



**AN ANALYSIS OF STUDENTS' STRATEGIES FOR REDUCING  
READING COMPREHENSION DIFFICULTIES IN TENTH GRADE AT  
SMA ISLAM NUSANTARA MALANG**

*SKRIPSI*

**BY  
SHERLY RISTANTI EKA PUTRI  
NPM 219.01.073.012**



**UNIVERSITY OF ISLAM MALANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION DEPARTMENT  
2023**

## ABSTRACT

**Putri**, Sherly Ristanti Eka. 2023. *An Analysis of Students' Strategies for Reducing Reading Comprehension Difficulties in Tenth Grade at SMA Islam Nusantara*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Fitri Awaliyatush Sholihah, S.Pd., M.Pd; Advisor II: Dzurriyyatun Ni'mah, S.S., M.Pd.

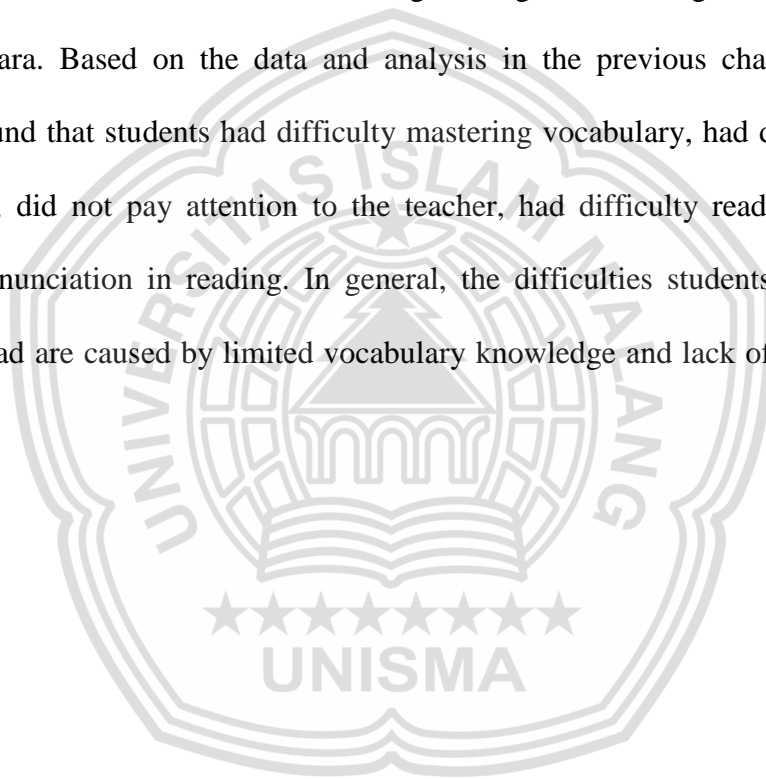
**Keywords:** Reading Comprehension, Reading Difficulties, Reading Comprehension strategies

Reading is a basic skill that is closely related to other skills such as speaking, listening and writing. Students that are struggling academically do poorly in lessons because they are unable to comprehend the subject being taught in class. The kids may encounter difficulty when studying and teaching in a classroom setting. This contributes to pupils' confusion or ignorance of the subject matter the teacher explains during the learning process. In this context, difficulty refers to a circumstance in which students struggle to comprehend the English text's substance.

This study aims to determine students' difficulties and the strategies used to reduce these difficulties in reading comprehension in the tenth grade of SMA Islam Nusantara. The subjects of this research were five students of SMA Islam Nusantara class X whose level of understanding of English was still lacking and a teacher. The aims of this study were: (1) to find out the difficulties faced by tenth grade students of SMA Islam Nusantara when reading comprehension of English

texts, and (2) to find out the strategies used by students in reducing difficulties in reading comprehension in tenth grade students of SMA Islam Nusantara.

Researcher used descriptive qualitative research and the data was take collected from interviews. Researchers used data collection techniques from Miles and Huberman (1994). The findings obtained from testing research data are as follows: Students' difficulties in understanding reading in the 10th grade of SMA Islam Nusantara. Based on the data and analysis in the previous chapter, the researcher found that students had difficulty mastering vocabulary, had difficulty concentrating, did not pay attention to the teacher, had difficulty reading long texts and pronunciation in reading. In general, the difficulties students face in learning to read are caused by limited vocabulary knowledge and lack of reading experience.



## CHAPTER I

### INTRODUCTION

The research's background materials are presented in this chapter. The background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms are all introduced in this chapter.

