiran."

Kesearcher: Seberapa sering Anda membaca teks berbahasa Inggris di luar ruang sekolah? Jenis teks apa yang biasanya Anda baca?

Student: "Tidak terlalu sering kok, paling aja blog quotes quotes bahasa Inggris di Instagram."

Kesearcher: Bagaimana guru Anda membantu meningkatkan keterampilan membaca Anda? Bagaimana seperti apa yang menurut Anda paling efektif?

Student: "Biasanya kalo ngajar Ms. Retno sering kasih tahu apa arti dari kata per kata dan mnta kita, kok. Menurut aku itu adalah bantuan yang paling efektif karena dari situ kita bisa nyek tahu kosakata baru, dan itu membantu proses membaca."

Kesearcher: Apakah diskusi kelompok membantu Anda lebih memahami teks? Bisakah Anda berbagi pengalamannya?

Student: "Iya kok, berdiskusi sama teman sangat membantu karena aku misalunya waktu itu aku rasa ngerti sendiri, tapi pas baca teks males dan bingung percaya diri. Tapi kalau tentang teman jadi semangat dan bisa tukar ide."

Kesearcher: Jenis sumber buku seperti apa dari guru atau teman sebaya yang paling membantu Anda dalam meningkatkan pemahaman membaca?

Student: "Kalau dari guru kaya yang aku bilang tadi kok, diartikan kata per kata ketika belajar, nah kalo dari teman misalunya ketika diskusi tentang, misalunya bisa nambah pemahaman kita juga udah dari situ kita lebih lagi tentang teks tersebut."

Researcher: Jika Anda bisa mengubah satu hal untuk membuat membaca teks berbahasa Inggris lebih mudah bagi Anda, apa yang akan Anda ubah?

Student: "Mungkin itu akan mengubah kesulitan saya lebih banyak terpuar satu hal-hal yang ada bahasa Inggris-nya kok, dan kalau karena teks bahasa Inggris harus dibaca dan paham, jangan langsung males atau marah."

1. Interview with the second student (Medium Proficiency)

Researcher: Apa yang biasanya Anda lakukan ketika menemukan kata yang tidak dikenal dalam teks berbahasa Inggris?

Student: "Kalau biasanya di pelajaran bahasa Inggris tidak diperbolehkan menggunakan kamus, saya membaca kalau kok."

Researcher: Seberapa sering Anda menggunakan kamus saat membaca? Apakah menurut Anda penggunaan kamus membantu pemahaman Anda atau justru mengganggu kenyamanan membaca?

Student: "Lumayan sering dan lumayan membantu, tetapi kadang juga kesulitan ketika mencari kata yang ingin saya translate, bahkan kadang artinya kurang pas dengan teks yang saya baca."

Researcher: Apakah Anda pernah mencoba memecah arti kata dari konteks? Seberapa sering strategi ini berhasil bagi Anda?

Student: "Sering kok rusak arti dari konteks, 75-80% sering berhasil."

Researcher: Apakah Anda mengalami kesulitan dalam memahami kalimat panjang dan kompleks? Jika ya, bagian mana yang paling sulit bagi Anda?

Student: "Tergantung kalimatnya kok, kalau kalimatnya lebih ke istilah saya sering mengalami kesulitan, tapi kalau bahasanya lebih ringan saya jarang kesulitan. Bagian yang paling sulit itu karena saya ketika bertemu dengan kosakata yang jarang saya dkat atau dengar, kok."

Researcher: Bagaimana cara Anda memahami atau memecah kalimat kompleks agar lebih mudah dipahami?

Student: "Pertama saya bisa tahu, lalu kata-kata yang sudah saya ketabi itu saya bisa baca. Lalu saya kembangkan atau pahami lagi agar mengerti keseluruhan teks."

Researcher: Seberapa besar pengaruh pemahaman atau bahasa terhadap kemampuan membaca Anda?

Student: "Menurut saya tidak terlalu berpengaruh sih kak, karena ketika membaca, saya bisa paham karena mengerti kosakatanya, dan nggak terlalu banyak waktu atau bahasa."

Researcher: Bagaimana cara Anda mengidentifikasi ide utama dari sebuah paragraf dalam teks berbahasa Inggris?

Student: "Caranya di baca dulu, pasti di awal sudah kelihatan."

Researcher: Apakah Anda kesulitan memahami referensi budaya atau idiom dalam teks berbahasa Inggris? Bisakah Anda memberikan contoh?

