

**REVEALING STUDENTS' DIFFICULTIES AND STRATEGIES IN  
READING COMPREHENSION INTERMEDIATE CLASS**

**THESIS**

Submitted by:

**RATU SORAYA NAZILLA**

**NIM. 170203111**

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
BANDA ACEH  
2022 M / 1443 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

by:

**RATU SORAYA NAZILLA**

NIM. 170203111

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by:

A R - R A N I R Y

Main Supervisor,



Dr. Nashriyah, S.Ag., MA.  
Date: 23/06/2022

Co-Supervisor,



Syarifah Dahliana, S.Ag, SE., M.Ed., Ph.D  
Date: 24/06/2022

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

On:

Tuesday, 26 July 2022 M

26 Dzulhijjah 1443 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,

Prof. Dr. Muhammad AR, M.Ed.

Secretary,

Nursagрати Fabrizqa, M. Ed. TESOL

Member,

Syarifah Dabliana, M.A., M.Ed. (Ph.D.)

Member,

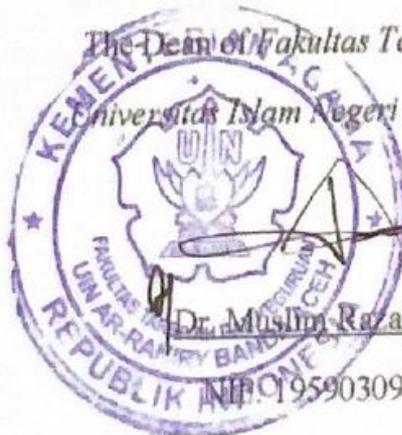
Safnd Muluk, S.Ag., M.A., M.Ed., Ph.D.

AR - RANIRY

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*

*Universitas Islam Negeri Ar-Raniry Banda Aceh*



Dr. Muslim Razali, S.H., M.Ag.

NIP. 195903091989031001

**SURAT PERNYATAAN KEASLIAN**  
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : **Ratu Soraya Nazilla**  
NIM : 170203111  
Tempat/tanggal lahir : Meulaboh, 16 September 1999  
Alamat : Jl. Dr. Mr. Mohd Hasan, Lampeuneurut  
Gampong, Kec. Darul Imarah, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Revealing Students' Difficulties and Strategies in Reading Comprehension  
Intermediate Class**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 Juni 2022

Saya yang membuat surat pernyataan,



  
Ratu Soraya Nazilla

## ACKNOWLEDGEMENT

Alhamdulillah rabbi' Alamin, all praise be to Allah SWT almighty the most loving and merciful who has given me health and ability to complete this thesis, entitled "Revealing Student's Difficulties and Strategies in Reading Comprehension Intermediate Class". Shalawat and greeting we present to our prophet Muhammad saw peace be upon him who has spread Islam in this world.

First, I would like to express my appreciation and gratitude to my supervisors, Mrs. Dr. Nashriyah, S.Ag., MA and Mrs. Syarifah Dahliana, M.Ag., M.Ed., Ph.D who have provided support and guidance in the making of this thesis to the end. Furthermore, I dedicate my gratitude to my parents and friends who always support me and encourage me in the process of completing this thesis. I also extend my most profound appreciation to all lecturers and staff of English Education who have inspired, guided, and assisted me during my studies in this department.

Second, I dedicate my special gratitude to my parents, Yunifal and Cut Arisna Dewi, who always believed in prayer for me, and convinced me not to be afraid of the challenges in my life. I also give special thanks to my sister, Ratu Laura Rahmatika. Her presence motivates me to grow as a good person. May Allah reward my family with paradise for their sincere kindness.

Last but not least, my appreciation and gratitude address my beloved friends; Ratasya Muzira, Mutiara Safitri, Ulfha Wahyuni CH, Sarah Al-lail, and Auliana Thura. They have supported me while working on this thesis and the

precious time and beautiful memories we have spent together as a student of the Department of English Education.

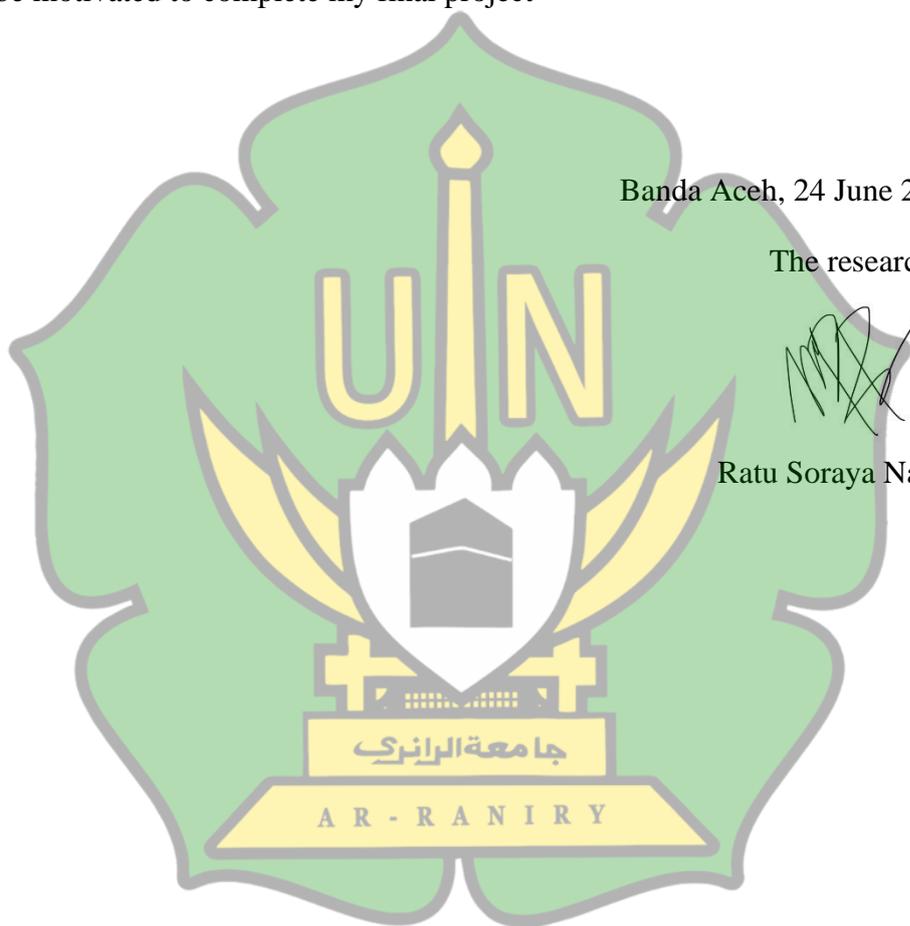
Finally, I sincerely thank all the participants in this study who helped me collect the research data so that I can complete the research. In any case, for everyone involved in this article, without your support and encouragement, I will not be motivated to complete my final project

Banda Aceh, 24 June 2022

The researcher,



Ratu Soraya Nazilla



## ABSTRACT

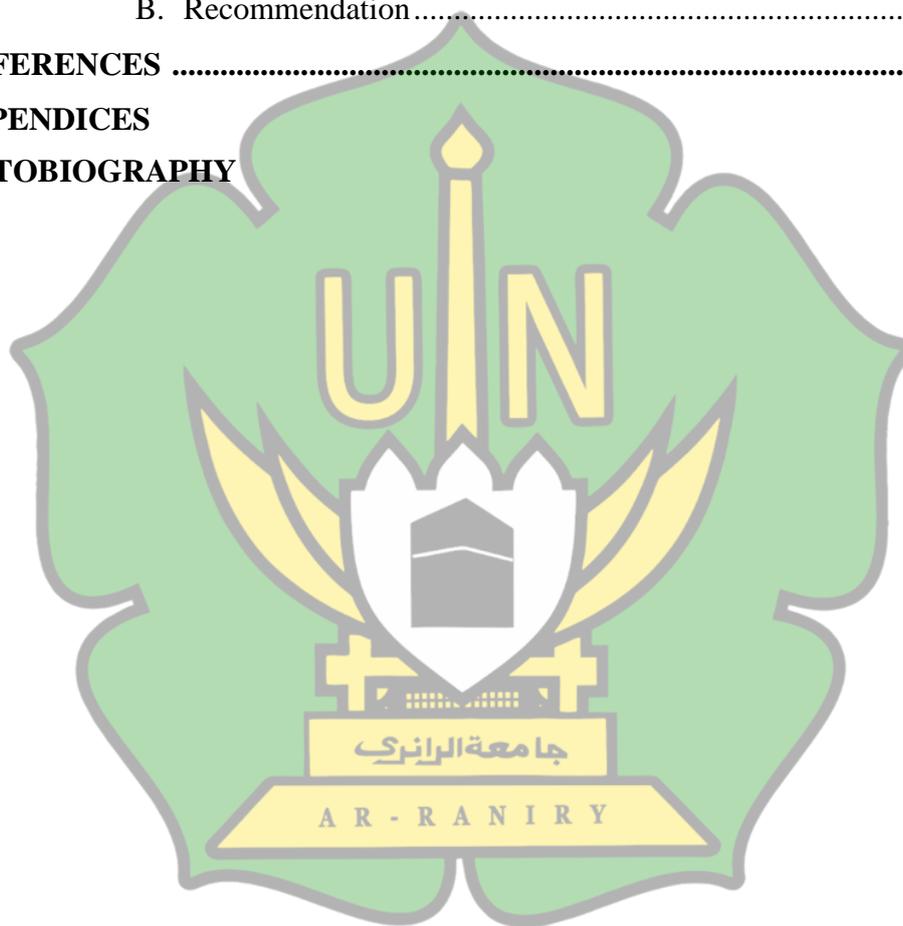
Name : Ratu Soraya Nazilla  
Students' Number : 170203111  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
Thesis working title : Revealing Student's Difficulties and Strategies in Reading Comprehension Intermediate Class  
Main Supervisor : Dr. Nashriyah, S.Ag., MA.  
Co- Supervisor : Syarifah Dahliana, M.Ag., M.Ed., Ph. D  
Keywords : Reading comprehension; Reading difficulties; Reading strategies; Intermediate reading

The research was accomplished to reveal students' difficulties and strategies in reading comprehension in the intermediate class. A qualitative approach was used to complete this research and using purposive sampling to minimize the participant. The aim of this study is to discover students' difficulties and strategies in reading intermediate comprehension class. The participants in this research were ten students of English Language Education in batch 2017, especially unit 4, who had taken the intermediate reading class and the data were gathered by interview. The findings of this research showed that the students' difficulties with reading comprehension, which included limited English vocabulary, the length of text, lack of background knowledge, and lack of concentration. Besides, Students use various strategies such as scanning, summarizing and reading at home to overcome these difficulties.