#### 1.1 Background of the Study

Reading is the process of gathering data from many sources. Since reading is a fundamental skill for interpreting a book, it is also a crucial language skill that kids should learn. Masduqi (2014), States that teachers and students must deal with reading on a regular basis as part of academic life. Reading is essential because it fosters critical thinking. Reading is how English as a Second Language (ESL) or English as a Foreign Language (EFL) students absorb knowledge and gather information, so reading can aid readers' critical thinking. The four main media radio, video, cassette, and television can all be used to acquire knowledge or information.

Hung & Ngan (2015), highlight Reading is a vital skill that helps pupils build their vocabulary, fluency, and other abilities. Lastly, it supports their language learning and competency. For example, When learning English, reading is crucial to the growth of language learning. Reading English-language literature will assist pupils develop their writing skills, expand their vocabulary, and master grammar. Unfortunately, spoken knowledge is limited and only temporary since students need to be attentive listeners. Children still require a pen and a book to write down their teacher's explanation so they can read it later, even though written content is typically more enduring and accessible.

Based on the results of the researchers' observations when carrying out teaching practices at SMA Islam Nusantara, especially in grade ten, the researchers found that some students still had difficulty understanding words, lack of student interest, vocabulary difficulties, difficulty knowing certain vocabulary when reading comprehension, difficulty concentrating. These problems cause students to lack reading skills. When the researcher conducted observations at SMA Islam Nusantara, the researcher discovered some of these issues, which is why the researcher chose the title of this thesis.

Numerous earlier research have revealed that pupils' reading comprehension issues are caused by a lack of vocabulary and also by the methods they employ. The statement of Lestari (2020), indicates that students' inability to use relevant language is the most common obstacle to reading comprehension, and that the best way for them to overcome this is to keep track of what they are reading. Similar problems were also found at SMPN 22 Jambi (Fahmi, et al. 2022), In addition to having trouble with grammar complexity, students also had trouble

understanding particular terminology when reading, having trouble applying reading strategies, and finally, having trouble focusing. Study Prihatini (2020), demonstrates that the level of creative understanding is where pupils have the most trouble. Insufficient teacher instruction, a lack of student enthusiasm, and language issues were contributing factors to students' comprehending challenges in grade ten.

The researcher discovered that various findings from several of the aforementioned earlier studies were connected to students' struggles with reading comprehension while learning English. The results showed that the SMA Islam Nusantara pupils' challenges with reading comprehension share a number of characteristics.

The researcher chose to conduct this research at SMA Islam Nusantara. Therefore, The purpose of this study is to discover more about reading comprehension problems in tenth grade students, as well as to identify these problems and learn about the tactics students employ to lessen them. The study was carried out at SMA Islam Nusantara, Malang City, East Java, which is located at Jl. Major General Haryono XXI/30, Dinoyo, Kec. Lowokwaru. The researcher chose SMA Islam Nusantara as the object of research, because at this school there are still many problems related to students' reading difficulties. In light of this, the researcher carried out a study titled "An Analysis of Students' Strategies for Reducing Reading Comprehension Difficulties in Tenth Grade at SMA Islam Nusantara Malang" based on the considerations mentioned above.



## 1.2 Research Problems

According to the study's background described above, the following research focuses have been developed:

- a. What are the students' difficulties in reading comprehension at the tenth grade of SMA Islam Nusantara?
- b. What strategies used by student to reduce difficulties in students' reading comprehension?

## 1.3 Research Purposes

The purpose of this study are:

- a. To describe students' difficulties in reading comprehensionat the tenth grade of SMA Islam Nusantara.
- b. To describe strategies for students' difficulties in reading comprehension.

## 1.4 Research Significance

The finding of this study contribute to new knowledge and benefits for the subjects:

### 1.4.1 Theoretical Benefits

This study is anticipated to promote education, particularly in relation to the difficulties that SMA Islam Nusantara students in the tenth grade have with reading comprehension.

### 1.4.2 Practical Benefits

- a. For Further Researchers

This study can be used as a guide for future research to help other scholars get better study results.

b. For SMA Islam Nusantara

The findings of this study are anticipated to add to the body of knowledge regarding the reading challenges faced by students in SMA Islam Nusantara's tenth grade reading comprehension class.

c. For the Wider Community or Readers

In terms of knowledge development and reader motivation, this research is anticipated to add reader insight, making it advantageous for all aspects of society.

### 1.5 Scope and Limitation of the Study

This study provides the boundaries as described below.