Student: "Ya kak, saya kesulitan dengan idiom. Bahkan idiom-idom baru yang sekiranya sedang sering digunakan pun saya kurang bisa mengerti atau bahasa."

Researcher: Strategi apa yang Anda gunakan untuk menghubungkan ide antar paragraf agar dapat memahami keseluruhan isi teks?

Student: "Strategi aku, biasanya aku menggaris bawahi kata-kata yang sudah aku ketahui, kak. Nanti bakalan lebih mudah."

Researcher: Bagaimana perasaan Anda ketika melihat teks berbahasa Inggris yang panjang? Apakah itu membuat Anda merasa atau kurang percaya diri?

Student: "Tinggal sih kak, karena biasanya aku langsung bisa aja tiap paragraf, terus aku pahami sedikit demi sedikit."

Researcher: Seberapa besar pengaruh rasa percaya diri terhadap pemahaman membaca Anda? Bisakah Anda berbagi pengalaman?

Bradley: "Maksud saya kepercayaan diri itu adalah kunci utamanya kok, karena kalau pede kita jadi semangat untuk membaca. Misalnya waktu itu saya bisa tahu tentang Mafu Kandang, karena sudah tahu gimana ceritanya saya jadi semangat untuk baca."

Researcher: Strategi membaca apa yang menurut Anda paling membantu dalam memahami teks bahasa Inggris?

Bradley: "Mengerja banyak kata-kata kok."

Researcher: Apakah Anda lebih suka membaca sendiri atau mendengarkan teks dengan teman? Mengapa?

Bradley: "Saya lebih suka membaca sendiri kok, lebih fokus."

Researcher: Seberapa sering Anda membaca teks bahasa Inggris di luar ruang sekolah? Jenis teks apa yang biasanya Anda baca?

Bradley: "Sering banget kok, karena saya suka browsing lagi bahasa Inggris, jadi saya sering baca lainnya."

Researcher: Bagaimana guru Anda membantu meningkatkan keterampilan membaca Anda? Bagaimana seperti apa yang menurut Anda paling efektif?

Bradley: "Kalau dari guru menurut saya yang paling efektif adalah ketika sedang membaca teks bahasa Inggris, lalu kita tidak tahu maksud teks atau sulit mengartikan, tidak tahu arti kata, atau sebagainya, itu langsung diperbaiki atau diarahkan tahu secara langsung kok."

Researcher: Apakah diskusi kelompok membantu Anda lebih memahami teks? Bisakah Anda berbagi pengalamannya?

Bradley: "Lumayan bisa membantu kalau temanya juga menarik kok, kayak waktu itu teman saya ngerti tekanya, jadi waktu berdiskusi lebih nyambung."

Researcher: Jenis umpan balik seperti apa dari guru atau teman sebaya yang paling membantu Anda dalam meningkatkan pemahaman membaca?

Student: "Seperti tadi kok, kalau guru langsung nggak tahu atau memperhalu yang salah itu sangat membantu. Kalau dari teman sama seperti guru tadi kok."

Researcher: "Hm. Anda bisa mengubah cara hal tambah membantu membaca teks berbahasa Inggris lebih mudah bagi Anda, apa yang akan Anda ubah?"

Student: "Lebih sering membaca hal-hal yang berbahasa Inggris, dan belajar lebih giat dalam pelajaran bahasa Inggris."

c. Interview with the third student (High Proficiency)

Researcher: "Apa yang biasanya Anda lakukan ketika menemukan kata yang tidak dikenal dalam teks berbahasa Inggris?"

Student: "Biasanya aku coba tebak dulu artinya dari kalmatnya, kok. Tapi kalau masih bingung, aku buka kamus."

Researcher: "Seberapa sering Anda menggunakan kamus saat membaca? Apakah menurut Anda penggunaan kamus membantu pemahaman Anda atau justru menghambat kelancaran membaca?"

Student: "Kalau sering sih kok, pakai kamus itu sangat membantu. Tapi kadang artinya nggak sesuai sama konteks kalimatnya."

Researcher: "Apakah Anda pernah mencoba menebak arti kata dari konteks? Seberapa sering strategi ini berhasil bagi Anda?"

Student: "Iya kok sering, aku coba hubungkan sama kata-kata di sekitarnya. Tapi kadang masih butuh buka kamus juga sih."

