

**TEACHERS' STRATEGIES AND PERCEIVED CHALLENGES IN  
TEACHING READING COMPREHENSION  
(A STUDY IN MTsS MUHAMMADIYAH MEUKEK)**

**THESIS**

Submitted by

**AYU AGUSTINA**

NIM. 210203153

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



**FAKULTAS TARBIYAH DAN KEGURUAN  
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## THESIS

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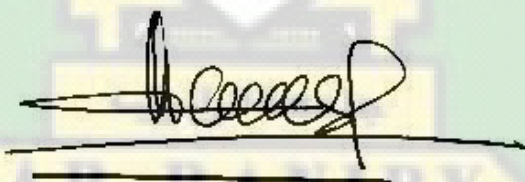
**AYU AGUSTINA**

NIM. 210203153

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

Approved by:

Supervisor:



Prof. Dr. Muhammad AR, M, Ed

Date : 25 / 03 / 2025

It has been defended in *Sidang Munaqasyah*  
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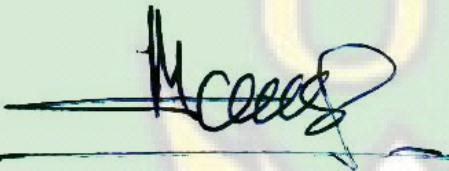
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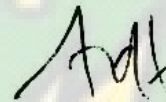
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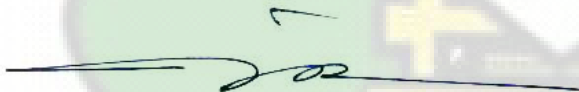
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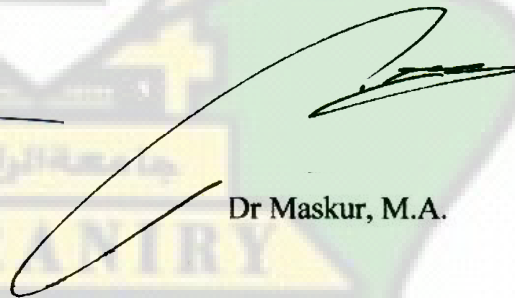
Azizah S. Ag., M. Pd

Member,

Member,



Dr Muhammad Nasir, M. Hum




Dr Maskur, M. A.

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Ar-Raniry Banda Aceh



  
Prof. Safri Muluk, S. Ag., M. A., M. Ed., Ph. D.  
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN  
(Declaration of originality)

Saya yang bertanda tangan dibawah ini

Nama : Ayu Agustina  
Nim : 210203153  
Tempat /tanggal lahir : Tapaktuan ,01 Agustus 2003  
Alamat : le Dingen Meukek ,Tapaktuan ,Aceh Selatan

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :  
**Teachers Strategies And perceived challenges In Teaching Reading Comprehension (A  
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Adalah benar benar karya saya,**Kecuali semua kutipan dan referensi yang disebutkan  
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Saya yang membuat surat pernyataan



Ayu Agustina

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The Researcher,

Ayu Agustina



## ABSTRACT

Name : Ayu Agustina  
Req. Number : 210203153  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Departmen of English Language Education  
Thesis Title : Teachers' Strategies and Perceived Challenges in Teaching Reading Comprehension (A Study in MTsS Muhammadiyah Meukek)  
Supervisor : Prof. Dr. Muhammad AR, M. Ed  
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This study was conducted to discover the challenges faced by teachers in teaching reading comprehension at MTsS Muhammadiyah Meukek and the strategies to enhance students' reading comprehension. The study highlights the critical importance of reading comprehension as a foundational skill for academic success and cognitive development. Through qualitative case study methodology, data were collected via semi-structured interviews with two English teachers and classroom observations. The findings reveal several significant challenges, including students' limited reading abilities, lack of vocabulary knowledge, classroom management issues, and insufficient teaching resources. Teachers reported that many students face challenge with fluency and comprehension, particularly during the transition from elementary to junior high school, where the focus shifts from vocabulary to understanding complex texts. Additionally, the study identifies that students often do not utilize dictionaries, which hampers their vocabulary acquisition and retention. Overall, this research contributes valuable insights into the dynamics of teaching reading comprehension, offering practical recommendations for educators to enhance instructional practices and improve student outcomes in reading comprehension.

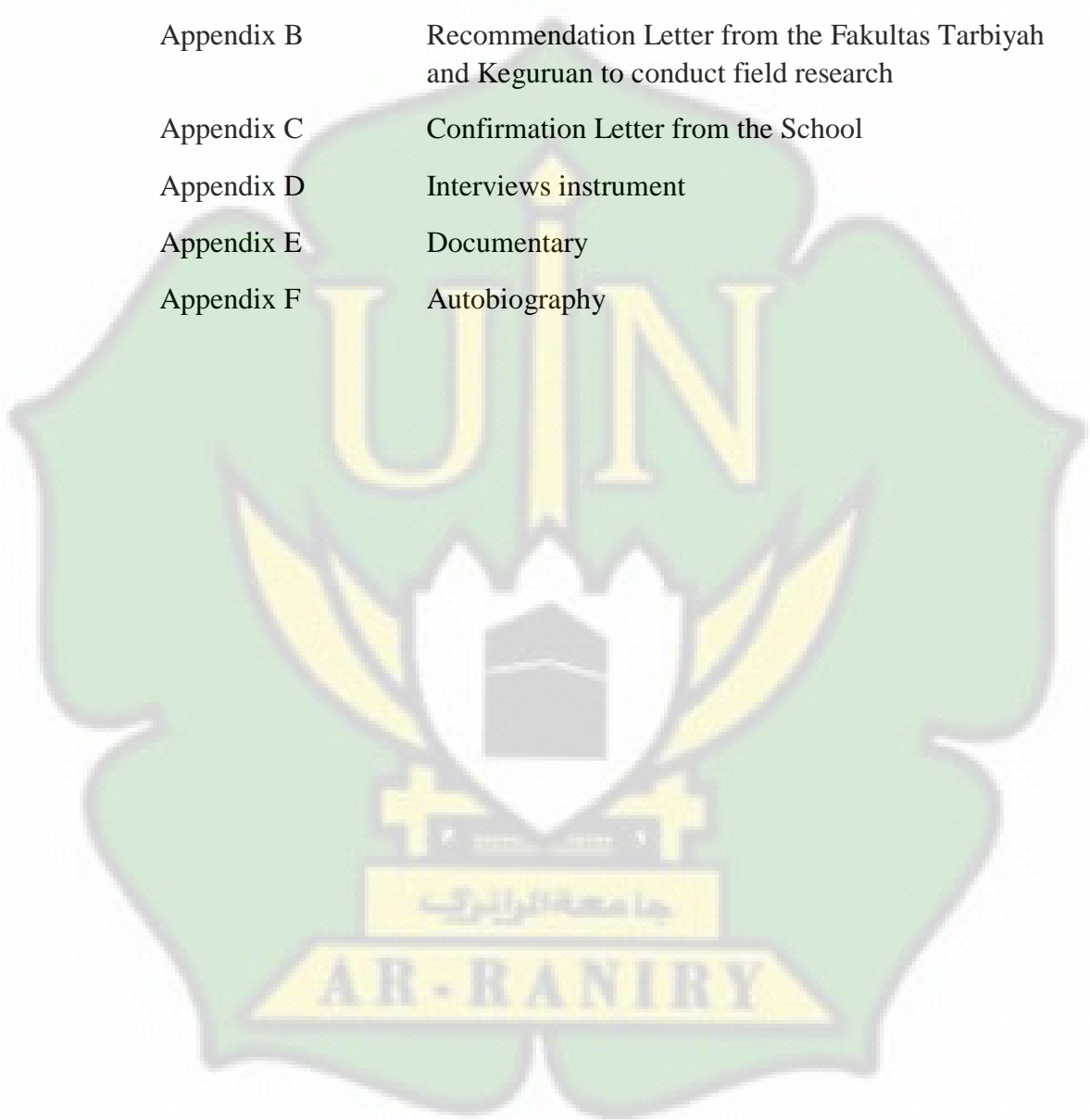
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## **CHAPTER I**

### **INTRODUCTION**

This chapter explains briefly about the objectives of the study based on the research questions. This chapter also describes about some terms related to the topic of this study.

#### **A. Background of Study**

Reading comprehension is an essential skill for students to master, as it not only contributes to academic success but also supports cognitive development and critical thinking. In the Indonesian context, teachers face various challenges in developing students' reading comprehension abilities, especially in junior high schools like MTsS Muhammadiyah Meukek. These challenges stem from students' limited language proficiency, the complexity of reading materials, and a lack of appropriate strategies to support comprehension development. Research has highlighted several factors contributing to these difficulties, including insufficient vocabulary, poor engagement with texts, and inadequate cognitive preparation for understanding complex content (Meihami & Abdoli, 2024).