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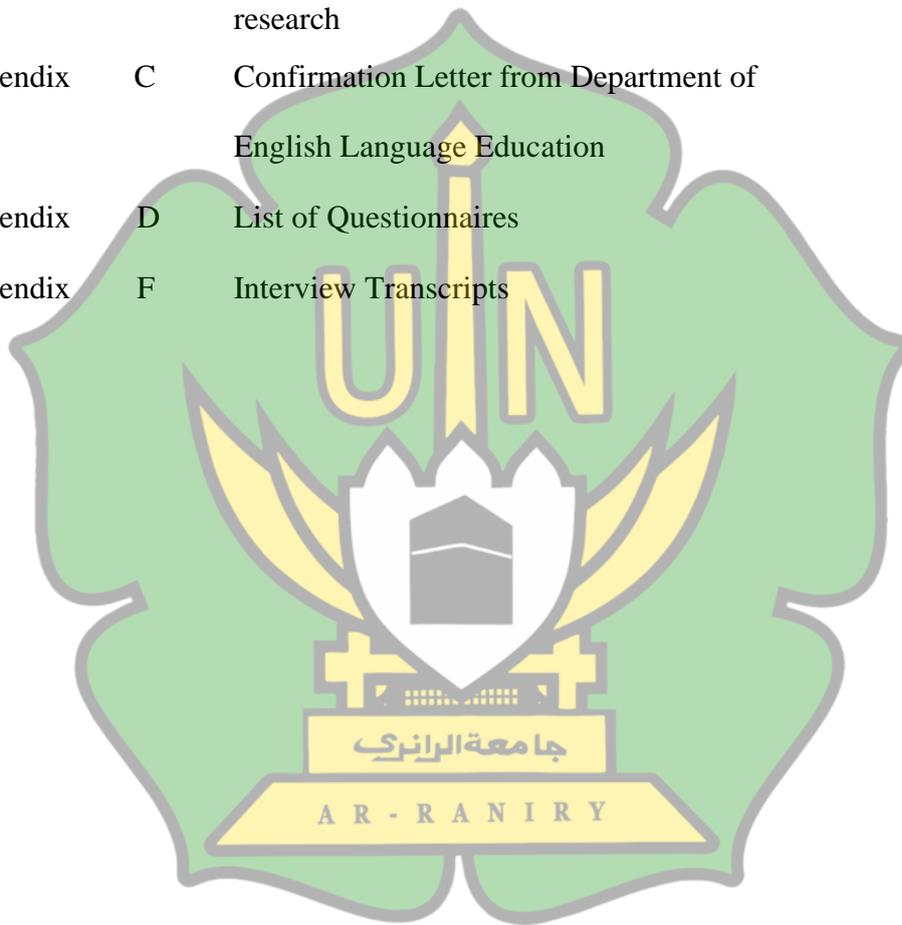
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is being developed in tandem with Indonesia's human growth and cultural development. This development cannot be separated from the role of the mass media, print, and electronic as a medium for disseminating information. By reading texts or books, students can get information and ideas to achieve success in obtaining information and understanding the content of the reading text.

Indonesian people have low interest in reading. International Associations surveyed Evaluation of Educational (IEA) in 1992 showed that Indonesia was one of the developing countries with a low reading level. It was also supported by the 2004 Human Development Index (HDI) report, which ranked Indonesia 111th out of 175 countries, far behind Singapore (25th) and Malaysia (58th). One of the reasons for Indonesians' lack interest in reading is that it is not a habit, whether done in their spare time or to increase knowledge.

According to Steve (2007), comprehension is the only reason or condition for reading. Reading without understanding is a pointless and frustrating exercise in word calling. Reading comprehension was previously taught as an application skill; identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing.

(Steve, 2007). We will be able to discover what everyday things or questions are raised in reading or written text once we have figured out how to teach or learn to read. Some passages include not only those skills but also others, such as reading aloud pronunciation, sentence structure, and grammatical structure (Nunan, 2003).

Students may struggle to understand the text in reading comprehension because of incorrect word identification and recognition. Recognizing that understanding text is critical for students to achieve their reading skills, these difficulties in understanding should be identified and resolved by both students and teachers. The problem will undermine students' ability and motivation to reach the reading goal. Oberholzer (2005) stated that difficulties could harm students' schoolwork and tertiary education as reading requirements increase and become more extensive. Students must master these aspects to comprehend the text and respond to the well-served questions.

Based on the researcher experience, when the researcher was in semester two in intermediate reading class. Researcher saw many students had difficulties in understanding the reading text. They got low grades when taking the course. The researcher conducts this research to reveal student difficulties and strategies in reading comprehension intermediate class. The teacher needs to teach them available reading comprehension strategy to overcome these problems. McNamara (2007) stated that using a suitable reading comprehension strategy can help students improve their reading comprehension. Therefore, reading skills understanding requires a strategy that integrates with the material

learned mentally or physically is a cognitive strategy related to knowledge, thinking skills, and experience. Nuttal (1982) divides reading strategies into four categories: scanning, skimming, extensive, and intensive reading.

There was previous study to support this thesis under the title "Students' Difficulties in Reading Comprehension at the first grade of SMAN 1 Darussalam Aceh Besar". conducted by Hidayati Dasrul (2018). She found that the most frequent difficulties that students in the class encountered were vocabulary understanding, poor grammar mastery, difficulty understanding lengthy sentences, a lack of learning resources, a lack of family support, and a lack of knowledge of reading comprehension strategies. Yolanda (2019) found that motivation is the primary barrier to reading comprehension. The second and third problems were deemed to be a lack of background information and reading comprehension strategies

This research was conducted related to the difficulties faced by students in reading comprehension. Due to this circumstance, the researcher is interested in identifying students' difficulties and finding strategies for students' reading comprehension. Many researchers have researched students' problems in reading comprehension, but what distinguishes this research from previous research is that previous studies only examined students' difficulties in reading comprehension in the class without discussing the strategies students used to overcome these difficulties. This research was conducted at the Department of English Education, UIN Ar-Raniry Banda Aceh.

## **B. Research Questions**

Based on the overview and background of the topic, the researcher has formulated the following main research question for the study:

1. What are the difficulties faced by intermediate students of English Language Education in reading comprehension?
2. What are students' strategies to overcome the difficulties in reading comprehension?

## **C. Aims of the Study**

1. To find out the difficulties faced by intermediate students of English Language Education in reading comprehension.
2. To discover students' strategies to overcome the difficulties in reading comprehension.

## **D. Significance of Study**

This research provides information about students' reading difficulties and strategies for overcoming them. The findings of this study make students aware of their reading difficulties and may inspire English students to overcome their reading difficulties using the strategies provided.

This research also contributes to the knowledge for intermediate reading lecturers. By understanding the students' reading difficulties, lecturers can understand them better. The findings of this study can be used as a resource and inspiration for lecturers who want to assist students in solving reading problems.

In addition, the researcher hopes that this study can be useful to the next researcher who tries to find references for the same case study. However, this

research is far from perfect, hopefully in the future, the researcher can fill the gaps in this research.

## **E. Terminology**

### **1. Reading Difficulties**

According to Hornby (2001), the difficulty is the state or quality of being difficult to do or understand. Reading is one of the reasons why students struggle to learn English. The difficulty stems from student errors during teaching and learning processes, because students are confused or do not comprehend the text that the teacher has explained. Grabe and Stoller (2011) stated that reading difficulties arise as a result of inefficient lower-level and higher-level comprehension processes. Rahim (2006) also added external and internal factors contribute to students' difficulties. Physics, logic, and psychology are internal factors; external factors include family and school environments. In this study, difficulties refer to a condition that students find difficult to understand English reading text.

### **2. Reading Comprehension**

According to Nunan (2003), reading is a fluent process in which students combine information from a text with prior knowledge to construct meaning. Alyousef (2006) defined reading is multiple interactions between the reader and the text that result in automaticity (reading fluency). Reading is an essential skill for English language students to have in today's world because it

promotes overall proficiency and provides access to critical information at work and school. (Komiya, 2009).

Agustinus (2008) stated that the ability to understand the main ideas, important details, and overall understanding of a text is referred to as reading comprehension. This comprehension is closely related to their ability to remember what they read. Reading without comprehension is a waste of time. They are closely connected and cannot be separated. In this study, the meaning of reading comprehension refers to the reading process of determining the context from what is read.

### 3. *Reading Strategies.*

Baker & Boonkit (2004) mention that the reading strategy refers to the techniques and methods employed by the reader to be completed quickly and precisely. Adler (2003) also added reading strategies are deliberate plans or sequences of steps used by good readers to make sense of a text. Comprehension strategy instruction helps students become purposeful, active readers who have control over their reading comprehension. In this research, reading strategy refers to the methods for assisting students in reading comprehension of a text.

### 4. *Intermediate Reading*

Intermediate reading is one of the courses in English Education Department at UIN Ar-Raniry. This relates to students' reading skills to understand and analyze texts quickly. Students are allowed to use strategy skills to complete the course. In this research, intermediate reading refers to the

course for assisting students to achieve reading comprehension of a text by learning the use of several strategies.



## CHAPTER II

### LITERATURE REVIEW

#### **A. An overview of Reading**

##### **1. Definition of reading.**

Reading is a way to obtain knowledge from something that has been written, and it is one of the four language abilities (listening, speaking, reading, and writing) that should be studied and mastered by everyone. Nuriati (2015) Reading is one of the ways to communicate in writing; it requires comprehension and understanding in order to extract some meaning from the text.

According to Stanley (2007), reading is the process of constructing meaning from written text. It is a complex process that involves perception and also thought. Word recognition and comprehension are two interconnected processes in reading. The process of determining how written symbols correspond to spoken language is referred to as word recognition. In addition, (Nunan et al., 2006, p.69) defined that "reading is a set of skills that involves making sense and driving meaning from the printed words." It can be said that, reading entails more than just pronouncing the symbols that represent the sounds of a language. Therefore, understanding is obtained when the reader has prior knowledge or experience with what is contained in the passage.

In addition, brown (2001) reading is only incidentally visually stimulating because the reader adds more information than what is printed on the page. The meaning of this statement is that we must draw a conclusion about

the knowledge we learn from a product, such as a book we have read. Not only do we read, but we also forget all we read thereafter. It is incorrect to believe that we may learn more by merely listening to others and observing things because most information is printed in textbooks. Additionally, it is simpler for students because we may study from an expert's book and lecture rather of having to meet with them in person.

As mentioned by Heilman (2005) Reading is interacting with written language that has been encoded. Comprehending what is written should be the outcome of reading. Reading is a crucial skill that plays a significant role in the effectiveness of language learning. Reading can be seen as a process of extracting information from the text and developing an understanding of it. Reading is primarily done for comprehension.

Based on the previous statement, the researcher concludes that reading is an important activity in life, especially for students to access their knowledge in the classroom learning process. Reading is an active comprehension process involving the thinking process.

## **2. The Importance of Reading**

In many various contexts, specifically in educational area reading considers as the crucial ability. Grabe (2009) argues that a student to find the text's contents, they must have strong reading abilities. Because all knowledge is now written down, students nowadays must engage in the enormous activity of reading.

According to Harrison (2004), the value of reading is linked to people's ability to express gratitude as well as the advancement of knowledge. The foundation for the growth of verbal, emotional, and moral intelligence will be this skill. Additionally, these developments influence the personality traits of individuals.

It can be concluded, reading is crucial for students' intellectual and cognitive growth, as well as the development of their moral, emotional, and verbal intelligence.

### **3. Macro and micro-skills of reading**

Students should master both micro and macro reading comprehension skills in this era. Brown (2004) stated that the significance of measuring language skills by combining the micro and macro skills implied by student performance. Using the concept of micro-skills and macro-skills in reading classes has proven beneficial in defining learning objectives; additionally, it can force test creators to carefully identify a test's objective. The micro-skills involve attending to the smaller bits and chunks of language in a more bottom-up process, while the macro-skills involve processing the larger elements in a top-down approach.

According to Brown (2004), seven micro-skills in reading comprehension implies the readers focus on the smaller bits and chunks of language such as:

1. Distinguish between distinct graphemes and orthographic patterns in English.

2. Keep chunks of the language of varying lengths in short-term memory.
3. To suit the purpose, write at a fast rate.
4. Recognize and interpret word order patterns and their meaning for a core set of words.
5. Recognize word classes used in grammar (nouns, verbs, etc.), systems (such as tense, agreement, and pluralization), patterns, rules, and elliptical forms.
6. Recognize that the same meaning can be expressed in different grammatical forms.