#### 1.5.1 Scope of the study

This study discusses what kind of difficulties are encountered in understanding English; and strategies used to reduce difficulties in their understanding of English. Five SMA Islam Nusantara students in the tenth grade were the subjects of the study whose level of understanding of English was still lacking and a teacher. This study uses interviews as an instrument to collect data.

#### 1.5.2 Limitations of the study

Potential limitations of this study include the fact that while students were on break for the semester, data collection interviews were conducted online. This could be one of the less than optimal findings of researchers.



This study used open-ended questions during the interview to prevent the interviewee from simply agreeing or disagreeing with the questions. In addition, these questions encourage informants to answer honestly and based on their experiences.

## 1.6 Definition of the Key Terms

Key terms help the reader to get in the flow of the topic.

### 1.6.1 Reading

Reading requires pupils to draw on their own knowledge and experience, making it one of the more challenging ways to learn English.

### 1.6.2 Reading comprehension

Reading Comprehension is a method of comprehending a text by reading it and applying reading strategies like word recognition. Understanding of linguistic conventions and word knowledge. Reading is a part of the constructing process as well.

### 1.6.3 Student Difficulties

Students that have trouble reading exhibit poor learning outcomes in other subject areas. This suggests a connection between reading learning difficulties and subpar student performance in other subject areas. The most common sort of reading difficulty that all students encounter is problems in reading comprehension. Students frequently experience reading difficulties that may affect their reading proficiency scores.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusions of the research and suggestions for developing the reading difficulties and skills of the tenth graders of SMA Islam Nusantara. The following discussion provides conclusions and suggestions from this study:

#### 5.1 Conclusion

The findings obtained from testing research data in the previous chapter are as follows: Students' difficulties in understanding reading in the tenth grade of SMA Islam Nusantara. Based on the data and analysis in the previous chapter, the researcher found that students had difficulties in mastering vocabulary, had difficulty concentrating, did not pay attention to the teacher, had difficulty reading long texts and pronunciation in reading. In general, the difficulties faced by students in learning to read are caused by limited vocabulary knowledge and lack of reading experience.

In this case, suitable strategies were found to reduce difficulties in students' reading comprehension, such as looking for meaning in a dictionary of difficult or unknown vocabulary words, asking friends for help, reading repeatedly, and reading aloud to help students remember well.

## 5.2 Suggestions

### 1. For Student

Students must work on expanding their vocabulary and frequently practice comprehending the material of reading English-language texts. Students can also benefit from modern technology to aid learning, particularly English.

### 2. For Teacher

The study's findings revealed that pupils had trouble comprehending terminology when reading texts. The researcher wants to suggest that teachers should practice students' understanding by practicing reading texts. Teachers can also increase their students' vocabulary by learning new words themselves. The teacher can also use the right techniques or procedures to help students learn to read.

### 3. For the Future Researcher

For future researchers to thoroughly analyze the challenges of reading research, they must, of course, make a range of more mature preparations in order to uncover information that has not yet been discovered in this study. This study might be consulted when conducting similar research on different objects.

## REFERENCE

- Ardhian, T., Ummah, I., Anafiah, S., & Rachmadtullah, R. (2020). Reading and Critical Thinking Techniques on Understanding Reading Skills for Early Grade Students in Elementary School. *International Journal of Instruction*, 13(2), 107-118.
- Banditvilai, C. (2020). The Effectiveness of Reading Strategies on Reading Comprehension. *International Journal of Social Science and Humanity*, 10(2), 46-50.
- Brassell, D., & Rasinski, T. (2008). Comprehension that works: Taking students beyond ordinary understanding to deep comprehension. Teacher Created Materials.
- Cheon, H. J., & Ma, J. H. (2014). The Effects of Reading Purpose on Reading Comprehension and Perceived Difficulty. *English Teaching*, 69(2).
- Diana, R., & Sepyanda, M. (2022). The Analysis of Strategies Used By the English Teachers in Teaching Reading Comprehension. *ELP (Journal of English Language Pedagogy)*, 7(2), 30-42.
- Fahmi, A., Fitria, W., & Mahmudah, F. (2022, May). Reading Comprehension; A Study on Students' Difficulties. In *Proceeding of International Conference on Education* (pp. 94-100).
- Hung, D. M., & Ngan, V. P. T. (2015). Investigating reading strategies used by EFL students at Dong Thap University. *Asian Journal of Educational Research*, 3(4), 10-20.
- Jhon S. Hedgcock, Dana R. Ferris, Teaching Readers of English Students, Texts, and Contexts (New York: Routledge, 2009), 213
- Lestari, R. P., Fitriani, S. S., & Erdiana, N. (2017). Reading comprehension difficulties encountered by senior high school EFL students. *Research in English and Education Journal*, 2(2), 110-118.
- Lestari, T., Muljanto, S., & Hamzah, A. (2020). An Analysis of Students' difficulties in Reading Comprehension. *English Education and Applied Linguistics Journal (EEAL Journal)*, 3(1), 43-49.
- Malinda, T., Aunurrahman, A., Sahrawi, S., & Hafis, M. (2022). An analysis of students' difficulties in reading comprehension at smpn 05 tanah pinoh barat. *Journal of English Language Teaching and Education (JELTE)*, 3(2), 88-102.
- Masduqi, H. (2014). EFL reading in Indonesian universities: Perspectives and challenges in cultural contexts. *Journal of teaching and education*, (3), 385-397.
- Nguyen, T. L. P. (2022). Teachers' strategies in teaching reading comprehension. *International Journal of Language Instruction*, 1(1), 19-28.