One of the key obstacles in teaching reading comprehension is students' limited vocabulary and language proficiency. Meihami & Abdoli (2024) emphasize that in online learning environments, teachers challenge to adopt effective teaching strategies due to students' inadequate preparation in both content and technological aspects. For students with special needs, particularly

those with autism, challenges in communication, sensory processing, and language structure further complicate comprehension. Furthermore, teachers face difficulties in selecting appropriate reading materials, managing complex language in texts, and motivating students (Parhadjanovna, 2023).

To address these challenges, various strategies have been proposed and tested. For example, Fitria et al. (2024) argue that selecting reading passages that align with students' interests, combined with techniques like skimming, scanning, and mind mapping, can significantly improve comprehension. These strategies aim to make reading more engaging and manageable for students by breaking down complex texts and providing them with effective tools for understanding. Additionally, Ratnasari et al. (2023) suggest that methods such as silent reading, question and answer relationships, and reciprocal teaching have also proven beneficial in enhancing students' comprehension skills.

Another promising development in improving reading comprehension is the integration of technology, such as web-blogs and online learning tools. Setiawan et al. (2024) found that web-blogs, when used in educational settings, can increase students' motivation, engagement, and overall reading comprehension. However, their effectiveness is not without challenges. Teachers often face challenge with technical issues, distractions, and the need for ongoing professional development to integrate technology effectively into language instruction (Meihami & Abdoli, 2024). This highlights the importance of equipping teachers with the necessary tools and skills to leverage technology in a

way that enhances reading comprehension without compromising learning outcomes.

Despite these advancements, several persistent challenges remain. A recurring issue in many studies is the difficulty teachers face in finding the right balance between teaching strategies and the diverse needs of students. Parhadjanovna (2023) emphasizes that teachers must adapt their methods to fit the varying levels of student language proficiency, cognitive preparation, and learning styles. Similarly, Ntshangase (2023) point out that teachers in South African schools' challenges with organizing effective reading strategies for at-risk students, especially when dealing with diverse learning abilities. These challenges are exacerbated by the diversity in students' cognitive preparation, both in terms of content knowledge and technological skills, which can affect their ability to comprehend complex reading materials (Fitria et al., 2024).

In the specific case of MTsS Muhammadiyah Meukek, these challenges are further magnified by the limited availability of appropriate textbooks, insufficient time allocation for reading instruction, and student absenteeism (Attah, 2024). To overcome these obstacles, teachers must focus on developing students' reading skills through consistent, daily practice, employing a range of strategies, such as SQ3R, Think-Aloud, Scaffolding, and Reciprocal Teaching (Junita et al., 2023). Sustained professional development on explicit reading comprehension strategy instruction has shown positive effects on teacher knowledge and practice, which ultimately benefits student outcomes (Medina et al., 2021).

Although previous studies have explored various strategies for improving reading comprehension, there is a lack of research focused specifically on the challenges faced by teachers at MTsS Muhammadiyah Meukek. While general studies have highlighted the role of vocabulary and reading strategies (Fitria et al., 2024), few have addressed the context of this particular school and the specific obstacles teachers face. Moreover, while technological tools like web-blogs have been recognized for their potential benefits, their practical application in classrooms with varying levels of technological infrastructure remains under-explored (Setiawan et al., 2024; Meihami & Abdoli, 2024).

This research aims to fill this gap by examining the challenges faced by teachers in teaching reading comprehension at MTsS Muhammadiyah Meukek. By identifying the obstacles in the local context and evaluating the strategies that have been most effective in overcoming them, this study will contribute valuable insights for improving reading instruction and student comprehension in similar settings.

## **B. Research Question**

In order to facilitate this research, the researcher formulates the following research question:

1. What are the challenges faced by teachers in teaching reading comprehension to students at MTsS Muhammadiyah Meukek?
2. What strategies do teachers at MTsS Muhammadiyah Meukek employ to improve students' reading comprehension skills??

### **C. The Objective of Study**

Based on research questions above, the objectives of this study can be stated as follow:

1. To identify the challenges faced by teachers in teaching reading comprehension to students at MTsS Muhammadiyah Meukek.
2. To explore the various strategies employed by teachers at MTsS Muhammadiyah Meukek to enhance students' reading comprehension skills.

### **D. Research Significance**

Theoretically, this study contributes to the broader understanding of reading comprehension instruction, particularly in the Indonesian context, by exploring the challenges teachers face and the strategies they employ to address these challenges. While existing research has examined reading comprehension in various educational settings, there remains a gap in the literature regarding the specific challenges and strategies used in Indonesian junior high schools. By investigating these factors, this research will provide a more nuanced understanding of the dynamics between teachers' instructional methods and students' comprehension skills. The findings are expected to enhance theoretical frameworks related to teaching reading comprehension, especially in diverse educational environments like MTs Muhammadiyah Meukek.



Practically, the significance of this study is evident for various stakeholders in the educational system:

1. For Teachers: This research will offer valuable insights into the specific challenges faced by teachers when teaching reading comprehension. By examining the strategies that have been effective in overcoming these challenges, the study will provide practical recommendations for improving instructional practices. Teachers can utilize these findings to refine their teaching methods, adopt new strategies, and enhance their professional development to better support students' reading comprehension skills.
2. For Students: The ultimate beneficiaries of this study are the students. By improving the strategies teachers use to teach reading comprehension, students will have better opportunities to develop essential literacy skills. The research findings will contribute to creating a more engaging and effective learning environment, leading to improved student performance in reading comprehension, a critical skill for academic success across subjects.
3. For Researchers: This study will also serve as a foundation for further research in the field of reading comprehension instruction, particularly in Indonesia. By highlighting the challenges teachers face and identifying effective strategies, this research will open up avenues for future studies on the role of teacher training, curriculum development, and the integration of innovative teaching methods in reading instruction.

Researchers can build on this study to explore how different contexts or educational levels may influence the effectiveness of reading comprehension strategies.

## **E. Terminology**

To avoid any misinterpretation and misconception, this section provides definitions of important terms related to the topic of this study.

### **1. Strategies**

Strategy in the context of education refers to the approach or plan used by teachers to achieve specific learning objectives, involving the planning, implementation, and evaluation of techniques that can enhance students' skills. According to Jonassen et al. (2008), learning strategies are broad teaching plans designed to facilitate students in achieving academic goals through structured and organized methods. Schunk (2012) further explains that learning strategies are techniques or approaches applied to help students overcome difficulties in understanding learning materials and achieving better outcomes. In this study, strategy refers to the methods or approaches employed by teachers at MTs Muhammadiyah Meukek to improve students' reading comprehension, particularly in vocabulary acquisition and text understanding. This research aims to explore the effectiveness of various strategies, including technology-based and interactive techniques, in addressing the challenges students face in comprehending texts and mastering English vocabulary.

### **2. Challenges**

Challenge refers to something that tests a person's strength, skill, or ability, particularly in an engaging or stimulating way. It involves confronting tasks or situations that are difficult and require effort, perseverance, or problem-solving. According to Mariani (2015), challenge involves putting oneself to the test, engaging with something intriguing, and dealing with the unexpected or unpredictable. In the context of this study, challenge refers to the difficulties faced by teachers and students in the process of improving reading comprehension. These challenges include limited vocabulary, difficulty in understanding narrative structures, and student disengagement. Teachers at MTs Muhammadiyah Meukek face the challenge of selecting effective strategies that can overcome these barriers, while students encounter challenges in grasping the meaning of complex texts. This research aims to explore these challenges in depth, focusing on how teachers can address them through targeted teaching strategies.

### 3. Reading Comprehension

Reading comprehension is the process through which readers construct meaning from a text by combining the information in the text with their own background knowledge. According to Nunan (2005), reading is a fluent process where the reader's ability to extract meaning depends not only on the text itself but also on their prior knowledge and experiences. This interaction between text and prior knowledge is crucial for successful comprehension. Dorn and Saffos (2005) further describe reading as a complex cognitive process that involves multiple actions working together to build understanding. In this research, reading

comprehension is the primary focus, as the Story Face strategy will be used to help 7th-grade students at MTs Muhammadiyah Meukek improve their ability to understand and analyze narrative texts by visually organizing key story elements.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides the review and definition of theories from previous studies. In this chapter the researcher attempts to give clear explanations of theoretical framework of this study are the theory of Reading and previous studies.

#### **A. Reading Comprehension**

##### **1. Definition of Reading Comprehension**

Reading and comprehension are inherently connected, as the primary goal of reading is to understand and interpret the text. Snow (2002) defines reading comprehension as a process of simultaneously extracting and constructing meaning through interaction and engagement with written language. This interaction allows readers not only to decode the words but also to form an understanding that is relevant and useful. Snow (2002) emphasizes that proficient readers go beyond basic comprehension, acquiring new knowledge, understanding concepts, and reflecting on the content, which helps them apply the information effectively.