Moreover, Brown (2004) described the macro skill implies the readers focus on the large elements such as;

1. Recognize the function of cohesive devices in indicating the relationships between and among clauses in written discourse.
2. Understand the functions of written texts in communication based on their structure and purpose.
3. Using background information, infer context that is not stated.
4. Determine the main idea, supporting idea, new information, supplied information, generalization, and exemplification from described events, ideas, and other such things. Deduce relationships between events.
5. Make a distinction between literal and figurative meanings.
6. Identify and interpret culturally specific references in the context of the appropriate cultural schemata.

7. Gain knowledge and put into practice a variety of reading strategies, such as scanning and skimming, identifying discourse markers, determining word meanings from context, and activating schema for text interpretation.

Based on the micro skills and macro-skills above, the writer concludes that in reading classes, defining learning objectives has been made easier by using the micro- and macro-skills concept. It can compel test creators to define a test's aim carefully.

#### **4. Reading Strategies**

Students must practice reading extensively and employ specific strategies to improve their reading skills in reading skills. The student's ability to comprehend the text is concerned with the ability of using strategy to understand what the writer says. Yan (2000) stated that reading strategies are specific abilities that enable reader to read the written form as meaningful language and read with comprehension, fluency and interact with the message the writer conveys. Reading strategies are classified based on how readers process reading.

According to Brown (2004), there are two types of reading strategies: bottom-up strategies for processing individual letters, words, and phrases and top-down strategies for understanding.

1. Bottom-Up Strategy

(Gough 2000, as cited by gascoigne, 2005) bottom-up reading is based on the decoding process, in which the reader's sole function is

to reconstruct meaning embedded in the smallest unit of text. Meanwhile, the meaning will be comprehended by analysing individual parts of the language, and the reader will process language sequentially, combining sound or letter to form word, then combining words to build phrases, clauses, and sentences of the text (Gasciogne, 2005). bottom-up strategies include listening/reading for specific detail, recognizing cognates and recognizing word-order pattern.

## 2. Top-Down Strategy

According Mei (2007), this strategy is based on the view in which reader is an active participant, making predicting and processing information by relating them to the readers experience and knowledge of the language. Top-down process explains that prior knowledge plays significant role in reading process. Mei (2007) and Anderson (2007) says that top-down strategies include guesing meaning from context, scanning, skimming, predicting, inferring and summarizing.

According to Nuttal (1982), divides reading strategies into four categories, those are:

### a. Skimming

Skimming is a valuable skill that can use when reading. Skimming means quickly scanning a text to get the gist of it. It implies that skimming is used to instil confidence and understanding in students that it is possible to gain meaning without reading every word in a text. Before reading the text carefully, skimming

allows readers to grasp the main idea. Students can skim in various ways, including reading the title or another heading and looking at the picture, and reading the first and last paragraphs of the text (Islam & Steenburgh, 2009). For instance, skimming allows readers to gain the advantage of being able to determine the passage's intent. The main idea or argument, as well as sometimes some advancing or supporting concepts.

### **b. Scanning**

Brown (2001) stated that scanning is one of the reading strategies. Brown (2003) mentioned that the process of quickly searching for a specific piece or piece of information in a text is known as scanning. Scanning is used to extract specific information without having to read the entire text. Perhaps, by employing this strategy, readers will save time looking for answers to some questions in a reading text. Scanning differs from skimming in that readers are more concerned with specifics than with the overall meaning of the text (Sutz & Weverka, 2009). In this technique, readers scan a text for specific information, such as dates, names, and locations, while ignoring everything else.

### **c. Extensive reading**

According to Day & Bamford (2004), extensive reading is a reading teaching strategy that refers to a process in which students read a large number of materials at their level in a new language; they read for general, overall meaning, and for information at one with enjoyment. Nuttal (1982, as cited in Meng, 2009) stated that " An extensive reading program is the single most effective way of improving both vocabulary and reading skill in general".

Students can choose reading material to read independently during extensive reading. They can supply their own reading materials, or the teacher can supply them.

#### **d. Intensive reading**

Intensive reading is reading for detail. It typically contains a shorter text. Usually, a reader wants to get some specific information. Macleod (2018) stated that looking at main ideas versus details, understanding what the text implies, making inferences, looking at the order of information and how it affects the message are all examples of intensive reading exercises. Recognizing words that connect one idea to another and recognizing words that indicate the transition from one section to another.

In addition, Block & Israel (2005) classified reading strategies into six types which is practically applicable to reading classroom, those are:

##### **1. predicting**

To become a good reader, students ought to establish a reading goal; thus, good readers read with a purpose. Predicting is one strategy to enhance comprehension because it allows the reader to set a reading goal. (Block & Israel, 2005) stated that successful readers use their experiences and knowledge to make predictions and form ideas as they read. Oczkus, (2003) mentioned the strategy also encourages more student interaction, which increases student interest in and comprehension of the text. It is critical to compare the outcome in the actual text with the prediction process because this will help the learner improve students' understanding (Duke & Pearson,

2005). It is pointless to enhance students' comprehension if this aspect of the prediction process is missing.

Babigian (2003) stated that the strategies mentioned above support students in extracting meaning from texts, connecting them to make sure they comprehend what they are reading, and producing card sets that can act as helpful manuals for students using these strategies.

## **2. Visualizing**

According to Adler (2001), another strategy that good readers use to comprehend a text is visualization. Visualization requires the reader to imagine what they are reading. This image is stored in the reader's memory to represent the reader's interpretation of the text (Panel, 2000). Teachers can encourage students to visualize a story's settings, characters, and actions by having them draw or write about the images that comes in mind after reading the text.

## **3. Making connection**

Harvey and Goudvis (2007) stated that making connections improves students' critical thinking skills because they must apply previous knowledge to the text rather than simply reading it. Text-to-text Text-to-Self, Text-to-World is a strategy for assisting students in making connections. Giving students a reading intention by asking them to make connections will help them better understand the ideas in the text.

#### **4. Summarizing**

According to Adler (2001), summarization requires the reader to determine what is important while reading and to condense the information in the reader's own words. Students will distinguish between the main and supporting ideas during the summarizing process. Another aspect of the summarizing process that will help students improve their text comprehension is the distinction between related and unrelated knowledge. Summarizing is a strategy that assists students in organizing their ideas even when reading long passages, which students frequently perceive as a threat.

#### **5. Questioning**

Harvey & Goudvis (2000) stated that readers must ask themselves questions to construct meaning, improve understanding, find answers, solve problems, find information, and discover new information during the questioning process. Students employ this strategy throughout the reading process of finding answers to questions asked by the teacher before, during, and after the reading. Using this strategy, students practice making the distinction between factual, inferred, and based on the reader's prior knowledge. By integrating text segments, a student-generated questioning technique enhances reading comprehension (Shanahan, 2005).

#### **6. Inferring**

Inferring is the process of interpreting between the lines. According to Serafini (2004), students must formulate conclusions based on the text's information and their prior knowledge. Students will infer meaning from

pictures, make predictions, come to conclusions, identify underlying themes in the text, and use the information (Harvey & Goudvis, 2000). Students can make inferences using illustrations, graphs, pictures, dates, related vocabulary, and titles from the text.

## **B. Reading comprehension in brief**

### **1. Definition of reading comprehension**

Reading comprehension is the ability to extract meaning from text. The aim is to acquire a broad understanding of what is described in the text rather than to derive meaning from isolated words or sentences. Woolley (2011) says that students create mental models, or representations, of the text's ideas during the reading process to understand the text's information. Moreover, reading comprehension is the process of making sense of a text.

As mentioned by Duke (2003) stated that comprehension is the process through which readers interact with literature to make sense of it using a combination of the information in the text, their own opinions about it, and their prior knowledge and experience. It means that reading is done for comprehension; if readers can read the words but cannot make sense of or relate to what they are reading, they are not reading at all. To effectively comprehend written content, children must be able to decode what they read, draw connections between what they read and what they already know, and reflect carefully on what they have read. Comprehension is the understanding and interpretation of what is read.

Blair (2005) said that since comprehension is the result of reading, we could anticipate that students would spend a significant amount of their reading time in class participating in reading comprehension lessons. Good readers have the ability to absorb what they read, understand it, and internalize it.

According to Scoot (2010), reading comprehension is a challenging task that involves multiple processing levels. The capacity to deal with new words in a text is one of the most fundamental components of comprehension. In addition, Brassel & Rasinski (2008) mention that reading comprehension is the ability to use information from a written text to demonstrate knowledge or understanding of that information. Another expert, Heilman (2005) stated that making sense of written ideas through meaningful interpretation and language interaction is the process of reading comprehension. It is better to think of reading comprehension as a multidimensional process influenced by a variety of cognitive and linguistic skills.

Van Den Broek (2010) claimed that reading comprehension is learners' capacity to create a coherent mental representation using relevant background knowledge and textual information. Reading comprehension is the capacity to analyze literature, comprehend its meaning, and apply it to prior knowledge.

Brown (2004) stated that reading comprehension is the most important factor in developing appropriate, efficient comprehension strategies. It means comprehension is the ability to understand something and enable students to answer and comprehend a descriptive reading question form.

Based on the various definition above, the researcher concluded that reading comprehension is the process of receiving information, identifying text, and recalling the contents of the text that has been read. Reading comprehension is more than just saying words; it also comprehends the entire text. Comprehension is essential because it allows students to understand the meaning and gain more information from reading. So, the process of contracting and eliciting the meaning of words to learn information and knowledge from the written text is known as reading comprehension.

## **2. Level of reading comprehension**

Since the students' understanding of material might be on several different levels, Westwood (2008) divided reading comprehension questions into three levels. Those levels will be explained as follows:

### **a. Literal comprehension**

By drawing conclusions from the text, literal comprehension responds to the who, what, and where questions. According to Brassel & Rasinki (2008), the capacity to retell and remember the facts or information presented in a text is necessary for literal comprehension. At this level, the teacher can assign students to research information and explicitly state ideas in the text. Literal reading comprehension entails understanding opinions and facts directly stated on printed pages. It means, students can get information directly from the text, such as identifying the main idea, adding details to support it, classifying, arranging information, and summarizing.

## **b. Inferential comprehension**

Inferential comprehension is reading each word by word, sentence by sentence to find the idea the writer wants to convey. Mui (2013) explained that inferential comprehension is an understanding of winning indirectly expressed ideas. Inferential understanding includes making conclusions, such as reading themes, coherence of sentences and paragraphs, interpreting figurative language. Inferential comprehension requires the reader to think at a higher level because inferential understanding the reader must be able to capture what the writer really wants and inferential understanding is also related to understanding that is not directly in the text.

## **c. Critical comprehension**

Critical comprehension is the level of comprehension that involves evaluation, personal judgment, and truth—the reader's comprehension by observing keywords and sentences to evaluate the reading. Critical comprehension relates to assessing the coolness of paragraphs and the use of words and sentences that what is critically read. Clymer (1968, as cited in Brassel, 2008) stated that to think critically and make evaluations, in-depth analysis and critical thinking are required. Because responses to inferential and critical questions are highly dependent on the reader's background, interest, and disposition, determine the reader's level and the quality of the reader's inferential and critical understanding.

### **3. The causes of student difficulties in reading comprehension**

According to Alderson (2000), students who have difficulty understanding what they are reading may experience a factor of different problems. Thus, from these factors arise some difficulties in reading comprehension. The following section will discuss the seven areas of reading difficulties; difficulty in understanding long sentence and passage, grammatical complexity of sentence and vocabulary of that used in the text, difficulty that cause by limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Kasvia, 2017).