- Nurjanah, R. L. (2018). The analysis on students' difficulties in doing reading comprehension final test. *Metathesis: journal of English language, literature, and teaching*, 2(2), 253-264.
- Para citar este artículo Lopera, S. A. (2019). Effects of Reading Strategy and Dictionary Instruction in an Undergraduate Foreign Language Reading Comprehension Group. *Folios*, 50, 127-138. doi: 10.17227/Folios.50-10226
- Patel, M. F., & Jain, P. M. (2008). English language teaching.
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education*, 6(2), 229.
- Pourkalhor, O., & Kohan, N. (2013). Teaching reading comprehension through short stories in advance classes. *Asian journal of social sciences & humanities*, 2(2), 52-60.
- Prihatini, S. O. (2020). An analysis of students' difficulties in reading comprehension at SMA Negeri 1 Sukodadi Lamongan. *E-Link Journal*, 7(1), 21-29.
- Putri, G. A. T. M., & Rati, N. W. (2022). Reading Problems in Grade II Elementary School Students. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 244-252.
- Riswanto, R. (2022). The Impact of a Pre-Questioning Technique on Students' Reading Comprehension at a Bengkulu State Junior High School. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 2381-2386.
- Rohimah, S. (2021). Reading difficulties and factors affecting reading difficulties of students of grade 1 elementary school. *LADU: Journal of Languages and Education*, 1(5), 189-195.
- Sajid, M. K. M., & Kassim, H. (2019). The Effects of Reading Aloud Strategies on text Level Difficulties, Reading Proficiency and Reading Comprehension Skill. *International Journal of Language Education and Applied Linguistics*, 85-97.
- Sapitri, A., Supiatman, L., & Nasution, S. M. (2022). Analysis On Students' Difficulties In Reading Comprehension Report Text. *Jurnal Global Edukasi*, 5(4), 203-208.
- Satriani, E. (2018). Reading comprehension difficulties encountered by english students of Islamic University of Riau. *J-SHMIC: Journal of English for Academic*, 5(2), 15-26.
- Satriani, E. (2018). Reading comprehension difficulties encountered by english students of Islamic University of Riau. *J-SHMIC: Journal of English for Academic*, 5(2), 15-26.
- Sofyan, N., HJ Wahid, J., & Idris, N. (2021). The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading Skills. *Jo-ELT (Journal of English Language Teaching)* Fakultas Pendidikan Bahasa & Seni Prodi



Pendidikan Bahasa Inggris IKIP, 8(1), 11-18.  
doi:<https://doi.org/10.33394/joelt.v8i1.3564>

Therrien, W. J., & Kubina Jr, R. M. (2006). Developing reading fluency with repeated reading. *Intervention in school and clinic*, 41(3), 156-160.

TINA, F. H. (2022). *An analysis on students' difficulties in learning reading comprehension at the seventh grade of MTs Bustanul Ulum Krai Lumajang* (Doctoral dissertation, UIN KHAS JEMBER).

Ulfah Shadrina Adani, 1513042082 (2019) *A comparative study of students' reading comprehension in narrative text through mind mapping technique and directed reading thinking activity (DRTA) technique at the second grade of SMP Negeri 25 Bandar Lampung*. Fakultas Keguruan Ilmu Pendidikan, Universitas Lampung.