Wolley (2011) supports a similar perspective, stating that reading comprehension involves making meaning from text, yet he identifies a more holistic goal: to achieve an overarching understanding of the material rather than merely interpreting isolated words or sentences. He also points out that reading

comprehension appears simple but requires readers to actively synthesize information from the entire text, allowing for a cohesive grasp of the material.

Additional definitions emphasize the cognitive processes involved. Horsburgh (2009) describes reading comprehension as constructing meaning from printed words, relying on both thought and prior knowledge. This perspective highlights the role of the reader's experiences and background knowledge in shaping their understanding. Grellet (1999) adds that reading comprehension is extracting the needed information from text efficiently, underscoring that comprehension is an intentional and active process where readers selectively focus on relevant information.

Recent research continues to emphasize that reading comprehension is a cumulative process developed over time. According to Shanahan et al. (2010), comprehension is not a static skill but rather an evolving process that requires consistent exposure to diverse texts and varied reading purposes. Similarly, Kintsch (1998) describes comprehension as a constructive activity, where readers continuously integrate new information with their existing knowledge, adapting to different contexts and text types. These perspectives underscore that comprehension is built progressively, as readers engage in increasingly complex reading tasks that enhance their ability to understand and analyze information effectively.

In summary, reading comprehension can be defined as a multidimensional process where readers actively engage with a text to understand, evaluate, and interpret its meaning. It involves synthesizing information based on prior



knowledge and the context of the discourse, ultimately allowing the reader to construct a meaningful understanding of the text.

## **2. Types of Reading Comprehension**

According to Kamagi (2020), Reading comprehension is generally divided into two primary types: literal and inferential comprehension. Literal comprehension refers to the straightforward understanding of information explicitly stated within the text, requiring readers to process facts and details directly as they are presented. On the other hand, inferential comprehension involves interpreting information that is implied, demanding readers to make connections and draw conclusions that go beyond the literal content.

Research highlights varying levels of difficulty between these types. For many readers, literal comprehension is considered simpler, as it focuses on decoding explicit messages without additional interpretive effort. However, inferential comprehension often presents more of a challenge, as it requires readers to engage in deeper analytical processes. In some studies, such as one examining Iranian EFL learners, students performed better on literal comprehension tasks with expository texts but showed no notable difference in performance between literal and inferential comprehension when reading narrative texts (Saadatnia et al., 2017).

Further distinctions in reading comprehension are evident through various reading performance types, as categorized by Brown (2015). These include perceptive reading, which emphasizes recognizing letters, words, and basic symbols, primarily using bottom-up processing; selective reading, which

combines both bottom-up and top-down processing to identify specific language features through tasks like multiple-choice and matching; interactive reading, which involves negotiation of meaning across sentences, short paragraphs, and graphics, relying more on top-down processing to understand text structures in narratives, descriptions, and other moderately complex texts; and extensive reading, which applies to longer texts like articles and books, encouraging readers to process more in-depth information outside the classroom.

In educational contexts, especially for senior high school, interactive reading is often highlighted as essential, as it involves negotiating meaning and actively engaging with the text, which is crucial for genres like narrative texts. Through understanding and applying these types of comprehension, educators can more effectively tailor instruction and assessment to support students' reading development in various contexts (Ermita, 2007).

### **3. Reading Comprehension Difficulties**

Reading comprehension difficulties are complex and multifaceted, involving various cognitive processes and reading abilities (Ghelani et al., 2004). These difficulties can arise from word reading problems, listening comprehension issues, or a combination of both (Currie et al., 2017). Studies have shown that students with reading comprehension difficulties often exhibit deficits in both word reading and listening comprehension, with varying degrees of severity (Capin et al., 2021).

Interestingly, some research has found that children with specific reading comprehension difficulties may have oral language weaknesses, particularly in

vocabulary, but these weaknesses are not as severe as their reading comprehension deficits (Spencer et al., 2019). This suggests that oral language difficulties alone do not fully account for reading comprehension problems. Additionally, motivational and emotional factors play a crucial role in explaining the achievement tendencies of students with reading comprehension difficulties (Sideridis et al., 2006).

In conclusion, assessing reading comprehension difficulties requires a comprehensive approach. Multiple assessment tools should be used due to the complexity of the issue and the potential for different reading comprehension profiles to emerge depending on the test used (Calet et al., 2019). Educators should consider both cognitive and motivational factors when designing interventions for students with reading comprehension difficulties (Currie et al., 2017). The Four Roles Model, which considers the reader as a code-breaker, text-participator, text-user, and text-analyzer, can be adapted for assessment and used as a framework to address the complex nature of reading comprehension difficulties (Setianingsih, 2020).

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

Reading comprehension strategies play a crucial role in developing students' literacy skills and enhancing their overall academic performance. Explicit teaching of these strategies has shown significant potential in improving reading comprehension abilities, especially for English as a second language (ESL) learner (Elston et al., 2022). Various approaches, such as reciprocal teaching, which includes predicting, questioning, clarifying, and summarizing,

have been found to have positive effects on students' reading comprehension (Ahmadi & Ismail, 2012).

Interestingly, while some studies demonstrate the effectiveness of strategy instruction, others highlight its complex nature. For instance, a study found that while strategy training raised students' awareness and encouraged strategy use, some strategies were harder to acquire, and the instruction did not significantly enhance reading performance (Mehrpour et al., 2012). Additionally, research has shown a negative relationship between daily time spent reading and the level of strategy used, suggesting that quantity alone does not guarantee effective strategy implementation (Kırmızı, 2011).

In conclusion, reading comprehension strategies are essential tools for developing critical thinking skills and improving literacy. Teachers play a vital role in explicitly teaching these strategies, and their explanations should cover what the strategy is, why it should be learned, how to use it, when and where to apply it, and how to evaluate its use (Winograd & Hare, 1988). However, the effectiveness of strategy instruction may vary, emphasizing the need for tailored approaches and continuous assessment of students' progress in developing reading comprehension skills.

## **5. Theories about Strategies to Improve Vocabulary in Reading**

According to Neumann & Dwyer (2009), the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary), vocabulary is important. According to Sedita

(2005), the strong relationship between vocabulary knowledge and reading comprehension is one of the oldest findings in educational research.

Early research foregrounded context-based vocabulary instruction as a driver of reading comprehension. According to Beck, McKeown, and Kucan (2013) demonstrated that guiding learners to explore word meanings through discussion of authentic texts facilitates transfer of lexical knowledge to novel reading situations (Beck et al., 2013). This practice aligns with Anderson's (1984) schema theory, which holds that activating readers' background knowledge eases integration of unfamiliar vocabulary into existing schemata.

Beyond contextual cues, morphological strategies-the analysis of affixes, roots, and compound structures are critical in languages with rich derivational morphology. Carlisle (2000) found that students taught to decompose complex words (e.g., un-believe-able) achieved significant gains on both vocabulary and reading-comprehension assessments. The approach is grounded in generative morphology (Aronoff, 1976), positing that awareness of internal word structure exponentially expands the mental lexicon.

A longstanding debate in vocabulary pedagogy contrasts explicit and implicit learning pathways. Explicit vocabulary instruction involves deliberate focus on target words, metalinguistic explanation, and conscious rehearsal; implicit learning, in contrast, occurs incidentally through extensive exposure to comprehensible input. Nation (2013) argues that a balanced program should allot roughly 25 % of class time to explicit instruction and 75 % to meaning-focused

input and fluency development, reflecting complementary strengths of both modes. Teachers also employ explicit, intentional vocabulary instruction. Graves (2016) recommends a four-stage cycle: selecting key words, elaborating their meanings, providing reinforcement activities, and conducting formative assessment. This model is supported by the depth-of-processing hypothesis ( Craik & Lockhart, 1972), which contends that deeper semantic processing through synonyms, antonyms, or visualization enhances retention.

The Noticing Hypothesis (Schmidt, 1990) provides a theoretical rationale for explicit teaching: lexical items must be consciously noticed in order to become intake. Empirical evidence from Laufer and Rozovski-Roitblat (2015) shows that learners who completed form-focused tasks (e.g, glossed word cards, morphological analysis) retained significantly more word meanings than peers limited to reading alone, underscoring the benefits of explicit attention. Explicit instruction also aligns with Cognitive Load Theory (Sweller, 1988), which posits that guided processing reduces extraneous load, freeing working memory to encode new lexis.