#### **a. Difficulty in Understanding Long Sentence and Text**

It is a common problem that students find difficulty in understanding long sentences or sentences with complex structures. As Aukerman (1972) put it, “almost 50 percent of students can't read textbooks in their class because of the length of the sentences in the texts. This is also supported by the Barfield report (1999) which shows 12 percent in academic texts. The effect of this matter is students who cannot understand long sentences will fail to understand the main idea presented in the text.

#### **b. Difficulty in Understanding Grammatical Complexity of Sentence**

Grammatical complexity of sentences such as using compound and complex sentences in the text are considered to contribute in

improving readability text. It might be worse if this kind of sentence contains an element like upside down sequence or many modifiers, which makes it too difficult for students. The idea has been put forward by Gillet and Temple (1994) in their statement, "The same thing happened grammatical complexity; the longer a sentence, in general, the bigger difficulty".

#### **c. Difficulty in Knowing Certain Vocabulary Used in the Text**

According to Devine (1986), the most important aspect of reading comprehension is word knowledge because readers cannot understand a sentence without knowing what a word means. Understanding a passage with lots of unfamiliar words is challenging (Krashen & Terrel et al., 1998, p. 67). The researcher conclude that many unfamiliar words make it difficult for readers to understand the sentence without first associating the meaning to each word.

#### **d. Difficulty in Understanding Unfamiliar Content or Topic of the Text**

Students' prior knowledge of the world, including their cultural knowledge, is referred to as background knowledge. Readers integrate new information from a text with previous information using prior knowledge. Cantered on providing background knowledge as a reading comprehension strategy (Zhaohua 2004). In conclusion, background knowledge is defined as students' prior knowledge of the world, which includes cultural knowledge and unfamiliar cultural contexts.

#### **e. Difficulty in Concentration**

Difficulty concentrating when reading can be caused by psychological factors such as anxiety, worry and nervousness. Students who feel anxious while reading may not be able to understand well because anxiety can affect students. concentrate on understanding the text. Poor concentration will bring students failed to understand the text. This can be worse when students take a reading test. Deutsch (2005) stated that most of the students show symptoms of anxiety facing the reading test. Anxiety is the result students lack the skills and strategies to handle reading comprehension test.

#### **f. Difficulty in Using Reading Strategies**

Another problem that makes reading comprehension difficult is a lack of reading strategies. According to Alderson (1984), readers can process text effectively if they have learned reading strategies or skills. Moreover, Singhal (2001) says reading strategies explain how readers perceive or comprehend a task, how they process information while reading, and what they do if comprehension becomes difficult. Oxford and Crookall (1989, as cited in Melandita, 2019) referred to strategies as learning rules, problem-solving techniques, or study skills, improving the effectiveness and efficiency of learning. In conclusion, if readers do

not have any reading strategies or do not use them, they will not overcome reading difficulties and achieve comprehension.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research used a qualitative design. According to Fraenkel and Wallen (2009), qualitative research are the focus of in-depth investigation and description of relationships, activities, situations, or materials. Hancock, Ockleford, & Windiridge (2007) also added qualitative research outlines people's ideas, sense, and experience. It is by what the researcher wants to find in this study. They are descriptions of students' opinions, feelings, and experiences of how students' difficulties and strategies in reading comprehension are based on their experiences. This research belongs to a qualitative methodology. Researcher use the qualitative method to interact with people in their natural environment to immerse themselves in the lives of those being studied (Merriam, 2009). Hence, the research employed a descriptive qualitative analysis design to discover students' difficulties and strategies in reading comprehension intermediate class.

#### **B. Research Location & Participant**

Universitas Islam Negeri Ar-raniry Banda Aceh was the site of this study. At the University of UIN Ar-Raniry, there are many faculties: Islamic Economics and Business, Science and Technology, Sharia and Law, Adab and Humanities, Tarbiyah and Teacher Training, Usuluddin and Philosophy, Da'wah and Communication, and Psychology. To conduct this research, the

researcher chose the faculty of Tarbiyah and Teacher Training majoring in English Language Education.

Griffiee (2012) stated that participants as persons involved in the questions in an interview that is regarded as the instrument of the study. The participant for this study is students' English Language Education Department batch 2017. There were 7 units consisting 236 students. The researcher used unit 4 because the student has the lowest score of all classroom. The researcher took ten students to be participants because of the characteristics of what the researcher needs. A particular characteristic in collecting the sample for this study. First, the sample must be the students who have taken the intermediate reading class. Second, the sample is students who get low grades when taking that course. The researcher used a purposive sampling technique to find the research participants' selection according to the research needs and the location. Plays (2008) stated that purposive sampling is a strategy to minimize the object of research and participants selected from the population. In order to obtain correct data, the ability of the interviewed participants must be determined and based on data needs.

### **C. Data Collection Technique**

In gaining data in this research, the writer used interview/semi-structured interviews. Gill, Stewart, Treasure, & Chadwick (2008) defined an interview as a series of important questions that gave the researcher flexibility to explore a response in more detail while also defining the areas to be explored. Semi-structured interviews include several key questions that help define the

areas to be explored, allow the interviewer or interviewee to discover or elaborate on the information in greater depth, and obtain clarification for follow-up questions to obtain the information. Ary (2002) also added that data on subjects' opinions, beliefs, and feelings about the circumstance were gathered through interviews. The researcher chose this interview-style to reveal students' reading comprehension difficulties and strategies in the intermediate class.

#### **D. Data Analysis Procedure**

In this qualitative research, the result of data collection was analyzed into several steps referring to Creswell (2012), those steps are:

##### **1. Organizing and preparing the data**

First, raw data from the interviewee was organized and transcribed into words, and then field notes were typed in. Finally, correctly sort and organize the data into various forms.

##### **2. Reading through all data to obtain general information.**

In this process, the data were typed and transcribed. The transcript data was typed several times and transcribed were read to familiarize themselves with the data; after all, the information was coded into several groups.

##### **3. Coding the data into several categories**

The researcher used free coding in this study to analyze the results. The researcher free-codes something significant or theoretically meaningful to answer the research issue. Free coding simply involves the identification of the

bits of text that the researcher believes represent a notion (Schreiber & Asner-Self, 2011).

#### **4. Looking for patterns and themes**

The codes were interpreted and they were thematically developed. A comparison of the results and the details from hypotheses will explain it.

#### **5. Representing and reporting findings**

In this step, the data themes were narratively clarified.

#### **6. Interpreting and discussing the meaning of the findings**

The final step in the study of qualitative data analysis was to interpret and discuss the result. Moreover, the existing literature theory is also discussed to get more elaborated data for findings.

Based on the step above, the researcher used all steps above to analyse the data; in the first step, the writer reviewed the interview audiotape and transferred it into a word document transcript. In the second step, the data was read to understand better what participants said. Then, in the third step, the information was labelled on the concepts, identified, and determined. Aside from that, the fourth was looking for themes so that the writer could label the data more efficiently. After that, the data themes were described narratively in the fifth step. The last step is the writer divided the interview results into themes based on the similarities and differences in participant responses. In addition, the current literature was investigated to gather evidence for more detailed findings.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The purpose of this study was to explore students' difficulties and strategies in intermediate reading comprehension. A semi-structured interview was conducted to identify the students' difficulties and to find the students' reading comprehension strategies. Ten participants in this study were students from batch 2017 of the English Language Education Department of UIN Ar-Raniry, specifically unit 4, who have taken course the intermediate reading. Each participant was given the same set of questions. The ten participants were marked as Student 1, Student 2..., and Student 10

In this research, all the responses were coded and categorized under the themes. After going through some processes, the data were composed of two themes: students' reading comprehension difficulties and the strategies for overcoming difficulties

#### 1. Students' reading comprehension difficulties

The first theme focuses on students' difficulties in reading comprehension in the intermediate class. The researcher obtained that each of the participant had different problems in reading. However, most of them had the same difficulties in comprehending English text. There are several difficulties in reading comprehension, such as limited English vocabulary, limited time, lack of background knowledge and lack of concentration.

**a. Limited English vocabulary**

The students admits that the problem in comprehending the text stemmed from a lack of vocabulary. As a result, they require an English dictionary to assist them in understanding the meaning of the words. It was supported by the reflection data, which revealed that some students lacked vocabulary. As student- 3 said:

*“When I get a foreign vocabulary, it means a vocabulary that I rarely encounter.”..... “Besides the lack of vocabulary, one of them is time because, as I said before because I don't know the meaning of the vocabulary, it takes time to open the dictionary to get the word's meaning.”*

Student- 1 also mentioned: *“As I said before, I do not understand the mastery of vocabulary, so it is difficult for me to understand the text.”*

Based on the findings above, the researcher found that students face difficulties in understanding reading text due to their limited vocabulary; It is challenging for them to comprehend the reading text if they do not comprehend the meaning of the words used in the task.

**b. The length of text**

Based on the interviews, The effect of this problem is the student cannot comprehend long sentences, they fail to understand the main idea presented in the text. This can be interpreted that the student needs a lot of time to read each sentence. The difficulties here can be seen from their ability to answer the question

about the information from the texts. As student -5 said: *“Another factor is that the text is too long, in my opinion, and does not have some strategies for reading .”*

In addition, student -6 said: *reading so far, there is no other factor because the strongest factors are academic pitch and length of the text.”* Furthermore, student -6 also mentioned:

*“Usually, the reading text in English tends to belong. Sometimes the difficulty is because the length of the text makes it difficult for me to focus and manage time to understand the reading, then the terms used in reading are also very academic in nature. So, it is very difficult to understand the meaning of the reading because the terms used are very foreign and heavy.”*

From the above statements, the student said that it is difficult to understand the text, especially when the text is long. There are many words they don't know yet. And besides that, students need more time to read and understand the text.

### ***c. Lack of background knowledge***

Based on the interviews, The researcher found that the majority of students asserted that lack of background knowledge regarding the subject of English text was another because of their reading difficulties. It affected them to answer the question in reading text. As student-10 said: *“When there are sentences that are difficult to reach, where I don't have background knowledge of the topic and there are some vocabularies that I have never seen before.”*

Similarly, student -7 argued:

*“Lack of background knowledge and lack of vocab. So, difficult to understand the context of the reading. For example, the topic of the task is medical science.”* She also added *“The obstacle, of course, is that if we don't know the meaning of vocab and don't know the background knowledge of the reading, it will be challenging to answer the questions in reading text.”*

From the statement above, the researcher found that students have difficulty understanding English texts if they do not have background knowledge about the topic in reading text. So, they will have problems answering the questions in the reading text.

***d. Lack of concentration***

In the interview, the researcher also found that loss of concentration in comprehending text was caused by the topic was not interested. Furthermore, it demonstrates that a student's physical and mental state and the timing of their studies can impact their reading seriousness. As a student -10 said: *“Another factor is my lack of motivation to read and lack of concentration while studying because long sentences and the topic not interested make it difficult for me to understand reading texts.”*

In addition, student -6 said:

*“The difficulty is because of the aforementioned academic terms. I find it difficult to focus and grasp the meaning of the reading. So that the position in the exam will take a lot of time, I have to see again what the*

*word means. finally, the exam time is up without me completing the reading test well.” ..... “To be honest, several reading classes in the last semester had this difficulty greatly affecting my learning in class because I felt bored quickly, didn't focus and missed important points in class because from the start. I couldn't catch up.”*

Based on the participant explanation above, it is impossible to deny that students' difficulty focusing is a significant problem. This was due to the fact that reading required intense concentration. A lack of attention may make it difficult for the student to follow the lesson. As a result, concentration while reading was deemed essential to keep the student focused.