Researcher: "Apakah Anda mengalami kesulitan dalam memahami kalimat panjang dan kompleks? Jika ya, bagian mana yang paling sulit bagi Anda?"

Student: "Iya kok, kadang saya kebingungan karena susah ngerti makna dan struktur kalimatnya. Kadang saya sudah coba fokus ke kata-kata yang saya tahu."

Researcher: Bagaimana cara Anda memahami atau memecah kalimat kompleks agar lebih mudah dipahami?

Student: "Mencara atau bisa pecah-pecah, lalu aku coba pahami potongan kalimatnya satu-satu kok."

Researcher: Seberapa besar pengaruh pemahaman teks bahasa terhadap kemampuan membaca Anda?

Student: "Mamut aku sih cukup penting ya kok, karena grammar itu ngontrol kita ngerti struktur kalimat dan cara yang melukiskan apa."

Researcher: Bagaimana cara Anda mengidentifikasi ide utama dari sebuah paragraf dalam teks berbahasa Inggris?

Student: "Aku bisa teks dan awal sampai akhir dulu, terus baru cari kalimat yang paling menggambarkan isi utamanya."

Researcher: Apakah Anda kesulitan memahami referensi budaya atau afektif dalam teks berbahasa Inggris? Bisakah Anda memberikan contoh?

Student: "Iya kok, kadang aku sering dengar istilah di media sosial, tapi pas dibaca di teks itu beda banget maknanya, jadi enggak langsung paham artinya."

Researcher: Strategi apa yang Anda gunakan untuk menghubungkan ide antar paragraf agar dapat memahami keseluruhan isi teks?

Student: "Aku biasanya cari kata-kata yang mirip atau berkaitan, terus aku hubungkan antar paragrafnya."

Researcher: Bagaimana perasaan Anda ketika melihat teks berbahasa Inggris yang panjang? Apakah itu membuat Anda cemas atau kurang percaya diri?

Student: "Kalau panjang banget kadang jadi lupa sih kok, maknanya enggak paham semua. Tapi aku coba fokus aja satu bagian dulu."

Researcher: Seberapa besar pengaruh rasa percaya diri terhadap pemahaman membaca Anda? Bisakah Anda berbagi pengalaman?

Student: "Heset bungat pengunthya lak, kalas idah panyari diri nu banyunya semangit. Tapi kalas gak yakin, mas bisa juga jadi mesin."

Researcher: Sering membaca apa yang menurut Anda paling membantu dalam memahami teks bahasa Inggris?

Student: "Aku biasanya garis bawah kata yang aku ngerti, terus aku lagi mikirnya jadi beberapa bagian kecil biar enggak pusing bacanya."

Researcher: Apakah Anda lebih suka membaca sendiri atau mendiskusikan teks dengan teman? Mengapa?

Student: "Kalau dari teman bisa lah, kadang kalau aku gak paham, aku tanya teman. Tapi kalau udah paham, aku baca sendiri aja."

Researcher: Setelah selesai, Anda membaca teks berfikir apa yg terjadi di luar teks atau tidak? Jika iya, apa yang biasanya Anda baca?

Student: "Sering banget lah, aku suka baca lirik lagu, artikel di internet, atau kadang sedikit film."

Researcher: Bagaimana cara Anda membantu meningkatkan keterampilan membaca Anda? Bagaimana seperti apa yang menurut Anda paling efektif?

Student: "Ternyata aku biasanya ngajarin strategi baca yang baik kok, misalnya scanning, cari ide pokok, atau kasih tahu struktur maknanya."

Researcher: Apakah dikasi kesempatan membantu Anda lebih memahami teks? Bisakah Anda berbagi pengalamannya?

Student: "Iya lah, kadang aku nulis buat sendiri. Tapi pas dikasi barang teman jadi ngerti karena bisa nalar pendapat."

Researcher: Jika teman baik seperti apa dari guru atau teman sebaya yang paling membantu Anda dalam meningkatkan pemahaman membaca?

Student: "Kalau dari guru biasanya kasih masukan langsung waktu kita salah, terus dibarengin. Kalau dari teman, dikasi barang itu yang paling bantu lah."

Kemendikbud: "Kita Anda bisa mengetahui cara hal untuk membuat membaca teks berbahasa Inggris lebih mudah bagi Anda, apa yang akan Anda pilih?"

Student: "Mungkin ini akan lebih sering latihan apa baik, tentu saja bisa seperti latihan cara membaca dan struktur kalimatnya."