Conversely, implicit learning leverages input-based theories such as Krashen's (1989) Input Hypothesis, suggesting that extensive reading at the "i + 1" level facilitates subconscious acquisition of vocabulary embedded in context. Studies by Elgort and Nation (2010) indicate that repeated encounters with low-frequency words in graded readers lead to durable, automatized knowledge measurable in lexical decision tasks supporting the view that implicit exposure fosters depth and fluency. Moreover, Usage-Based Models (Ellis, 2002)



contend that frequency of co-occurrence patterns shapes associative networks, enabling learners to internalize collocations and phraseology critical for reading comprehension.

Teachers, therefore, face the challenge of orchestrating pedagogical sequences that exploit both mechanisms. Classroom experiments by Webb, Newton, and Chang (2020) demonstrate that integrating explicit pre-teaching of 8–10 key words with subsequent extensive reading yielded larger gains than either approach in isolation. This synergy is consistent with Dual-Coding and Depth-of-Processing frameworks discussed earlier, suggesting that explicit activities prime semantic networks that implicit exposure later consolidates.

## **B. Previous Studies**

Several previous studies have explored the challenges and strategies related to teaching reading comprehension, which are relevant to this research. These studies highlight the effectiveness of various teaching strategies and the obstacles that teachers face in improving students' reading comprehension skills.

The first study by Junita et al. (2023) focused on the implementation of strategies like SQ3R (Survey, Question, Read, Recite, Review), Reciprocal Teaching, Think-Aloud, QARs (Question-Answer Relationships), and Scaffolding. The research emphasized that these strategies can significantly enhance students' comprehension, especially when they are tailored to students' needs and reading levels. It also highlighted how active student participation through reciprocal teaching and think-aloud methods can help build deeper understanding and retention of reading material.

Another relevant study by Fitria et al. (2024) examined the use of skimming, scanning, and mind mapping techniques to improve reading comprehension. This study suggested that organizing complex information visually through mind maps and encouraging students to identify key details through skimming and scanning significantly improved their ability to understand and retain narrative texts. The research also pointed out that aligning reading materials with students' interests can increase motivation and engagement, leading to better comprehension outcomes.

In a study conducted by Schorzman and Cheek (2004), the effectiveness of pre-reading activities such as Directed Reading-Thinking Activity (DRTA) and graphic organizers was tested. The results were mixed, showing improvements in informal assessments but no significant differences in formal test scores. This study illustrated that while certain strategies may help improve reading comprehension informally, they may not always translate into better performance in formal academic settings. The complexity of evaluating strategies in different contexts and formats was emphasized.

The challenges faced by teachers in teaching reading comprehension were also addressed in a study by Meihami & Abdoli (2024). This research focused on the low cognitive preparation of students, particularly in digital learning environments. It found that students often face challenge with both content knowledge and technological skills, making it difficult for teachers to implement effective reading strategies. Teachers reported challenges in selecting appropriate strategies and tools for online learning, and the study called for professional

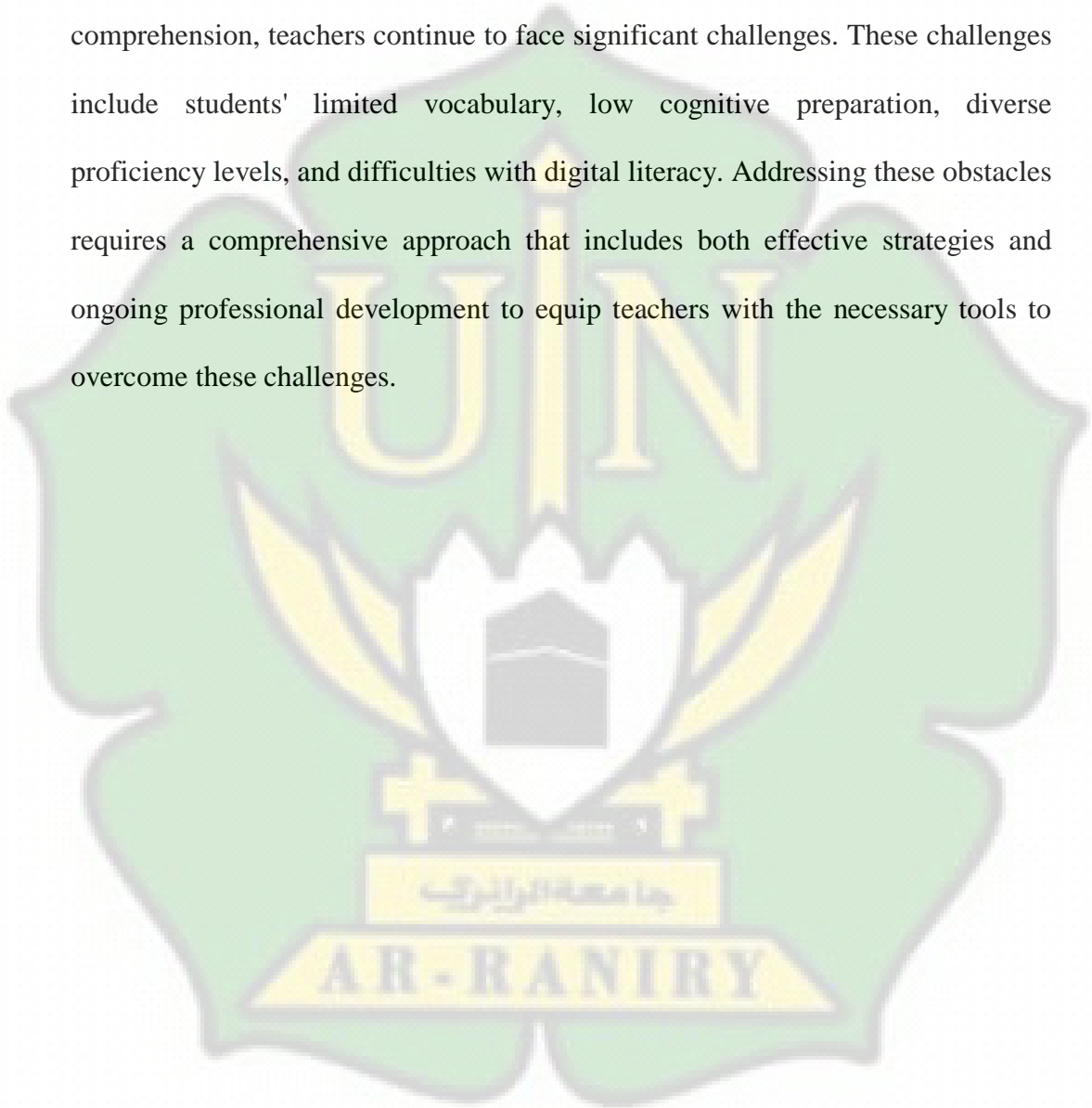
development programs to better equip teachers with the skills necessary for teaching reading comprehension in digital spaces.

Moreover, Fitria et al. (2024) also identified that students' limited vocabulary and difficulties with understanding long, complex texts posed significant barriers to reading comprehension. The research suggested that teachers should focus on developing students' vocabulary and employ strategies that break down longer texts into more manageable parts to improve comprehension.

In a related study, Ntshangase (2023) explored the challenges teachers face when working with at-risk students, particularly in organizing effective reading strategies. This research highlighted the difficulty of addressing diverse student needs in mainstream classrooms, where there is often a significant gap in students' reading proficiency levels. The study suggested that differentiated instruction and small group discussions could help teachers better address these challenges and provide personalized support for students struggling with reading comprehension.

Finally, Rahma et al. (2024) addressed the challenges teachers face when incorporating digital tools into their reading instruction. The study revealed that many teachers lack the knowledge and skills to use digital platforms effectively, which limits their ability to enhance reading comprehension through digital media. The study emphasized the importance of providing teachers with training in both digital literacy and reading instruction strategies to overcome these challenges.

Collectively, these studies highlight the multifaceted nature of teaching reading comprehension. While various strategies, including active engagement techniques and visual organizers, have shown promise in improving comprehension, teachers continue to face significant challenges. These challenges include students' limited vocabulary, low cognitive preparation, diverse proficiency levels, and difficulties with digital literacy. Addressing these obstacles requires a comprehensive approach that includes both effective strategies and ongoing professional development to equip teachers with the necessary tools to overcome these challenges.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter generally explains about the research design, the research method, location of the research, participant, , techniques of data collection and data analysis.

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

This study will adopt a qualitative case study design, which is particularly suitable for exploring complex phenomena within their real-life context (Hidayati et al., 2021). A qualitative approach allows for an in-depth understanding of the teachers' strategies and the challenges they face in teaching reading comprehension, as it emphasizes the subjective experiences of participants (Nguyen, 2022). According to Creswell (2015), qualitative research is particularly effective for investigating issues and gaining a comprehensive understanding of a specific phenomenon. In this case, the phenomenon being studied is the process of teaching reading comprehension at MTsS Muhammadiyah Meukek. Furthermore, Johnson and Christensen (2008) highlight that qualitative research seeks to understand the perspectives of individuals within their cultural and social context, often through direct personal engagement with the participants.