## **2. Students' strategies to overcome reading comprehension problem**

After the difficulties in reading, the researcher wants to explore students' strategies to overcome reading problems. The students' responses show that all participants had different ways to overcome their difficulties in reading. The strategy helped the students to be more accessible in practicing reading skills. Most of the participants said that the strategies were appropriate for practicing reading in reading-learning. Among these strategies were using scanning, summarizing, and reading practice at home. Most participants said that the strategies were appropriate for practicing reading in reading learning.

### **a. Scanning**

Based on the data obtained from the interview, the researcher found that some solutions during learning process namely scanning in order to help students

comprehend the English text. The students' perceived are shown below. As student-3 said: *"In my opinion, scanning is currently the most effective for understanding reading texts."* In addition, student-8 mentioned: *"I think the most effective strategy is scanning and to read as much as possible because practice makes perfect."*

Then, student -1 also argued:

*"I'm on the side of using scanning. For example, if there are questions in the reading section that use certain keywords, then I focus on those keywords and then look for those keywords in the reading section, then I read the text so that I can better understand and reduce time."*

Based on the findings above, students said that scanning was the most effective strategy used by students because it made it easier for students to work on questions without having to read the entire contents of the text.

#### ***b. Summarizing***

Based on the interviews result, the researcher found that students used another strategy to capture the meaning of the English text, namely summarizing. As student -7 said: *"According to my personal experience, the most effective strategy is summarizing because it makes it easier for me when there are essential points contained in the text."* Similarly, student -5 argued: *"In my opinion, summarizing is the most effective because we can summarize and get important points from the reading."*

The results showed that students who used summarizing to understand the text could get some crucial points in the English text. it can make it easier for students to answer questions from the text.

***c. Reading practice at home***

The researcher found that students had various learning strategies to develop their reading. Some participants responded that read academic reading, novels, blog and newspaper as their guides to increase their reading skill. As student -3 said: *“What I do to overcome these difficulties is that I often read texts in English, even though novels at least help me in practicing reading comprehension and also, I use scanning strategies.”*

Student-6 also mentioned:

*“Difficulties in reading can be overcome with the reading practice for sure. It's just that I like reading, but it's not academic for example novels, blog, and newspaper. so, what I do is often read even though the readings I read are not relevant to what I learn in class.”*

Furthermore, student-8 stated: *“I have done multiple readings of English texts, for example, academic reading. That can train my reading skills. By highlighting important information, it can help me.”*

From the findings above, it can be concluded that students practice their reading skills by reading as much as possible starting from academic or non-academic reading. This is based on how they like to use the strategy.

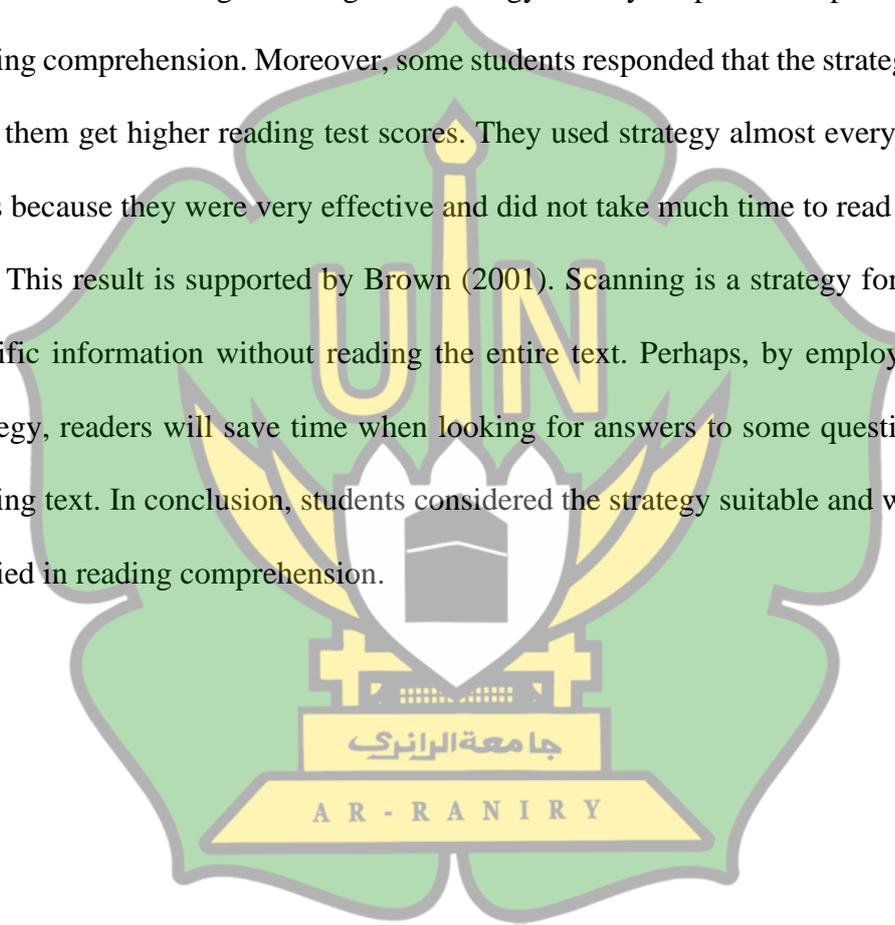
## B. Discussion

Based on a discussion above, the researcher will discuss and answer the two-research question of this study as mentioned in the previous section. The first research question is “what are the difficulties faced by intermediate students of English Language Education in reading comprehension?”. To answer this question, the data from interview was used. The result of the interview the researcher found that the difficulties faced in reading comprehension. Most of the participants had the same difficulties caused by limited English vocabulary, the length of text, lack of background knowledge, and lack of concentration. This finding was suitable with theory of Kasvia (2017), there are six difficulties aspect in reading comprehension, such as difficulties in understanding long sentence and text, difficulty in knowing certain vocabulary used in the text, difficulty in understanding grammatical complexity of sentence, difficulty in understanding unfamiliar topic of the text, difficulty in using reading strategies and difficulty in concentration. These aspects are regarded as the difficulties that the students encounter in comprehending the text

Then, the second research question that is “what are students' strategies to overcome the difficulties in reading comprehension? To overcome the difficulties students using some strategies, students can more easily respond to questions in English texts, which can help them overcome reading comprehension problem. The students themselves develop strategies. Based on the results of interviews, students said that scanning, reading at home and summarizing were students' strategies to overcome difficulties in-class reading. In addition, Students frequently employ the

strategy of scanning to find answers in the reading text. This research had a similar result to Brown (2003). He found that searching quickly for a particular piece of information in a text is called scanning. This strategy was designed to help students who were experiencing difficulties.

Based on the interviews, most students benefited after using the strategy. They claim that using scanning as a strategy is very helpful in improving their reading comprehension. Moreover, some students responded that the strategy could help them get higher reading test scores. They used strategy almost every reading class because they were very effective and did not take much time to read a whole text. This result is supported by Brown (2001). Scanning is a strategy for finding specific information without reading the entire text. Perhaps, by employing this strategy, readers will save time when looking for answers to some questions in a reading text. In conclusion, students considered the strategy suitable and would be applied in reading comprehension.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusions

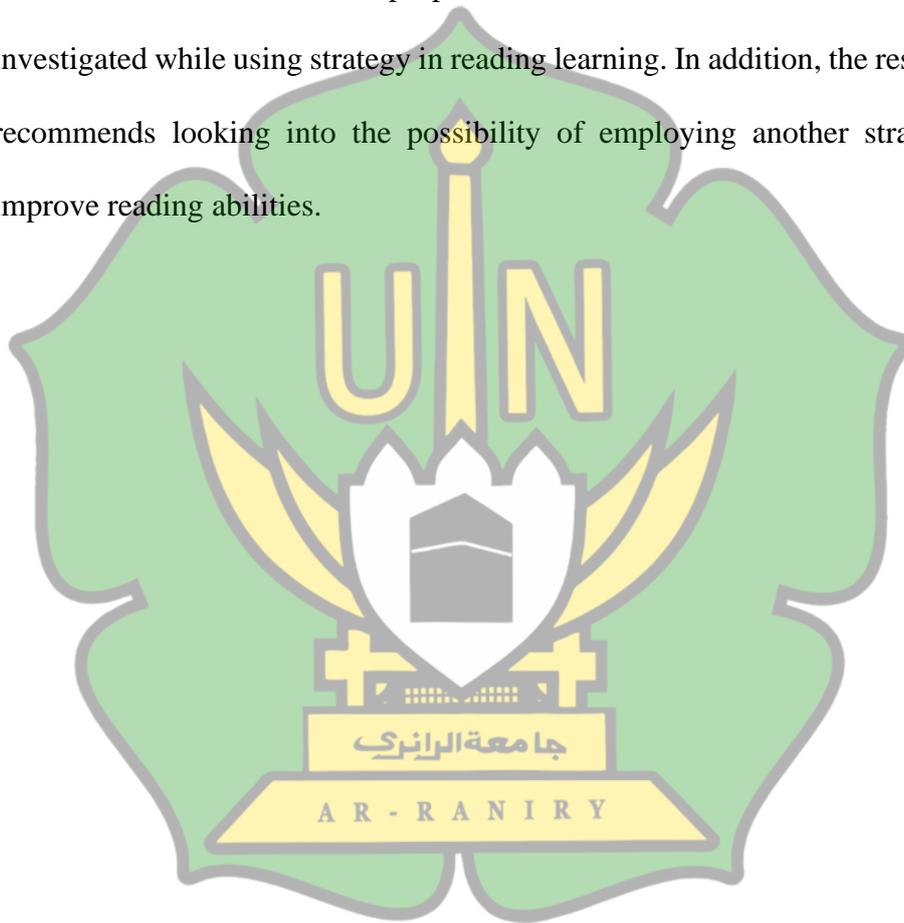
According to the first chapter of this thesis, this research aims to find out the difficulties faced by intermediate students of English Language Education in reading comprehension and students' strategies to overcome the difficulties in reading comprehension. Based on the research findings and discussion previous, the researcher concluded some points. First, the difficulties faced in reading comprehension; by limited English vocabulary, the length of text, lack of background knowledge, and lack of concentration

Furthermore, there are several types of strategies that play a vital role in developing student's reading ability. Students use various strategies such as scanning, summarizing and reading at home to overcome these difficulties. Meanwhile, the type of strategy that students widely use is scanning. Because the strategy is very effective and it doesn't take much time to read the whole text.

#### B. Recommendation

Based on the findings, the researcher provides several recommendations for teachers and students. The researcher expects scanning could be a strategy employed by students in the intermediate reading comprehension class. This strategy may also solve the problems of the student's difficulties in reading; then, it will make the learning process in the classroom more exciting and active.

For the subsequent study, the researcher expected that this study would assist the next researcher in researching the same case about students' reflection, particularly scanning for reading learning. The following researcher will use this study as a model for their own research. Based on the findings, the researcher thinks that other researchers can carry out additional research to learn more about it. The researcher proposes that the student-teacher interaction be investigated while using strategy in reading learning. In addition, the researcher recommends looking into the possibility of employing another strategy to improve reading abilities.



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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-16630/UN.08/FTK/KP.07.6/11/2021

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindehan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021
- Menetapkan** :  
**PERTAMA** :  
Menunjuk Saudara:  
1. Dr. Nashriyah, MA Sebagai Pembimbing Pertama  
2. Syarifah Dahliana, M.Ag., M.Ed., Ph.D. Sebagai Pembimbing Kedua  
Untuk membimbing Skripsi:  
Nama : Ratu Soraya Nazilla  
NIM : 17020311A R - R A N I R Y  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Revealing Students' Difficulties and Strategies in Reading Comprehension Intermediste Class
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 09 November 2021





**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4772/Un.08/FTK.1/TL.00/04/2022  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar- Raniry
2. Mahasiswa Pendidikan Bahasa Inggris Liting 17 Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.

Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RATU SORAYA NAZILLA / 170203111**  
Semester/Jurusan : X / Pendidikan Bahasa Inggris  
Alamat sekarang : JL. Dr. Mr. Mohd Hasan, Lampeunerut

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Revealing Students' Difficulties and Strategies in Reading Comprehension Intermediate Class***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 April 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 05 Mei 2022

Dr. M. Chalis, M.Ag.

### Interview Guideline:

Research Question	Following Question
<p>1. What are the difficulties faced by intermediate students of English Language Education program in reading comprehension?</p>	<ul style="list-style-type: none"><li>• Have you ever had difficulty in reading class?</li><li>• What kinds of difficulties have you ever experienced in understanding the reading text?</li><li>• Why are these difficulties an obstacle for you in understanding the reading text?</li><li>• What factors that make English reading comprehension difficult for you?</li><li>• How do these difficulties affect the learning process in your reading comprehension class?</li></ul>
<p>2. What are students' strategies to overcome the difficulties in reading comprehension?</p>	<ul style="list-style-type: none"><li>• What have you done to overcome these difficulties?</li><li>• In your opinion, do the strategies affect your reading comprehension?</li><li>• What obstacle do you usually encounter in implementing these strategies?</li><li>• From all the strategies used, which one is the most effective one for better comprehension of reading text?</li></ul>

## TRANSKRIP WAWANCARA

Nama Informan : Student 1

Tanggal : 6 April 2022

Tempat Wawancara : Via telpon

Question	Answer
1. Have you ever had difficulty in reading class?	yes, I have, especially in the intermediate class, often have difficulty
2. What kinds of difficulties have you ever experienced in understanding the reading text?	Usually, the vocab level is quite high, so it is very difficult for me to understand the sentences in the reading text
3. Why are these difficulties an obstacle for you in understanding the reading text?	As I said before, I do not understand the mastery of vocabulary, so it is difficult for me to understand the text
4. What factors that make English reading comprehension difficult for you?	The first is timing because I have difficulty managing time in interpreting reading in a short time. The second is foreign vocabulary
5. How do these difficulties affect the learning process in your reading comprehension class?	Actually, the difficulties that I experience will have an impact on my understanding of the reading. Sometimes it means A, but I understand it from B's point of view, so this makes it difficult for me to answer questions in the reading text.
6. What have you done to overcome these difficulties?	To overcome these difficulties, I continue to learn the most effective way to understand reading quickly. The second is to use various

	strategies that are easy for me, for example scanning, skimming, summarizing, making connections, etc.
7. In your opinion, do the strategies affect your reading comprehension?	I think it is very influential, because scamming and scanning are two skills that we must have when reading books.
8. What obstacle do you usually encounter in implementing these strategies?	Sometimes, when I need to use scanning, it reads quickly and gets a piece of information without reading all of the text. I did not get information because I ignored to select which one was the most crucial information. So, I read it over and over again. It can even take longer and when I use scamming, I search for specific keywords. Sometimes I still can't find it with those keywords or miss the first reading, so a lack of concentration makes me have to repeat the reading
9. From all the strategies used, which one is the most effective one for better comprehension of reading text?	I'm on the side of using a scan. For example, if there are questions about certain information and instructions related to the text. Then I read the text I don't need to read the whole text so that it can reduce time.

## TRANSKRIP WAWANCARA

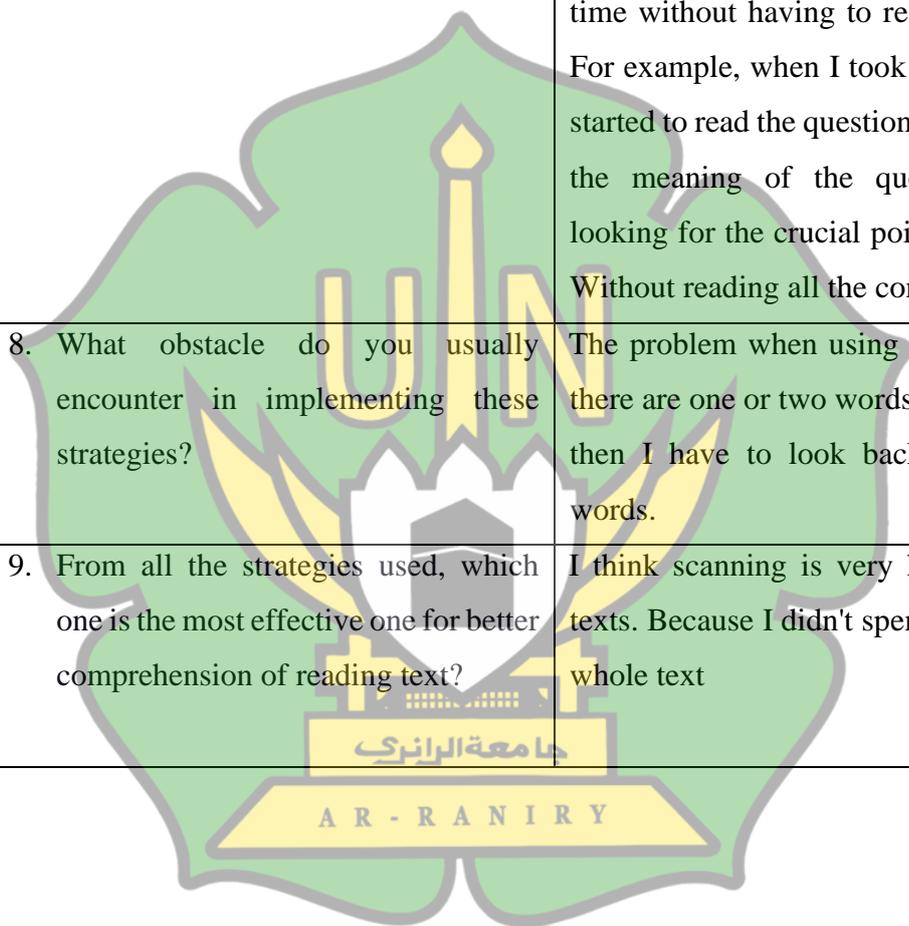
Nama Informan : Student 2

Tanggal : 6 April 2022

Tempat Wawancara : Via telpon

Question	Answer
1. Have you ever had difficulty in reading class?	yes, i have
2. What kinds of difficulties have you ever experienced in understanding the reading text?	When the lecturer gives a reading text and students are asked to conclude from the text
3. Why are these difficulties an obstacle for you in understanding the reading text?	because some lecturers give reading texts that are too academic where the vocabulary is too high and do not have background knowledge making the sentence difficult to understand thoroughly
4. What factors that make English reading comprehension difficult for you?	Another factor is that reading text that is too long makes us bored, so it is less interesting to read it
5. How do these difficulties affect the learning process in your reading comprehension class?	as I said before, I find it difficult when I know that there is one vocab from the reading that I don't know. I try to reread the text by looking at the easy vocabulary for me to understand, which roughly fits.

<p>6. What have you done to overcome these difficulties?</p>	<p>For those who don't understand vocab, I try to bring a dictionary so that they know the meaning, so it's easy to understand the reading text, and I also use strategies to overcome these difficulties.</p>
<p>7. In your opinion, do the strategies affect your reading comprehension?</p>	<p>I think this strategy affects my reading comprehension because it can shorten the time without having to read the whole text. For example, when I took the TOEFL test, I started to read the questions first, then if I got the meaning of the questions, I started looking for the crucial points in the reading. Without reading all the contents of the text</p>
<p>8. What obstacle do you usually encounter in implementing these strategies?</p>	<p>The problem when using scanning is that if there are one or two words that I don't know, then I have to look back at the previous words.</p>
<p>9. From all the strategies used, which one is the most effective one for better comprehension of reading text?</p>	<p>I think scanning is very helpful in reading texts. Because I didn't spend time to read the whole text</p>



## TRANSKRIP WAWANCARA

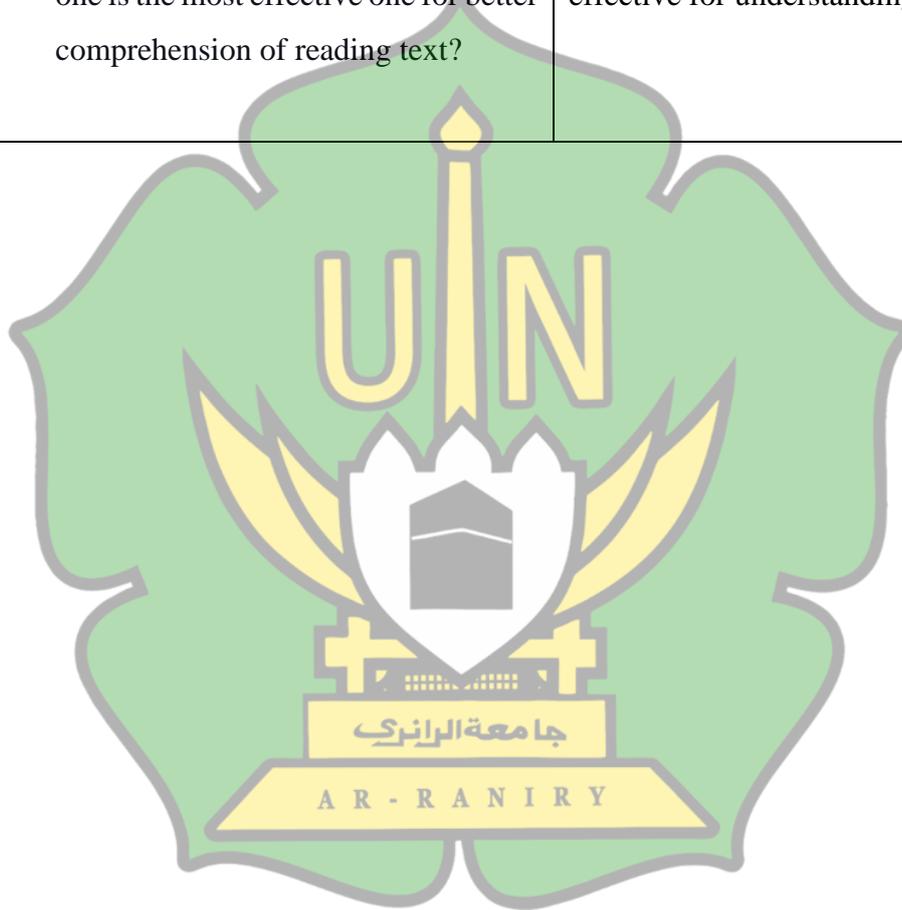
Nama Informan : Student 3

Tanggal : 6 April 2022

Tempat Wawancara : Via telpon

Question	Answer
1. Have you ever had difficulty in reading class?	yes, I have.
2. What kinds of difficulties have you ever experienced in understanding the reading text?	When I get a foreign vocabulary, it means a vocabulary that I rarely encounter.
3. Why are these difficulties an obstacle for you in understanding the reading text?	it becomes a problem because it will be difficult for me to understand the text, so I have to find the meaning of the word and it is very time consuming
4. What factors that make English reading comprehension difficult for you?	The factor is that I rarely read English texts. When I get a foreign vocabulary, the word slows me down to understand the content of the text.
5. How do these difficulties affect the learning process in your reading comprehension class?	Due to these factors that affect the learning process in class, I have to look for the meaning of the vocabulary.
6. What have you done to overcome these difficulties?	What I do to overcome these difficulties is that I often read texts in English, even though novels at least help me in practicing reading comprehension and also, I use strategies to overcome these difficulties.