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1. Implementing Case-Based Discussion Techniques to Enhance 11th-Grade Students' Speaking Abilities at SMA N 1 Indralaya Utara
2. Students' Perception of The Effectiveness of Online Discussion Forum in Enhancing English Language Learning
3. Developing Writing Fluency Through Free-writing Activities in an EFL Context

Ditandatangani oleh Dosen : /

Penyunting : Beni Widayanti Anggraini, S. Pd., M. Pd.

Indralaya, 10 Desember 2021
Koordinator Program Studi,

Enyusyah MA, Ph.D.
NIP. 1964071819901234001

Tesaurus:
1. Dosen Penyunting
2. Subjangan Akademik



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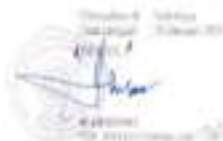
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 6. Menetapkan kebijakan, prosedur, dan sistem kerja yang berkaitan dengan pengelolaan dan pengembangan sumber daya manusia

Justify

Challenge: How to identify
document just a few minutes before
starting signed exam

- 2022/23
- 1. Study how long before starting signed exam document appears in document viewer - appears from tablet screen for the first time when document is loaded into the system
- 2023/24
- 1. Adjustments to the system - signed document appears on the screen at 10:00 AM. Document appears on the screen at 10:00 AM. Document appears on the screen at 10:00 AM. Document appears on the screen at 10:00 AM.



Signature:

- 1. Signed Document: Signed Document: Signed Document
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TERBUKA KUTIPAN HASIL PENELITIAN

Yang terhormat bapak/dewan/cak:

Nama : (Adhoni Wijaya, S.Pd., M.Pd.)

Jabatan : (Universitas Jember)

Jabatan : (Dewan Sekolah Inggris)

Tidak masalah kemudian berupa interview yang akan digunakan dalam penelitian sebagai bagian dari: "Challenges Faced by 11 Gr-Grade Students at SMA N 1 Jember when in Reading English Texts" oleh peneliti

Nama : (Febrian Budiana)

NIK : 60011302110019

Program Studi : (Pendidikan Bahasa Inggris)

Sebagai representative instrument yang akan akan akan kemudian instrument tersebut adalah:

Ganti pertanyaan berikut: "Do you prefer reading alone or discussing with friends? Why?" dengan pertanyaan: "Do you find it easier to understand English texts when studying alone or with peers? Why?" secara Appropriateness

Demikian surat介绍信 ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Jember, 21 Maret 2022
Yth: Bapak



Adhoni Wijaya, S.Pd., M.Pd.
NIP. : 60011302110019001

STRIK REVISIONARY JOURNAL

Yang beresada dalam di bawah ini:

Nama : Liliawati, S.Pd, M.Pd
Alamat : UPT Sekolah Dasar Negeri 1000
Jabatan : Kepala Sekolah

Tidak ada masalah lain yang terjadi karena yang akan di revisi adalah dari hasil tes
yang dibuat pada "Challenges Faced by 11 and 12 Grade Students of SMA N 2 Indralaya
District in Reading English Text" oleh penulis

Nama : Liliawati, S.Pd, M.Pd
Jabatan : Kepala Sekolah
Program Studi : Pendidikan Bahasa Inggris

Untuk mendapatkan jawaban yang lebih detail maka revisi ini akan
dibuat sebagai berikut:

- The questionnaire and interview guide are to send by sending some parts
to the two grade 11 and 12
- The finding section parts especially the results of the finding part
will be the part that will be revised. This has meaning
to the finding that is more important. It is also the part that
the researcher will be able to see the results of the research and the
finding

Indralaya, 19 March 2022
Yours truly



Liliawati, S.Pd, M.Pd



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13 April 2022

Untuk : Dekan UNP/Pendidikan

Yth. Kepala UNP/Pendidikan
Pemerintah Kabupaten Sukoharjo

Sehubungan dengan pelaksanaan Program Studi (S-1) Tadris Bahasa Inggris dan Bahasa Perancis
Universitas Sebelas Maret, kami mohon bantuan Bapak/Lurah untuk mengirimkan mahasiswa

Nama	Indira Nurfarida
NIM	09012011202010
Alamat	Perumahan Sukoharjo dan Sukoharjo
Program Studi	Pendidikan Bahasa Inggris

untuk mengikuti pendidikan di Universitas Sebelas Maret (Universitas Sebelas Maret) (UNP) (UNP)