By employing a qualitative case study design, this research aims to gain a deeper insight into the teaching strategies used by teachers, as well as the challenges they encounter in their practice. The qualitative approach facilitates the

exploration of teachers' lived experiences, offering a more nuanced understanding of the teaching process that quantitative methods may not fully capture. Through this design, the study will investigate the real-life context of teaching reading comprehension, providing valuable insights into the dynamic interplay between teaching strategies and challenges faced in the classroom.

## **B. Participants**

The participants in this study were the teachers of MTs Muhammadiyah Meukek who were involved in teaching reading comprehension to 7th-grade students. Purposive sampling was used to select participants based on their specific knowledge and experience related to the research topic (Creswell, 2015). The selected participants included English language teachers who taught reading comprehension to 7th-grade students during the 2024-2025 academic year. These teachers were chosen based on their experience and willingness to share insights regarding their teaching strategies and the challenges they faced in teaching reading comprehension.

A total of 3 teachers were selected for in-depth interviews, as this sample size allowed for a comprehensive understanding of their strategies and challenges while remaining manageable for a qualitative study. The selection criteria focused on teachers' years of experience, their involvement in teaching reading comprehension, and their familiarity with various teaching strategies. This purposive sampling ensured that the participants had the relevant knowledge to provide rich, meaningful data to answer the research questions.



### **C. Data Collection**

In this study, data were collected through semi-structured interviews with English teachers at MTsS Muhammadiyah Meukek. Interviews were chosen as the primary data collection method because they allow for in-depth exploration of the participants' experiences, perspectives, and challenges in teaching reading comprehension. According to Arikunto (2010), interviews involve an interactive exchange of information between the researcher and participants, providing an opportunity to gather detailed insights into their practices. Semi-structured interviews, as described by Natsir and Anisati (2016), were employed to offer flexibility, enabling the researcher to adapt the questions based on the conversation while maintaining consistency across interviews.

The interviews focused on understanding the specific strategies teachers used to enhance students' reading comprehension and the challenges they faced in implementing these strategies. Teachers were also asked to reflect on student engagement, comprehension outcomes, and how they adapted their teaching methods to meet the diverse needs of students (Nurdianingsih, 2021). Each interview lasted between 30 and 45 minutes and was conducted in a quiet, comfortable setting to ensure participants felt at ease. The interviews were audio-recorded with the consent of the participants and transcribed for analysis.

The researcher carefully formulated a set of predetermined questions to guide the interviews, as suggested by Ary et al. (2010). This structured approach ensured that all interviews followed a consistent path while allowing room for

participants to elaborate on their experiences. In addition to the interviews, classroom observations were carried out to gain contextual insights into how the strategies discussed during the interviews were implemented in practice (Ilham, 2018). These observations provided valuable data that helped triangulate the findings from the interviews, contributing to a deeper understanding of the strategies and challenges faced by teachers in teaching reading comprehension at MTsS Muhammadiyah Meukek.

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

The data collected through the semi-structured interviews was analyzed using thematic analysis, a qualitative method that identifies and interprets patterns or themes within the data. According to Braun and Clarke (2006), thematic analysis involves six phases: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. This approach is suitable for this study as it allows for an in-depth exploration of teachers' strategies and the challenges they perceive in teaching reading comprehension.

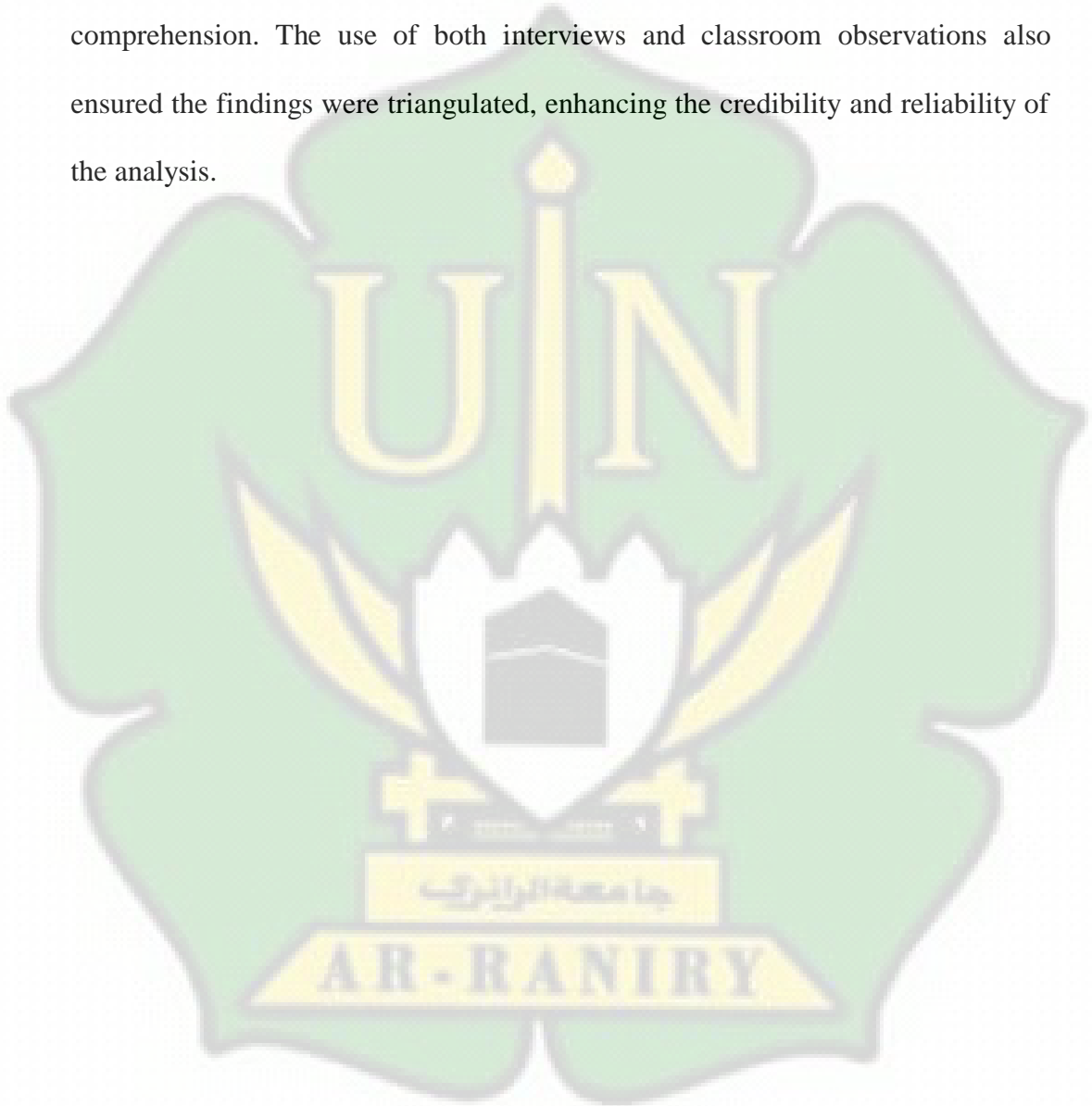
The first step in the analysis process involved familiarizing the researcher with the interview transcripts and observation notes by reading them repeatedly to gain a comprehensive understanding of the data. In the next phase, initial codes were generated by identifying significant phrases, words, or statements related to the research questions. These codes represented key concepts about the teachers' strategies, challenges, and reflections on their teaching practices.

After coding the data, the researcher searched for potential themes by grouping similar codes together. Themes were developed based on recurring patterns across the data, reflecting the teachers' strategies for teaching reading comprehension and the challenges they encountered. For example, common themes might include the use of specific reading strategies (e.g., cooperative learning, storytelling, or think-aloud techniques), challenges related to student engagement, limited resources, or large class sizes.

Once the themes were identified, the researcher reviewed them for coherence and relevance to the research questions. This process involved revisiting the data to ensure the themes accurately represented the teachers' experiences and challenges. The researcher refined and defined the themes by combining similar ones and eliminating those that were less relevant to the study's focus. For instance, themes related to challenges in student vocabulary and comprehension difficulties might be merged into a broader theme of "student-related challenges."

Finally, the researcher produced the final report, which summarized the identified themes and provided interpretations of how these themes addressed the research questions. The data were presented with direct quotes from the participants to illustrate the teachers' voices and provide evidence for the identified themes. The analysis was guided by the study's theoretical framework, focusing on how teachers' strategies align with the challenges they face in teaching reading comprehension at MTsS Muhammadiyah Meukek.