7. In your opinion, do the strategies affect your reading comprehension?	As long as I use these strategies, I have progressed in reading comprehension.
8. What obstacle do you usually encounter in implementing these strategies?	A common obstacle in implementing this strategy is that I often find it difficult to concentrate, so I need a quiet classroom atmosphere
9. From all the strategies used, which one is the most effective one for better comprehension of reading text?	In my opinion, scanning is currently the most effective for understanding reading texts.



## TRANSKRIP WAWANCARA

Nama Informan : Student 4

Tanggal : 7 April 2022

Tempat Wawancara : Via telpon

Question	Answer
1. Have you ever had difficulty in reading class?	of course, I have experienced this in reading class.
2. What kinds of difficulties have you ever experienced in understanding the reading text?	The difficulty itself that I feel the most is the lack of vocabulary. So many vocabs do not know the meaning. It is one of the factors of difficulty in reading
3. Why are these difficulties an obstacle for you in understanding the reading text?	Because vocabulary is lacking, especially since we are in the world of education, this reading topic is related to the world of education and there are many vocabs that are rarely seen before
4. What factors that make English reading comprehension difficult for you?	Besides the lack of vocabulary, one of them is time because, as I said before because I don't know the meaning of the vocabulary, it takes time to open the dictionary to get the word's meaning.
5. How do these difficulties affect the learning process in your reading comprehension class?	If the learning process in class, usually reading must be read at home, because we know our difficulties are spoken to at least we have looked for it before the learning process

	in class, and if these difficulties occur in class, try to ask friends or open a dictionary.
6. What have you done to overcome these difficulties?	To overcome this. First, we have to read a lot because with a lot of reading we will definitely get a lot of new vocabs, by getting new vocabs we can know the meaning. The second is to use some strategy for overcome these difficulties.
7. In your opinion, do the strategies affect your reading comprehension?	That's quite helpful
8. What obstacle do you usually encounter in implementing these strategies?	For problems reading at home, they often delay their time and are lazy to start reading, while problems with bringing a dictionary usually take a lot longer to find meaning, even in class. Some lecturers do not allow opening a dictionary.
9. From all the strategies used, which one is the most effective one for better comprehension of reading text?	In my opinion, the most effective way is to read the reading before entering the class and it saves more time, so we are prepared

## TRANSKRIP WAWANCARA

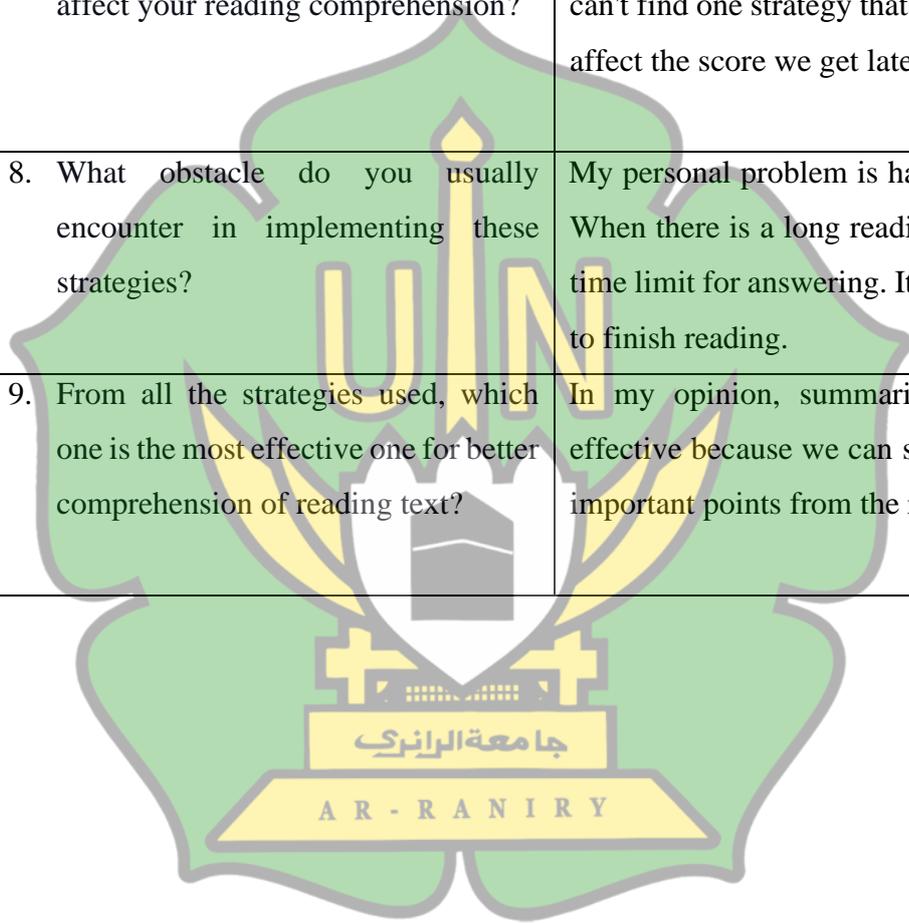
Nama Informan : Student 5

Tanggal : 9 April 2022

Tempat Wawancara : Via telpon

Question	Answer
1. Have you ever had difficulty in reading class?	yes, I have.
2. What kinds of difficulties have you ever experienced in understanding the reading text?	Usually found in the reading text, for example, there are some vocabs that do not know the meaning and also reading material that is too long is difficult to summarize
3. Why are these difficulties an obstacle for you in understanding the reading text?	Usually lack the meaning of the vocab itself and is also influenced by the time factor during teaching and learning
4. What factors that make English reading comprehension difficult for you?	Another factor is that the text is too long, in my opinion, and does not have some strategies for reading
5. How do these difficulties affect the learning process in your reading comprehension class?	This greatly affects the learning process. The first one was about a lack of understanding where when you don't know the meaning of the vocab, it will affect the next sentence and it also affects when answering questions
6. What have you done to overcome these difficulties?	Usually, I use strategies to overcome these difficulties. I have several strategies for reading comprehension. I use visualization,

	<p>which means we have a visual ability to understand the text. And also use the summary strategy where I read as a whole and then summarize or make small notes to record the critical points in the reading.</p>
<p>7. In your opinion, do the strategies affect your reading comprehension?</p>	<p>I think it is very influential because when we can't find one strategy that we can use, it will affect the score we get later</p>
<p>8. What obstacle do you usually encounter in implementing these strategies?</p>	<p>My personal problem is having a short time. When there is a long reading, then there is a time limit for answering. It was very difficult to finish reading.</p>
<p>9. From all the strategies used, which one is the most effective one for better comprehension of reading text?</p>	<p>In my opinion, summarizing is the most effective because we can summarize and get important points from the reading</p>



## TRANSKRIP WAWANCARA

Nama Informan : Student 6

Tanggal : 9 April 2022

Tempat Wawancara : Via telpon

Question	Answer
1. Have you ever had difficulty in reading class?	yes, I have difficulties in understanding reading in reading class
2. What kinds of difficulties have you ever experienced in understanding the reading text?	Usually, the reading text in English tends to belong. Sometimes the difficulty is because the length of the text makes it difficult for me to focus and manage time to understand the reading, then the terms used in reading are also very academic in nature. So, it is very difficult to understand the meaning of the reading because the terms used are very foreign and heavy.
3. Why are these difficulties an obstacle for you in understanding the reading text?	The difficulty is because of the aforementioned academic terms. I find it difficult to focus and grasp the meaning of the reading. So that the position in the exam will take a lot of time, I have to see again what the word means. finally, the exam time is up without me completing the reading test well
4. What factors that make English reading comprehension difficult for you?	so far, there is no other factor because the strongest factors are academic pitch and length of the text.

<p>5. How do these difficulties affect the learning process in your reading comprehension class?</p>	<p>To be honest, several reading classes in the last semester had this difficulty greatly affecting my learning in class because I felt bored quickly, didn't focus and missed important points in class because from the start, I couldn't catch up.</p>
<p>6. What have you done to overcome these difficulties?</p>	<p>Difficulties in reading can be overcome with the reading practice for sure. It's just that I like reading, but it's not academic, so what I do is often read even though the readings I read are not relevant to what I learn in class.</p>
<p>7. In your opinion, do the strategies affect your reading comprehension?</p>	<p>It doesn't really affect me because apart from using several strategies, reading requires high intention and focus, so my focus likes to fluctuate, it's very difficult to deepen my reading, and the strategies I use don't have much effect.</p>
<p>8. What obstacle do you usually encounter in implementing these strategies?</p>	<p>As I mentioned earlier, there is such a thing as boredom, especially with low focus and concentration being the thing that hinders me the most in implementing this strategy.</p>
<p>9. From all the strategies used, which one is the most effective one for better comprehension of reading text?</p>	<p>So far, I haven't actually used a lot of reading strategies. To be honest, none of them have been effective for me. Maybe I should explore other strategies that are really effective for me.</p>

## TRANSKRIP WAWANCARA

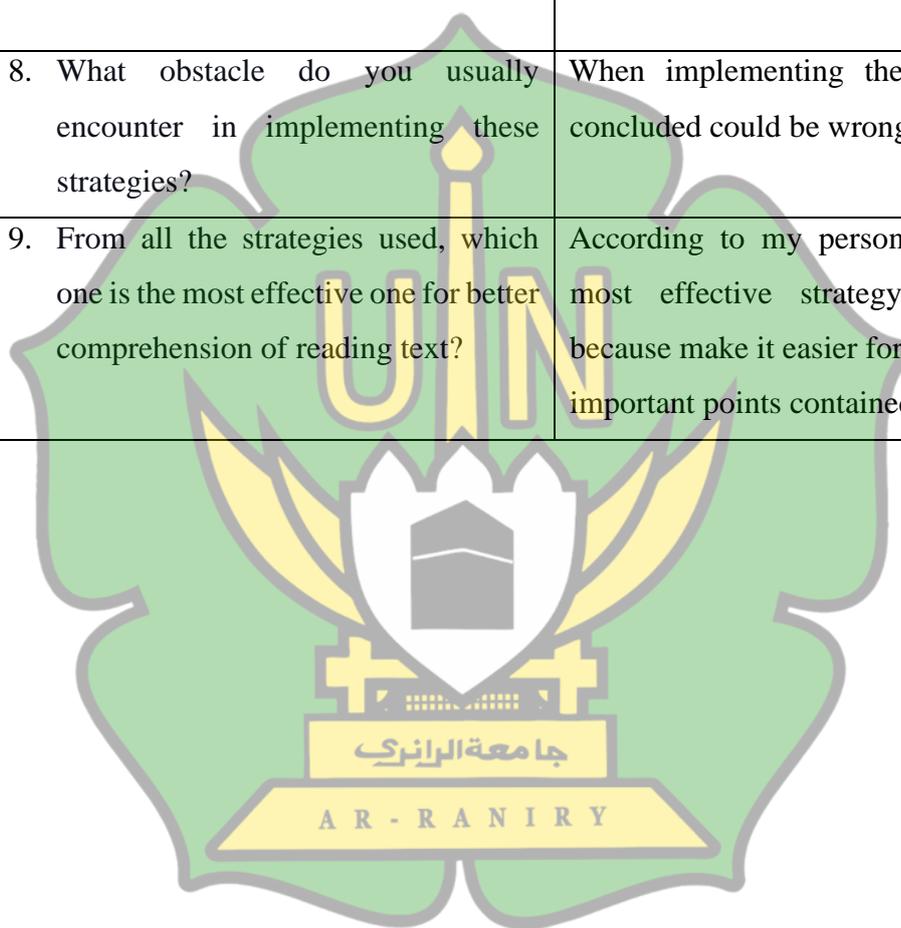
Nama Informan : Student 7

Tanggal : 9 April 2022

Tempat Wawancara : Via telpon

Question	Answer
1. Have you ever had difficulty in reading class?	I have
2. What kinds of difficulties have you ever experienced in understanding the reading text?	Lack of knowledge and lack of vocabulary. So, difficult to understand the context of the reading. For example, the topic of the task is medical science.
3. Why are these difficulties an obstacle for you in understanding the reading text?	The obstacle, of course, is that if we don't know the meaning of vocab and don't know the background knowledge of the reading, it will be challenging to understand reading the text.
4. What factors that make English reading comprehension difficult for you?	Usually, another factor is the lack of practice in reading studied.
5. How do these difficulties affect the learning process in your reading comprehension class?	The factors I mentioned earlier make it difficult for me to answer the questions. Because it affects my learning process
6. What have you done to overcome these difficulties?	To overcome these difficulties, I usually logically match. For example, when I read a reading text, I have a word that I know the

	meaning of and check it, or I will read one paragraph first, then I will conclude that one paragraph if I have a lot of difficulties.
7. In your opinion, do the strategies affect your reading comprehension?	Yes, it is very influential of course this strategy helped me to answer the question in reading text.
8. What obstacle do you usually encounter in implementing these strategies?	When implementing the strategy, what I concluded could be wrong
9. From all the strategies used, which one is the most effective one for better comprehension of reading text?	According to my personal experience, the most effective strategy is summarizing because make it easier for me when there are important points contained in the text