Sehubungan dengan hal tersebut, kami mohon agar yang bersangkutan dapat mengikuti "Challenge
Event by 14-16 Group University of 2021" (Challenge Event by 14-16 Group University of 2021)

Sehubungan dengan permohonan tersebut, kami mohon agar yang bersangkutan dapat mengikuti

Dr. Hery
Ketua Panitia Challenge Event by 14-16 Group University of 2021

Dr. Hery, 14/04/2022
No. 0171/UNP/2022/PAU/PAU/2022

Terdapat:

1. Salinan
2. Keputusan Kepala Pendidikan Bahasa Inggris
3. Salinan surat permohonan
4. Salinan surat permohonan

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Title	Challenges Faced by U.S. Academic Scientists at MMAR in Laboratory Environments (English) Text
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Library Number	860-1202-0000
Library Frequency	Long and Frequent
Department	Language and Arts
Division	Student Training and Education
Academic Year	2002-2004

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THESIS CONSULTATION CARD

Student's Name : Yelvisia Marlina
Student's Number : 06011282120039
Study Program : English Education
Department : Language and Arts Education
Thesis Title : An Investigation into the Challenges Faced by 11th Grade Students at SMA N 1 Indralaya Utara in Reading English
Advisor : Heri Waluyuni Anggraini, S.Pd., M.Pd.

No	Aspect(s) Considered	Advisor's Comment(s)	Date and Approval	
			Date	Approval
1	Initial topic proposal (online)	1. Suggested to revise and find a new topic.	December 1st, 2024	
2	Revised topic proposal	1. One topic was considered; approval was conditional upon finding a suitable questionnaire as instrument.	December 10th, 2024	
3	Discussion of questionnaire as instrument	1. Title officially approved. 2. Directed to develop a test instrument instead of relying solely on a questionnaire.	January 17th, 2025	
4	Chapter I (Introduction, Problem Statements, Objectives)	1. Introduction needed more complete information. 2. Reduced problem statements from three to two.	January 23rd, 2025	
5	Chapter II (Literature Review and Framework)	1. Improve domain knowledge (e.g., Section 2.1, 2.2). 2. Align research objectives with problem statements.	March 4th, 2025	

6	Final review of Chapter I and II	<ol style="list-style-type: none"> 1. Approved 2. Instructed to find sample test questions from journals, articles, or thesis, and draft interview questions. 	March 11th, 2025	
7	Review of instruments (Questionnaire, Test, Interview)	<ol style="list-style-type: none"> 1. All instruments approved 2. proceed to validation by two expert judges. 3. conduct instrument try-out (TO). 	March 14th, 2025	
8	Chapter III draft	<ol style="list-style-type: none"> 1. Insert try-out results and expert validation 2. analyze try-out data for validity and reliability. 	March 19th, 2025	
9	Chapter III revision	<ol style="list-style-type: none"> 1. Converted explanations into tables. 2. Included previous sources for questionnaire validity and reliability. 	March 19th, 2025	
10	Instrument validity table	<ol style="list-style-type: none"> 1. Revised the table to include only valid data. 2. attached to begin data collection. 	May 2nd, 2025	
11	Chapter IV (Interview findings)	<ol style="list-style-type: none"> 1. Applied themes & (Jaber (2006) thematic analysis in a table 2. rewrite interpretation in paragraph form with bottom line. 	June 23rd, 2025	
12	Journal article discussion	<ol style="list-style-type: none"> 1. Consulted the process of submitting the research article to a 	July 1st, 2025	

		journal.		
13	Review of interview transcript placement and conclusion section	<ol style="list-style-type: none"> 1. Advised to review the organization of interview data 2. Improve the clarity and focus of the conclusion 	July 9th, 2023	
14	References section	<ol style="list-style-type: none"> 1. Directed to revise and ensure all references are properly formatted 2. Updated according to APA 7th edition 	July 10th, 2023	
15	Understanding data analysis process	<ol style="list-style-type: none"> 1. Instructed to deepen understanding of coding, data analysis using Hrusa & Clarke (2006) thematic analysis 	July 11th, 2023	
16	Abstract writing	<ol style="list-style-type: none"> 1. Guided to draft a concise 2. Comprehensive abstract aligned with research findings and objectives 	July 18th, 2023	

Palembang, July 28, 2023
 Advisor,

Hesti Widyani Anggraini, S.Pd., M.Pd.
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