This thematic approach to data analysis allowed for a detailed, systematic examination of the teachers' experiences and provided valuable insights into the strategies they employ and the challenges they encounter in teaching reading comprehension. The use of both interviews and classroom observations also ensured the findings were triangulated, enhancing the credibility and reliability of the analysis.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter presents the research findings based on the data collected through interviews and observations. The data is analyzed to address the research questions regarding the challenges faced by teachers in teaching reading comprehension and the strategies employed to enhance students' reading skills at MTsS Muhammadiyah Meukek. The interview data were obtained from two English teachers, their initials are WR and ND. The interview results were categorized into two topics, detailed as follows:

##### 1. The Challenges Faced by the Teachers in Teaching Reading Comprehension

Based on the interviews and observations, several challenges were identified in teaching reading comprehension at MTsS Muhammadiyah Meukek.

##### a. Students' Limited Reading Ability

Both teachers interviewed, WR and ND, stated that students face challenges with reading comprehension. WR mentioned that many students lack the ability to read fluently and understand texts. She stated:

*"Siswa/I kurang mampu dalam membaca dan memahami teks,"*

From a statement above indicated that many students find it difficult to comprehend reading materials. Similarly, ND noted that first-year junior high school students particularly face challenges due to the transition from elementary school, where they focused primarily on vocabulary rather than comprehension. She explained:

*"Untuk kelas 1 SMP menurut saya sangat masih kurang dalam membaca dan memahami teks. Tentunya ini disebabkan oleh peralihan dari SD ke SMP yang mana di SD materinya hanya berfokus di kosa kata saja."*

This transition makes it challenging for students to grasp more complex reading materials, affecting their ability to engage with texts at the junior high school level. Based on the findings, it was evident that students at MTsS Muhammadiyah Meukek faced significant challenges in reading comprehension. Both WR and ND emphasized that students challenges with fluency and understanding texts, making it difficult for them to fully engage with reading materials. This transition presented an additional challenge as students had to adapt to more complex reading materials. Therefore, it was crucial to implement targeted strategies to bridge this gap and enhance students' reading comprehension skills.

#### **b. Lack of Vocabulary Knowledge**

A significant challenge is the limited vocabulary of students. WR highlighted that students often did not use dictionary, making it difficult for them to understand new words. She stated:



*"Iya, kebanyakan siswa/I tidak membaca kamus,"*

This statement indicated that students face challenges because they did not have the habit of looking up unfamiliar words. As a result, they find difficult to expand their vocabulary and comprehend texts effectively. This issue was also confirmed by ND, who observed that students frequently lose interest and find it difficult to remember vocabulary. She explained:

*"Siswa cepat bosan dan juga kurang kamus,"*

This state emphasized that limited access to dictionaries and a monotonous learning process make it harder for students to retain new vocabulary. To address this, she suggested:

*"Menciptakan lingkungan belajar yang efektif dan kreatif. Membuat strategi agar siswa dapat mengingat vocab"*

This indicated that teachers need to implement an engaging and interactive method to help students build their vocabulary. The limited vocabulary of students remains a major challenge in reading comprehension at MTsS Muhammadiyah Meukek. Many students did not develop the habit of using dictionary, making it difficult for them to understand and retain new words. To overcome this issue, they need to emphasize the importance of creating an engaging and interactive learning environment to help students retain and apply new vocabulary more effectively.

### c. Classroom Management Issues

Observations revealed that maintaining students' focus and engagement in reading lessons is a challenge. ND noted:

*"Siswa cepat bosan, karena mungkin keadaan kelas yang kurang nyaman"*

It was an evidence that students lose interest quickly, which makes it difficult for teachers to keep them engaged. To address this, she employs ice-breaking activities to create a more interactive and enjoyable learning environment. Additionally, WR mentioned that students often face challenges with discipline and focus, requiring teachers to implement structured lesson plans to maintain their attention. She explained:

*"Beberapa siswa sulit dikendalikan saat pelajaran berlangsung, sehingga strategi pengajaran yang lebih terstruktur sangat diperlukan."*

To overcome this, she ensures that lessons are well-organized and incorporates interactive elements to maintain student participation. Moreover, both teachers emphasized that students' short attention and spans make it crucial to integrate diverse teaching methods, such as group discussions and active reading exercises. By making lessons more dynamic and interactive, teachers can better capture students' interest and improve classroom management.

#### **d. Limited Teaching Resources**

Teachers also face the lack of teaching materials, particularly comprehensive dictionaries and effective learning media. WR suggested that schools should provide complete dictionaries that include reading texts to assist students. She stated:

*"Pihak sekolah harus menyediakan kamus yang lengkap, yaitu kamus yang ada teks bacaan"*

This statement emphasized that having more resources would greatly aid students in understanding new words and improving their comprehension skills. Additionally, ND pointed out that the absence of engaging learning media limits students' ability to fully grasp reading materials. She stated:

*"Media belajar yang efektif sangat membantu dalam meningkatkan pemahaman siswa"*

The statement underscored the need for supplementary teaching aids, such as illustrated storybooks, digital reading tools, and interactive exercises to enhance students' engagement. Without these resources, students may find it difficult to find motivation and interest in reading lessons.

## **2. Strategies Employed to Improve Students' Reading Comprehension**

Despite the challenges, teachers at MTsS Muhammadiyah Meukek employ various strategies to enhance students' reading comprehension skills, such as:

### a. Vocabulary Enhancement Strategies

WR focused on vocabulary selection as a key strategy. She asked students to search for daily words and submit memorized vocabulary to improve their retention. This method was found to be effective in helping students expand their vocabulary base. She stated:

*"Caranya dengan memberikan setoran hafalan beberapa kosa kata dalam bacaan"*

Her statement which allowed students to actively practice and retain new vocabulary. Additionally, she incorporated word association techniques and mnemonic devices to help students recall vocabulary more effectively. She further explained:

*"Saya juga meminta siswa membuat kalimat dengan kosa kata baru agar mereka bisa lebih paham dalam konteks yang berbeda"*

This highlighted the importance of contextual learning. Through this method, students not only memorized words but also understood their usage, which enhanced their reading comprehension skills.

### b. Interactive Learning Techniques

To make learning more engaged, ND employed varied teaching methods, included ice-breaking activities before lessons. This helped to create a comfortable learning environment and kept students interested. She explained:

*"Tidak lupa melakukan **ice-breaking** sebelum mulai belajar biar anak-anak lebih semangat untuk belajar"*

This strategy helped in capturing students' attention before engaging in reading activities. Furthermore, she incorporated storytelling, role-playing, and visual media to maintain students' enthusiasm. She stated:

*"Saya mencoba menggunakan **cerita pendek dan permainan peran** agar siswa lebih tertarik"*

This demonstrated her efforts to make learning more enjoyable and immersive. This approach allowed students to actively participate in the lesson, making reading comprehension less intimidating and more engaging.

### **c. Text translations Highlighting Difficult Words**

Another strategy used by ND was having students highlight difficult words and translate them. This technique helped students understand and remember new vocabulary better. She stated:

*"Saya meminta siswa untuk **meng-highlight beberapa vocab yang susah dimengerti**, kemudian menerjemahkannya agar mudah diingat"*

This indicated that breaking down the text into simpler vocabulary improved comprehension. By actively engaging with the words, students were able to recognize patterns and meanings more effectively. To further reinforce learning, she encouraged students to create vocabulary journals where they wrote

definitions, example sentences, and synonyms for newly learned words. This approach not only helped students retain vocabulary but also provided them with a personal reference for future reading tasks. She explained:

*'Saya meminta siswa **menulis kata sulit** dalam buku mereka dan **mencari sinonim serta contoh penggunaannya**, '*

This reinforcing her commitment to strengthening students' vocabulary retention and comprehension skills. Additionally, she integrated peer discussions where students shared their highlighted words and explained their meanings to classmates. This interactive method allowed students to learn from one another and clarify misunderstandings in a supportive environment.

Through this structured yet engaging approach, students not only memorized new words but also developed a deeper understanding of how to use them in different contexts. By combining vocabulary highlighting, translation, journaling, peer discussions, and assessments, ND effectively helped students expand their vocabulary and improve their reading comprehension skills. Her methods provided a comprehensive strategy that encouraged active learning and long-term retention, ultimately enhancing students' overall language proficiency.

## **B. Discussion**

This chapter discusses the findings of the study regarding the challenges faced by teachers in teaching reading comprehension at MTsS Muhammadiyah Meukek and the strategies they employed to address these challenges. These



findings are then compared with previous studies to highlight similarities and differences.