## TRANSKRIP WAWANCARA

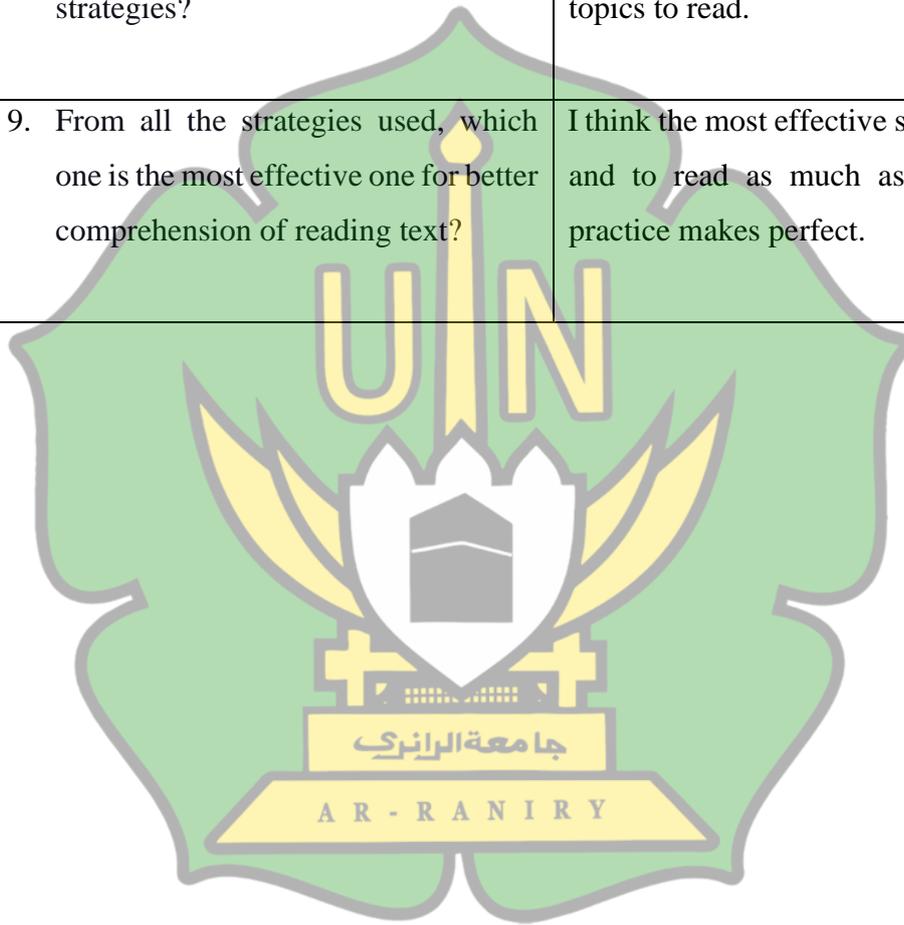
Nama Informan : Student 8

Tanggal : 10 April 2022

Tempat Wawancara : Via telpon

Question	Answer
1. Have you ever had difficulty in reading class?	Yes, I have difficulty in reading class.
2. What kinds of difficulties have you ever experienced in understanding the reading text?	The difficulty is that I need time to understand the reading text. And also, often have a misunderstanding about the discussion.
3. Why are these difficulties an obstacle for you in understanding the reading text?	If we misunderstand the discussion, we will get the wrong information and if we don't have a lot of time, we may lose some important information in the text.
4. What factors that make English reading comprehension difficult for you?	Another factor is a lack of vocabulary and a lack of practice in answering reading questions
5. How do these difficulties affect the learning process in your reading comprehension class?	the possibility of not getting the correct information about the text and the effect on the score in the class
6. What have you done to overcome these difficulties?	I have done multiple readings of English texts, for example, academic reading. That

	can train my reading skills. By highlighting important information, it can help me
7. In your opinion, do the strategies affect your reading comprehension?	I think it affects using this strategy
8. What obstacle do you usually encounter in implementing these strategies?	The biggest obstacle is that I am lazy to use strategies, and I have not found exciting topics to read.
9. From all the strategies used, which one is the most effective one for better comprehension of reading text?	I think the most effective strategy is scanning and to read as much as possible because practice makes perfect.



## TRANSKRIP WAWANCARA

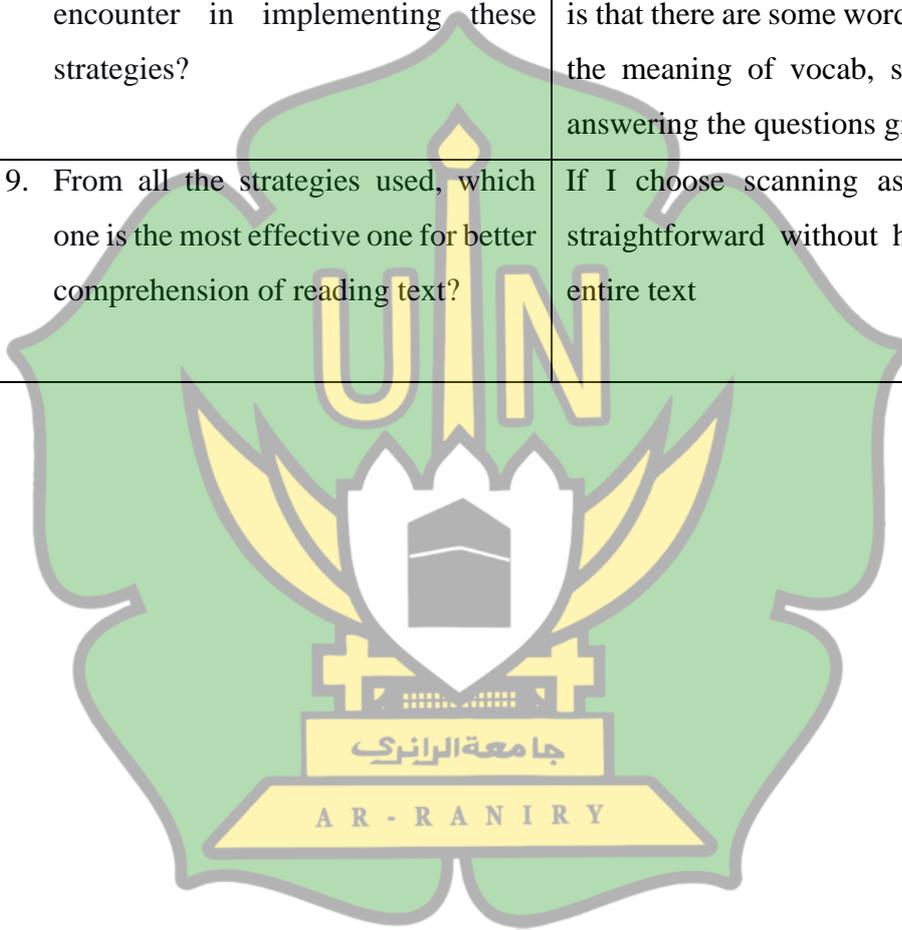
Nama Informan : Student 9

Tanggal : 10 April 2022

Tempat Wawancara : Via telpon

Question	Answer
1. Have you ever had difficulty in reading class?	Yes. I have
2. What kinds of difficulties have you ever experienced in understanding the reading text?	The difficulties I experience are usually lack of vocabulary and lack of focus in reading class
3. Why are these difficulties an obstacle for you in understanding the reading text?	Because of these difficulties, it makes me feel unable to understand the text
4. What factors that make English reading comprehension difficult for you?	Another factor is the limited of time. For example, there must be a specific time duration to answer the questions when the exam takes place, so I have difficulty.
5. How do these difficulties affect the learning process in your reading comprehension class?	With this problem, my learning process in reading comprehension class is very influential, so I have to overcome it.
6. What have you done to overcome these difficulties?	To overcome these difficulties, I use several strategies such as scanning and reading as often as possible and then translating the tasks to make easier for me to understand.

	Then I also have to learn to manage time to answer questions.
7. In your opinion, do the strategies affect your reading comprehension?	In terms of reading comprehension, this strategy is very influential and makes it very easy for me to answer questions.
8. What obstacle do you usually encounter in implementing these strategies?	The problem when I use the scanning strategy is that there are some words that I don't know the meaning of vocab, so I hesitate when answering the questions given
9. From all the strategies used, which one is the most effective one for better comprehension of reading text?	If I choose scanning as a strategy, it is straightforward without having to read the entire text



## TRANSKRIP WAWANCARA

Nama Informan : Student 10  
Tanggal : 11 April 2022  
Tempat Wawancara : Via telpon

Question	Answer
1. Have you ever had difficulty in reading class?	Yes. I have difficulty in reading class.
2. What kinds of difficulties have you ever experienced in understanding the reading text?	when there are sentences that are difficult to reach, where I don't have background knowledge of the topic and there are some vocabularies that I have never seen before
3. Why are these difficulties an obstacle for you in understanding the reading text?	Because it can make me stuck if there are some questions from the reading
4. What factors that make English reading comprehension difficult for you?	Another factor is my lack of motivation to read and lack of concentration while studying because long sentences make it difficult for me to understand reading texts
5. How do these difficulties affect the learning process in your reading comprehension class?	Because these difficulties occurred, I did not focus on learning, and it wasn't easy to understand the meaning of the reading.
6. What have you done to overcome these difficulties?	To overcome these difficulties, I try to study together so that if there is something I don't understand, I can ask my friends. Here I need the support of friends and family in

	overcoming the difficulties I am experiencing
7. In your opinion, do the strategies affect your reading comprehension?	Yes, it can affect my learning so that I understand the readings from before
8. What obstacle do you usually encounter in implementing these strategies?	Here, I use a learning strategy with friends to overcome these difficulties, but there are obstacles when implementing this strategy. For example, my friend has a barrier, so there is no learning together to understand the reading.
9. From all the strategies used, which one is the most effective one for better comprehension of reading text?	I think the strategy I chose to study with friends was the most effective because if it were about reading comprehension, it would be straightforward to answer together. With the theme of learning together, I became more excited and had more motivation to read.