### **1. The Challenges Faced by the Teachers in Teaching Reading Comprehension**

The findings revealed that students at MTsS Muhammadiyah Meukek face challenges with reading comprehension due to their limited reading ability. WR and ND highlighted that many students lack fluency and have difficulty understanding texts, especially first-year junior high school students transitioning from elementary school, where they primarily focused on vocabulary rather than comprehension. This challenge aligns with Meihami & Abdoli (2024), who emphasized that students' cognitive preparation for comprehension is often inadequate, making it difficult for teachers to implement effective reading strategies. Similarly, Oakhill et al. (2015) noted that poor readers often face challenge with comprehension despite being able to read individual words fluently. The findings of this study reinforce these perspectives by highlighting the need for structured interventions to support students' transition to higher-level reading materials.

Another significant challenge identified is the students' limited vocabulary. WR observed that students rarely use dictionaries, making it difficult for them to understand new words. ND added that students get bored easily, further hindering their vocabulary retention. This challenge is consistent with findings from Fitria et al. (2024), who found that limited vocabulary knowledge negatively impacts

students' reading comprehension and suggested that contextual learning strategies, such as word association and mnemonic, can enhance vocabulary acquisition. Furthermore, Spencer et al. (2019) emphasized that students with poor vocabulary knowledge often face challenge with reading comprehension despite having adequate decoding skills. The results from MTsS Muhammadiyah Meukek indicate that the use of engaging vocabulary learning methods is necessary to improve students' comprehension abilities.

The study also found that maintaining students' focus during reading lessons is a challenge. ND stated that students lose interest quickly due to an uncomfortable classroom environment, requiring interactive learning strategies to keep them engaged. WR noted that discipline issues further complicate lesson delivery, necessitating structured lesson plans. These findings align with those of Junita et al. (2023), who emphasized that active learning strategies, such as group discussions and interactive reading exercises, can improve classroom engagement. Similarly, Medina et al. (2021) highlighted that structured and explicit reading comprehension strategy instruction significantly improves classroom dynamics and student engagement. This study reinforces the importance of implementing structured and interactive teaching methods to address classroom management issues effectively.

The lack of comprehensive teaching resources, particularly dictionaries and effective learning media, was another challenge highlighted in this study. WR suggested that schools should provide complete dictionaries with reading texts to help students improve their comprehension skills. ND emphasized that the

absence of engaging learning media limits students' ability to grasp reading materials fully. These findings are consistent with those of Setiawan et al. (2024), who found that digital reading tools and multimedia resources can significantly enhance students' motivation and comprehension. However, as Meihami & Abdoli (2024) pointed out, the effective integration of technology in reading instruction requires adequate teacher training and infrastructure, which remains a challenge in many schools. The findings from MTsS Muhammadiyah Meukek indicate that providing better teaching materials and technological support can enhance reading comprehension instruction.

## **2. Strategies Employed to Improve Students' Reading Comprehension**

To address students' limited vocabulary, WR implemented vocabulary memorization exercises where students submitted daily word lists. She also encouraged them to create sentences using new words to reinforce contextual understanding. These strategies align with the findings of Fitria et al. (2024), who emphasized the effectiveness of word association techniques and mnemonic devices in improving vocabulary retention. Additionally, Ratnasari et al. (2023) suggested that integrating vocabulary learning with reading tasks can improve students' comprehension skills. The findings from this study confirm that vocabulary enhancement strategies play a crucial role in improving students' reading comprehension.

ND employed interactive learning techniques such as ice-breaking activities, storytelling, and role-playing to keep students engaged in reading

lessons. These strategies align with the findings of Junita et al. (2023), who emphasized that active engagement through reciprocal teaching and think-aloud strategies significantly enhances comprehension. Similarly, Parhadjanovna (2023) highlighted the importance of incorporating diverse reading techniques to cater to different learning styles. The results from this study suggest that making learning more interactive and engaging can significantly improve students' motivation and reading comprehension skills.

Another strategy implemented by ND was having students highlight difficult words and translate them. She also encouraged students to create vocabulary journals where they wrote definitions, example sentences, and synonyms. This strategy is supported by Saadatnia et al. (2017), who found that breaking down complex texts into simpler vocabulary improves comprehension. Additionally, Medina et al. (2021) emphasized that structured vocabulary learning through translation and peer discussions helps students develop deeper text comprehension. The findings from this study confirm that vocabulary translation exercises enhance students' ability to understand and retain new words.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **A. Conclusion**

This study examined the challenges faced by teachers in teaching reading comprehension at MTsS Muhammadiyah Meukek and the strategies they employed to improve students' reading comprehension skills. Based on the findings, several key challenges were identified, including students' limited reading ability, lack of vocabulary knowledge, classroom management issues, and limited teaching resources. These challenges significantly impacted students' ability to comprehend reading materials effectively.

The study found that students face challenges with reading fluency and comprehension due to the transition from elementary to junior high school, where the focus had been primarily on vocabulary rather than comprehension. Additionally, a lack of vocabulary knowledge hindered students' ability to understand texts, as they did not develop the habit of using dictionaries or other tools to expand their vocabulary. Classroom management issues, such as students losing interest quickly and having difficulty with discipline, further complicated the teaching process. Furthermore, limited teaching resources, including inadequate dictionaries and digital learning tools, restricted teachers' ability to deliver effective reading comprehension instruction.

Despite these challenges, teachers employed various strategies to improve students' reading comprehension. Vocabulary enhancement strategies, such as word memorization exercises and contextual learning, were found to be effective in expanding students' vocabulary. Interactive learning techniques, including storytelling, role-playing, and ice-breaking activities, helped to engage students and maintain their interest in reading lessons. Additionally, the use of text translation and highlighting difficult words allowed students to develop a better understanding of reading materials. These strategies aligned with previous research findings, which emphasized the importance of structured and engaging teaching methods in improving reading comprehension skills.

Overall, the study concluded that while teachers at MTsS Muhammadiyah Meukek face significant challenges in teaching reading comprehension, they have implemented effective strategies to address these obstacles. However, continued efforts are required to enhance teaching methodologies, provide better resources, and improve classroom engagement to further support students' reading comprehension development.

## **B. Recommendations**

Based on the findings of this study, several recommendations are proposed to improve reading comprehension instruction at MTsS Muhammadiyah Meukek:

1. **Enhancing Vocabulary Learning Approaches.** Teachers should integrate more engaging vocabulary-building activities, such as word



games, interactive discussions, and the use of technology-based vocabulary learning tools. Encouraging students to use dictionaries regularly and creating vocabulary journals can also help improve their word retention and comprehension.

2. **Implementing More Interactive Teaching Strategies.** To keep students engaged in reading lessons, teachers should incorporate more interactive and student-centered learning approaches, such as reciprocal teaching, peer discussions, and project-based reading activities. These methods can make learning more dynamic and enjoyable for students.

By implementing these recommendations, teachers can harness the benefits of the challenges and the strategies used by the teacher at MTsS Muhammdiyah Meukek to move forward understudy learning result whereas tending to the related challenges, ultimately improving students' literacy and academic success.

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## LIST OF APPENDICES

### Appendix A

### Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH  
NOMOR: 691 TAHUN 2024

TENTANG:  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA  
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;  
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;  
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

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 Presiden 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 Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;  
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;  
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

#### MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :  
**Prof. Dr. Muhammad.A.R, M.Ed**

Untuk membimbing Skripsi

Nama : Ayu Agustina  
NIM : 210203153  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Teacher's Strategies and Perceived Challenges in Teaching Reading Comprehension

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 16 Desember 2024  
Dekan,

Saiful Muluk

#### Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dipten Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.





## Appendix B

## Recommendation Letter from The Fakultas Tarbiyah and Keguruan to conduct field research



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-2506/Un.08/FTK.1/TL.00/2/2025

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala MTsS Muhammadiyah Meukek

Assalamualaikum Warahmatullahi Wabarakatuh.

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

NIM : 210203153

Nama : AYU AGUSTINA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Tapaktuan, blangpidie, kilometer 27 Meurandeh Ie dingin

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***TEACHERS' STRATEGIES AND PERCEIVED CHALLENGES IN TEACHING READING COMPREHENSION (A STUDY IN MTSS MUHAMMADIYAH MEUKEK)***

Banda Aceh, 23 Februari 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 25 maret 2025

AR-RANIRY

## Appendix C

## Confirmation Letter from the schools



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH SELATAN**  
**MADRASAH TSANAWIYAH MUHAMMADIYAH MEUKEK**  
Jalan: Tgk.H. Muhd.Abdul Syam Kutabuloh I  
**KABUPATEN ACEH SELATAN**

**SURAT KETERANGAN PENELITIAN**

B. 120 /MTs.01.05 /PP.00.5 /03 / 2025

Yang bertanda tangan dibawah ini :

Nama : NILA KUSUMA, S.Ag  
NIP : 197410101999032004  
Pangkat Golongan : Pembina IV-a  
Jabatan : Kepala MTsM Meukek

Dengan ini Menerangkan Bahwa :

Nama : AYU AGUSTINA  
MPM : 210203153  
Pendidikan : Mahasiswa UIN Ar-Raniry Banda Aceh  
Alamat : Darussalam Aceh Besar

Adalah Benar yang Tersebut Namanya diatas telah melakukan Penelitian Ilmiah untuk Proses Penyusunan Skripsinya di MTs Muhammadiyah Meukek pada tanggal 07 s/d 08 Maret 2025.

Demikianlah Surat Keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.



Meukek, 08 Maret 2025  
Kepala MTsM Meukek

NILA KUSUMA, S.Ag  
Nip. 197410101999032004



## Appendic D

## Interviews instrument

### Interview Questions

1. Bagaimana kondisi siswa di kelas dalam hal kemampuan membaca dan pemahaman teks?
2. Apakah Bapak/Ibu menggunakan strategi tertentu dalam mengajar pemahaman membaca (reading comprehension)?
3. Strategi apa saja yang biasa Bapak/Ibu gunakan dalam mengajar pemahaman membaca?
4. Bagaimana Bapak/Ibu menerapkan strategi tersebut di kelas?
5. Mengapa Bapak/Ibu memilih strategi-strategi tersebut untuk mengajar pemahaman membaca?
6. Apakah Bapak/Ibu mengalami kendala dalam menerapkan strategi yang digunakan? Jika ya, kendala apa saja yang sering terjadi?
7. Bagaimana cara Bapak/Ibu mengatasi kendala tersebut dalam mengajar?
8. Apakah Bapak/Ibu merasa strategi yang digunakan sudah efektif dalam meningkatkan pemahaman membaca siswa? Jika tidak, apa yang perlu diperbaiki?
9. Menurut Bapak/Ibu, apa tantangan terbesar yang dihadapi siswa dalam memahami teks bacaan?
10. Apa dukungan atau sumber daya tambahan yang Bapak/Ibu butuhkan untuk mengatasi tantangan dalam mengajar pemahaman membaca?

### Observation sheet

#### Observation sheet 1

NO	Activity	Indicator	Option		Description
			Yes	No	
1	Opening	Teacher opens the lesson by greeting the students	✓		
		Pray before study	✓		
		Teacher checks the students' attendance list	✓		

		Teacher tells the aim of the subject that will be reached	✓		
		Teacher asks students about their material in the last meeting	✓		
2	Main Activity	Teacher explains the material	✓		
		Teacher asks students about the material	✓		
		Teacher uses text for teaching	✓		
		Practice with students	✓		
		Teacher asks students to read the text	✓		
		Teacher makes some group discussion	✓		
		Teacher gave task	✓		
		students make summarize		✓	
		Students explained to another		✓	
		Students asked each other	✓		
		Teacher help students	✓		
3	Closing	Teacher gives feedback and conclusion	✓		
		Teacher gives an opportunity to students to ask their difficulties	✓		
		Tell the students to do homework in their books	✓		
		Tell the students to memorize vocabulary	✓		
		Closing the activity	✓		

### Observation sheet 2 Strategies

According to Brown and Vacca & Vacca

No	Teaching strategies in reading comprehension	Yes	No	Note
1	Identify the purpose in reading	✓		
2	Using graphemic rules and patterns to aid in bottom up decoding		✓	
3	Using efficient silent reading techniques for relatively rapid comprehension		✓	
4	Skimming the text for the main ideas	✓		
5	Scan the text for specific information	✓		
6	Using semantic mapping or clustering		✓	
7	Guessing when you are not certain	✓		

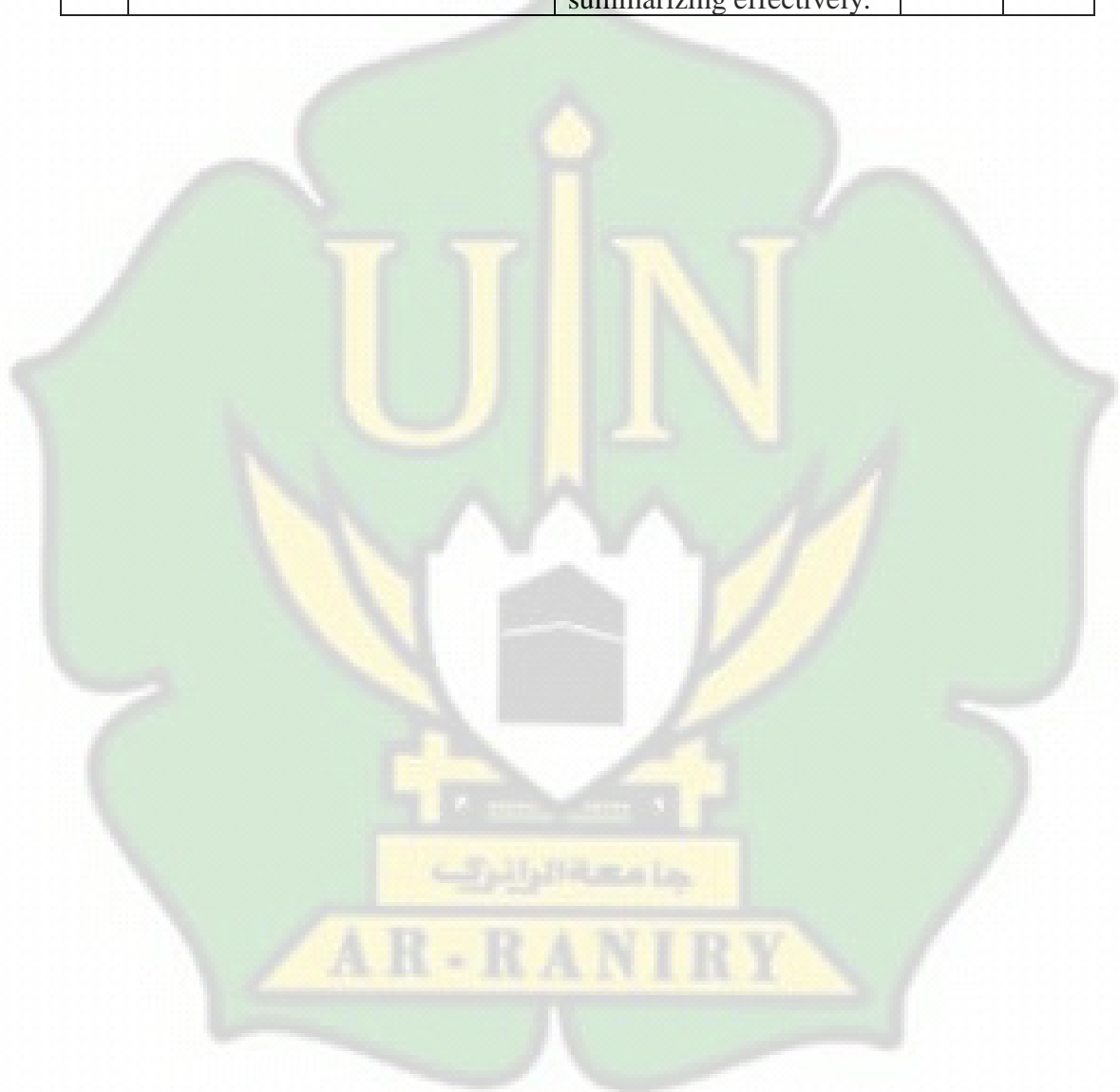
8	Analyze vocabulary	✓		
9	Think aloud	✓		
10	Reciprocal teaching	✓		
11	QARS			
12	QtA			

### Observation sheet 3 Challenges

According to several finding from Previous Studies

No	Challenges Observed	Indicator	Yes	No
1	Classroom management issues	Teacher challenge to maintain students' focus and engagement.	✓	
2	Limited teaching resources	Lack of textbooks or teaching materials to support reading activities.	✓	
3	Time constraints	Insufficient time allocated to cover the reading materials comprehensively.	✓	
4	Student absenteeism	High levels of absenteeism affecting students' progress.		✓
5	Diversity in student abilities	Wide range of student reading proficiency levels in the classroom.	✓	
6	Technological limitations	Limited access to digital tools or devices for teaching.	✓	
7	Motivation challenges	Students demonstrate low interest or motivation in reading.	✓	
8	Vocabulary or comprehension difficulties	Students face challenges in understanding or retaining vocabulary.	✓	
9	Cognitive difficulties in comprehension	Students have difficulties with cognitive processes such as summarizing, analyzing, or synthesizing reading materials.	✓	
10	Oral language weaknesses	Students exhibit oral language weaknesses that hinder their ability to understand texts fully.	✓	
11	Emotional and motivational	Students' lack of	✓	

	factors	confidence or fear of failure affects their reading comprehension.		
12	Difficulty in applying reading strategies	Students challenge to use reading strategies such as skimming, scanning, or summarizing effectively.	✓	



## Appendix E

## Documentations

